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Province of the
EASTERN CAPE
EDUCATION

NATIONAL SENIOR CERTIFICATE

GRADE 11

NOVEMBER 2022

HISTORY P2

MARKS: 150

TIME: 3 hours

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

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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.

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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)

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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)

[50]

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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)

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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)

[50]

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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)

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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)

[50]

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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 NASIONALISM

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. **[50]**

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. **[50]**

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. **[50]**

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HISTORY P2 ADDENDUM

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This addendum consists of 14 pages.

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

SOURCE 1A

This source below explains the reasons for the formation of the ANCYL.

The generation that founded the ANC Youth League (Walter Sisulu, Oliver Tambo, Nelson Mandela, William Nkomo, Mxolisi Majombozi, Anton Lembede, Congress Mbatha) declared 'FREEDOM IN OUR LIFETIME' in 1944. The ANC's idea of forming the ANCYL began in early 1940, as a result of young people's impatience with the manner in which the ANC and the entire National Liberation Movement responded to apartheid repression. Young people said then that they are tired with peaceful resistance and struggles, which recognised and respected the oppressor and the colonial masters.

Mxolisi Majombozi came with the idea of radicalising the ANC, through formation of the ANC Youth League, which will give new energy and fighting spirit to the National Liberation Movement. In 1942, the ANC Conference noted the growing militancy amongst the youth and resolved that the Congress Youth League should be formed to mobilise young people behind the banner of the ANC.

On September 10, 1944, the ANC Youth League was officially launched as an organisation in the Bantu Social Centre, Johannesburg and elected Anton Lembede as its first president. The ANC Youth League was now able to decisively (finally) influence the ANC to adopt a more radical and confrontational political programme which fundamentally (basically) transformed the ANC into a mass mobilisation movement and campaigner (fighter) against racial segregation and economic subjugation (oppression).

[From http://www.ngopulse.org/resources/anc-youth-league-message-centenary-african-national-Congress. Accessed on 27 April 2021.]

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SOURCE 1B

This source below describes the ANCYL's manifesto (beliefs).

'The hour of youth has struck!' So proclaimed (declared) a flyer issued by the Provincial Executive Committee of the newly formed ANC Youth League, advertising the organisation's first conference to be held in September 1944.

In the 1930s the ANC, under the leadership of Xuma, had revived, but its methods remained cautious and respected towards the white elite. Every resolution of the ANC started with statements like, 'We pray that the Minister … We humbly request …' Annoyed (angry) by the pacifism (non-violence), this group of young intellectuals became agitated (restless) and demanded a shift towards a more militant style of politics. Jordan Ngubane together with Lembede and Mda drafted the League Manifesto, although Lembede's ideas are said to have dominated the document. Anton Lembede was also described as the "principal architect of SA's first full-fledged ideology of African nationalism." Lembede also believed that Africa is a black man's country and that Africans are one.

The document pointed out that the formation of the Youth League was based on criticism against the ANC which was seen as elitist and 'not an efficiently organised bloc', lacking a 'constructive programme to enforce the repeal of all oppressive legislation.' The Youth League aimed at imparting (revealing) to the ANC a national character rooted in African nationalism and African self-determination.

[From http://nhmsa.co.za/news/the-hour-of-youth-has-struck-anton-lembede-and-the-formation-of-the-anc-youth-league/. Accessed on 27 April 2021.]

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SOURCE 1C

This source describes how black South African workers were influenced by the ideas of African Nationalism that led to the Mine Workers strike on 12 August 1946 on the Witwatersrand.

On Sunday, August 4, 1946, over a thousand delegates assembled at an open-air conference held in the Newtown Market Square: no hall where Africans could hold meetings was big enough to accommodate those present. At this meeting a decision was taken to go on a general strike, demanding a minimum wage of 10 shillings (one Rand), better conditions at work and against the horrific conditions in the compounds. Before the decision was adopted, speaker after speaker took the stage and demanded immediate action. One worker said, "When I think of how we left our homes in the reserves, our children naked and hungry, we have nothing more to say". Every man must agree to strike on 12 August. It is better to die than go back with empty hands. The president, J.B. Marks warned that the regime would attempt to suppress the strike by brutal force. But the meeting was in a militant mood. An old miner shouted: "We on the mines are dead men already."

The resources of the racist state were used to suppress the strike, killing 9, wounded 1 248 mineworkers and the regime regarded the strike as a failure. The most profound (greatest) result of the strike, however, was to be the impact it had on the political thinking within the liberation movement; almost immediately it shifted from a policy of concession (compromise) to more dynamic and militant forms of struggle. The brave miners of 1946 gave birth to the ANC Youth League's Programme of Action adopted in 1949 and the forerunners of the freedom strikers of May 1, 1950.

[From sahistory.org.za/article/1946-african-mineworkers-strike. Accessed on 27 April 2021.]

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SOURCE 1D

This photograph shows the mineworkers on strike in 1946 on the Witwatersrand.



[From saha.org.za. Accessed 27 April 2021]

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QUESTION 2: HOW DID THE SIX DAY WAR OF 1967 CONTRIBUTE TO THE CONFLICT IN THE MIDDLE EAST?

SOURCE 2A

This source below explains the reasons for the outbreak of the Six Day War on 5 June 1967.

A series of border disputes were the major spark for the Six Day War. By the mid-1960's, Syrian-backed Palestinian guerrillas had begun staging attacks across the Israeli border, provoking reprisal (retaliation) raids from the Israel Defence Forces. In April 1967, the skirmishes (conflicts) worsened after Israel and Syria fought a ferocious (violent) air and artillery (weapons) engagement in which six Syrian fighter jets were destroyed. In the wake of the April air battle, the Soviet Union provided Egypt with information that Israel was moving troops to the northern borders of Syria in preparation for a full-scale invasion. The information was inaccurate, but it nevertheless stirred Egyptian President Gamal Abdel Nasser into action. In a show of support for his Syrian allies, he ordered Egyptian forces to advance into the Sinai Peninsula, where they expelled a United Nations peacekeeping force that had been guarding the border with Israel for over a decade.

On 22 May, Nasser banned Israeli shipping from the Straits of Tiran. A week later he sealed a defence pact with King Hussein of Jordan. At the same time, bloody threats poured out of Arab radio stations and on to the pages of Israeli newspapers. Only 22 years after the end of the Holocaust it was not surprising that the Arab propaganda (publicity) hit home. A doom-laden (depressing) mood overcame the country. People made black jokes: "Let's meet after the war. Where? In a phone box."

[From https://link.springer.com > chapter. Accessed on 30 September 2019.]

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SOURCE 2B

This extract below describes how the events of 5 June 1967 unfolded in the Middle East.

By early June 1967, Israeli leaders voted to counter the Arab military build-up. The war began on 5 June 1967, when Israeli's air force launched a devastating series of attacks on Egyptian airfields which destroyed most of Egypt's aircrafts on the ground. Technically, Israel was the aggressor, since Israel fired the first shots. The Israeli war plan depended on a surprise attack, called Operation Focus. By the end of the day on 5 June, Israeli pilots had won full control of the skies over the Middle East.

The war was disastrous for Egypt and for the Arabs. On 6 and 7 June the Israeli's quickly overran the whole of Sinai as they had in 1956. On 7 June Jordan lost the Old city of Jerusalem and the West Bank, and on 9 June Syria lost the Golan Heights. The fighting ended on 10 June and in a victory for Israel.

Unlike the Egyptians and the other Arab armies, the Israelis had done their homework. They had flown hundreds of reconnaissance (investigation) missions over the years to build up an accurate picture of airbases in Egypt, Jordan and Syria. Pilots had a target book, giving the details of their layouts and defences.

[From *Conflict in the Middle East* by Dr J. King]

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SOURCE 2C

The source below explains the consequences of the Six Day War of 1967.

On June 10 1967, a United Nations ceasefire (break in fighting) took effect and the Six Day War came to an abrupt (sudden) end. It was later estimated that some 20 000 Arabs and 800 Israelis had died in just 132 hours of fighting. The leaders of the Arab states were left shocked by the severity of their defeat. Egyptian President Nasser even resigned in disgrace, only to promptly return to office after Egyptian citizens showed their support with massive street demonstrations.

In Israel, the national mood was jubilant. Victory in the war led to a surge of national pride in Israel, which tripled in size, but it also fanned (blew) the flames of the Arab-Israeli conflict. Still wounded by their defeat in the Six-Day War, Arab leaders met in Khartoum, Sudan, in August 1967, and signed a resolution that promised "no peace, no recognition and no negotiation" with Israel. Led by Egypt and Syria the Arab states later launched a fourth major conflict with Israel during 1973's Yom Kippur War.

[From https;//www.history.com/topics/middle-east/six-day-war. Accessed on 30 September 2019.]

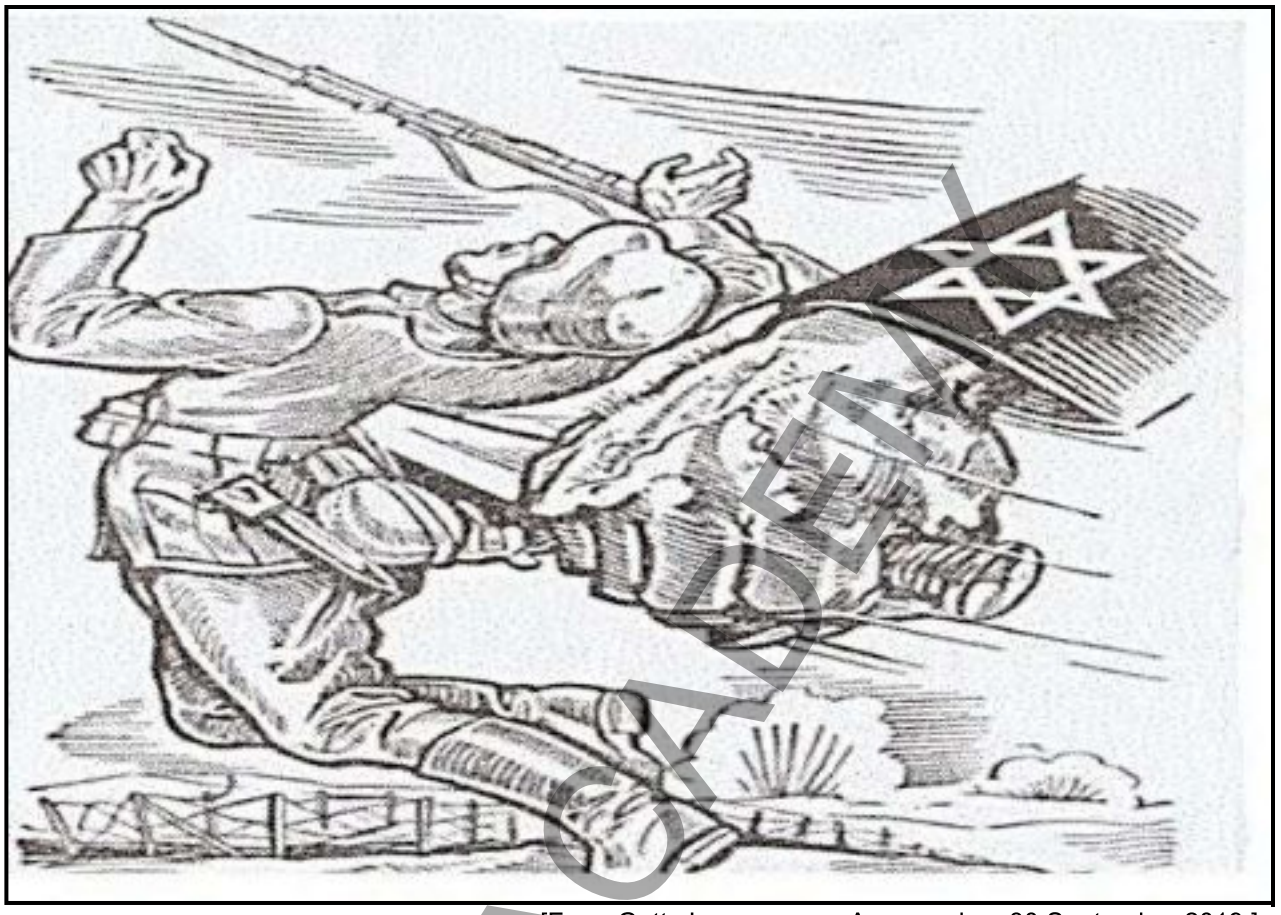
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SOURCE 2D

The cartoon depicts what happened during the Six Day War of 1967 between Israel and the Arab States.



[From Getty Images.com. Accessed on 30 September 2019.]

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

SOURCE 3A

This source explains the influence that apartheid had on the lives of South Africans that was implemented by the National Party in 1948.

Apartheid was an oppressively destructive system that influenced many lives, not only in South Africa, but also in many nearby provinces and countries. This influence occurred (happened) because apartheid was so morally wrong. It forced many men, women and children to be slaves in their own country. These people could not live their own lives. They were made to obey the laws of the white people that terrified all and killed thousands.

Even those blacks that lived under apartheid lived in conditions that were more horrible than anything anyone could ever possibly imagine. They were forced into overcrowded cities whose pollution and poverty caused the death of many. Made to work for wages that could barely (hardly) keep one individual alive, let alone an entire family and given no opportunity to better themselves through a decent (proper) education.

These horrific (terrible) conditions ultimately resulted in a struggle of resistance against the system by many individuals of South Africa. Surprisingly, this resistance was greatly influenced and aided (supported) by a very large group of women fighters. Even more surprising is the fact that this group of women consisted not only of black women but also white women. Yet even though these white and black women were fighting against the same system, their resistance to apartheid differed in many ways.

[From *Woman's Resistance to Apartheid* by M. Laber.]

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SOURCE 3B

The source below explains how South African women resisted apartheid.

Black women's lives in South Africa were a constant struggle, yet they managed to survive and also, at the same time, find individually subtle (clever) ways to resist the system that they hated so dearly. The most widely method used by many black women was beer brewing. The women who brewed beer were a very bright group of individuals in a class of their own. It was against the law for Africans to brew or even drink beer. Yet, these women would still brew it in their homes and then, through very intricate (tricky) methods, they would bury it in their yards so that police could not find it. Police continued to raid relentlessly (harshly) and to destroy. There were Saturday and Sunday mornings when the streets literally (factually) flowed with beer.

One organisation that helped the white women in their resistance to apartheid was Black Sash. It was established in 1956 under the presidency of Sheena Duncan and soon had a membership of 10 000 members. It started the night that thousands of white women with black sashes draped over their shoulders marched to protest the desecration (violation) of individual rights by the ruling National Party. Black Sash mainly fought against the forced resettlement of black people. The group opened many "advice offices" to help people with a variety of tasks, such as looking for passports, looking for homes and to teach them how to read. The government did not ban this group.

[From https://fisherpub.sjfc.edu/ur/vol2/iss1/7. Accessed on 09 November 2020.]

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SOURCE 3C

This source focuses on the reasons for the march that took place on 9 August 1956 to the Union Buildings in Pretoria.

The Abolition of Passes and Coordination of Documents Act was passed in 1952. This act replaced the numerous documents that men were forced to carry with them for identification, with one single document. It was also stated that African women at some time in the future would also be required to carry these single documents or pass books. This act resulted in widespread anger and protest among black women. In the 1950's, the anti-pass protests were not initiated (started) by the traditional male leaders, but by thousands of African women, many of whom had never before been involved in political protests or demonstrations. They protested so strongly against this act because they knew that if they were forced to carry these passes, there would be an increase in the effectiveness of the influx control system and making it harder for them to acquire (get) urban residency. They also fought because they knew that the act would mean the destruction of family life, that children would be left uncared for and others torn from babies for failure to produce a pass.

The ANC Woman's League and the Federation of South African Women mainly organised the campaigns. The first national protest took place on 27 October 1955. For this protest 2 000 women of all races marched on the Union Buildings in Pretoria.

On 9 August 1956, 20 000 women from all parts of South Africa participated in a second march on the Union Buildings. When Lilian Ngoyi knocked, a voice from behind the door told her she had been sent a letter preventing her from coming to the prime minister's office. Ngoyi answered: "The women of Africa are outside. They build this place. Their husbands died for this." They dropped their petitions and went back to the marchers and waited in silence. Eventually Ngoyi said: " Strijdom is too much of a coward to meet us." They concluded the demonstration by singing freedom songs and chanting their slogan, "Now you have touched the women! You have struck a rock, you will be crushed!" and left quietly, but with a sense of moral victory.

[From www.iol.co.za>news>politics>how-lilianngoyi-cha..Aug 9,2017__ Accessed on 09 November 2020.]

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SOURCE 3D

This is a photograph that shows some of the demands of the women present at the march of 9 August 1956.



[From http://www.ijr.org.za/home/wp-content/uploads/2019/10/pass-laws.pdf. Accessed on 9 November 2020.]

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ACKNOWLEDGEMENTS

Visual sources and other historical evidence were taken from the following:

Getty Images

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Laber, M. 1999, *Women's Resistance to Apartheid*, Fisher Digital Publications

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