

NOVEMBER 2022



TOTAL: 150 MARKS

3 HOURS

HILLCREST HIGH SCHOOL
GRADE 11 HISTORY EXAM

Set by: Ms. Cope

Moderated by: Mr. Moore

INSTRUCTIONS

Answer THREE questions, for 50 marks each, to give a total of 150 marks.

START EACH QUESTION ON A NEW PAGE.

You must answer at least one essay question, one source-based question and the third is your choice.

Sources appear AFTER each question.

Source-based options below.

Question 1: African Nationalism.

Question 2: Arab Nationalism.

Question 3: Apartheid and the People's Resistance.

Essay options below.

Question 4: Afrikaner Nationalism from 1924 to 1948.

Question 5: Apartheid and the People's Resistance from 1948 to 1960.

QUESTION 1: HOW DID AFRICAN NATIONALISM CONSCIENTISE BLACK SOUTH AFRICANS TO RESIST OPPRESSION?

Study sources 1A, 1B, 1C and 1D to answer the following questions.

1.1 Refer to Source 1A.

- 1.1.1 What problems did Africans experience according to “The African Liberator”? (3x1)(3)
- 1.1.2 Use the source and your own knowledge to explain the aims of the newspaper. (2x2)(4)
- 1.1.3 Extract evidence that suggests the view that African activities needed the blessing of whites. (1x2)(2)

1.2 Consult Source 1B

- 1.2.1 Use the source and your own knowledge to explain what SANNC stands for. (1x1)(1)
- 1.2.2 Use the source and your own knowledge to explain why the SANNC called on black South Africans to unite. (2x2)(4)
- 1.2.3 Quote a sentence that indicate that the leadership of the SANNC was intellectuals. (1x2)(2)
- 1.2.4 “Africans were treated as hewers of wood and drawers of water.” With reference to the statement, explain how blacks were treated in South Africa. (2x2)(4)
- 1.2.5 Explain the reliability of this source to a historian studying the rise of African nationalism. (1x2)(2)

1.3 Read Source 1C.

- 1.3.1 Define the following concepts in your own words:
- (a) Segregation (1x2)(2)
 - (b) African nationalism (1x2)(2)
- 1.3.2 Use the source and your own knowledge to explain how the ANC Youth League’s Programme of Action suggests a more militant approach towards oppression. (2x2)(4)

1.4 Study Source 1D.

- 1.4.1 Name the organisations that participated in the stay-away of 26 June 1950. (3x1)(3)
- 1.4.2 Identify how African nationalism is promoted by the ANC in this poster. (1x3)(3)
- 1.4.3 Use the source and your own knowledge to identify the type of African nationalism that is reflected in this poster. (1x2)(2)
- 1.4.4 With reference to the statement, “Freedom not Serfdom”, explain the demands of the ANC. (2x2)(4)
- 1.4.5 Explain the usefulness of the poster to a historian studying the changed approach of the ANC in becoming a mass-based organisation. (1x2)(2)

- 1.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (60 words) explaining how African nationalism conscientised black South Africans to resist oppression. (6)

[50]

Sources For Question 1 below.

SOURCE 1A

This is an extract from the African newspaper *The African Liberator* that explains the ideas of African nationalism.

The African Liberator teaches Africans to free themselves from the bondage of poverty, prejudice and injustice. It teaches them self-reliance and self-help not only in one essential, but in all those things that contribute towards happiness and well-being. There is no progress in African aping (imitating) Europeans and telling us that they represent the best in their race ... Slave mentality still holds our people in chains and they firmly believed that they can only exist through the good graces of their 'Masters.' Before doing anything worthwhile, they must have the stamp of approval, from Europeans, otherwise they have no confidence in their work, thoughts and ideas.

[Taken from: *Making History* by R Deftereos et al]

SOURCE 1B

A Zulu lawyer called Pixley ka Izaka Seme founded the SANNC. He organised and gave an address at a conference on 8 January 1912, the day on which the SANNC was founded. At this meeting he stated:

Chiefs of royal blood and gentlemen of our race ... we have discovered that in the land of their birth, Africans are treated as hewers (people who use axes to chop wood) and drawers of water. The white people of this country have formed what is known as the Union of South Africa – a Union in which we have no voice in the making of laws and no part in their administration. We have called you to this conference so that we can together devise ways and means of forming our union for the purpose of creating national unity and defending our rights and privileges.

[Taken from: *Spot On* by B Cloete et al]

SOURCE 1C

This is an extract from the policy statement adopted at the ANC Annual Conference – 17 December 1949.

The fundamental principles of the Programme of Action of the ANC are inspired by the desire to achieve national freedom. By national freedom we mean freedom from white domination and the attainment of political independence. This implies the rejection of the conception of segregation, apartheid, trusteeship or white leadership which are all, in one way or another, motivated by the idea of white domination or the domination of the whites over the blacks. Like all other people the African people claim the right of self-determination ... To achieve these objectives the following Programme of Action is suggested ...

- The abolition of all differential political institutions, the boycotting of which we accept ... to employ the following weapons: immediate and active boycott, strike, civil disobedience, non-cooperation and such other means as may bring about the accomplishment and realisation of our aspirations ...

[Taken from: *Internet source: anc.org.za*. Accessed on 8 October 2014.]

This is a poster published by the ANC inviting all anti-apartheid organisations to join a national day of protest on the 26 June 1950, after the killing of 18 protestors during the 1 May strike.

**NATIONAL DAY OF
PROTEST**
MONDAY, 26TH JUNE, 1950
Begins the all out struggle for Freedom.

Dr. J. S. Moroka, President-General of the African National Congress, supported by Leaders of the South African Indian Congress, and African Peoples' Organisation calls upon all South Africans to **REFRAIN FROM GOING TO WORK ON THIS DAY.**

- DEFEAT THE SUPPRESSION OF COMMUNISM AND THE GROUP AREAS BILLS WHICH WILL TURN OUR COUNTRY INTO A POLICE STATE.
- DON'T ALLOW MALAN GOVERNMENT'S OPPRESSIVE FASCIST MEASURES TO CRUSH OUR LIVES & LIBERTIES!
- FIGHT FOR FREEDOM — PASS LAWS AND POLICE RAIDS MUST GO! LAND, VOTES AND DECENT WAGES FOR ALL!

'Tis better to sacrifice all in the struggle for Freedom rather than live as slaves.

African, Coloured, Indian and European Democrats—**FREEDOM NOT SERFDOM!**

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

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

2.1 Read Source 2A.

- 2.1.1 Which country, according to the source was responsible for the Six Day War? (1x1)(1)
- 2.1.2 Why, according to the source, did Israel decide to attack first? (3x1)(3)
- 2.1.3 Use your own knowledge to identify the country that was governed by Nasser. (1x2)(2)
- 2.1.4 Use the source and your own knowledge to explain the main reasons why the Arab countries attacked Israel. (2x2)(4)
- 2.1.5 Use the source and your own knowledge to explain why Israel was victorious in this conflict. (1x3)(3)

2.2 Study Source 2B.

- 2.2.1 Identify TWO territories that Israel gained after the Six Day War. (2x1)(2)
- 2.2.2 Use the source and your own knowledge to explain the advantage that the capturing of these territories had for Israel. (2x2)(4)
- 2.2.3 Identify TWO countries that fought against Israel during the Six Day War. (2x1)(2)
- 2.2.4 Use the source and your own knowledge to explain the impact of the Six Day War on Arab countries. (2x2)(4)

2.3 Consult Source 2C.

- 2.3.1 According to the source, how many Arabs were killed during the Six Day War? (1x1)(1)
- 2.3.2 How does Source 2A complement (support), Source 2C with regards to the outcome of the war? (2x2)(4)

2.4 Refer to Source 2D.

- 2.4.1 Who was the leader of the Palestine Liberation Organisation? (1x1)(1)
- 2.4.2 Explain in your own words what is meant by a “guerrilla commando.” (1x2)(2)
- 2.4.3 Why do you think the Arabs changed their tactics in attacking Israel? (1x2)(2)
- 2.4.4 “Palestine guerrillas attacked Israeli targets around the world.” With reference to the statement identify the incident that happened in Germany in 1972. (1x2)(2)
- 2.4.5 How, according to the source did Israel respond to these guerrilla attacks? (3x1)(3)
- 2.4.6 Use the source and your own knowledge to explain the impact these attacks had on Arab-Israeli relations. (2x2)(4)
- 2.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (60 words) explaining how the Six Day War contributed to tension in the Middle East. (6)

Sources For Question 2 below

SOURCE 2A

This extract focuses on the causes of the Six Day War.

Israel's invasion of Sinai in 1956 was the second major conflict between Arabs and Israeli's. The third took place in 1967 and is known as the Six Day War. As in 1956, the initiative again came from Israel, but as in 1956 Israel once again feared that if it did not attack first it would lose the advantage. Events during the early months of 1967 suggested that the Arab states were building up to a major attack. Syrian forces increased their shelling of Israel settlements on the Golan Heights. Nasser moved up troops to the Sinai border and asked the UN to remove its peacekeeping forces from both Sinai and the Gaza Strip. As in 1956, Israeli shipping was obstructed in the Gulf of Aqaba.

Israel's response, organised by its new Defense Minister, Moshe Dayan, was a series of lightning raids on all its enemies. Arab airfields were destroyed. Israeli forces advanced simultaneously against Egypt, Jordan and Syria. The Egyptians were driven right back across the Sinai desert as far as the east bank of the Suez Canal. Jordan lost the west bank of the River Jordan. Syria was driven out of the Golan Heights. Shattered by the overwhelming superiority of the Israeli forces, all three countries had agreed to ceasefires within six days of the original Israeli attack.

[Taken from: *People and Events in the Modern World* by N Tate]

SOURCE 2B

This map indicates the vast Arab territories that were occupied by Israel during the 1967 war.



[Taken from: *In Search of History* by J. Bottaro et al]

SOURCE 2C

This source shows casualty figures of the Arab states in comparison to those of the Israelis in the 1967 war.

ISRAELI	Egyptian Front	Jordanian Front	Syrian Front	TOTAL
Killed	275	299	115	689
Wounded	800	1 457	306	2 563
ARAB(estimated)				
Killed	10 000	1 000	2 500	13 500
Wounded	20 000	2 000	5 000	27 000

[Taken from: *Questions of evidence: The Twenty Century World* by P Martin]

SOURCE 2D

This extract deals with the Israeli and Palestinian response to the 1967 war.

After the formation of the Palestine Liberation Organisation, and under the leadership of Yasser Arafat, Palestinian guerrilla/commando/terrorist groups began a series of organised and increasingly violent attacks on Israel itself and on Israeli targets around the world. Israel responded in various ways, including commando raids of their own, assassinations of PLO leaders and operatives around the world, and, at times, full-scale invasions of neighbouring countries, such as Lebanon, which gave the PLO aid and sanctuary.

[Taken from: <http://www.historyguy.com/israeli-palestinian-battles.htm>]

QUESTION 3: WHAT WAS THE IMPACT OF THE SHARPEVILLE MASSACRE IN SOUTH AFRICA IN THE 1960s?

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

3.1 Refer to source 3A

3.1.1 What instruction, according to the source, did Sobukwe give to the people who were to participate in the campaign? (1x1)(1)

3.1.2 Use the source and your own knowledge to explain the concept, *non-violence*. (1x2)(2)

3.1.3 Use the source and your own knowledge to explain the reason for the march on 21 March 1960? (1x2)(2)

3.1.4 Use of the source and your own knowledge to write down an ideology that influenced the marchers to shout "Forward to Independence, Tomorrow the United States of Africa!" (1x2)(2)

3.1.5 According to the source, the police force opened fire without warning. What does this imply? (1x2)(2)

3.2 Consult Source 3B

3.2.1 Who are the people seen standing on top of the armoured vehicles? (1x2)(2)

3.2.2 What, do you think, was the reason for taking this photograph? (1x2)(2)

3.2.3 How useful can this source be to a history student doing research on the Sharpeville massacre (2x2)(4)

3.2.4 Refer to sources 3A and 3B. Explain how the two sources support each other regarding the action of the police officials? (2x2)(4)

3.3 Study Source 3C

3.3.1 Who was the Prime Minister of South Africa during the incident of the Sharpeville massacre? (1x1)(1)

3.3.2 Why according to the source, did the police open gunfire to the mob? (2x1)(2)

3.4 Refer to sources 3A and 3C.

3.4.1 How do the sources differ regarding:

a) the number of the people gathered? (2x1)(2)

b) the number of people killed? (2x1)(2)

3.4.2 Use the sources and your own knowledge to explain what could have influenced the difference in figures provided. (2x2)(4)

3.5 Study Source 1D

3.5.1 Use the source and your own knowledge to explain the concept, *State of Emergency*. (1x2)(2)

3.5.2 Explain in what ways the Sharpeville massacre created a crisis for the Apartheid government. (2x2)(4)

3.5.3 Use the source and your own knowledge to explain why the apartheid government banned the PAC and the ANC. (2x2)(4)

3.6 In what way is the photograph (Source 1 B) supported by Sources 3A and 3C regarding the events of the Sharpeville massacre. (8)

[50]

Sources For Question 3 below

SOURCE 3A

This source, from the *Sunday Nation of Nairobi* (22 February 1976), shed light on the Sharpeville massacre (21 March 1960).

On the eve of the march, Sobukwe in his speech said: "Sons and daughters of the Soil, Remember Africa! ... The step we are taking is historical, pregnant with untold possibilities. We must, therefore, appreciate our role. We must appreciate our responsibility. The African people have entrusted their whole future to us. And we have sworn that we are leading them, not to death, but to life abundant. My instructions, therefore, are that our people must be taught NOW and CONTINUOUSLY THAT IN THIS CAMPAIGN we are going to observe ABSOLUTE NON-VIOLENCE!"

(In the morning of the day of the march) ... the PAC task force members started out before the break of dawn lining up marchers in street after street. ... In line with the instruction of the Party leadership, when all the groups had been assembled, the 10,000 and more men, women and children proceeded to the local police station - chanting freedom songs and calling out campaign slogans "*Izwe lethu*" (Our land); "*I Africa*"; "*Awaphela amapasti*" (Down with passes); "*Sobukwe Sikhokhele*" (Lead us Sobukwe); "Forward to Independence, Tomorrow the United States of Africa"; and so on and so forth.

When the marchers reached Sharpeville's police station a heavy contingent of police was lined up outside, many on top of British-made Saracen armoured cars. ... The chanting of freedom songs was picking up and the slogans were being repeated with greater volume. ... But shortly after the PAC branch leaders had been let through into the police station, without warning, the police facing the crowd opened fire and in two minutes hundreds of bodies lay sprawling on the ground like debris. The joyful singing had given way to murderous gunfire, and the gunfire was followed by an authentic deadly silence, and then screams, wild screams and cries of the wounded.

Littering the ground in front of that police station in nearby dusty streets were 69 dead and nearly 200 injured men, women and children; a revolting sight which appalled decent human beings the world over as pictures of the massacre got around.

SOURCE 3B

This photograph depicts the crowd running away on the day of the Sharpeville massacre (21 March 1960) as the policemen started shooting at them.



From:<http://media.photobucket.com/image/Sharpeville%20massacre/ProfessorofTruth/Protest/AzaniaSharpevilleMassacre-2.jpg?0=1> Accessed on: 07 March 2012

SOURCE 3C

This source is the Apartheid government's report of the Sharpeville massacre as published in *The Cape Times* on 22 March 1960 (the day after the Sharpeville massacre).

Dr Verwoerd, the Prime Minister, making a further statement about the riots, said the latest information was that 49 Bantus were killed and 156 wounded in the disturbances at Sharpeville Bantu Township near Vereeniging.

... At Sharpeville, Colonel Pienaar, in command of the police there, had to force his way through a crowd of about 20,000 Bantu who had surrounded the police station.

...Stones rained on the police and the mob advanced on them. Colonel Pienaar then gave orders for the police to load. At that moment three shots were fired at the police from within the Bantu crowd. The shouting crowd advanced and the police fired a volley with Sten guns and 303s without an order having been given to fire.

...He regretted that the effect of all the propaganda of the past years had brought the government's handling of Bantu affairs under suspicion and these people had now been instigated to try the impossible and challenge the authority of the state"

From: [Saho.htm: Archive Sharpeville massacre 1960](#). Accessed on: 07 March 2012

SOURCE 3D

This source elaborates the impact of the Sharpeville massacre after March 1960.

This massacre created a crisis for the apartheid government, both inside the country and internationally. The government immediately declared a State of Emergency and banned political meetings. Within less than a month, it banned both the Pan Africanist Congress, which had organized the action in Sharpeville, and the African National Congress. After lengthy internal discussions, the ANC and PAC turned to armed struggle and went underground.

From: <http://overcomingapartheid.msu.edu/multimedia.php?id=13>. Accessed on 7 March 2012

ESSAY QUESTIONS

QUESTION 4: NATIONALISM IN SOUTH AFRICA – AFRIKANER NATIONALISM.

Critically examine the various factors that contributed to the rise of Afrikaner nationalism from 1924 to 1948. Use relevant historical examples to support your line of argument.

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QUESTION 5: APARTHEID AND THE PEOPLE’S RESISTANCE – 1950’s TO 1960.

“The 1950’s can be described as a decade of unsuccessful mass defiance against the Apartheid regime, who seemed to effectively crush all forms of resistance waged against them.”

Discuss to what extent this statement is accurate, by analysing the significant forms of protest embarked on and the State’s reaction to them from 1952-1960.

[50]