Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

TERM 2

2024

GRADE 11

HISTORY PAPER 2

JUNE EXAMINATIONS MARKING GUIDELINES

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TIME: 2 hours

MARKS: 100

. SOURCE-BASED QUESTIONS

1.1 The following cognitive levels were used to develop source-based questions:

Cognitive Levels	Historical skills	Weighting of questions
LEVEL 1	• Extract evidence from sources • Selection and organization of relevant information from sources • Define historical concepts/terms	**30%** **(15)**
LEVEL 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyze evidence from sources	**50%** **(25)**
LEVEL 3	• Interpret and evaluate evidence from sources • Engage with sources to determine its usefulness, reliability, bias and limitations • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions	**20%** **(10)**

1.2 The information below indicates how source-based questions are assessed:

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 x 2) which translates to one reason and is given two marks (✓✓)
- If a question carries 4 marks, then indicate by placing 4 ticks (✓✓✓✓)

Paragraph question

Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- Read the paragraph and place a bullet (.) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph
- At the end of the paragraph indicate the ticks (√) that the candidate has been awarded for the paragraph; as well as the level (1,2, or 3) as indicated in the holistic rubric and a brief comment e.g.

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_____ . _____ . _____

_____ . _____ . _____

√√√√

Level 2

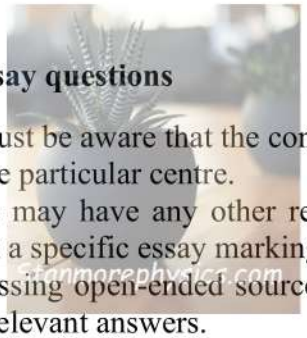
Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the right-hand bottom margin e.g. **32**/50
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

1. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

- Be able to structure their argument in a logical and coherent manner. They need to select, organize and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion.



2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will not be required to simply regurgitate 'facts' in order to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalize language inadequacies as the emphasis is on the following:

- The construction of argument
- The appropriate selection of factual evidence to support such argument
- The learner's interpretation of the question.

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualized (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet

in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

2.4.3 Keep the PEEL structure in mind in assessing an essay.

P	**Point:** The candidate introduces the essay by taking a line of argument/ making a major point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
E	**Explanation:** The candidate should explain in more detail what the main point is about and how it relates to the question posed (line of argument).
E	**Example:** Candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	**Link:** Candidates should ensure that the line of argument is sustained throughout and is written coherently.

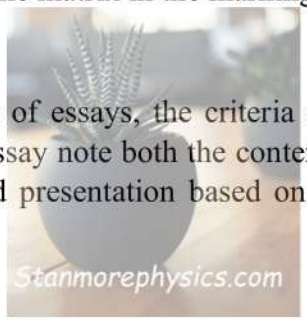
2.4.4 The following additional MUST be used when assessing an essay:

- Introduction, main aspects and conclusion not properly contextualized ^
- Wrong statement _____
- Irrelevant statement |
|
|
- Repetition R

- Analysis A√
- Interpretation 1√

2.5 The matrix

2.5.1 Use of the matrix in the marking of essays



In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

	(a)	The first reading of essays will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix). C LEVEL 4		

	(b)	The second reading of essays will relate to the level (on the matrix) of **presentation**. C LEVEL 4 P LEVEL 3		

	(c)	Allocate an overall mark with the use of the matrix. C LEVEL 4 P LEVEL 3 } 26–27		

MARKING MATRIX FOR ESSAY: TOTAL: 50

PRESENTATION → / CONTENT ↓	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
	Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	Little or no attempt to structure the essay.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question recognizable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20–23	18–19	14–17
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

***Guidelines for allocating a mark for Level 1:**

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay =0
- Question includes basic and generally irrelevant information; no attempt to structure the essay = 1–6
- Question inadequately addressed and vague; little attempt to structure the essay = 7–13

SECTION A: SOURCE BASED QUESTIONS

QUESTION 1: HOW DID THE FORMATION OF THE SANNC INFLUENCE THE GROWTH OF AFRICAN NATIONALISM IN SOUTH AFRICA FROM 1912-1940S?

1.1 1.1.1 *[Extraction of evidence from Source 1A - L1]*

- John Dube
- Dr Pixley Ka Isaka Seme
- Sol Plaatjie (3 x 1) (3)

1.1.2 *[Extraction of evidence from Souce1A - L1]*

- To unite Africans by overcoming ethnic, regional and linguistic differences.
- To encourage united action.
- To oppose discrimination and prejudice
- To win political rights for all (4 x 1) (4)

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1.1.3 *[Interpretation of evidence from Source 1A - L2]*

- Separate tribal identities promoted divisions amongst Africans.
- They created wars
- They made people to be divided
- They promoted ethnic, linguistic and regional differences among Blacks.
- They defeat national unity
- Any other relevant response (any 2 x 2) (4)

1.1.4 *[Ascertaining reliability of Source 1A - L3]*

- Reliable because it is corroborated by other sources
- Its trustworthy because other sources say the SANNC was formed in 1912.
- There is no proof of bias in the source
- Any other relevant response (any 2 x 2) (4)

1.2 1.2.1 [*Extraction of evidence from Source 1B - L1*]

- Dr A.B.Xuma (1 x 1) (1)

1.2.2 *[Extraction of evidence from Source 1B - L1]*

- They made sacrifices and suffered privations (hardships) in the cause of African freedom.
- Some of them went to jail. (2 x 1) (2)

1.2.3 *[Explanation of historical concept from Source 1B - L2]*

- Liberty means freedom from foreign domination.
- African states wanted freedom and independence from foreign domination
- Black South Africans wanted freedom from white domination.
- Any other relevant response (any 1 x 2) (2)

1.2.4 *[Interpretation of evidence from Source 1B - L2]*

- Africans were tortured
- They were oppressed and suppressed.
- They were arrested
- They were killed
- They were disenfranchised (not allowed to vote)
- Any other relevant response (any 2 x 2) (4)

1.2.5 *[Interpretation of evidence from Source 1B - L2]*

- Freedom was valuable and expensive
- People suffered because they were fighting for freedom
- People were tortured for fighting for freedom
- Freedom was costing people's lives
- Africans sacrificed, suffered and died for freedom
- Any other relevant response (any 2 x 2) (4)

1.3 1.3.1 *[Explanation of the concept from Source 1C – L1]*

- In elections the voter must vote once.
- Voter is not allowed to vote for two political parties.
- Voter must use one ballot paper.
- Any other relevant response (any 1 x 2) (2)

1.3.2 *[Interpretation of evidence from source 1C - L3]*

- SANNC wanted all people of South Africa to vote
- SANNC had educated people who would qualify to vote
- People from other provinces could qualify to vote.
- Pixley ka Isaka Seme was a lawyer he would qualify to vote
- Cape qualified franchise means that black people who qualify to vote must have education and capital.
- Any other relevant response. (any 2 x 2) (4)

1.3.3 *[Interpretation of information from Source1C - L2]*

- SANNC wanted to get support from Britain
- South Africa was a British colony
- Black South Africans supported Britain during the South African war of 1899-1902.
- Britain was a democratic state

- Any other relevant response (any 2 x 2) (4)

1.3.4 *[Extraction of evidence from Source 1C – L2]*

- The African working class was still fairly small and unorganized. (1 x 2) (2)

1.4 1.4.1 *[Extraction of evidence from source 1D-L1]*

- There were 5 members of the delegation (1 x 1) (1)

1.4.2 *[Extraction of evidence from source 1D - L1]*

- SANNC (1 x 1) (1)

1.4.3 *[Interpretation of evidence from Source 1D - L2]*

- The newly established SANNC launched a major campaign of opposition to the land act of 1913.
- The SANNC wanted the land act to be repealed (cancelled)
- SANNC presented African grievances against the Land Act to the British government.
- Any other relevant response (any 1 x 2) (2)

1.5 *[Interpretation, comprehension, and synthesis of evidence from relevant sources - L3]*

Candidates should include some of the following aspects in their answers.

- Pixley Isaka Ka Seme wrote a writing criticizing the existence of separate tribal identities in South Africa (Source 1A)
- The Congress wanted to unite blacks to oppose discrimination and prejudice (Source 1A)
- SANNC was able to send a delegation to London to protest about the effects of the land act which was passed by the South African government (source 1A)
- SANNC fought for self-determination for black people in South Africa. (Source1A)
- The founding fathers of the SANNC laid a foundation for the blacks to fight for freedom and justice without fear or favour (Source 1B)
- SANNC became patriotic and suffered for freedom and justice (Source 1B)
- SANNC became more militant (Source 1B)
- SANNC had a militant leadership (Source1B)
- SANNC wanted educated people to have a right to vote like in Cape where Abdullah man was qualified (Source 1C)
- Blacks fought against exploitation and oppression by the whites. (Source 1C)

- The Congress decided to be revolutionary in its approach (Source1C)
- SANNC sent a delegation to Britain to protest against 1913 Native Land Act (Source 1D)
- Any other relevant response

Use the following Rubric to allocate marks for the paragraph.

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of how the formation of the SANNC influenced the growth of African nationalism in South Africa from 1902-1940s.** • Uses evidence partially or cannot write a paragraph.	**MARKS** **0-2**
LEVEL 2	• Evidence is mostly relevant and relates to the topic, e.g. **shows some understanding of how the formation of the SANNC influenced the growth of African nationalism in South Africa from 1902-1940s.** • Uses evidence in a basic manner to write a paragraph.	**MARKS** **3-4**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of how the formation of the SANNC influenced the growth of African nationalism in South Africa from 1902-1940s.** • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.	**MARKS** **5-6**

(6)
[50]

QUESTION 2 HOW DID AFRIKANERS USE SOCIAL, CULTURAL AND ECONOMIC PROGRAMS TO PROMOTE THE SPIRIT OF AFRIKANER NATIONALISM DURING 1930s to1940s?

2.1

2.1.1 [*Extraction of evidence from Source 2A - L1]*

- Unequal distribution of status
- Political control
- Wealth
- Fear of cultural absorption into an English orientated Society

(3 x 1) (3)

2.1.2 *[Definition of a historical concept from Source 2A - L1]*

- Separation of the Afrikaners from other racial groups
- Idea that helped Afrikaners to construct Afrikaner nation united by its own special history, language and culture.
- Means of creating an Afrikaner identity.
- Afrikaners wanted independence from British domination
- Self-rule/self-government
- patriotism
- Any other relevant response (Any 1 x 2) (2)

2.1.3 *[Interpretation of evidence from Source 2A - L2]*

- Afrikaners lost their lives in the South African war of 1899-1902.
- The Treks united Afrikaner-speaking South Africans.
- They created a sense of pride for the Afrikaners.
- Moulded the Afrikaner identity
- Any other relevant response (any 1 x 2) (2)

2.1.4 *[Interpretation of evidence from source 2A - L2]*

- English-people were owners of the means of production.
- Afrikaners became jobseekers in industries controlled by the English speaking.
- English speakers dominated Afrikaners in owning industries.
- English speakers were Capitalists and Afrikaners were working for the Capitalists.
- Any other relevant response (any 2 x 2) (4)

2.1.5 *[Interpretation of information from Source 2A - L2]*

- It redeemed Afrikaners after their defeat during the South African war.
- Afrikaners became independent from British domination

- Afrikaners got their rightful place in the South African society.
- Afrikaners rose above the humiliation of the British oppressors.
- Independence of the Afrikaners was recognized by Britain.
- Any other relevant response (any 2 x 2) (4)

2.2 2.2.1 *[Extraction of evidence from source 2B-L1]*

- It was that it would be an anti-political organization that would work behind the scenes to ensure that Afrikaner gets its rightful place in the Union of South Africa. (any 1 x 2) (2)

2.2.2 *[Extraction of evidence from Source 2B-L1]*

- To have Christian national basis
- To strive (struggle) to unite Afrikaners.
- To awake a national self-consciousness amongst Afrikaners.

(3 x 1) (3)

2.2.3 *[Extraction of evidence from Source 2B - L1]*

- The Ossewa trek of 1939
- The Economic People's Congress
- Reddingsdaadbond
- Business Afrikaner Trade Institute.
- Sanlam (4 x 1) (4)

2.2.4 *[Interpretation of information from Source 2B-L2]*

- Afrikaners were creating and developing the idea of white Afrikaner unity and difference from other South Africans.
- They wanted a curriculum that stressed the Dutch Reformed religion.
- They wanted to promote white racial supremacy
- They wanted to stress Christian –national education.
- Afrikaners discouraged class struggle, instead favoured nationalist unity.
- Afrikaners were discouraged from belonging to foreign or English dominated Churches.
- Any other relevant response (any 2 x 2) (4)

2.2.5 *[Interpretation of evidence from source 2B - L2]*

- It wanted to redeem Afrikaners after their defeat during the South African war of 1899-1902.
- It wanted to unite the Afrikaners
- To gain control of the South African government
- To end English domination of the economy
- It wanted to cut ties with Britain and make South Africa a Republic.
- Any other relevant response. (any 1 x 2) (2)

2.3 2.3.1 *[Extraction of evidence from source 2C - L1]*

- Federasie van Afrikaanse Kultuurverenigings(FAK)

- Federation of Afrikaner Cultural Organization (1 x 1) (1)

2.3.2 *[Interpretation of evidence from source 2C-L2]*

- Centenary celebrations of 1938 redeemed the spirit of Afrikaner nationalism.
- They were widely supported and strengthened Afrikaner Nationalism.
- Gave a great boost to Afrikaner Nationalism
- They coincided with the formation of the Ossewabrandwag (Ox-wagon guard)
- Which was formed to maintain the spirit of Afrikaner Nationalism.
- Any other relevant response (any 2 x 2) (4)

2.3.3 *[Interpretation of evidence from Source 2C - L2]*

- To keep the great trek of the Voortrekkers in the memory of the Afrikaners.
- To promote Afrikanerdom
- To remember Voortrekker leaders who were part of the Journey from Cape Town to Transvaal.
- Any other relevant response (any 1 x 2) (2)

2.3.4 *[Ascertain the limitations of Source 2C - L3]*

- Source not limited because it is cross referenced
- No factual errors and distortions detected
- It is not biased
- There are no exaggeration of words
- It can be verified by other sources
- Any other relevant response (any 2 x 2) (4)

2.4 2.4.1 *[Extraction of evidence from source 2D - L1]*

- They used Ox-Wagons (1 x 1) (1)

2.4.2 *[Interpretation of information from Source 2D-L2]*

- This centenary celebration promoted the idea that white Afrikaners were distinct Volk (people) with their own language, religion, and history that needed to be promoted and defended.
- Ox-Wagon of the Voortrekkers that were displayed brought back the memory of the great trek.
- Ox-drawn wagon maintained the spirit of the centenary celebrations.
- Redeemed the spirit of Afrikaner nationalism.
- Any other relevant response (any 1 x 2) (2)

2.5 *[Interpretation, comprehension and synthesis of evidence from sources - L3]*

Candidates should include some of the following

- In 1934 Dr Malan and other important Afrikaner political leaders joined the Broederbond and set out to attract Afrikaners of all classes with a strong Nationalist ideology (Source 2B)
- Broederbond influenced the political and economic activities of the Afrikaner people. (source 2B)
- Federation of Afrikaner Cultural Organization was formed to function as an umbrella body that coordinated and guided the work of the Afrikaners (Source 2C)
- In 1938 FAK organized a big celebration of the centenary (100 years' anniversary) of the great trek. (Source 2C)
- Ox-Wagon journey ended in a mass meeting of 100 000 Afrikaners near Pretoria, this contributed a great deal to revive Afrikaner nationalism. (Source 2B)
- Osswa-Brandwag which a cultural organization was formed to preserve the language and traditions of the Afrikaners (source 2C)
- Ossewa Brandwag kept alive the ideals of the great trek and promoted patriotism and national pride among Afrikaners.(Own Knowledge)
- Members of Ossewa-Brandwag saw a connection between Hitler's Hrerrenvolk and their own white superiority ideas. (own knowledge)
- In 1939 Dr.Kestell and Nico Diederichs formed Reddingsdaad Bond (Rescue Action Society) to create an economic consciousness among Afrikaner masses and to uplift poor whites and to promote Afrikaner business interests.(own knowledge)
- A group of Afrikaner professionals write an Afrikaner Newspaper called Die Burger. (own knowledge)
- Afrikaner nationalism led to the emergence of an Afrikaner Bourgeoisie which began to prosper in the 1930s and 1940s.(own Knowledge)
- Any other relevant response.

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of how Afrikaners used social, cultural and economic programs to promote the spirit of Afrikaner nationalism from 1930s to1940s.** • Uses evidence partially to report on topic or cannot report on topic	**MARKS: 0-2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. **shows an understanding of how Afrikaners used social, cultural and economic programs to promote the spirit of Afrikaner nationalism from 1930s to1940s.** • Uses evidence in a very basic manner	**MARKS:3-4**
LEVEL 3	• Uses relevant evidence e.g. **demonstrates a thorough understanding of how Afrikaners used social, cultural and economic programs to promote the spirit of Afrikaner nationalism from 1930s to1940s.** • Evidence relates well to the topic. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	**MARKS:5-6**

(6)

[50]

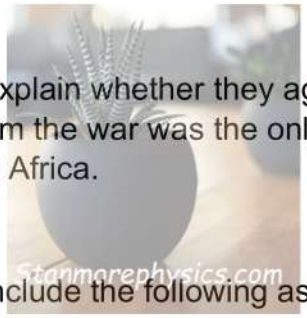
SECTION B: ESSAY QUESTIONS

QUESTION 4 NATIONALISM IN SOUTH AFRICA: AFRICAN NATIONALISM

[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills]

SYNOPSIS

Candidates should explain whether they agree or disagree that the influence of the returning soldiers from the war was the only factor that gave rise to the growth of African Nationalism in South Africa.



MAIN ASPECTS

Candidates should include the following aspects in their responses.

Introduction: Candidates need to take a stance and demonstrate how the returning soldiers gave rise to the growth of African Nationalism in South Africa.

ELABORATION

- **Background**
- **Returning soldiers**

- Many returning Soldiers from World War Two were inspired by the war with the ideas of freedom and democracy.
- The ideas began to germinate in them because of their interaction with soldiers from foreign countries.
- The desire for freedom promoted African nationalism among colonized countries within African continent.
- Black South Africans participated in the war with the hope that after the war Britain will end racialism in South Africa.
- 20 000 black South African soldiers organized jointly by the ANC, Communist Party of South Africa and the Trade Union movement, participated in the victory celebration march after the end of the Second World war.

- **Influence of the World war Two**

- Black South African soldiers participated in the war on the side of Britain against Germany.
- Black soldiers carried Guns but were not allowed to shoot.
- They came into contact with the ideas off democracy.
- WW2 led to an economic boom that led to a massive expansion of the urban labour force.

- The number of African labourers increased as they replaced many whites who had gone to war.
- Urbanization had significant implications for African nationalism.
- Blacks participated in the war as volunteers.

➢ **Atlantic charter**

- There were discussion as to how to end the war peacefully.
- These arrangements were outlined in the Atlantic charter in 1941 by an American President Roosevelt and Winston Churchill a British President
- The charter promised to respect the rights of all people to self –determination.
- Atlantic charter led to the establishment of UN and NATO.
- UNO committed to the declaration of rights of all Citizens.
- The charter stated that colonial powers should declare the right of all people to choose the form of government under which they live.
- Roosevelt and Churchill signed the eight-point Atlantic charter on a post- war settlement in 1942.

➢ **Xuma's African claims 1943**

- ANC was faced with the problem of mapping out a future South Africa.
- Dr A.B Xuma organized a committee to discuss the charter from the African perspective.
- The committee met in Bloemfontein on 13-14 December 1943 and Z.K.Mathews was elected Chairman.
- The committee drew up a bill of rights which Africans were demanding as essential to guarantee them a worthy place in the post war world.
- In 1943 the ANC adopted Xuma's document African Claims on the 16 December 1945 in the annual conference of the ANC in Bloemfontein.

➢ **Split of the ANC and PAC**

- Some members of the ANC were unhappy about co-operation with other national groups.
- They stated that Africans should go it alone
- They preferred Anton Lembede's vision of African nationalism
- Their slogan was Africa for Africans
- They were against the growing influence of the Communists in the ANC.
- In April 1959 PAC was formed by the Africanists who wanted freedom now.
- They wanted Pan Africanism

➢ **Different types of African Nationalism**

- Youth within the ANC was impatient with slow progress towards attaining freedom and democracy.
- They formed ANCYL in order to intensify the struggle to attain freedom.
- ANC nationalism was referred to as charterism
- ANC moved from a moderate organization to a mass movement of national liberation.
- **Any other relevant response**
- **Conclusion:** Candidates should sum their argument with any relevant conclusion. **[50]**



QUESTION 4 NATIONALISM IN SOUTH AFRICA: AFRIKANER NATIONALISM

[*Plan and construct an original argument based on relevant evidence using analytical and interpretative skills]*

SYNOPSIS

Candidates should critically discuss this statement and explain how Afrikaans speaking whites promoted and developed an exclusive(special) form of Afrikaner Nationalism.

MAIN ASPECTS

Candidates should include the following aspects in their response.

Introduction: Candidates need to take a stance and explain how Afrikaans Speaking Whites promoted and developed an exclusive form of Afrikaner Nationalism in South Africa.

ELABORATION

- Afrikaners only rose as a distinct group after the mixing and forging of various European nationalists at the Cape.
- The sense of national identity strengthened amongst Afrikaners during the two Anglo-Boer wars.
- May 1910-South Africa gained constitutional independence from Britain but was still a part of British Empire.
- Role of Hertzog's Pact government (Recognition of Afrikaans and flag question)
- Afrikaners saw themselves as a people chosen by God
- The idea of a volk became the cornerstone of Afrikaner nationalism
- Nationalist were determined to protect the volk from dominated by other ethnic and language groups
- Afrikaner identity had to be preserved
- Afrikaners had to remain united as a nation

- Dutch Reformed Church and the Christian National Education (CNE) were the custodians of Afrikaner heritage
- Children would receive mother – tongue education
- Education and religion guided Afrikaner thinking and kept their language and culture alive
- Broederbond ensured economic empowerment of Afrikaners and prevented the exploitation of Afrikaner workers
- FAK promoted Afrikaner culture and guided Afrikaner cultural groups.
- Ossewa Brandwag-cultural movement based on semi-military lines.
- First Afrikaans building society called Saambou (building together)
- Afrikaner businesses promoted – Naspers, Die Burger, Santam, Sanlam, Volkskas bank
- Redddingsdaadbond was about economic consciousness and ensured Afrikaner businesses are supported by Afrikaners
- Poor white problem solved by creating jobs at the railway and harbours
- Centenary celebration of the Great Trek strengthened Afrikaner nationalism
- Role of women
- National Party emerged as a dominant political force in promoting Afrikaner nationalism
- NP put forward the demand for 'apartheid' as the central slogan in their campaign
- White supremacy had to be maintained at all cists
- Nationalist frightened the whites with the idea of a 'swart gevaar'
- Afrikaner nationalist policy appealed to white farmers who were against the movement of Africans to cities
- The NP promised voters that their jobs would be protected through the enforcement of the job reservation laws
- Afrikaans – speaking Afrikaners voted the NP into power in the 1948 elections
- The NP leader, DR Malan became the new Prime Minister
- Apartheid legislation was introduced

- Afrikaners het hulself gesien as 'n volk wat deur God uitverkies is
- Die idee van 'n volk het die hoeksteen van Afrikaner nasionalisme geword
- Nasionaliste was vasbeslote om die volk te beskerm teen oorheersing deur ander etniese en taalgroepe
- Afrikaner-identiteit moes bewaar word
- Afrikaners moes as 'n nasie verenig bly
- Nederduitse Gereformeerde Kerk en die Christelike Nasionale Onderwys (CNE) was die bewaarders van Afrikaner-erfenis
- Kinders sou moedertaalonderrig ontvang

- Onderwys en godsdiens het Afrikanerdenke gelei en hul taal en kultuur lewendig gehou
- Broederbond bevorder Afrikanernasionalisme en voorkom die uitbuiting van Afrikanerwerkers
- Eerste Afrikaanse bouvereniging genaamd Saambou
- Afrikanerbesighede bevorder – Naspers, Die Burger, Santam, Sanlam, Volkskas bank
- Redddingsdaadbond het verseker dat Afrikanerbesighede deur Afrikaners ondersteun word
- Armblanke probleem opgelos deur werk te skep by die spoorweg en hawens
- Eeufeesviering van die Groot Trek het Afrikanernasionalisme versterk
- Rol van vroue
- Nasionale Party het na vore getree as 'n dominante politieke mag in die bevordering van Afrikaner nasionalisme
- NP het die eis vir 'apartheid' as die sentrale slagspreuk in hul veldtog voorgehou
- Blanke oppergesag moes by alle siste gehandhaaf word
- Nasionalis het die blankes bang gemaak met die idee van 'n 'swart gevaar'
- Afrikanernasionalistiese beleid het 'n beroep gedoen op wit boere wat teen die beweging van Afrikane na stede was
- Die NP het kiesers belowe dat hul werk beskerm sal word deur die toepassing van die werkreservewette
- Afrikaans – sprekende Afrikaners het die NP in die 1948-verkiesing aan bewind gestem
- Die NP-leier, DR Malan het die nuwe Eerste Minister geword
- Apartheidswetgewing is ingestel
- Any other relevant response.

CONCLUSION

Candidates can use any other relevant response to sum up their argument

[50]

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