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Province of the
EASTERN CAPE
EDUCATION

NATIONAL SENIOR CERTIFICATE

GRADE 11

NOVEMBER 2022

HISTORY P2
MARKING GUIDELINE

MARKS: 150

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This marking guideline consists of 20 pages.

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1. 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 organisation of relevant information from sources. • Define historical concepts/terms.	**30% (15)**
LEVEL 2	• Interpretation of evidence from the sources. • Explain information gathered from the sources. • Analyse evidence from the 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.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

1.3 Assessment procedures for source-based questions

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

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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.

_____ + _____ + _____
_____ + _____ + _____
√√√√
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.

$\frac{32}{50}$

- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. 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, organise 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.

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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 penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of argument (planned, structured and has independent line of argument)

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), each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline) and a relevant conclusion (indicated by a bullet in the marking guideline) 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 when 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 all about and how it relates to the question posed (line of argument)
E	**Example:** The 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 the essay and is written coherently.

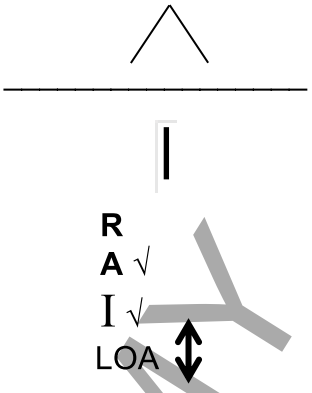
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2.4.4 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised
- Wrong statement
- Irrelevant statement
- Repetition **R**
- Analysis **A** √
- Interpretation I √
- Line of argument LOA



2. **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 5**	

(c) Allocate an overall mark with the use of the matrix.

C	**LEVEL 4**	**}30 – 33**
P	**LEVEL 5**	

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MARKING MATRIX FOR ESSAY – TOTAL: 50

PRESENTATION → / CONTENT ↓	**LEVEL 7** 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.	**LEVEL 6** 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.	**LEVEL 5** Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	**LEVEL 4** Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence..	**LEVEL 3** Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	**LEVEL 2** Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	**LEVEL 1** 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 recognisable in answer. Some omissions/irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Sparse content. Question inadequately addressed					20–23	18–19	14–17
LEVEL 1 Question not answered. Inadequate content. Significant irrelevance						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
- Content selection 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

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SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID THE ANC YOUTH LEAGUE (ANCYL) INFLUENCE THE RISE OF AFRICAN NATIONALISM IN THE 1940s?

1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- Walter Sisulu
- Oliver Tambo
- Nelson Mandela
- William Nkomo
- Mxolisi Majombozi
- Anton Lembede
- Congress Mbatha (Any 2 x 1) (2)

1.1.2 *[Interpretation of evidence from Source 1A – L2]*
- They dedicated their lives to the cause for freedom
- They were prepared to sacrifice their lives so that all South Africans can attain freedom
- They were dedicated to get freedom or die
- Any other relevant response. (Any 2 x 2) (4)

1.1.3 *[Extraction of evidence from Source 1A – L1]*
- Growing militancy amongst the youth. (1 x 2) (2)

1.1.4 *[Interpretation of the usefulness of evidence from Source 1A – L3]*
The source is USEFUL because:
- The ANC changed from a conservative to a more progressive organisation
- The ANC became more militant in its strategies against apartheid
- It became a mass-based organisation
- Any other relevant response (Any 2 x 2) (4)

1.2 1.2.1 *[Interpretation of evidence from Source 1B – L2]*
- The youth to play a more prominent role in the fight against apartheid
- Encouraging the youth to join the ANCYL
- It gives a more militant tone on how the ANCYL plans to operate
- Any other relevant response (Any 2 x 2) (4)

1.2.2 *[Definition of historical concept from Source 1B – L1]*
- An ideology that unites black people in their struggle against colonial and racist oppression in Africa to obtain freedom and independence
- Any other relevant response (1 x 2) (2)

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1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- He was an Africanist
- Believed that blacks should fight against their oppression without the assistance of whites
- Believed that self-determination should be obtained by blacks themselves
- The white people in Africa are of European origin and were the colonists/oppressors.
- Any other relevant response (Any 2 x 2) (4)

1.2.4 *[Extraction of evidence from Source 1B – L1]*
- ANC was seen as elitist
- Not an efficiently organised block
- Lack a constructive programme to enforce the repeal of all oppressive legislation (Any 2 x 1) (2)

1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- Demanded higher wages
- Better conditions at work
- Against the horrific conditions in the compounds (Any 2 x 1) (2)

1.3.2 *[Interpretation of evidence from Source 1C – L2]*
- It restricted their freedom of movement
- It prevented them from having contact with their unions
- The compounds were like prisons, as they were always guarded and spied on
- Any other relevant response (Any 2 x 2) (4)

1.3.3 *[Interpretation of evidence from Source 1C – L2]*
- Many miners were killed by falling rocks in the mines
- The dust in the mines caused lung diseases causing the death of many
- Any other relevant response (Any 1 x 2) (2)

1.3.4 *[Extraction of evidence from Source 1C – L1]*
- Impacted on the political thinking within the liberation movement
- It shifted from a policy of concessions to more dynamic and militant form of struggle (Any 1 x 2) (2)

1.3.5 *[Interpretation of evidence from Source 1C – L2]*
- Lawless police and the army smashed the strike
- 9 miners were killed and 1 248 were wounded
- Miners were beaten
- Homes of trade unionists and political officers were raided
- Any other relevant response (Any 2 x 2) (4)

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1.4 1.4.1 *[Interpretation of evidence from the Source 1D – L2]*
- Shows workers are united against unjust laws of apartheid
- Mineworkers are united against the low wages they receive
- Workers are embarking on more militant action
- Any other relevant response (Any 2 x 2) (4)

1.4.2 *[Extraction of evidence from Source 1D – L1]*
- Voting rights
- Equal salaries (2 x 1) (2)

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

Candidates should include some of the following aspects in their answer:

- Young people became impatient with how the National Liberation Movement responded to apartheid (Source 1A)
- ANCYL gave new energy and fighting spirit to the National Liberation Movement (Source 1A)
- ANCYL more militant (Source 1A and Source 1B)
- ANC transformed into a mass mobilisation Movement (Source 1B)
- ANCYL criticised the older members of the ANC (Source 1B)
- Emphasised self-determination of black people (Source 1B)
- Lembede believed in exclusive nationalism (Source 1B)
- Led to 1946 mineworkers strike (Source 1C and Source 1D)
- Used strikes, boycotts, stay-aways and civil disobedience tactics against apartheid (own knowledge)
- Programme of Action launched against apartheid in 1949
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **show no or little understanding of how the ANC Youth League (ANCYL) influenced the rise of African Nationalism in the 1940s.** • Uses evidence partially to report on topic or cannot write a paragraph.	**Marks: 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding of how the ANC Youth League (ANCYL) influenced the rise of African Nationalism in the 1940s.** • Uses evidence in a very basic manner to write a paragraph.	**Marks: 3–4**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of how the ANC Youth League (ANCYL) influenced the rise of African Nationalism in the 1940s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**Marks: 5–6**

(6)
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QUESTION 2: HOW DID THE SIX DAY WAR OF 1967 CONTRIBUTE TO CONFLICT IN THE MIDDLE EAST?

2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- Border disputes (1 x 2) (2)

2.1.2 *[Extraction of evidence from Source 2A – L1]*
- Soviet Union (1 x 1) (1)

2.1.3 *[Extraction of evidence from Source 2A – L2]*
- He ordered Egyptian forces to advance into the Sinai Peninsula
- He expelled a United Nations peacekeeping force that had been guarding the border with Israel
- He banned Israeli shipping from the Straits of Tiran
- He sealed a defence pact with King Hussein of Jordan

(Any 3 x 1) (3)

2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- Millions of Jews were killed in Germany
- Jews were scattered across the world/diaspora
- Jews were persecuted in some parts of Europe
- Jews lived in ghetto's
- Any other relevant response (Any 2 x 2) (4)

2.1.5 *[Interpretation of evidence from Source 2A – L2]*
- That Israel will lose the war
- Many of the Israeli's will be killed
- Israel is a small country that will be defeated by the Arab countries
- Alluded to how many Israelis might be left
- Any other relevant response (Any 2 x 2) (4)

2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- When Israeli's air force launched a devastating series of attacks on Egyptian air fields (1 x 2) (2)

2.2.2 *[Interpretation of evidence from Source 2B – L2]*

AGREE
- Israel fired the first shots
- Israel got military aid from America and was able to launch the attack on the Arab countries
- They attacked the airbases of the Arab countries
- Any other relevant response

DISAGREE
- Israel was fighting to maintain its independence
- Feared a repeat of the Holocaust
- Jews will be left without a homeland if defeated by the Arabs
- Any other relevant response (Any 2 x 2) (4)

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2.2.3 *[Extraction of evidence from Source 2B – L1]*
- Egypt
- Jordan
- Syria (3 x 1) (3)

2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*
- United Nations (1 x 1) (1)

2.3.2 *[Extraction of evidence from Source 2C – L1]*
- Arabs (1 x 2) (2)

2.3.3 *[Interpretation of evidence from Source 2C – L2]*
(a) Jubilant
- Victorious
- Filled with national pride
- Any other relevant response (1 x 2) (2)

(b) Shocked
- Defeated
- Disgraced
- Any other relevant response (1 x 2) (2)

2.3.4 *[Interpretation of evidence from Source 2C – L2]*
They implying that:
- The war against Israelis will continue
- They will not recognise the independence of Israel
- They wanted their conquered territories back
- Any other relevant response (Any 2 x 2) (4)

2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*
- That Israel attacked unexpectedly
- Israel defeated the Egypt / Arab armies
- The Egyptian army were not prepared for the attack / caught off guard
- Any other relevant response (Any 2 x 2) (4)

2.4.2 *[Interpretation of evidence from Source 2D – L2]*
- Israel (1 x 2) (2)

2.4.3 *[Evaluate the reliability of the evidence from Source 2C – L3]*
This source is reliable because:
- Shows that Israel had the upper hand in the war (big hand)
- Israel attacked unexpectedly
- Israel had planned the attack and was military more organised
- More Arabs than Israelis were killed during the war
- The information in the cartoon can be collaborated with the information in Source 2B and Source 2C
- Any other relevant response (Any 2 x 2) (4)

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

Candidates should include some of the following aspects in their answer:

- Border disputes started the Six Day War (Source 2A)
- Abdel Nasser send troops to support Syria (Source 2A)
- Nasser expelled the United Nations peacekeeping force and closed the Straits of Tiran for Israeli shipping (Source 2A)
- On 5 June 1967 Israel launched Operation Focus (own knowledge)
- Israel launched a surprise attack on Egypt and destroyed the airfield on the ground (Source 2B and Source 2D)
- Arab countries lost territories to Israel (Source 2C)
- Self-image and nationalism destroyed of Arabs (own knowledge)
- Israel had less casualties in the Six Day War (Source 2C)
- Arab countries promise no peace, no recognition and no negotiation with Israel (Source 2C)
- Led to the outbreak of the Yom Kippur War in 1973 (Source 2C)
- Any other relevant response.

Use the following rubric to assess this paragraph.

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding on how the Six Day War of 1967 contributed to conflict in the Middle East.** • Uses evidence partially to report on topic or cannot write a paragraph.	**Marks: 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows an understanding on how the Six Day War of 1967 contributed to conflict in the Middle East.** • Uses evidence in a very basic manner to write a paragraph.	**Marks: 3–4**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding on how the Six Day War of 1967 contributed to conflict in the Middle East.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**Marks: 5–6**

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QUESTION 3: WHAT ROLE DID SOUTH AFRICAN WOMEN PLAY TO RESIST APARTHEID IN THE 1950s?

3.1 3.1.1 *[Definition of historical concepts from Source 3A – L1]*
- The political, economic and social segregation of races based on their skin colour
- Separate development of different racial groups
- Any other relevant response (Any 1 x 2) (2)

3.1.2 *[Interpretation of evidence from Source 3A – L2]*
- They had no freedom
- They were oppressed and discriminated against
- They had no political, economic and social rights
- Did not enjoy the same privileges as white South Africans
- Any other relevant response (Any 2 x 2) (4)

3.1.3 *[Extraction of evidence from Source 3A – L1]*
- Forced to move into overcrowded cities whose pollution and poverty caused their deaths
- Many made to work for wages that could barely keep one individual alive
- Given no opportunity to better themselves through a decent education (Any 2 x 1) (2)

3.1.4 *[Extraction of evidence from Source 3A – L1]*
- It resulted in a struggle of resistance against the system (1 x 1) (1)

3.1.5 *[Interpretation of evidence from Source 3A – L2]*
- White women did not suffer the humiliation caused by apartheid laws
- Most white women had better educational opportunities than black women
- Their way of living differ to that of black women
- Any other relevant response (Any 2 x 2) (4)

3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- Beer brewing (1 x 1) (1)

3.2.2 *[Interpretation of evidence from Source 3B – L2]*
- It allowed them to stay home with their children
- Provided an extra income
- Could provide an education to their children
- Any other relevant response (Any 2 x 2) (4)

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3.2.3 *[Extraction of evidence from Source 3B – L1]*
Helped people with a variety of tasks such as:
- Looking for passbooks
- Looking for homes
- Teach them how to read (Any 2 x 1) (2)

3.2.4 *[Interpretation of evidence from Source 3B – L2]*
- Government did not believe women could be effective
- They were shunned as outcast by their own communities
- They were perceived as abrasive and aggressive and did not grow as an organisation
- Any other relevant response (Any 1 x 2) (2)

3.3. 3.3.1 *[Interpretation of evidence from Source 3C – L2]*
- Women who joined the ANC served largely in hospitality support roles
- They were expected to rear their children at home
- They had to take care of the domestic responsibilities
- Participation in the public domain was reserved for men
- Any other relevant response (Any 2 x 2) (4)

3.3.2 *[Extraction of evidence from Source 3C – L1]*
- There would be an increase in the effectiveness of the influx control system
- Making it harder for them to acquire urban residency

(Any 1 x 2) (2)

3.3.3 *[Extraction of evidence from Source 3C – L1]*
- ANC Woman's League
- Federation of South African Woman (2 x 1) (2)

3.3.4 *[Interpretation of evidence from Source 3C – L2]*
- It proved to the apartheid government that woman would not accept the discrimination and oppression anymore
- Their voices were heard that they opposed the pass laws
- They provided hope for many that apartheid could be beaten
- Was the biggest protest organised by women
- Any other relevant response (Any 2 x 2) (4)

3.4 3.4.1 *[Interpretation of evidence from Source 3D – L2]*
- It shows women demonstrating against the apartheid government
- It reflects the effects that the pass laws will have on their lives
- Shows women are strong, powerful and resilient
- Indicates that women will begin to play a more active role in politics
- Any other relevant response (Any 2 x 2) (4)

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3.4.2 *[Extraction of evidence from Source 3D – L1]*
- Trouble
- Attack on the home
- Will mean broken homes (Any 2 x 1) (2)

3.5 *[Comparison of Sources 3C and Source 3D – L3]*
- Source 3C indicates that a march to the Union Building was planned and Source 3D shows the march took place on 9 August 1956
- Source 3C indicates the reason why they decided to fight against the pass laws as it will cause a destruction of their family life and Source 3D shows the effects the pass laws will have on their homes
- Both sources indicates that women protested against the pass laws
- Any other relevant response (Any 2 x 2) (4)

3.6 *[Interpretation, comprehension and synthesis of evidence from sources – L3]*

Candidates could include some of the following:

- Women rebelled against the terrible conditions caused by apartheid (Source 3A)
- Women brewed beer (Source 3B)
- It was against the law for Africans to brew or drink beer (Source 3B)
- Women used the extra income to give their children better education (own knowledge)
- Black Sash marched against the violation of individual rights implemented by the National Party (Source 3B)
- Black Sash assisted black people in different ways (Source 3B)
- Abolition of Passes and Coordination Act caused anger and protest amongst black women (Source 3C)
- Woman's organisations organised campaigns (Source 3C)
- Women became members of the ANC (own knowledge)
- Women played an active role in the drafting of the Freedom Charter (own knowledge)
- 9 August 1956, 20 000 women marched to the Union Buildings to protest against the pass laws (Source 3C and Source 3D)
- Women protested against the impact that the pass laws will have on their lives (Source 3D)
- Any other relevant response.

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Use the following rubric to assess this paragraph.

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of the role that women played to resist apartheid in the 1950s.** • Uses evidence partially to report on the topic or cannot write a paragraph.	**Marks: 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding of the role that women played to resist apartheid in the 1950s.** • Uses evidence in a very basic manner to write a paragraph.	**Marks: 3–4**
LEVEL 3	• Uses relevant evidence, e. g. **demonstrates a thorough understanding of the role that women played to resist apartheid in the 1950s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**Marks: 5–6**

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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 critically discuss whether African Nationalism was strengthened in South Africa from 1902 to 1953.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates need to take a stance and demonstrate how African Nationalism was strengthened in South Africa.

ELABORATION

- Started as a form of resistance to colonialism/segregation
- Formation of the APO in 1902 by Dr Abdurahman
- Protested against the exclusion of blacks from the right to vote
- Delegation to London in 1905 to achieve non-racial franchise, end discrimination and the right to vote for blacks – Britain ignored the request
- Formation of the SANNC in 1912 to oppose discrimination and to win political rights
- SANNC wanted to unite everyone who were oppressed by whites
- SANNC sent a delegation to London in 1914 to appeal against the Native Land Act and were not successful
- In 1923 the SANNC changed its name to the ANC
- Formation of ICU in 1919 addressing the grievances of the black dock workers - fought against government policies
- ICU had mass support – ANC had the support of the elite
- Formation of the SACP addressing black workers grievances
- Spread of education led to growing awareness of the ideas of freedom and democracy
- The influence of the Second World War – many blacks involved fought for freedom and democracy/Africans helped to see the end of discrimination after the war
- Atlantic Charter supported self-determination
- African Claims – document that demanded for a universal vote, fair distribution of land and an end to discrimination in the workplace
- Young members of the ANC became more militant and formed the ANC Youth League
- Youth League accused the ANC of representing the elite and not the masses
- 1953 saw the ANC Freedom Charter call for a democratic South Africa regardless of race
- Any other relevant response

Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

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QUESTION 5: NATIONALISM IN THE MIDDLE EAST

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

SYNOPSIS

Candidates should take a stance on whether it was Jewish nationalism that eventually led to the establishment of the state of Israel.

MAIN ASPECTS

Candidates should include the following aspects
Introduction: Candidates should take a stance whether they agree or disagree with the statement and support their argument with relevant historical evidence.

ELABORATION

- Origins of Arab and Jewish nationalism (Background)

ARAB NATIONALISM

- Arab leaders began to appeal to the idea of a common Arab language and culture as a way of mobilising united resistance to Turkish rule
- There was a concern among Arab communities that the Zionist settlers desired to settle in Arab land at the exclusion of the Arabs
- Britain and France were showing interest in the Middle East and were competing with one another for influence
- This gave rise to the First Arab National Congress and the publication of the Arab Nationalist Manifesto
- From this Congress emerged a loose Arab nationalist movement that wanted to create a single united Arab nation that was independent from Turkish rule
- During the First World War, Britain encouraged the Arab nationalist to rebel against their Turkish rulers
- In return the British were prepared to recognise and support the independence of the Arabs
- By the end of First World War the Arab armies had liberated almost all Arab land from Turkish rule
- The Arabs expected Britain to honour its promise to support Arab independence, but had other plans and did not keep to its promise
- Arab nationalism began to take on a strong anti-Western attitude and focused on getting rid of Western control in the Middle East
- There were widespread revolts against British and French rule in the Middle East
- Increasing Jewish immigration in Palestine led to Arab nationalism taking on a strong anti-Zionist and anti-Jewish character

JEWISH NATIONALISM

- In many European countries, strong racial, religious and nationalistic feeling, strengthened by ideas of 'scientific' racism led to increased anti-Semitism
- In 1897, influenced by these trends, a group of Jewish leaders in Western Europe came together at the first Zionist Congress in Basle, Switzerland
- The leader of the Zionist movement was Theodore Herzl
- The purpose of Zionism is to create a refuge for the Jewish people in the land of Israel
- The Zionists believed that Jews needed a 'refuge' from centuries of persecution, and that this could only be achieved if there was some kind of 'national homeland', for the Jewish people

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- The movement called itself after Zion, the Hebrew name for Jerusalem, and referred to the Biblical claim that the land of Israel was given to the Jewish people by the God of Israel
- There were two main elements to the Zionist strategy:
  - One was to encourage Jewish immigration to Palestine
  - The other was to lobby for recognition for a national home for the Jews among Western European governments

THE BALFOUR DECLARATION

- In 1917, the British Foreign Secretary, James Balfour wrote to Lord Rothschild, a leader of the British Jewish community, promising to help Jews establish a Jewish state in Palestine
- This letter became known as the Balfour Declaration
- The Balfour Declaration clashed with Britain's promise to Arabs that Britain would support Arab independence in the Middle East
- The Zionists saw the declaration as clear recognition of Jewish claims
- After the First World War, Britain's mandate over Palestine, however stated that Britain should implement the terms of the Balfour Declaration
- The Zionists interpreted the mandate of the League of Nations as a sign that the international community supported the creation of a national home for Jews in Palestine
- The Palestinians Arabs rejected the Balfour Declaration and the mandate

Establishment of the state of Israel

- Britain encouraged Jewish immigration
- Palestinian Arabs demanded an end to Jewish immigration
- Palestinian Arabs organised anti-British protests, which led to violent clashes between Arab and armed Jewish groups and the police
- Britain suppressed the Arab protests
- The Jews saw these attacks as a sign of Arab anti-Semitism, and formed an armed 'self-defence' militia called the Haganah
- In 1936 during another Palestinian uprising, British and Jewish targets were attacked
- In 1937 Britain proposed that Palestine be partitioned into a Jewish state and an Arab state
- Jews supported it in principle, but Arab Palestinians opposed partition
- After World War II a Jewish armed group called the Irgun blew up the military headquarters in Jerusalem, killing over a 100 people
- Britain handed the problem over to the United Nations (UN)
- The UN produced a plan for the partition of Palestine based on British proposals
- More than half of Palestine was allocated to the Jewish state
- Palestinians and their Arab allies rejected the UN partition plan
- A civil war erupted and Britain withdrew its troops from Palestine
- On 14 May 1948, David Ben-Gurion, the Jewish leader in Palestine declared the state of Israel
- On 15 May 1948 the First Arab-Israeli War broke out
- Any other relevant response

Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

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QUESTION 6: APARTHEID SOUTH AFRICA – 1940s to 1960s

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

SYNOPSIS

Candidates should explain to what extent the resistance movements launched a more aggressive and violent protest actions against the apartheid regime in the 1960s.

MAIN ASPECTS

Introduction: Candidates must take a stance indicate to what extent the statement is accurate and substantiate their response with relevant historical evidence.

ELABORATION

- Split in the ANC
- Formation of the PAC
- March 1960 – ANC and PAC organised an anti-pass campaign
- Planned to burn passes and be arrested
- Protest in many townships
- 21 March 1960 – 69 protesters shot at Sharpeville
- The government ordered a state of emergency
- The ANC and PAC were banned
- Thousands were detained
- ANC and PAC members went into exile
- Adopted the armed struggle
- The ANC formed MK
- The PAC formed POQO
- The government introduced harsher laws to crush oppression
- The police raided the MK headquarters in Rivonia
- The Rivonia trial of MK leaders (e.g. Mandela)
- Sentenced to life in prison
- Any other relevant response

Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

TOTAL: 150

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