



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

**HISTORY P2
EXEMPLAR 2013**

MARKS: 150

TIME: 3 hours

This question paper consists of 9 pages and an addendum of 12 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework as contained in the CAPS document.
2. SECTION A consists of THREE source-based questions. Source material that is required to answer questions will be found in the ADDENDUM.
3. SECTION B consists of SIX essay questions.
4. Do NOT answer TWO essay questions from the same theme.
5. Answer THREE questions as follows:
 - 5.1 At least ONE must be a source-based question and at least ONE must be an essay question.
 - 5.2 The third question can be either a source-based question or an essay question.
6. Apply your knowledge, skills and insight when answering questions.
7. You will be disadvantaged by a mere rewriting of 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 and not more than TWO questions from this section. Source material that is required to answer questions will be found in the ADDENDUM.

QUESTION 1: HOW DID THE FREEDOM CHARTER PROMOTE A SENSE OF NATIONHOOD AMONGST ALL SOUTH AFRICANS?

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

- 1.1 Refer to Source 1A.
- 1.1.1 Identify any SIX demands as contained in the source. (6 x 1) (6)
- 1.1.2 Explain why you think land formed a significant grievance against the apartheid regime. Support your answer, using the evidence from the source and your own knowledge. (2 x 2) (4)
- 1.1.3 Why do you think the miners made the following demand: 'Let us speak of freedom! We call the miners of coal, gold and diamonds!' (1 x 2) (2)
- 1.2 Use Source 1B.
- 1.2.1 List any THREE demands that delegates made at Kliptown as shown in the photograph. (3 x 1) (3)
- 1.2.2 Describe the mood of the people in the source. Give evidence from the photograph to support your answer. (1 x 2) (2)
- 1.2.3 How useful is this source to a historian studying the drawing-up of the Freedom Charter? (1 x 3) (3)
- 1.3 Read Source 1C.
- 1.3.1 Select the clause from the Freedom Charter that demanded the following:
- (a) Redistribution of land
 (b) Nationalisation of mines
 (c) Compulsory education
 (d) Provision of housing (4 x 1) (4)
- 1.3.2 Identify and explain which TWO clauses in the Freedom Charter the National Party would oppose. (2 x 2) (4)
- 1.3.3 'The doors of learning and culture shall be opened.' Do you agree or disagree with this clause in the Freedom Charter? Support your answer with relevant evidence. (1 x 3) (3)

- 1.4 Study Source 1D.
- 1.4.1 Why did the Africanists oppose some of the clauses in the Freedom Charter? (1 x 2) (2)
- 1.4.2 Why do you think this photograph was taken? (1 x 3) (3)
- 1.4.3 Comment on the link between the photograph and the formation of the PAC. (1 x 2) (2)
- 1.5 Compare Sources 1C and 1D. Explain how these sources support each other with regard to the PAC's reaction to the Freedom Charter. (2 x 2) (4)
- 1.6 Using the information from the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the Freedom Charter attempted to promote a sense of nationhood amongst all South Africans. (8) **[50]**

QUESTION 2: HOW DID THE SIX-DAY WAR BETWEEN THE JEWS AND ARABS INTENSIFY TENSIONS IN THE MIDDLE EAST IN THE 1960s?

Study Sources 2A, 2B, 2C and 2D and then answer the questions that follow.

- 2.1 Study Source 2A.
- 2.1.1 Quote evidence from the source that suggests that both the Israelis and Arabs were prepared for war. (1 x 2) (2)
- 2.1.2 Explain to what extent you think the United Nations was successful in resolving the 'Palestinian issue'. (1 x 2) (2)
- 2.1.3 Why do you think Israel was constantly under threat from the Arab world? (1 x 2) (2)
- 2.2 Use Source 2B.
- 2.2.1 What message does the cartoonist wish to convey regarding the Arab-Israeli conflict? (1 x 2) (2)
- 2.2.2 Using the information from the source and your own knowledge, explain how the cartoonist portrays the following:
- (a) Israel (1 x 2) (2)
- (b) The Arab League (1 x 2) (2)
- 2.2.3 Using your knowledge of the period, explain whether the cartoonist is biased in the way he portrayed both the Arab League and Israel. (1 x 3) (3)
- 2.3 Compare Sources 2A and 2B. Explain why this cartoon is effective in portraying the challenges that confronted Israel as identified in Source 2A. (2 x 2) (4)
- 2.4 Consult Source 2C.
- 2.4.1 Why, according to the source, was Israel successful in the Six-Day War? (1 x 2) (2)
- 2.4.2 Give THREE reasons why the Six-Day War was a military success for Israel. (3 x 1) (3)
- 2.4.3 Quote FOUR results of the Six-Day War from the source. (4 x 1) (4)
- 2.5 Compare Sources 2B and 2C. Explain how these sources differ regarding the outcome of the Six-Day War. (2 x 2) (4)

- 2.6 Read Source 2D.
- 2.6.1 Using the evidence from the source and your own knowledge, explain the role the following superpowers played in the Arab-Israeli conflict:
- | | | |
|------------------|---------|-----|
| (a) Soviet Union | (1 x 2) | (2) |
| (b) USA | (1 x 2) | (2) |
- 2.6.2 Define the term *resolution* in the context of the United Nations in your own words. (1 x 2) (2)
- 2.6.3 Explain to what extent the USA was influential in stopping the Soviet Union from passing a resolution to have Israel withdraw from the conquered territories. (2 x 2) (4)
- 2.7 Moshe Dayan stated: 'We have returned home to this most sacred of shrines never to part from it again.'
- Using this information as well as your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining whether the Six-Day War could be regarded as a victory for the Jews. (8)
- [50]**

QUESTION 3: WHAT STRATEGIES DID LIBERATION ORGANISATIONS USE AGAINST THE APARTHEID REGIME AFTER THE 1950s?

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

- 3.1 Refer to Source 3A.
- 3.1.1 Explain the following terms in your own words:
- (a) Defiance Campaign (1 x 2) (2)
 - (b) Satyagraha (1 x 2) (2)
- 3.1.2 Quote evidence from the source that suggests that Nelson Mandela used non-violence as a tactic against the apartheid regime. (1 x 2) (2)
- 3.1.3 Explain why Nelson Mandela concluded that non-violence was a 'useless' strategy. (1 x 2) (2)
- 3.1.4 Which approach, according Nelson Mandela, was the only weapon that was capable of destroying apartheid? (1 x 1) (1)
- 3.2 Use Source 3B.
- 3.2.1 Explain the messages conveyed in this photograph. (2 x 2) (4)
- 3.2.2 Why do you think the women in the photograph decided to present these petitions to Prime Minister JG Strijdom? (2 x 2) (4)
- 3.2.3 Explain how the following would have viewed this particular photograph in the context of the Women's March to the Union Buildings in 1956:
- (a) National Party supporters
 - (b) Supporters of the ANC Women's League (2 x 2) (4)
- 3.3 Study Source 3C.
- 3.3.1 What prompted Robert Sobukwe to write this letter to the police commissioner? (1 x 2) (2)
- 3.3.2 Quote evidence from the source that suggests that Robert Sobukwe was committed to the use of non-violence as an approach to defy the apartheid regime. (2 x 1) (2)
- 3.3.3 List FIVE words/phrases that Robert Sobukwe used to highlight his bias against white police officers. (5 x 1) (5)

- 3.4 Read Source 3D.
- 3.4.1 What information do you gather after viewing this photograph regarding the anti-pass campaign in Sharpeville? (2 x 2) (4)
- 3.4.2 Explain how the human rights of these anti-pass protesters were violated by the South African Police. (2 x 2) (4)
- 3.5 Refer to Sources 3C and 3D. Explain to what extent Robert Sobukwe's fears regarding police action in Source 3C were confirmed in Source 3D. (2 x 2) (4)
- 3.6 Using the information from the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the strategies that liberation organisations used against the apartheid regime after the 1950s. (8) **[50]**

SECTION B: ESSAY QUESTIONS

Answer at least ONE question and not more than TWO questions from this section.

QUESTION 4: NASIONALISMS – SOUTH AFRICA

Answer either QUESTION 4.1 or QUESTION 4.2. Do NOT answer both questions.

4.1 Discuss the various reasons for the rise of Afrikaner Nationalism in the 1930s. **[50]**

OR

4.2 Political issues had a more significant influence on Afrikaner unity than cultural issues.

Critically evaluate this statement in the context of the rise of Afrikaner Nationalism. **[50]**

QUESTION 5: NASIONALISMS – AFRICA

Answer either QUESTION 5.1 or QUESTION 5.2. Do NOT answer both questions.

5.1 Explain the various factors that led to Ghana attaining independence from British colonial rule in 1957. **[50]**

OR

5.2 Discuss to what extent Pan-Africanism contributed to Ghana attaining independence in 1957. **[50]**

QUESTION 6: APARTHEID SOUTH AFRICA 1940s–1960s

Answer either QUESTION 6.1 or QUESTION 6.2. Do NOT answer both questions.

6.1 Explain the methods used by resistance organisations to oppose apartheid during the 1950s. **[50]**

OR

6.2 It was the government's repression of the political aspirations of the majority of South Africans that transformed the nature of internal resistance to apartheid in the 1960s.

Do you agree with this statement? Discuss critically. **[50]**

TOTAL: 150