

Paper 1
3 hours
Marks: 150

SECTION A: INDIVIDUAL SOURCE ANALYSIS

QUESTION 1: VISUAL ANALYSIS

- 1.1 Israel is portrayed as small, vulnerable and heroic against a huge force. Portrayal of Israel as David. Size difference between David (Israel) and Goliath (Goliath). Wording: “heroic Israel” / “Arab aggression”. (6)
- 1.2 He is conveying that the first view may not be entirely correct. He is suggesting that Israel is the aggressor. David (Israel) is drawn as far bigger than Goliath (the Arabs). David’s stone is bigger than Goliath in Size. Wording: “US-funded” / “planned land grab”. (6)
- 1.3 It is showing us that there are many different points of viewing about the causes of this conflict. (2)
- 1.4 Israel launched what it claimed were a series of pre-emptive airstrikes against Egyptian airfields. The Egyptians were caught by surprise, and nearly the entire Egyptian air force was destroyed with few losses to the Israeli’s. Simultaneously, the Israelis launched a ground offensive into the Gaza Strip and the Sinai, which again caught the Egyptians by surprise. Nasser countered by asking Syria and Jordan to begin attacks on Israel. (6)

[20 marks]

QUESTION 2: TEXTUAL ANALYSIS

- 2.1 Kwame Nkrumah was the leader of Ghana and a fan of African nationalism. (2)
- 2.2 Pan-Africanism, the idea that all Africans should be united. (2)
- 2.3 (6)
- Economy of the Gold Coast was dependent on cocoa.
 - Crops sold to British companies who set the prices paid.
 - Depression in 1930 = cocoa bought for half of the original price.
 - Cocoa farmers held back on production to try to force British to pay more.
 - Companies such as Cadbury’s refused to pay more and began to buy farms and force small farmers out of business.
 - 1937 - Local cocoa farms went on strike and refused to send supplies to large companies.
 - Supported by dock and transport workers who refused to load cocoa supplies.
 - Soon there was a general boycott of all British-produced goods.
 - Strike lasted 8 months - British forced to set a minimum price for cocoa.

2.4 It is a primary source. It is an excerpt from a speech, written and delivered in the era. (4)

2.5 He is thanking ex-military men of Ghana for helping make Ghana independent of Britain. (2)

[16 marks]

QUESTION 3: MEDIA/CURRENT ISSUE ANALYSIS

3.1 Bias is prejudice in favour of or against one thing, person, or group compared with another, usually in a way considered to be unfair. (2)

3.2 Hamas is a Palestinian Sunni-Islamic fundamentalist organisation. It has a social service wing, Dawah, and a military wing, the Izz ad-Din al-Qassam Brigades. (2)

3.3 To inform us that people in London are protesting against what they perceive as BBC pro-Israel bias. (2)

3.4 11

a) Yes/no but must give a valid reason for answer. (2)

b) Any valid counter-argument. (2)

3.5 Use your knowledge to define the following related concepts:

a) 1917 - Balfour Declaration - Britain confirmed their support for a national home for Jewish people in Palestine. (2)

b) Intifada - an Arabic word literally meaning, as a noun, "tremor", "shivering", "shuddering" / A Palestinian uprising against Israeli occupation of the West Bank and Gaza (1997 – 1991) (2)

[14 marks]

TOTAL FOR SECTION A: 50 MARKS

SECTION B : SOURCE-BASED QUESTIONS

QUESTION 4:

Refer to Source A

4.1 A call to the people of Cape Town – no colour specified. Organised by four (4) different political parties. (2)

4.2 The introduction of the Suppression of Communism Bill. (2)

4.3 Passive resistance. (2)

GRADE 11 HISTORY FINAL EXAMINATION (IEB) MEMORANDUM



4.4 Banned the Communist Party, made the definition of communism broad (effectively silencing critics of the Apartheid regime). (2)

Refer to Sources B, D and E:

4.5 Yes. Characterised as peaceful and passive resistance. (3)

4.6 Can be considered as small, yet significant. Did not effect much change but markedly little violence occurred or was directed towards the women protesting. (4)

4.7 They wore black sashes on their arms to show that they were mourning the death of the constitution. A symbol of opposition to the pass laws. (4)

4.8 We're not told the origins or intention of the source. It does not tell us enough information – how many women attended, why etc. (4)

Refer to Source C

4.9 Can argue either way but must give a reason for answer. (3)

Refer to Sources F and G

4.10 South African Congress of Trade Unions. (2)

4.11 It was supported by SACTU but organised by the people of Alexandra. (2)

4.12 It was successful in stopping the bus fare increases. This was at a time that not many protests were successful. (4)

Refer to Source H

4.13 Group Areas Act. (2)

4.14 They did not want to leave their homes. People were sent to new areas and lost contact with friends and neighbours. The protests were unsuccessful as the forced removals continued regardless. (4)

Refer to Sources I and J:

4.15 It is useful as it gives us detailed information about the Sharpeville Massacre, gleaned from many different sources. It seems relatively reliable and unbiased – and matches the information one would find in similar sources. (6)

4.16 Opening fire on protestors, using police batons, firing tear gas canisters. (4)

TOTAL FOR SECTION B: 50 MARKS

SECTION C: SOURCE-BASED ESSAY

QUESTION 5:

The National Party government enforced its policy of Apartheid so effectively, that there was no opportunity for resistance.

Using Sources A - J, discuss the accuracy of this statement, paying particular attention to the events that occurred in South Africa in the 1950's and 1960's.

Expectations:

Identify and reference information from the sources. Use **ALL** the sources in the addendum to substantiate your answer. Gather sources to develop an argument and counter-argument (**debate**). Take a definite stand on the question. Develop an **argument/debate** supporting the point of view that you have chosen. Your debate should show multiple layers of analysis. Remember to use the **source detail** and not your own knowledge to substantiate your claims Refer to the source used in each paragraph, e.g. (Source A)

An introduction, body and conclusion are essential components.

	ENFORCED EFFECTIVELY	SUCCESSFUL RESISTANCE
SOURCE A	Group Areas Bill and Communism Bill mentioned. Became acts despite resistance.	Mass action can be a good way to show intent and disrupt an economy. "We, the undersigned, call upon the people of Cape Town to play their part in the struggle for freedom, and observe MONDAY, 26th JUNE, by staying quietly in their homes, closing their shops, and keeping their children from school."
SOURCE B	These laws still came into effect.	Photo evidence shows that the strike was noticed by journalists and images were circulated despite government control.
SOURCE C		Freedom Charter created – clear vision and plan for SA.
SOURCE D		Black Sash was a non-violent, white women's resistance organisation – An organisation that protested en-masse. (could argue that by being a white organisation it was not successfully representing the women of the country.)
SOURCE E		Famous song of the era: "Strijdom, you have tampered with the women, you have struck a rock, you have unleashed a boulder, you will be crushed!"
SOURCE F		SACTU - instrumental in organising

**GRADE 11 HISTORY FINAL EXAMINATION
(IEB) MEMORANDUM**



		worker stay-aways in support of a fair minimum wage and better working conditions.
SOURCE G		It was one of the few successful boycotts in the 1950's.
SOURCE H	Sophiatown was a legendary black cultural hub that was destroyed under apartheid. The government did so with the introduction of the Group Areas Act where people were forcibly removed from their homes and relocated.	
SOURCE I	Resistance was crushed by police: use of guns, tear gas and batons. 69 people were killed.	Signaled the start of armed resistance in South Africa, and prompted worldwide condemnation of South Africa's Apartheid policies.
SOURCE J	Immense police force and brutality shown.	

TOTAL FOR SECTION C: 50 MARKS

GRAND TOTAL: 150