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Province of the EASTERN CAPE EDUCATION

NATIONAL SENIOR CERTIFICATE

GRADE 11

NOVEMBER 2024

HISTORY P2 MARKING GUIDELINE

MARKS: 150

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This marking guideline consists of 24 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 allocation 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) to support the argument
- 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.

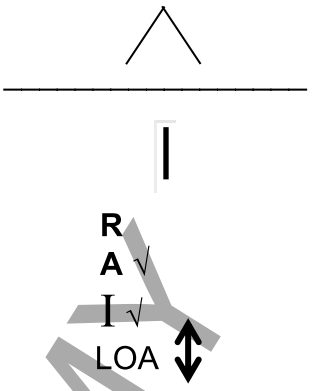
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2.4.4 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised
- Wrong statement
- Irrelevant statement
- Repetition
- Analysis
- Interpretation
- Line of argument



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	} 26 – 27
P	LEVEL 3	

COMMENT

Question recognisable in answer.
Shows some form of evidence of structured and planned line of argument.

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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 RISE OF AFRICAN NATIONALISM IN SOUTH AFRICA LEAD TO WORKERS PROTESTS IN THE 1920s?

1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- 'We are here for organisation'
- 'We can see what we can do to abolish the capitalist system'
- 'We are here for the salvation of the workers'
- 'We are here to organise and to fight for our rights and benefits' (Any 2 x 1) (2)

1.1.2 *[Definition of historical concept from Source 1A – L1]*
- An economic and political system in which a country's trade and industry are controlled by private owners
- Any other relevant response (1 x 2) (2)

1.1.3 *[Interpretation of evidence from Source 1A – L2]*
- Due to overcrowded reserves people were forced to come to the cities to search for jobs
- Their chiefs were collaborating with the mine owners to send the workers to the mines
- Workers were forced to work on the mines because of poverty
- Their land was taken by British hence they were forced to work on the mines
- Any other relevant answer (Any 2 x 2) (4)

1.1.4. *[Extraction of evidence from Source 1A – L1]*
- 'They were forbidden to organise'
- 'They were locked in all-male compounds on the mines'
- 'Segregated in grim ghettos in the interstices of the towns'
- 'Their movement was controlled by the internal passport or pass law' (Any 3 x 1) (3)

1.1.5 *[Interpretation of evidence from Source 1A – L2]*
- They wanted better working conditions
- They need descent wages
- They wanted better housing with sanitation
- Any other relevant response (Any 2 x 2) (4)

1.2 1.2.1 *[Extraction of evidence from the Source 1B – L1]*
- 'All workers were concerned with the increased cost of living in the post-war era.'
- 'There was a shortage of unskilled labor during this period'
- 'Skilled and semi-skilled Colored workers in the Cape belonged to 'craft' unions composed mostly of white workers.' (Any 2 x 1) (2)

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1.2.2 *[Interpretation of evidence from Source 1B – L2]*
- Important that all races come together to form stronger force to improve working conditions
- It is their duty to teach people democratic skills
- Unity is key for them to win
- They must learn organisational skills like, chairing a meeting
- Any other relevant response (Any 2 x 2) (4)

1.2.3. *[Interpretation of evidence from Source 1B – L2]*
- It was the first black union who fought for workers rights
- The workers had a mouthpiece to utter their grievances
- Workers realised that by joining the union they will become a stronger force and their demands will be met
- Any other relevant response (Any 2 x 2) (4)

1.2.4 *[Evaluate the usefulness of the evidence from Source 1B – L3]*
This source is USEFUL because:
- It indicates that the ICU got enough support throughout the country
- It indicates that the ICU was successful to unite workers from different races
- More workers joined the union and became loyal members of the ICU
- It became a mass based organisation
- Any other relevant response (Any 2 x 2) (4)

1.3 1.3.1 *[Interpretation of evidence from Source 1C – L2]*
- It showed that it stood for worker's rights
- ICU wanted to improve the safety of mine workers
- It shows the conditions that miners endured on the mines
- ICU wanted to improve the worker's living conditions in the mines
- Any other relevant response (Any 2 x 2) (4)

1.3.2. *[Extraction of evidence from Source 1C – L1]*
- The ICU had an office where complains can be lodged
- It had an executive committee as the complaints could be addressed to the Secretary General (Any 1 x 2) (2)

1.4. 1.4.1. *[Extraction of evidence from Source 1D – L1]*
- 'The two arrested men were released'
- 'An increase of three shillings a day in wages to keep up with the rising cost of living'
- 'Certain improvements in the working conditions' (3 x 1) (3)

1.4.2 *[Interpretation of evidence from Source 1D – L2]*
- The strike lasted 12 days and as a result they lost profit
- The money that they lost they could not regain
- They could not operate because of the strike
- Any other relevant response (Any 2 x 2) (4)

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1.4.3 *[Definition of historical concept from Source 1D – L2]*
- Compounds were accommodation for migrant mine workers
- Living places on the mines to control the movement of workers
- Any other relevant response (Any 1 x 2) (2)

1.5 *[Interpretation, comprehension and synthesis of evidence from sources – L3]*
Candidates could include some of the following:
- The Industrial Workers of Africa (IWA) was established (Source 1 A)
- The conditions on the mines led to the birth of IWA (Source 1 A)
- IWA's slogan was, we want everything (Source 1A)
- The Industrial and Commercial Workers Union (ICU) was established in 1919 at Cape Town (Source 1B)
- ICU promoted unity with non-European people to win the struggle (Source 1B)
- ICU spread throughout South Africa (Source 1B)
- ICU became a mass-based organisation with offices (Source 1C)
- ICU had office bearers to whom complaints were addressed (Source 1C)
- ICU organised a strike in the mines due to unbearable conditions in the mines (Source 1D)
- The strike organised lasted for 12 days (Source 1D)
- 71 000 black mineworkers joined the strike (Source 1D)
- The strike paralysed the mining industry (Source 1D)
- Any other relevant response

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Use the following rubric to allocate a mark:

LEVEL 1	• Use evidence in an elementary manner, e.g. **show no or little understanding of how the rise of African Nationalism in South Africa led to workers protests in the 1920s** • Use 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 rise of African Nationalism in South Africa led to workers protests in the1920s.** • Use evidence in a very basic manner to write a paragraph.	**Marks: 3–4**
LEVEL 3	• Use relevant evidence, e.g. **demonstrates a thorough understanding of how the rise of African Nationalism in South Africa led to workers protests in the1920s.** • Use evidence very effectively in an organised paragraph that show an understanding of the topic.	**Marks: 5–6**

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

2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- 'promotion of a common language'
- 'a common past'
- 'The unity of a common sense religion' (3 x 1) (3)

2.1.2 *[Definition of historical concepts from Source 2A – L2]*
- Urbanisation is the movement of many Afrikaners from the rural areas to the cities
- Certain jobs were reserved for Afrikaners in cities
- Laws were proclaimed by the government to protect the interests of the Afrikaner
- Any other relevant response (Any 1 x 2) (2)

2.1.3 *[Extraction of evidence from Source 2A – L1]*
- 'Ministers of religion,'
- 'Teachers'
- 'Academics'
- 'Journalists'
- 'Farmers'
- 'Certain elements in the civil service' (Any 2 x 1) (2)

2.1.4. *[Interpretation of evidence from Source 2A – L2]*
- To ensure that Afrikaners have the same economic ownership as English people
- To be recognised as a separate independent group
- For the Afrikaners to rule South Africa.
- Afrikaners to be united to fight British imperialism
- Any other relevant response (Any 2 x 2) (4)

2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- 'It promoted itself as a cultural organisation'
- 'Intent on keeping the "spirit of 38" alive'
- 'Stand aloof from party politics' (Any 2 x 1) (2)

2.2.2. *[Interpretation of evidence from Source 2B – L2]*
- It would make the ordinary people feel they are part of the organisations decisions
- To increase their membership
- For them to have a sense of belonging
- Any other relevant response (Any 2 x 2) (4)

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2.2.3 *[Extraction of evidence from Source 2B – L1]*
- 'Braaivleis-aande'
- 'Jukskei meetings'
- 'local kultuurvereniging'
- 'Occasion at church' (Any 1 x 1) (1)

2.3 2.3.1 *[Interpretation of evidence from Source 2C – L2]*
- The Ossewabrandwag was determined to make the Afrikaners to be in power
- It shows that the Afrikaners claim South Africa as their land
- It shows that the Afrikaners see themselves as God's chosen people
- Any other relevant response (Any 2 x 2) (4)

2.3.2 *[Interpretation of evidence from Source 2C – L2]*
- The ox wagon is a reminder of their journey from the Cape to the North
- The ox wagon also symbolise their desire to be independent
- Reminder of the reasons why they left the Cape
- Reminder of the hardships they had to endure
- Any other relevant response (Any 2 x 2) (4)

2.4 *[Comparison of Sources 2B and Source 2C – L3]*
- Source 2B states that Afrikaners must emphasize cultural heritage and Source 2C reflects the Afrikaner cultural heritage by using an ox-wagon on the badge of the Ossewabrandwag
- Source 2B states that the Ossebrandwag intended to keep the spirit of 1938 alive and Source 3C shows an ox wagon in their badge which was used during the Great Trek and the 1938 celebrations.
- Any other relevant response (2 x 2) (4)

2.5 2.5.1 *[Extraction of evidence from Source 2D – L1]*
- 'It was the fact that Afrikaans-speaking whites were excluded from the centre of power'
- 'Afrikaans speaking whites were excluded in the influence in the South African urban economy' (Any 1 x 2) (2)

2.5.2 *[Extraction of evidence from Source 2D – L1]*
- 'No longer to tolerate the destruction of the Afrikaner volk to adapt to a foreign capitalist system'
- 'to mobilise the volk to capture this foreign system and adapt it to our national character' (2 x 1) (2)

2.5.3 *[Definition of a historical concept from Source 2D – L2]*
- Afrikaner nationalism is the sense of unity among Afrikaner people
- Afrikaner nationalism is a sense of unity among Afrikaans speaking people sharing same language, religion and culture
- Any other relevant response (Any 1 x 2) (2)

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2.5.4 *[Interpretation of evidence from Source 2D – L2]*

- Once Afrikaners are in power, they will be in control of the country's economy
- Once they are in power they will no longer be employees, they will be employers
- To rule the country that is what the Afrikaners need to be financial independent
- To ensure that the National Party wins the election to promote the Afrikaner interests
- Any other relevant response (Any 2 x 2) (4)

2.5.5 *[Interpretation of evidence from Source 2D – L2]*

- To ensure that the economy stays in the hands of the Afrikaners
- To ensure the Afrikaner monopoly , economy and politics
- To assist the "poor whites"
- Any other relevant response (Any 2 x 2) (4)

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

Candidates could include some of the following:

- Afrikaner nationalism can be seen in general terms as a broad social and political response to the uneven development of capitalism in South Africa (Source 2A)
- Urbanisation and industrialisation led to Afrikaner nationalism (Source 2A)
- Afrikaner middle class was the driving force behind Afrikaner nationalism (Source 2 A)
- Many middle-class members belong to the Broederbond (Source 2A)
- The Broederbond work hard to unite both rural and urban Afrikaners (Source 2A)
- Ossewabrandwag contributed to the task of unifying Afrikaners (Source 2B)
- Afrikaners could wear Trekkerdress so as to feel a sense of community culture and common heritage (Source 2B)
- They had braaivleis-aande and Jukskei meetings that promoted Afrikaner Nationalism (Source 2B)
- Met in their Trekkerdress to promote their culture (Source 2B)
- They believed the Volk is chosen by God (Source 2C)
- Afrikaner Nationalism promoted the symbolic value of the Great trek (Source 2C)
- They believed that South Africa belongs to them (Source 2C)
- The development of Afrikaner business was the objective of the Broederbond (Source 2D)
- Broederbond organised farmers and workers to invest in Afrikaner companies and banks (Source 2D)
- 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 how the rise of Afrikaner Nationalism in South Africa led to Afrikaner unity in the 1930s and 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 an understanding of how the rise of Afrikaner Nationalism in South Africa led to Afrikaner unity in the 1930s and 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 rise of Afrikaner Nationalism in South Africa led to Afrikaner unity in the 1930s and 1940s.** • 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 WAS THE IMPACT OF INTENSIFIED RESISTANCE AGAINST THE APARTHEID GOVERNMENT IN SOUTH AFRICA DURING THE 1960s?

3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*
- 'The aftermath of the Sharpeville Massacre'
- 'The declaration of the state of emergency' (2 x 1) (2)

3.1.2 *[Definition of historical concept Source 3A – L2]*
- To fight apartheid using violent methods (weapons, etc)
- Non-violent methods used in the past seemed ineffective
- To use violent methods to force the National Party to abandon its apartheid policies
- Any other relevant response (Any 1 x 2) (2)

3.1.3 *[Interpretation of evidence from Source 3A – L2]*
- It indicates the willingness of anti-apartheid South Africans to fight for freedom
- Activists were prepared to die for the liberation struggle
- Motivating South Africans to stand up against the repressive measures of the apartheid government
- MK realised the only way to a non- racial democratic South Africa was through violent means
- Any other relevant response (Any 2 x 2) (4)

3.1.4 *[Extraction of evidence from Source 3A – L1]*
- 'Railways'
- 'Police stations'
- 'Key buildings associated with the administration of apartheid'

(Any 2 x 1) (2)

3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- 'South African Communist Party'
- 'MK High Command' (2 x 1) (2)

3.2.2 *[Definition of historical concept from Source 3B – L1]*
- A person who sells information in return for money or favours
- Any other relevant response (1 x 2) (2)

3.2.3. *[Interpretation of evidence from Source 3B – L2]*
- Plans to overthrow the government
- Plans to attack and sabotage government buildings
- Proposals for guerrilla warfare
- Any other relevant response (Any 2 x 2) (4)

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3.2.4 *[Extraction of evidence from Source 3B – L1]*
- 'Denise Goldberg'
- 'Rusk Bernstein'
- 'Raymond Mhlaba'
- 'Bob Heppie'
- 'Govan Mbeki'
- 'Arthur Goldreich'
- 'Ahmed Kathrada'
- 'Walter Sisulu' (Any 2 x 1) (2)

3.2.5 *[Interpretation of evidence from Source 3B – L2]*
- Government were able to break the strength of the struggle inside South Africa
- Silenced resistance in South Africa
- Large number of ANC leaders arrested or went into exile-leaving the organisations with no leaders
- Sparked international attention
- Any other relevant response (Any 2 x 2) (4)

3.3 3.3.1 *[Extraction of evidence from Source 3C – L1]*
- 'recruiting persons for training in the preparation and use of explosives'
- 'In guerrilla warfare for the purpose of violent revolution and committing acts of sabotage'
- 'to aid foreign military units when they invade the Republic'
- 'acting in these ways to further the objectives of communism'
- 'receiving money for these purposes from sympathisers in Algeria, Ethiopia, Liberia, Nigeria, Tunisia and elsewhere'

(Any 2 x 1) (2)

3.3.2 *[Interpretation of evidence from Source 3C – L2]*
- Would lead to the end of apartheid
- Would eventually lead to a non-racial democratic South Africa
- Struggle for freedom did not end, but intensified
- Other organisations were formed that resisted apartheid
- International pressure on South Africa increased
- Any other relevant response (Any 2 x 2) (4)

3.3.3 *[Interpretation of evidence from Source 3C – L2]*
- Mandela wanted all South Africans to be treated equally
- He was in favour of democracy
- Indicates that Mandela was a freedom fighter
- He was prepared to die for his beliefs as the death penalty was still legal in South Africa
- Any other relevant response (Any 2 x 2) (4)

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3.3.4 *[Determine the reliability of evidence from Source 3C – L3]*
This source is RELIABLE because:
- Primary source – its first-hand information
- The speech can be collaborated with other sources
- Was taken from the original recordings made in the court
- As a black South African he experienced and witnessed the oppression of apartheid
- He became a leader figure in the struggle for freedom
- Any other relevant response (Any 2 x 2) (4)

3.4 3.4.1 *Interpretation of evidence from Source 3D – L2]*
- To show they were against the apartheid policies
- The Trialist should not be on trial, but the apartheid government for their crimes against humanity
- The fact that they were on trial fighting for democracy for all South Africans
- They stood/supported the same ideas as the trialists
- Any other relevant response (Any 2 x 2) (4)

3.4.2 *[Extraction of evidence from Source 3D – L1]*
- 'Sentence or no sentence we stand by our leaders'
- 'We are proud of our leaders' (2 x 1) (2)

3.5 *[Interpretation, comprehension and synthesis of evidence from relevant sources – L3]*
Candidates could include some of the following:
- The government declared a state of emergency and thousands of people were detained (Source 3A)
- The ANC and PAC were banned (Source 3A)
- Intensified state repression (Source 3A)
- Both PAC and ANC formed military wings and began armed struggle (Source 3A)
- MK used home-made devices to bomb and damage public facilities (Source 3A)
- The police used an informant to infiltrate MK (Source 3B)
- The SACP and MK High command bought Liliesfarm as a hiding place for banned activists (Source 3B)
- The group was arrested at Lilieslief with documents incriminating them (Source 3B)
- Led to the Rivonia Trial (Source 3C and Source 3D)
- The people supported the Rivonia trialist (Source 3D)
- The international communities imposed sanctions on South Africa (own knowledge)
- South African sport codes were not allowed to play in the World Cup (own knowledge)
- 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 impact intensified resistance against the apartheid government in South Africa in the 1960s.** • 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 impact intensified resistance against the apartheid government in South Africa in the 1960s.** • 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 impact intensified resistance against the apartheid government in South Africa in the 1960s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**Marks: 5–6**

(6)
[50]

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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 need to explain to what extent the return of soldiers from World War 2 influenced black South Africans to fight for freedom. Candidates must support their argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates need to take a stance by explaining to what extent the return of soldiers from World War 2 influenced black South Africans to fight for freedom. They should indicate how they would support their line of argument.

ELABORATION

- Black South African were influenced by many factors to see a need for unity
- Black South Africans played a role in WW2 against Germany
- Blacks were not allowed to carry guns
- Despite the fact that blacks worked as drivers, trench diggers they came into South Africa with the ideas of 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
- Urbanisation had significant implications for African nationalism
- USA and Britain signed the Atlantic Charter
- Promise to respect the rights of all people to self-determination
- Led to the establishment of UN and NATO
- UN committed to the declaration of rights of all citizens
- Xuma used the declaration of rights to fight for African claims
- New President of the ANC, Dr Alfred Xuma analysed the Atlantic Charter, particularly the clauses that applied to Africa
- 1943 the ANC adopted Xuma's document, African Claims in South Africa
- It included a Bill of Rights, which called for an end to racial discrimination and for the franchise to be extended to all adults, irrespective of race
- It demanded the fair distribution of land, freedom of trade for Africans, the right to equal and free education for all African children, equal health facilities and the abolition of all discriminatory labour practices
- Soldiers returning from the war influenced South Africans to fight for their rights
- Black South Africans were inspired with the ideas of freedom and democracy
- These ideas started because of their interaction with soldiers from foreign countries

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- The desire for freedom gave rise to a growth in African nationalism
- 20 000 black South African soldiers organised jointly by the ANC, CPSA and the Trade Union Movement, participated in the victory celebration march after the end of World War 2
- Discrimination against black soldiers continued after the war as returning white soldiers received 5 pounds each and 25 pounds clothing allowance, while black South African soldiers received 2 pounds cash and a khaki suit valued at 2 pounds
- Youth within the ANC became impatient with conservatism of the ANC and slow progress in getting freedom and democracy
- Young members of the ANC became more militant and formed the ANC Youth League
- ANCYL used other forms of protests to fight for democracy
- Youth League accused the ANC of representing the elite and not the masses
- ANC nationalism was called 'Charterism'
- ANC moved from a moderate organisation to a mass movement of national liberation
- ANC Women's League was formed in 1943 with Madie Hall-Xuma as the president
- Some members of the ANC were unhappy with co-operation with other national groups
- They felt Lembede's vision of African Nationalism was neglected
- They objected the influence of communism as they saw Marxism as a foreign ideology
- PAC was formed in 1959 with Robert Sobukwe as president
- Any other relevant response

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

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QUESTION 5: NATIONALISM IN SOUTH AFRICA: AFRIKANER NATIONALISM

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

SYNOPSIS

Candidates need to critically discuss how the idea of the Volk was promoted and became the cornerstone of Afrikaner Nationalism in the 1930s to the 1940s. Candidates must support their argument with relevant evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates need to take a critical stance on the statement on how the idea of the Volk was promoted and became the cornerstone of Afrikaner Nationalism in the 1930s to the 1940s. They should also indicate how they would support their line of argument.

ELABORATION

- 'Afrikaner' described as a group of people who spoke Afrikaans (background)
- Afrikaners developed as group after integrating several European nationalities at the Cape (background)
- Afrikaners saw themselves as people chosen by God
- The idea of a volk became the cornerstone of Afrikaner nationalism
- Nationalist were determined to protect the volk from domination by other ethnic and language groups
- Afrikaner identity had to be preserved at all costs
- Afrikaners had to remain united as a nation
- Dutch Reformed Church and the Christian National Education (CNE) were the custodians of Afrikaner heritage
- Education and religion guided Afrikaner thinking and kept their language and culture alive
- Children would receive mother-tongue education
- Education created unity of the Volk as a 'race'
- Afrikaner 'Volk' ideology aimed to unite Afrikaners on basis of race and language
- The role of the Broederbond (AB) and the FAK, in ensuring the survival of the Afrikaans language and culture
- Broederbond promotes Afrikaner nationalism and prevent the exploitation of Afrikaner workers
- National Press – published
- Afrikaner nationalist newspapers, Die Burger and Die Transvaler
- Celebration of the centenary of The Great Trek promoted Afrikaner unity and pride in their culture
- First Afrikaans building society called Saambou
- Afrikaner businesses promoted – Naspers, Die Burger, Santam, Sanlam, Volkskas Bank
- Redddingsdaadbond (RDB) ensured Afrikaner businesses are supported by Afrikaners

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- 1932 – Carnegie Commission of enquiry looked into white poverty
- Poor white problem was solved by creating jobs at the railway and harbours
- 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 costs
- 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
- Afrikaner trade unions were formed to protect Afrikaner worker's rights
- The World War II had a huge impact on Afrikaner nationalism
- The 1948 election – run-up and aftermath
- 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
- 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 1950s

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

SYNOPSIS

Candidates need to take a stance by indicating whether they agree or disagree that the National Party government's apartheid policies provoked (triggered) resistance from liberation organisations. Candidates should use relevant historical evidence to support their line of argument.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates must take a stance and indicate whether they agree or disagree that the National Party government's apartheid policies provoked (triggered) resistance from liberation organisations. Candidates should indicate how they will support their line of argument.

ELABORATION

- ANC's Programme of Action
- ANC become more militant as ANCYL was established
- Used boycotts, civil disobedience and uprisings as means of resistance
- May day stay-away
- Workers show their dissatisfaction
- Defiance Campaign
- 1952 – break laws on purpose – enter 'whites only' facilities
- Burned passes in public
- Refused to pay fines and wanted jails to become overcrowded
- Hoped that the apartheid system would crumble
- Some killed and arrested
- Congress Alliance
- Conference held of all racial groups to draw up a constitution
- Freedom Charter
- Met at Kliptown on 25 and 26 of June 1955
- Set a document that represents the aspirations of all South Africans
- Became the blueprint for the new constitution of South Africa
- Women's march to Pretoria (9 August 1956) in protest against introduction of pass laws for women
- Women forced to carry passes
- 20 000 women of all races marched to the Union Buildings
- Leaders of the march – Lilian Ngoyi, Rahima Moosa, Sophie Williams and Helen Joseph
- They composed a song, specifically for the occasion, that is, 'Strijdom, you have tampered with the women; you struck a rock'.
- Prime Minister, J.G. Strijdom, refused to see the women
- When they left – sang Nkosi Sikeleli Afica
- High Treason
- Defiance against apartheid led to the arrest of members of the Congress Alliance

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