



Province of the
EASTERN CAPE
EDUCATION

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

NATIONAL SENIOR CERTIFICATE

GRADE 11

NOVEMBER 2025

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 – (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 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 can either be a source-based question or an 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
CONTRIBUTE TO RESISTANCE AGAINST THE UNION OF
SOUTH AFRICA'S SEGREGATION POLICIES FROM 1910 TO
THE 1920s?**

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

1.1 Refer to Source 1A.

- 1.1.1 Name any TWO African leaders who were responsible for the formation of a national organisation. (2 x 1) (2)
- 1.1.2 Explain the implications that most delegates had received missionary education, would have on the rise of African nationalism. (2 x 2) (4)
- 1.1.3. Why, according to the source, did the SANNC change its name to the African National Congress in 1924? (1 x 2) (2)
- 1.1.4 Define the term *racial injustices* in your own words. (1 x 2) (2)

1.2 Consult Source 1B.

- 1.2.1 Name the location, outside town, where black people had to live. (1 x 1) (1)
- 1.2.2. Explain why there was a growing number of the black population moving into the urban areas. (2 x 2) (4)
- 1.2.3 Why do you think women decided to protest against the Pass Laws? (2 x 2) (4)
- 1.2.4 Comment on the historical significance that the resistance against the Pass Laws had on the growth of African nationalism. (2 x 2) (4)

1.3 Study Source 1C.

- 1.3.1 Why do you think this photograph was taken? (2 x 2) (4)
- 1.3.2 Name TWO impacts that passes had on the lives of black South Africans. (2 x 1) (2)

- 1.4 Compare Source 1B and Source 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding the reaction of women to the Pass Laws. (2 x 2) (4)
- 1.5 Read Source 1D.
- 1.5.1 What opportunity, according to the source, did beer-brewing provide women? (2 x 1) (2)
- 1.5.2 What, according to the source, were the consequences of police raids? (3 x 1) (3)
- 1.5.3 Comment on the reasons why women would act militantly against the canteens. (2 x 2) (4)
- 1.5.4 Define the term *boycott* in the context of the implementation of the Liquor Act. (1 x 2) (2)
- 1.6 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 African nationalism contributed to resistance against the Union of South Africa's segregation policies from 1910 to the 1920s. (6)

[50]

QUESTION 2: HOW DID AFRIKANER NATIONALISM EXPRESS ITSELF THROUGH VARIOUS ORGANISATIONS IN THE 1930s AND 1940s?

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, aroused Afrikaner nationalism? (3 x 1) (3)
- 2.1.2 Define the term *Afrikaner Nationalism* in the context of the rise of Afrikaner nationalism. (1 x 2) (2)
- 2.1.3 Explain why the Afrikaner publicists would elaborately romanticised a modern version of a minuscule (small) Afrikaner David slaying the British Goliath, with regard to the rise of Afrikaner nationalism. (2 x 2) (4)
- 2.1.4 What, according to the source, was the three-pronged struggle? (2 x 1) (2)

2.2 Read Source 2B.

- 2.2.1 Who, according to the source, formed the Society of True Afrikaners? (1 x 1) (1)
- 2.2.2 Why do you think the Afrikaners will promote the Afrikaans language? (2 x 2) (4)
- 2.2.3 What, according to the source, worsened the resentment between the Afrikaans speaking people and the English-speaking communities? (2 x 1) (2)
- 2.2.4 Define the term *scorched earth policy* in your own words. (1 x 2) (2)

2.3 Consult Source 2C.

- 2.3.1 What, according to the source, were the results of the depression of the early 1930s? (1 x 2) (2)
- 2.3.2 What occupations did male Afrikaners engage in, according to the source? (2 x 1) (2)
- 2.3.3 Comment on what is implied by the statement that the impoverished Afrikaners had to be rescued for the volk. (2 x 2) (4)
- 2.3.4 Explain how the implementation of *volkskapitalisme* enhanced Afrikaner nationalism. (2 x 2) (4)

2.4 Use Source 2C.

2.4.1 Why do you think this photograph was taken? (2 x 2) (4)

2.4.2 Explain how the government addressed the issue of the poor whites.
(2 x 2) (4)

2.5 Compare Source 2C and Source 2D. Explain how does the information in Source 2C supports the evidence in Source 2D regarding the role played by different organisations to improve the lives of poor whites. (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 Afrikaner nationalism expressed itself through various Afrikaner organisations in the 1930s and 1940s. (6)
[50]

QUESTION 3: HOW DID THE PAN AFRICANIST CONGRESS (PAC) RESPOND TO THE APARTHEID GOVERNMENT'S REPRESSIVE MEASURES?

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

3.1 Read Source 3A.

- 3.1.1 Define the term *Apartheid* in your own words. (1 x 2) (2)
- 3.1.2 Who, according to the source, was the first president of the Pan Africanist Congress? (1 x 2) (2)
- 3.1.3 Explain what is meant by Robert Sobukwe's leadership of the PAC, based on a vision of an 'Africa for Africans' which promoted mass action against discrimination. (2 x 2) (4)
- 3.1.4 Using the source and your knowledge, explain why Robert Sobukwe was against the policy of multi-racialism. (2 x 2) (4)

3.2 Study Source 3B.

- 3.2.1 Which suburb, according to the source, was untouched by anti-apartheid demonstrations? (1 x 2) (2)
- 3.2.2 Quote evidence from the source that shows that Sobukwe wanted to reduce the possibility of violence. (1 x 2) (2)
- 3.2.3 Using the source and your knowledge, comment on the implications of the campaign slogan: "NO BAIL! NO DEFENCE! NO FINE!" (2 x 2) (4)
- 3.2.4 Explain what the shooting of people in the back show about the attitude of the police towards the Sharpeville protesters? (2 x 2) (4)
- 3.2.5 Explain how useful this source will be to a historian studying the protest march on 21 March 1960. (2 x 2) (4)

3.3 Refer to Source 3C.

- 3.3.1 Explain why you think this photograph was taken. (2 x 2) (4)
- 3.3.2 Why, according to the photograph, were people running? (1 x 1) (1)

3.4 Consult Source 3D.

- 3.4.1 Who, according to the source, praised the police for their actions? (1 x 2) (2)
- 3.4.2 Define the term *State of emergency* in the context of the Sharpeville massacre. (1 x 2) (2)
- 3.4.3 How, according to the source, did the government respond after the Sharpeville massacre? (3 x 1) (3)

3.4.4 Comment on why the government banned the ANC and PAC under the Unlawful Organisations Act. (2 x 2) (4)

3.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) on how the Pan Africanist Congress (PAC) responded to the apartheid governments repressive measures. (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

Critically discuss how the deprivation of Black South Africans' political, economic, and social rights in the early 1900s contributed to the rise of African nationalism in the 1940s to the 1950s.

Use relevant evidence to support your line of argument.

[50]

QUESTION 5: NATIONALISM IN SOUTH AFRICA – AFRIKANER NATIONALISM

The desire to preserve Afrikaner cultural identity and political power awakened the rise of Afrikaner Nationalism in the 1930s to the 1940s.

Do you agree with this statement? Substantiate your answer by referring to the different forms of cultural and political movements amongst the Afrikaners.

[50]

QUESTION 6: APARTHEID SOUTH AFRICA – RESISTANCE IN SOUTH AFRICA

Explain to what extent civil disobedience and non-violent protests by liberation movements intensified resistance against the apartheid government in the 1950s.

Use relevant evidence to support your line of argument.

[50]

TOTAL: 150