



Province of the
EASTERN CAPE
EDUCATION



NATIONAL SENIOR CERTIFICATE

GRADE 11

NOVEMBER 2022

HISTORY P2

MARKS: 150

TIME: 3 hours

This question paper consists of 9 pages and an addendum of 14 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework in the CAPS document.

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: NATIONALISM IN SOUTH AFRICA – AFRICAN NATIONALISM

QUESTION 2: NATIONALISM IN THE MIDDLE EAST

QUESTION 3: APARTHEID SOUTH AFRICA – 1940s to 1960s

SECTION B: ESSAY QUESTIONS

QUESTION 4: NATIONALISM IN SOUTH AFRICA – AFRICAN NATIONALISM

QUESTION 5: NATIONALISM IN THE MIDDLE EAST

QUESTION 6: APARTHEID SOUTH AFRICA – 1940s to 1960s

2. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions may be found in the ADDENDUM.
3. SECTION B consists of THREE essay questions.
4. Answer the THREE questions as follows:
 - 4.1 At least ONE must be a source-based question and at least ONE must be an essay question.
 - 4.2 The THIRD question should be a source-based or an essay question.
5. You are advised to spend at least ONE hour per question.
6. When answering the questions, candidates should apply their knowledge, skill and insight.
7. You will be disadvantaged by merely rewriting the sources as answers.
8. Number the answers correctly according to the numbering system used in this question paper.
9. Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE question in this section. Source material to be used to answer these questions is contained in the ADDENDUM.

QUESTION 1: HOW DID THE ANC YOUTH LEAGUE (ANCYL) INFLUENCE THE RISE OF AFRICAN NATIONALISM IN THE 1940s?

Study Sources 1A, 1B, 1C and 1D and answer the questions that follow.

1.1 Refer to Source 1A.

- 1.1.1 Name TWO of the persons that established the ANC Youth League. (2 x 1) (2)
- 1.1.2 Explain what the founders of the ANCYL meant with the following statement, "FREEDOM IN OUR LIFETIME." (2 x 2) (4)
- 1.1.3 What, according to the source, was noticed about the intentions of the youth at the ANC's conference? (1 x 2) (2)
- 1.1.4 Explain how useful this source will be to a historian studying the influence of the ANCYL on the policies of the ANC. (2 x 2) (4)

1.2 Study Source 1B.

- 1.2.1 Why do you think the Provincial Executive Committee of the ANC used the words, "the hour of the youth has struck" on its flyers? (2 x 2) (4)
- 1.2.2 Define the concept *African Nationalism* in your own words. (1 x 2) (2)
- 1.2.3 What does the statement mean/imply, "Africa is a black man's country", tell us about the philosophy/beliefs of Anton Lembede? (2 x 2) (4)
- 1.2.4 What, according to the source, was the criticism of the Youth League against the ANC? (2 x 1) (2)

- 1.3 Read Source 1C.
- 1.3.1 Why, according to the source, did mine workers decide to go on a general strike? (2 x 1) (2)
- 1.3.2 Why were the mineworkers opposed to the compound system? (2 x 2) (4)
- 1.3.3 Comment on the old miner's statement, "We on the mines are dead men already." (1 x 2) (2)
- 1.3.4 What, according to the source, were the results of the strike? (1 x 2) (2)
- 1.3.5 Using information in the source and your own knowledge, explain how the government reacted to the strike. (2 x 2) (4)
- 1.4 Consult Source 1D.
- 1.4.1 What message does the photograph convey with regards to the impact of African nationalism on black South Africans? (2 x 2) (4)
- 1.4.2 Name TWO demands of the workers. (Use visual clues from the photograph to answer the question.) (2 x 1) (2)
- 1.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how the ANC Youth League influenced the rise of African nationalism in the 1940s. (6)
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QUESTION 2: HOW DID THE SIX DAY WAR OF 1967 CONTRIBUTE TO THE CONFLICT IN THE MIDDLE EAST?

Study Sources 2A, 2B, 2C and 2D to answer the following questions.

2.1 Study Source 2A.

- 2.1.1 What, according to the source, was the major spark for the Six Day War? (1 x 2) (2)
- 2.1.2 Name the superpower that informed Egypt of Israel moving troops to its northern border of Syria. (1 x 1) (1)
- 2.1.3 According to the source, how did Abdel Nasser's support for his allies lead directly to the outbreak of the Six Day War. (3 x 1) (3)
- 2.1.4 Using the information in the source and your own knowledge, explain what happened during the Holocaust. (2 x 2) (4)
- 2.1.5 Comment on what the Israeli's meant by the following statement, "Let's meet after the war. Where? In a phone box." (2 x 2) (4)

2.2 Consult Source 2B.

- 2.2.1 How, according to the source, did the Six Day War begin? (1 x 2) (2)
- 2.2.2 Explain whether you agree that Israel was the aggressor in the Six Day War. Substantiate your answer with relevant evidence. (2 x 2) (4)
- 2.2.3 According to the source, list THREE countries where airbases were placed. (3 x 1) (3)

2.3 Read Source 2C.

- 2.3.1 Name the peace-keeping body that mediated a ceasefire on 10 June 1967. (1 x 1) (1)
- 2.3.2 Who, according to the source, had the most casualties due to the Six Day War? (1 x 2) (2)
- 2.3.3 How did the following countries feel after the Six Day War?
- (a) Israel (1 x 2) (2)
- (b) Arab countries (1 x 2) (2)
- 2.3.4 Explain what the Arab leaders meant by the following statement, "No peace, no recognition and no negotiation" with Israel. (2 x 2) (4)

- 2.4 Use Source 2D.
- 2.4.1 What message is conveyed in the cartoon with regards to the Six Day War? (2 x 2) (4)
- 2.4.2 Name the country that has the dagger in his hand. (Use a visual clue from the source.) (1 x 2) (2)
- 2.4.3 Explain the reliability of this source to a historian studying the reasons for the Israeli victory during the Six Day War. (2 x 2) (4)
- 2.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how the Six Day War of 1967 contributed to the conflict in the Middle East. (6)

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QUESTION 3: WHAT ROLE DID SOUTH AFRICAN WOMEN PLAY TO RESIST APARTHEID IN THE 1950s?

Study Sources 3A, 3B, 3C and 3D to answer the following questions.

3.1 Read Source 3A.

- 3.1.1 Define the concept *apartheid* in your own words. (1 x 2) (2)
- 3.1.2 Comment on what is meant by the following statement, "It made many men, women and children to be slaves in their own country," in the context of the effects that apartheid had on the lives of Black South Africans. (2 x 2) (4)
- 3.1.3 List the horrible conditions that black South Africans were forced to live under the apartheid government. (2 x 1) (2)
- 3.1.4 Quote a sentence from the source that indicates the horrific conditions were not accepted by South Africans. (1 x 1) (1)
- 3.1.5 Why, do you think the resistance to apartheid by whites and blacks were different? (2 x 2) (4)

3.2 Study Source 3B.

- 3.2.1 How, according to the source, did some women resist apartheid? (1 x 1) (1)
- 3.2.2 Why, do you think, some black women decided to brew beer? (2 x 2) (4)
- 3.2.3 Why, according to the source, did Black Sash open advice offices? (2 x 1) (2)
- 3.2.4 Comment on why Black Sash was never banned by the apartheid government. (1 x 2) (2)

3.3 Read Source 3C.

- 3.3.1 Use your own knowledge to explain why many women were never involved in political protests or demonstrations before. (2 x 2) (4)
- 3.3.2 Why, according to the source, did South African women protest so strongly against the Act? (1 x 2) (2)
- 3.3.3 Name TWO women's organisations that organised many demonstrations outside government offices. (2 x 1) (2)
- 3.3.4 Comment on why women left the Union Building with a sense of moral victory. (2 x 2) (4)

- 3.4 Consult Source 3D.
- 3.4.1 What message is portrayed in this photograph regarding the Women's March of 9 August 1956? (2 x 2) (4)
- 3.4.2 Quote evidence from the source showing what the implementation of the pass laws will mean to these protesters. (2 x 1) (2)
- 3.5 Compare Source 3C and Source 3D. Explain how the information in Source 3C compliments (supports) the evidence in Source 3D regarding the reasons why South African women resisted apartheid. (2 x 2) (4)
- 3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining the role that South African women played to resist apartheid in the 1950s. (6)
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SECTION B: ESSAY QUESTIONS

Answer at least ONE question, but not more than TWO questions, in this section.

QUESTION 4: AFRICAN NATIONALISM

Critically discuss how African Nationalism was strengthened in South Africa from 1902 to 1953.

Motivate your answer with relevant historical evidence from 1902 to 1953.

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QUESTION 5: NATIONALISM IN THE MIDDLE EAST

“It was Jewish nationalism that eventually led to the establishment of the State of Israel.”

Do you agree with the statement? Substantiate your answer with relevant evidence.

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QUESTION 6: RESISTANCE IN SOUTH AFRICA – 1940s to 1960s

“The resistance movement launched more aggressive and violent protest actions against the apartheid regime in the 1960s.”

Explain to what extent this statement is accurate by referring to the different forms of resistance in the 1960s.

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TOTAL: 150