



Province of the
EASTERN CAPE
EDUCATION

Iphondo leMpuma Kapa: Isebe leMundo
Provinsie van die Oos Kaap: Departement van Onderwys
Porafensie Ya Kapa Botjhabela: Lefapha la Thuto

NATIONAL SENIOR CERTIFICATE

GRADE 11

NOVEMBER 2024

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 (1902 to 1940s)

QUESTION 2: NATIONALISM IN SOUTH AFRICA – AFRIKANER NATIONALISM (1900 to 1930s)

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

SECTION B: ESSAY QUESTIONS

QUESTION 4: NATIONALISM IN SOUTH AFRICA – AFRICAN NATIONALISM (1940s to 1950s)

QUESTION 5: NATIONALISM IN SOUTH AFRICA – AFRIKANER NATIONALISM (1930s to 1940s)

QUESTION 6: APARTHEID SOUTH AFRICA – RESISTANCE IN SOUTH AFRICA – (1940s to 1950s)

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 THREE questions as follow:
 - 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 essay question.
5. You are advised to spend at least ONE hour per question.
6. When answering questions, candidates should apply their knowledge, skills 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 RISE OF AFRICAN NATIONALISM IN SOUTH AFRICA LEAD TO WORKERS PROTESTS IN THE 1920s?

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

1.1 Refer to Source 1A.

- 1.1.1 What, according to the source, was the purpose of the meeting?
(2 x 1) (2)
- 1.1.2 Define the term *capitalism* in your own words. (1 x 2) (2)
- 1.1.3 Comment on what is implied by the words, "These workers enter the cities as a conquered people, their lands under imperial authority, their chiefs colluding (planning) in labour recruitment to the mines".
(2 x 2) (4)
- 1.1.4 Identify any THREE challenges that black workers experienced in the cities. (3 x 1) (3)
- 1.1.5 What do you think is meant by the Industrial workers of Africa's slogan, "Sifuna Zonke"? (We want everything) (2 x 2) (4)

1.2 Consult Source 1B.

- 1.2.1 Why, according to the source, were the efforts to organise African workers in Cape Town, successful? (2 x 1) (2)
- 1.2.2 Comment on what is implied by the words, "stress the necessity of agitating, educating, and organising the Africans and other non-European sections of the community if any redress (fixing) of their grievances was to be obtained." (2 x 2) (4)
- 1.2.3 Explain why Africans joined the Industrial and Commercial Workers Union and became loyal members. (2 x 2) (4)
- 1.2.4 Explain the usefulness of the information in this source for a historian researching the contribution made by the Industrial and Commercial Workers Union (ICU) for the growth of African Nationalism. (2 x 2) (4)

- 1.3 Read Source 1C.
- 1.3.1 What messages does the poster convey regarding the aims of the Industrial and Commercial Workers Union? (2 x 2) (4)
- 1.3.2 Quote evidence from the source that shows that the Industrial and Commercial Workers Union was well organised. (1 x 2) (2)
- 1.4 Study Source 1D.
- 1.4.1 Why, according to the source, did the Cason compound workers go on strike? (3 x 1) (3)
- 1.4.2 Comment on what the President of the Chamber of Mines meant when he said, "the strike had practically paralysed the industry." (2 x 2) (4)
- 1.4.3 Define the term *compound* in the context of the 1920 strike organised by the Industrial and Commercial Workers Union. (1 x 2) (2)
- 1.5 Using the information in the relevant sources and your own knowledge and write a paragraph of about SIX lines (about 60 words) explaining how the rise of African nationalism in South Africa led to workers protests in the 1920s. (6)
- [50]**

QUESTION 2: HOW DID THE RISE OF AFRIKANER NATIONALISM IN SOUTH AFRICA LEAD TO AFRIKANER UNITY IN THE 1930s AND 1940s?

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

2.1 Study Source 2A.

- 2.1.2 Identify THREE ideological blocks in the process of Afrikaner nationalism. (3 x 1) (3)
- 2.1.2 Define the term *urbanisation* in the context of promoting Afrikaner Nationalism. (1 x 2) (2)
- 2.1.3 Name any TWO classes that were prominent in the construction and direction of Afrikaner Nationalism? (2 x 1) (2)
- 2.1.4. Using the information in the source and your own knowledge, explain why you think the Afrikaner middle class were determined to unite Afrikaners. (2 x 2) (4)

2.2 Read Source 2B.

- 2.2.1 How, according to the source, did the Ossewabrandwag promote itself? (2 x 1) (2)
- 2.2.2 Why do you think Dr D F Malan saw a need for the party to be accessible to grassroots members? (2 x 2) (4)
- 2.2.3 Name any occasion where Afrikaners could meet in their Trekker dresses. (1 x 1) (1)

2.3 Consult Source 2C.

- 2.3.1 What messages are conveyed in the photograph regarding the aims of the Ossewabrandwag? (2 x 2) (4)
- 2.3.2 Comment on the significance of the ox-wagon being used in the Ossewabrandwag badge. (2 x 2) (4)

- 2.4 Compare Source 2B and Source 2C. Explain how the information in Source 2B supports the evidence in Source 2C regarding the role played by the Ossewabrandwag in promoting Afrikaner Nationalism. (2 x 2) (4)

2.5 Use Source 2D.

2.5.1. What, according to the source, was the concern that was raised by both Afrikaner Broederbond and Dr D F Malan? (1 x 2) (2)

2.5.2 What, according to the EVK chairman, were the aims of the 1939 Ekonomiese Volkskongres? (2 x 1) (2)

2.5.3 Define the term *Afrikaner Nationalism* in your own words. (1 x 2) (2)

2.5.4 Explain what is meant by Dr H F Verwoerd's statement, "that the taking possession of "state power" was the best weapon available in the "great struggle" to achieve the Afrikaners' "legitimate" place in commerce and industry – that of an employer of labour." (2 x 2) (4)

2.5.5 Comment on why the Broederbond and Sanlam would sponsor the Afrikaner economic movement in the 1940s. (2 x 2) (4)

2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how the rise of Afrikaner Nationalism in South Africa led to Afrikaner unity in the 1930s and 1940s. (6)
[50]

QUESTION 3: WHAT WAS THE IMPACT OF INTENSIFIED RESISTANCE AGAINST THE APARTHEID GOVERNMENT IN SOUTH AFRICA DURING THE 1960s?

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

3.1 Read Source 3A.

- 3.1.1 What events, according to the source, signalled the beginning of a brutal and intensive phase of state repression? (2 x 1) (2)
- 3.1.2. Define the concept *armed struggle* in the context of resistance against apartheid. (1 x 2) (2)
- 3.1.3. Comment on what MK meant by the following statement, "The time comes in the life of any nation when there remain only two choices: submit or fight. That time has now come to South Africa." (2 x 2) (4)
- 3.1.4 Name any TWO targets that were destroyed by MK. (2 x 1) (2)

3.2 Study Source 3B.

- 3.2.1 Who, according to the source, purchased Liliesleaf farm? (2 x 1) (2)
- 3.2.2. Define the concept *informant* in your own words. (1 x 2) (2)
- 3.2.3 What do you think 'Operation Mayibuye' was about that later would be used against the accused during the Rivonia Trail? (2 x 2) (4)
- 3.2.4. Name any TWO activists that were caught during the raid at Liliesleaf farm. (2 x 1) (2)
- 3.2.5 Comment on the implications the arrest of these leaders will have on the liberation struggle in South Africa. (2 x 2) (4)

3.3 Consult Source 3C.

- 3.3.1. What, according to the source, were the specific charges the accused faced? (2 x 1) (2)
- 3.3.2 Comment on what is meant by the following statement, "the trail that changed South Africa" in the context of the political landscape of South Africa. (2 x 2) (4)
- 3.3.3 What do you think Mandela meant when he said, 'I have dedicated myself to this struggle. I have fought against white domination, and I have fought against black domination ... But, if needs be, it is an ideal for which I am prepared to die for.' (2 x 2) (4)
- 3.3.4 How reliable will this source be to a historian studying the role that Mandela played in the liberation struggle? (2 x 2) (4)

3.4 Refer to Source 3D.

3.4.1 What messages are portrayed in this photograph regarding the reasons why people demonstrated outside the court? (2 x 2) (4)

3.4.2 Quote evidence from the photograph that indicates that the demonstrators supported the leaders on trial. (2 x 1) (2)

3.5 Using the information in the relevant sources and your own knowledge and write a paragraph of about SIX lines (about 60 words) explaining what the impact of intensified resistance against the apartheid government in South Africa was during the 1960s. (6)

[50]

SECTION B: ESSAY QUESTIONS

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

QUESTION 4: NATIONALISM IN SOUTH AFRICA – AFRICAN NATIONALISM

Explain to what extent the return of soldiers from World War 2 influenced Black South Africans to fight for freedom.

Use relevant evidence to support your line of argument. [50]

QUESTION 5: NATIONALISM IN SOUTH AFRICA – AFRIKANER NATIONALISM

Critically discuss how the idea of the Volk was promoted and became the cornerstone of Afrikaner Nationalism in the 1930s to 1940s.

Use relevant evidence to support your line of argument. [50]

QUESTION 6: APARTHEID SOUTH AFRICA – RESISTANCE IN SOUTH AFRICA

The National Party government's apartheid policies provoked (triggered) resistance from liberation organisations in the 1950s.

Do you agree with this statement? Substantiate your answer by referring to the different forms of resistance in the 1950s. [50]

TOTAL: 150

