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Province of the
EASTERN CAPE
EDUCATION

NATIONAL SENIOR CERTIFICATE

GRADE 11

NOVEMBER 2025

HISTORY P2
MARKING GUIDELINE

MARKS: 150

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This marking guideline consists of 23 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, 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.

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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 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), 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 symbols MUST be used when assessing as essay:

- ■ Introduction, main aspects and conclusion not properly contextualised ^
- Wrong statement _____
- Irrelevant statement |
- Repetition R
- Analysis A ✓
- Interpretation I ✓
- Line of argument LOA

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 5	

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

C	LEVEL 4	}30 – 33
P	LEVEL 5	

COMMENT

- Some omissions in content coverage.
- Attempts to sustain a 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 CONTRIBUTE TO RESISTANCE AGAINST THE UNION OF SOUTH AFRICA'S SEGREGATION POLICIES FROM 1910 TO THE 1920s?

1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- Pixley ka Isaka Seme
- Richard Msimang
- George Montsioa
- Alfred Mangena (any 2 x 1) (2)

1.1.2 *[Interpretation of evidence from Source 1A – L2]*
- African people were taught in European languages like English which made it easy for them to communicate with the government and the British
- Africans were introduced to Western ideas, freedom, liberty and human rights
- Missionary education empowered Africans to advocate for their rights
- Any other relevant answer (any 2 x 2) (4)

1.1.3. [*Extraction of evidence from Source 1A – L1]*
- To assert an African identity within the movement. (1 x 2) (2)

1.1.4 *[Definition of historical concepts from Source 1A – L1]*
- Unfair treatment or discrimination based on a person's race
- Refers to when people are denied rights, opportunities, or fair treatment simply because of their racial or ethnic background
- Any other relevant response (any 1 x 2) (2)

1.2 1.2.1 [*Extraction of evidence from the Source 1B – L1]*
- Waaihoek (1 x 1) (1)

1.2.2 [*Interpretation of the evidence from Source 1B – L2]*
- The Native Land Act removed black South Africans from their land
- The reserves were overcrowded
- Black South Africans were prohibited to own land in South Africa
- To find work in the cities
- Any other relevant response (any 2 x 2) (4)

1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- Limited their ability to travel
- They could not work and live where they chose
- It was a financial burden as working permits had to be renewed monthly
- It was degrading and made them feel inferior as they could be stopped by policemen at any time
- Any other relevant response (any 2 x 2) (4)

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1.2.4. *[Interpretation of evidence from Source 1B – L2]*
- Increased awareness and mobilisation for future anti-pass campaigns
- Women played a central role in the fight for freedom
- It led to the formation of different woman's organisations
- The pressure by woman led to the temporary suspension of the pass laws
- Any other relevant response (any 2 x 2) (4)

1.3 1.3.1 *[Interpretation of evidence from Source 1C – L2]*
- To show women marching against discrimination imposed on them
- To show that the protest was non-violent
- The presence of the police indicates that the government wanted to stop the march
- Any other relevant response (any 2 x 2) (4)

1.3.2. *[Extraction of evidence from Source 1C – L1]*
- Passes meant destitute children
- Passes meant broken homes (2 x 1) (2)

1.4. *[Comparison of Sources 1B and Source 1C – L3]*
- Source 1B indicates that women decided to march against the pass laws and Source 1C shows the action (i.e. the march)
- Source 1B indicates that women decided to march to the police station while Source 1C shows the presence of policemen
- Source 1B indicates that some women were carrying placards with slogans showing their dissatisfaction, while Source 1C displays the placards with the slogan
- Any other relevant response (any 2 x 2) (4)

1.5 1.5.1 *[Extraction of evidence from Source 1D – L1]*
- To make a small income
- To assert their independence (2 x 1) (2)

1.5.2 *[Extraction of evidence from Source 1D – L1]*
- The privacy of homes was invaded
- Houses were wrecked
- Floors dug up
- Furniture smashed
- Liquor confiscated (any 3 x 1) (3)

1.5.3 *[Interpretation of evidence from Source 1D – L2]*
- To gain back their financial independence
- They had the support of the ICU and some men
- They wanted the beer-brewing restrictions to be lifted
- Their men were wasting their money in these municipal canteens
- Any other relevant response (any 2 x 2) (4)

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1.5.4. *[Definition of historical concept from Source 1D – L2]*
- Boycott is a form of protest where people refuse to use the facilities of the municipality
- Any other relevant response (1 x 2) (2)

1.6 *[Interpretation, comprehension and synthesis of evidence from sources – L3]*
Candidates could include some of the following:
- The Union of South Africa, formed in 1910, led to resistance (Source 1A)
- In 1912 the South African National Native Congress was established (Source 1A)
- The SANNC sent a delegation to London to repeal the Native Land Act (own knowledge)
- The SANNC aimed to mobilise black South Africans against racial injustices (Source 1A)
- The OFS implemented Pass Laws for women (Source 1B)
- Various organisations formed to resist the Pass Laws (Source 1B)
- Women received support from other political organisations (Source 1B, C and Source 1D)
- The BWL send petitions and arranged a march against the Pass Laws (Source 1B and Source 1C)
- Women took action against the Liquor Act (Source 1D)
- Women's raids of municipal canteens were supported by the ICU and churches (Source 1D)
- Any other relevant response

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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 the rise of African Nationalism contributed to resistance against the Union of South Africa's segregation policies from 1910 to the 1920s.** • 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 rise of African Nationalism contributed to resistance against the Union of South Africa's segregation policies from 1910 to the 1920s.** • 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 African Nationalism contributed to resistance against the Union of South Africa's segregation policies from 1910 to the 1920s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS: 5–6**

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

2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- It was resentment (anger) over the unequal distribution of status
- Wealth
- Political control
- The fear of cultural absorption into an English-oriented society

(any 3 x 1) (3)

2.1.2 *[Definition of historical concepts from Source 2A – L2]*
- A sense of togetherness among the Afrikaner people
- A sense of unity among the Afrikaans-speaking people sharing the same ideology, culture, language, and identity
- Any other relevant response (any 1 x 2) (2)

2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- Afrikaners saw their struggle against the British Empire as a heroic battle
- Afrikaners saw themselves as small group of people fighting against a much stronger oppressor
- Afrikaners saw themselves as brave people
- Any other relevant response (any 2 x 2) (4)

2.1.4. *[Extraction of evidence from Source 2A – L1]*
- Cultural struggle
- Economic struggle
- Political struggle (any 2 x 1) (2)

2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- Rev. S.J. Du Toit (1 x 1) (1)

2.2.2. *[Interpretation of evidence from Source 2B – L2]*
- To forge an Afrikaner identity
- They wanted to prove their independence from the British
- It would promote a sense of belonging amongst Afrikaners
- It would unite Afrikaners as a nation
- It promoted the idea that the Afrikaners were a distinct *volk* (people) with their own language
- Afrikaans became the official language in 1924
- Any other relevant response (any 2 x 2) (4)

2.2.3 *[Extraction of evidence from Source 2B – L1]*
- The treatment of Afrikaner women and children in war concentration camps
- British scorched earth policy
- Resulting Afrikaner destitution (any 2 x 1) (2)

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2.2.4. *[Definition of historical concepts from Source 2B – L1]*
- A military strategy whereby the army destroys anything that is useful to the enemy
- It is a tactic used to cripple the enemy by destroying resources
- Any other relevant resources (any 1 x 2) (2)

2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*
- It forced a considerable number of Afrikaners off the land and into the cities. (1 x 2) (2)

2.3.2 *[Extraction of evidence from Source 2C – L1]*
- Manual labourer
- Mine worker
- Railway workers
- Bricklayer (any 2 x 1) (2)

2.3.3 *[Interpretation of evidence from Source 2C – L2]*
- It suggests that poor (impoverished) Afrikaners were seen as a threat to the strength, unity, and image of the Afrikaner nation.
- Saving poor Afrikaners was a political and ideological duty to preserve the purity and strength of the Afrikaner people.
- The upliftment of white Afrikaners, especially the poor, was necessary to maintain their ideology, power, and the separation between races.
- Any other relevant response (any 2 x 2) (4)

2.3.4 *[Interpretation of evidence from Source 2C – L2]*
- Afrikaner institutions and banks were opened
- Loans were made available to struggling Afrikaners
- It enabled Afrikaners to open up businesses
- It empowered Afrikaners economically
- Any other relevant response (any 2 x 2) (4)

2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*
- To show the assistance given to poor whites
- To strengthen the Afrikaner nation
- To preserve the South African system of white supremacy
- Any other relevant response (any 2 x 2) (4)

2.4.2 *[Interpretation of evidence from Source 2D – L2]*
- Certain jobs were created/preserved for poor whites only
- Laws were passed to protect the poor whites in the job market
- Loans were made available for poor white farmers
- Any other relevant response (any 2 x 2) (4)

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2.5 *[Comparison of Sources 2C and Source 2D – L3]*

- Source 2C indicates that poor Afrikaners had to be rescued and Source 2D shows the assistance given to poor whites
- Source 2C reveals that the Commission reported that 200 000 to 300 000 Afrikaners were classified as poor and Source 2D shows assistance given to poor whites
- Both sources reveal relief given to 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 was caused by unequal distribution of wealth (Source 2A)
- Afrikaner nationalism fought an economic, cultural and political struggle (Source 2A)
- Rev. SJ Du Toit established the Society of True Afrikaners (Source 2B)
- The promotion of Afrikaans language led to the establishment of the Broederbond (Source 2B)
- Afrikaans became the official language (Source 2B)
- The National Party played a major role in emphasising Afrikaner Nationalism (own knowledge)
- Afrikaner nationalism was promoted through businesses like Volkskas and Sanlam Bank (Source 2C)
- A Federasie van Afrikaanse Kultuurverenigings was established as an umbrella body (Source 2C)
- Poor whites were assisted by various Afrikaner organisations (Source 2C and Source 2D)
- Insurance companies for Afrikaans speaking communities were established (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 how Afrikaner nationalism expressed itself through various organisations 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 Afrikaner nationalism expressed itself through various organisations 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 Afrikaner nationalism expressed itself through various organisations 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: HOW DID THE PAN AFRICANIST CONGRESS (PAC) RESPOND TO THE APARTHEID REPRESSIVE MEASURES?

3.1 3.1.1 *[Definition of a historical concept from Source 3A – L1]*
- Apartheid was an oppressively destructive system that influenced many lives, not only in South Africa, but also in many nearby provinces and countries.
- Apartheid refers to a system of separating people by giving specific residential and business areas to different racial groups.
- Segregating people geographically and economically based on race.
- Any other relevant response (any 1 x 2) (2)

3.1.2 *[Extraction of evidence Source 3A – L1]*
- Robert Mangaliso Sobuwe (1 x 2) (2)

3.1.3 *[Interpretation of evidence from Source 3A – L2]*
- His leadership was based on the philosophy of Pan Africanism
- He believed self-liberation could be achieved through non-violent mass action
- He also believed that South Africa should be led by Africans for Africans
- Any other relevant response (any 2 x 2) (4)

3.1.4 [*Interpretation of evidence from Source 3 A – L2]*
- He believed that black South African should fight the liberation struggle alone
- He believed that black South Africans were the only ones being oppressed by apartheid
- He believed other races were not seen as inferior by the apartheid government
- Any other relevant response (any 2 x 2) (4)

3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- Sharpeville (1 x 2) (2)

3.2.2. *[Extraction of evidence from Source 3B – L1]*
- He wrote a letter to the Sharpeville police commissioner announcing the upcoming protest and emphasising that its participants would be non-violent. (1 x 2) (2)

3.2.3 *[Interpretation of evidence from Source 3B – L2]*
- They chose to go to prison rather than defend themselves or pay a fine
- They wanted to disrupt the system
- The system would be overwhelmed with full prisons
- They wanted to put pressure on the government to respond to the protests
- To draw attention to the injustice of the Pass Laws
- Any other relevant response (any 2 x 2) (4)

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3.2.4 *[Interpretation of evidence from Source 3B – L2]*
- It shows the willingness of the police to use violence without justification
- It shows the brutality, racism and disregard for life by police
- Any other relevant response (2 x 2) (4)

3.2.5 *[Evaluate the reliability of the evidence from Source 3B – L3]*
This source is useful because:
- It indicates the reasons why the PAC embarked on the protest
- It indicates what actually happened on that day
- The information in the source is corroborated by Source 3C and 3D
- Any other relevant response (any 2 x 2) (4)

3.3 3.3.1 *[Interpretation of evidence from Source 3C – L2]*
- To show the police brutality in the 1960s
- To show that people died for freedom and their rights
- It shows that people were killed by police
- Any other relevant response (any 2 x 2) (4)

3.3.2 *[Extraction of evidence from Source 3C – L1]*
- Feared being killed
- Police were shooting at them (any 1 x 1) (1)

3.4 3.4.1 *[Extraction of evidence from Source 3D – L1]*
- Dr Verwoerd (1 x 2) (2)

3.4.2 *[Definition of a historical concept from Source 3D – L2]*
- The state of emergency was the apartheid government's attempt to crush resistance through fear and force after the Sharpeville massacre.
- State of emergency allowed mass detentions, banning of the PAC and the suspension of civil rights
- Any other relevant response (any 1 x 2) (2)

3.4.3 *[Extraction of evidence from Source 3D – L1]*
- The government responded by declaring a state of emergency
- Banning all public meetings
- The police and army arrested thousands of Africans
- They were imprisoned with their leaders (any 3 x 1) (3)

3.4.4 *[Interpretation of evidence from Source 3D – L2]*
- A desperate attempt by the apartheid government to silence growing resistance
- It escalated the struggle, leading to the adoption of armed resistance
- It marked the end of peaceful opposition and the beginning of a new, more militant phase in the fight for freedom
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include some of the following:

- The Pan Africanist Congress was formed in 1959 (Source 3A)
- Robert Sobukwe was the first President of the PAC (Source 3A)
- Sobukwe believed in mass action against discrimination (Source 3A)
- PAC organised a protest against Pass Laws on 21 March 1960 (Source 3B)
- The slogan used NO BAIL! NO DEFENCE! NO FINE! (Source 3B)
- PAC organised a stay away on 28 March 1960 (Source 3D)
- Protested against Pass Laws (Source 3C)
- PAC formed POQO to fight apartheid (own knowledge)
- POQO started with armed struggle (own knowledge)
- 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 of how the Pan Africanist Congress responded to the government's repressive measures.** • 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 how the Pan Africanist Congress responded to the government's repressive measures.** • 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 Pan Africanist Congress responded to the government's repressive measures.** • 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 need to critically discuss how the deprivation of Black South Africans' political, economic, and social rights in the early 1940s to the 1950s contributed to the rise of African nationalism.

MAIN ASPECTS

Introduction: Candidates need to take a critical stance on the statement of how the deprivation of Black South Africans political, economic, and social rights in the early 1940s to the 1950s contributed to the rise of African nationalism. They should also indicate how they would support their line of argument

ELABORATION

- African Nationalists movements formed to challenge Afrikaner/Apartheid led government since the time of the Union
- Condemned the direct confrontation with the government
- It started as form of resistance to colonialism
- Protested against the exclusion of blacks from the right to vote
- 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
- Black South Africans were inspired with the ideas of freedom and democracy that came with the soldiers returning from the war
- These ideas started because of their interaction with soldiers from foreign countries
- The desire for freedom gave rise to a growth in African nationalism
- 20 000 black South Africans 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
- Youth within the ANC became impatient with the 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 protest to fight for democracy
- ANCYL called for the programme of action and defiance campaign
- Youth League accused the ANC of representing the elite and not the masses
- ANC nationalism was called 'Charterism'

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- 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 abandoned
- PAC was formed in 1959 with Robert Sobukwe as president
- Pan Africanism aimed to free black people all over the world
- 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 take a stance by indicating whether they agree or disagree that the desire to preserve Afrikaner cultural identity and political power awakened the rise of Afrikaner Nationalism in the 1930s to the 1940s.

MAIN ASPECTS

- Introduction: Candidates must take a stance and indicate whether they agree or disagree that the desire to preserve Afrikaner cultural identity and political power awakened the rise of Afrikaner Nationalism in the 1930s to the 1940s.

ELABORATION

- 'Afrikaner' is described as a group of people who spoke Afrikaans (background)
- Afrikaners developed as a group after the integration of several European nationalities at the Cape (Background)
- Afrikaner nationalism emerged as the strong desire to identify with the culture and heritage of the Afrikaner settlers in South Africa
- They believed that their culture and practices were superior to other groups
- Afrikaners saw themselves as a people chosen by God
- The idea of the "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 the 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 prevents 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

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- Afrikaner businesses promoted – Naspers, 'Die Burger', Santam, Sanlam, Volkskas bank
- Reddingsdaadbond (RDB) ensured Afrikaner businesses were supported by Afrikaners
- Economic upliftment was assisted by the Federale Volksbeleggings (FVB) and RDB
- 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
- Nationalists 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
- Afrikaner Nationalists promised voters that their jobs would be protected through the enforcement of the job reservation laws
- Afrikaner trade unions were formed to protect Afrikaner workers' rights
- 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 – 1940's to 1950's

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

SYNOPSIS

Candidates need to explain to what extent civil disobedience and non-violent protests by the liberation movements intensified resistance against the apartheid government in the 1950s. Candidates need to substantiate their argument with relevant historical evidence to support their line of argument.

MAIN ASPECTS

Introduction: Candidates need to take a stance by indicating to what extent civil disobedience and non-violent protests by the liberation movements intensified resistance against the apartheid government in the 1950s. They should also indicate how they would support their line of argument.

ELABORATION

- ANC's Programme of Action
- ANC became more militant as ANCYL was established
- Used boycotts, civil disobedience and uprisings as a means of resistance
- May Day strike
- 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 were killed and arrested
- Congress Alliance
- Conference held for all racial groups to draw up a constitution
- Freedom Charter
- Met at Kliptown on 25 and 26 June 1955
- Developed a document that represents the aspirations of all South Africans (the Freedom Charter)
- Became the blueprint for the new constitution of South Africa
- Women's march to Pretoria (9 August 1956) in protest against the 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: '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 Africa
- High Treason
- Defiance against apartheid led to the arrest of members of the Congress Alliance

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- Arrested for attempting to overthrow the government
- In 1956, the state arrested 156 activists
- Hearing took place in the "Drill Hall" for two years
- The aim of the government was to intimidate people and lead to the weakening of resistance
- By 1961, all accused were set free
- Any other relevant response

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

TOTAL: 150

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