KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

UMGUNGUNDLOVU DISTRICT



HISTORY

GRADE 11 – PAPER 2

MARKING GUIDELINES

These marking guidelines consist of 21 pages.

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 sources • Explain information gathered from sources • Analyse evidence from sources	**40% (20)**
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	**30% (15)**

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 guidelines, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

1.3 Assessment procedures for source-based questions

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

Paragraph question

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

- Read the paragraph and place a bullet (.) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.

- At the end of the paragraph indicate the ticks **(√)** that the candidate has been awarded for the paragraph; as well as the level (1, 2 or 3) as indicated in the holistic rubric and a brief comment, e.g.

_____ ▪ _____ ▪ _____

_____ ▪ _____

√√√√√
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 bottom margin to the right, 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

Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will **not** be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are 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 an argument (planned, structured and has an 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 (which is indicated by a bullet in the marking guidelines), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline).
For example in an essay where there are five (5) main points there could be about seven (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 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.

2.4.4 The following symbols **MUST** be used when assessing an 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 3	

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

C	LEVEL 4	} 26–27
P	LEVEL 3	

COMMENT
Some omissions in content coverage.
Attempts to sustain a line of argument.

GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

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

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***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

QUESTION 1: WHAT ROLE DID AFRICAN NATIONALISM PLAY IN SOUTH AFRICA DURING THE PERIOD 1912 TO 1940?

1.1

1.1.1 *[Extraction of evidence from Source 1A – L1]*
- 'It emphasises the collective of a specific nation' (1 x 2) (2)

1.1.2 *[Definition of a historical term – L1]*
- Refers to the ability of individuals or groups to make decisions and choices for themselves without external influences or interference
- Any other relevant response (1 x 2) (2)

1.1.3 *[Interpretation of evidence from Source 1A – L1]*
- Both advocate for the unity and solidarity of African people
- Both seek to promote the interests of Africans and combat colonialism
- Both emphasises the importance of African cultural heritage
- It implies that African Nationalism ideas are in line with the ideas of Pan Africanism
- It implies that African Nationalism and Pan Africanism work hand in hand
- Any other relevant response (any 2 x 2) (4)

1.1.4 *[Extraction of evidence from Source 1A – L1]*
- Multiracial
- Democratic society (2 x 1) (2)

1.1.5 *[Interpretation of evidence from Source 1A – L2]*
- This is because Black South Africans were oppressed by the racial policies implemented by the government
- Blacks were discriminated against and seen as inferior
- Any other relevant response (2 x 2) (2)

1.2

1.2.1 *[Extraction of evidence from Source 1B – L2]*
- Dissatisfaction with the South African Act of 1910
- Their treatment after the South African War
- Numerous laws that controlled and restricted Black movement and Labor (any 2 x 1) (2)

1.2.2 *[Interpretation of evidence from Source 1B – L1]*
- It gave White South Africans their political independence
- It unified the White South Africans only
- Any other relevant response (any 1 x 2) (2)

1.2.3 *[Extraction of evidence from Source 1B – L1]*
- White wanted domination in politics
- White perceived themselves as superior than other races
- They did not want to relinquish power
- Any other relevant responses (any 2 x 2) (4)

1.2.4 *[Interpretation of evidence from Source 1B – L1]*

- The statement implies that Blacks needed leaders to lead the struggle therefore SNNC fulfilled the purpose
- It also implies that the main objective for the formation of SANNC was to represent Blacks in all corners on the national level
- Any other relevant response (2 x 2) (4)

1.3

1.3.1 *[Extraction of evidence from Source 1C – L1]*

- Dr. W Rubusana
- T Mapikela
- Rev. John Dube
- Saul Msane
- Sol Plaatjie

(any 4 x 1) (4)

1.3.2 *[Interpretation of evidence from Source 1C – L2]*

- They formed SANNC which played a crucial role in Black politics and history
- They became the voices of the African people
- They laid the foundation for the struggle
- Any other relevant response (any 1 x 2) (2)

1.3.3 *[Determining the usefulness of Source 1C – L3]*

The source is USEFUL because:

- It is a primary source (photograph) depicting SANNC Leadership
- It can be corroborated with other sources
- Any other relevant response (any 1 x 2) (2)

1.4 *[Comparison of Sources 1C and 1D to show similarities – L3]*

- Source 1B highlights the circumstances leading to the formation of the South African Native National Congress (SANNC) and this is supported by a photograph depicting the leaders of the South African Native National Congress
- Any other relevant response (1 x 2) (2)

1.5

1.5.1 *[Extraction of evidence from Source 1D – L1]*

- The ANC was boosted with the new life and energy in the 1940s (1 x 2) (2)

1.5.2 *[Interpretation of evidence from Source 1D – L2]*

- The pace of change was frustrating the organisation
- It is because it involved the youth which was more active in the struggle against oppressive laws
- Any other relevant response (any 1 x 2) (2)

1.5.3 *[Extraction of evidence from Source 1D – L1]*

- Nelson Mandela
- Walter Sisulu
- Oliver Tambo (any 2 x 1) (2)

1.5.4 *[Interpretation of evidence from Source 1D – L2]*

- The words imply that Africans will have to work on their freedom
- The words imply that self-determination is the only way Africans will gain their freedom
- Any other relevant response (any 1 x 2) (2)

1.6 *[Interpretation, evaluation and synthesis from relevant sources – L3]*

Candidates could include the following aspects in their response

- Different forms of South African Nationalism (Source 1A)
- How Nationalism dreamed of eradicating a racially divided society. (own knowledge)
- Events leading to the formation of SANNC (Source 1B)
- Black dissatisfaction about the social and labor conditions (Source 1B)
- The ANC changing its approach towards challenging the state (Source 1D)
- Formation of alliances (own knowledge)
- The establishment of the ANCYL and its radical approach in the liberation struggle (Source 1D)
- Any other relevant response

(6)

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of the role that African Nationalism played in South Africa during the period 1912 to 1940.** • Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g. **shows some understanding of the role that African Nationalism played in South Africa during the period 1912 to 1940.** • 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 African Nationalism played in South Africa during the period 1912 to 1940.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 5–6**

[50]

QUESTION 2: HOW WAS AFRIKANER NATIONALISM PROMOTED IN SOUTH AFRICA IN THE 1930s AND 1940s?

2.1

2.1.1 *[Definition of a historical term – L1]*

- A desire of people who share common values to be united and to be ruled by one of their own
- Any other relevant response (1 x 2) (2)

2.1.2 *[Extraction of evidence from Source 2A – L1]*

- binds people living in the same country together
- People feel pride in their country, culture, and heritage
- Good citizenship and social justice are important features of positive nationalism
- People stand together in times of hardship such as economic recessions and natural disasters (4 x 1) (4)

2.1.3 *[Extraction of evidence from Source 2A – L1]*

- Promotes competition between countries and war
- Promotes racism and division in a country (2 x 1) (2)

2.1.4 *[Interpretation of evidence from Source 2A – L2]*

a)

- It can unite diverse groups in a country
- Give people a sense of belonging
- Binds people living in the same country together
- People feel pride in their country, culture, and heritage
- Any other relevant response (any 1 x 2) (2)

b)

- Often associated with racism.
- Division in a country
- Excludes other South Africans from opportunities based on colour
- Any other relevant response (any 1 x 2) (2)

2.1.5 *[Interpretation of evidence from Source 2A – L2]*

- To give Afrikaners more and better opportunities in societies
- To be able to promote Afrikaners in all areas of society
- It strengthened Afrikaner nationalism
- Any other relevant response (any 2 x 2) (4)

2.2

2.2.1 *[Extraction of evidence from Source 2B – L1]*

- Is the promotion of the Afrikaner's political, cultural an economic interest (1 x 2) (2)

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

- Members of Afrikaner Broedebond had to meet certain high requirements example high cultural, family related, religious, moral, and political standards
- It feared being infiltrated by outside organisations
- Any other relevant response (any 1 x 2) (2)

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

- He must be a member of one of the traditional Afrikaans churches
- Must have attended an Afrikaner school
- Must have married an Afrikaans speaking wife
- He must support the right party, National Party (any 2 x 1) (2)

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

- It means that the organisation does have political influence
- It was able to influence the political narrative/debate/policies
- Any other relevant response (any 1 x 2) (2)

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

- It was these institutions that could influence people
- to broaden Afrikaner interest
- It was important in order to achieve its aim in the promotion of the Afrikaners political, cultural and economic interests
- Any other relevant response (any 1 x 2) (2)

2.3

2.3.1 *[Interpretation of evidence from Source 2C – L2]*

- The National Party viewed the blacks as dangerous (a threat)
- The National Party used this perceived threat to justify the introduction of apartheid
- To win the support of the white people.
- Any other relevant response (any 2 x 2) (4)

2.3.2 *[Interpretation of evidence from Source 2C – L2]*

- Malan, leader of the National Party considered black people as a threat
- It was a propaganda attempt of the NP government to justify negative nationalism,mentioning black people are threats to the Afrikaner nation
- Any other relevant response (any 1 x 2) (2)

2.3.3 *[Determining the limitation of Source 2C – L3]*

The source is LIMITED because:

- It could be biased because it appeared in an Afrikaans newspaper
- It suggests that the black threat was the only reason for the introduction of apartheid
- Any other relevant response (any 1 x 2) (2)

2.4

2.4.1 *[Extraction of evidence from Source 2D – L1]*

- Purified National Party (PNP) (1 x 2) (2)

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

- The Afrikaners saw the British as a threat to their political and social status in South Africa
- Any other relevant response (1 x 2) (2)

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

- The NP was seen as a party which would support and promote Afrikaner nationalism
- Any other relevant response (1 x 2) (2)

2.4.4 *[Extraction of evidence from Source 2D – L1]*

- Sanlam
- Avbob
- Voortrekkers
- FAK
- Helpmekaar
- KWV
- Volkskas
- Nationale Pers
- Afrikaner Broederbond (any 2 x 1) (2)

2.5 *[Comparison of Sources 2A and 2D to show similarities – L3]*

- Both sources support each other as they give evidence of how the National Party adopted negative nationalism by excluding other South Africans from opportunities based oncolour
- Source 2A explains how the National Party adopted negative nationalism and Source 2D it gives examples of how the National Party enforced negative nationalism
- Any other relevant response (any 1 x 2) (2)

2.6 *[Interpretation, evaluation and synthesis from relevant sources – L3]*

Candidates could include the following aspects in their response

- Nationalism played a vital role in history
- Nationalism united diverse groups in a country
- Positive nationalism bound people living in the same country
- Negative nationalism led to competition between countries that often result in war.
- Negative nationalism is often associated with racism and division in a country.
- The NP adopted negative nationalism by excluding other South Africans from opportunitiesbased on colour.
- The NP had a clear aim to physically, socially, and politically separate South African black,coloured and Indians.
- Mixed marriages would be punishable.
- To put an end to racially mixed residential areas.

- To implement both economic and political segregation between whites and “non-whites”.
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of how Afrikaner Nationalism was promoted in South Africa in the 1930s and 1940s.** • Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g. **shows some understanding of how Afrikaner Nationalism was promoted in South Africa 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 was promoted in South Africa in the 1930s and 1940s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 5–6**

[50]

QUESTION 3: WHAT IMPACT DID THE GROUP AREAS ACT OF 1950 HAVE IN SOUTH AFRICA?

3.1

3.1.1 *[Extraction of evidence from Source 3A – L1]*
- The different races could not live together because this would cause conflict (1 x 2) (2)

3.1.2 *[Extraction of evidence from Source 3A – L1]*
- Segregation
- separate development (2 x 1) (2)

3.1.3 *[Definition of a historical term – L1]*
- It refers to the whites being seen as superior to every race.
- Refers to the belief in the superiority of the white race over other racial and ethnic groups
- Any other relevant response (any 1 x 2) (2)

3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- It is because the commission suggested that races could exist together while National Party wanted to prevent that.
- Any other relevant response (1 x 2) (2)

3.1.5 *[Interpretation of evidence from Source 3A – L2]*
- The National Party wanted to prevent the mixing of races that according to them would lead to conflict.
- They wanted to maintain white supremacy.
- The National Party wanted to protect privileges of white people
- Any other relevant response (any 2 x 2) (4)

3.2

3.2.1 *[Extraction of evidence from Source 3B – L1]*
- The Group Areas Act (1 x 2) (2)

3.2.2 *[Interpretation of evidence from Source 3B – L2]*
- To prevent races from living in the same area/to prevent races from living together
- Any other relevant response (1 x 2) (2)

3.2.3 *[Interpretation of evidence from Source 3B – L2]*
- It implied that the Group Areas Act destroyed communities/kept them apart
- It also implied that the Act did not give people the chance to prepare for removals
- Any other relevant response (2 x 2) (4)

3.2.4 *[Extraction of evidence from Source 3B – L1]*
- Fined
- imprisoned (2 x 1) (2)

3.2.5 *[Extraction of evidence from Source 3B – L1]*

- many South Africans, no longer having suitable accommodations
- lived in makeshift (temporary) for homes
- Relocation was enforced brutally
- Another infamous instance of forced relocation involved the razing of District Six (any 2 x 1) (2)

3.3

3.3.1 *[Extraction of evidence from Source 3C – L1]*

- Hermann Tobiansky (1 x 1) (1)

3.3.2 *[Extraction of evidence from Source 3C – L1]*

- in search for jobs (1 x 2) (2)

3.3.3 *[Interpretation of evidence from Source 3C – L2]*

- DF Malan was determined that people should be forcefully removed
- Malan was prepared to meet any resistance with violence
- Malan was brutal/inhumane
- Any other relevant response (any 2 x 2) (4)

3.3.4 *[Interpretation of evidence from Source 3C – L2]*

- They would face the wrath of the police
- They would be forcefully removed as their homes would be destroyed by bulldozers
- Imprisonment
- Any other relevant response (any 2 x 2) (4)

3.3.5 *[Extraction of evidence from Source 3C – L1]*

- they used explosives and guns to fight government (1 x 1) (1)

3.3.6 *[Determining the usefulness of Source 3C – L3]*

The source is USEFUL because:

- It gives details of how the government used force to remove people from Sophiatown
- It shows how people of Sophiatown resisted the forced removals
- It has the dates of when the forced removals started and ended
- It can be collaborated with other sources
- Any other relevant responses (any 1 x 2) (2)

3.4

3.4.1 *[Interpretation of evidence from Source 3D – L2]*

- To show how people of Sophiatown resisted the forced removals by government
- To keep a historical record of the struggles of people of Sophiatown under Group Areas Act
- Any other relevant response (any 1 x 2) (2)

3.4.2 *[Interpretation of evidence from Source 3D – L2]*

- The people of Sophiatown were not prepared to leave their homes and relocate to Meadowlands
- They refused to move
- They showed resistance
- Any other relevant response (any 1 x 2) (2)

3.5 *[Comparison of Sources 3C and 3D to show similarities – L3]*

- Both sources show that people were not prepared to be forcefully moved
- Both sources indicate that people displayed resistance
- Any other relevant response (any 1 x 2) (2)

3.6 *[Interpretation, evaluation and synthesis from relevant sources – L3]*

Candidates could include the following aspects in their response

- Restricted ownership of land
- The Group Areas Act broke down communities at short notice
- Many South Africans found themselves living in temporary shelters
- Relocation was enforced brutally by the government.
- At least 60,000 people were moved from District Six to the barren towns
- People of Sophiatown were forcefully moved to Meadowlands in Soweto
- The houses had no toilets, water and electricity
- Homes and other properties of the people were destroyed
- Resistance demonstrated by the people of Sophiatown
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of of the impact that the Group Areas Act of 1950 had on South Africa.** • Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g. **shows some understanding of the impact that the Group Areas Act of 1950 had on South Africa.** • 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 that the Group Areas Act of 1950 had on South Africa.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 5–6**

[50]

SECTION B: ESSAY QUESTIONS

Answer at least ONE question but not more than TWO questions in this section.

Your essay should be THREE pages long.

QUESTION 4: NATIONALISM IN SOUTH AFRICA: AFRICAN NATIONALISM

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

Black South Africans who were deprived of their political, economic and social rights in the early 1900s paved the way for the rise of African Nationalism.'

Do you agree with the statement? Use relevant historical evidence to support your line of argument.

SYNOPSIS

Candidates should explain whether they agree or disagree with the statement. In agreeing with the statement, they need to explain how Black South Africans who were deprived of their political, economic and social rights in the early 1900s paved the way for the rise of African Nationalism. If the candidates disagree with the statement, they need to substantiate their lines of argument with relevant historical evidence.

MAIN ASPECTS

- Introduction: Candidates should take a stance by indicating whether they agree or disagree with the statement. They should also provide an outline of how they would support their line of argument

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 was oppressed by whites
- SANNC sent a delegation to London in 1914 to appeal against the Native Land Act but they were unsuccessful
- In 1923 the SANNC changed its name to ANC
- Formation of the ICU in 1919 addressing the grievances of the black dock workers – fought against government policies
- ICU had mass support – ANC had support of the elite
- Formation of the SACP addressing black worker's grievances
- Spread of education led to growing awareness of the ideas of freedom and democracy

- The influence of World War Two – many blacks involved – fought for freedom and democracy
- 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
- Pan Africanism aimed to free black people all over the world
- Impact on economy

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

QUESTION 5: AFRIKANER NATIONALISM

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

It has been widely said that Afrikaner Nationalism was deliberately established during the twentieth century to serve the needs of a small elite group of Afrikaners.

Critically discuss the above statement using relevant historical evidence to support your line of argument.

SYNOPSIS

Candidates should critically discuss the statement which mentions 'It has been widely said that Afrikaner Nationalism was deliberately established during the twentieth century to serve the needs of a small elite group of Afrikaners'**.** They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should critically discuss the statement which mentions 'It has been widely said that Afrikaner Nationalism was deliberately established during the twentieth century to serve the needs of a small elite group of Afrikaners'.

ELABORATION

- Afrikaners set up two independent states, the Transvaal and the Orange Free State
- The suffering experienced by Afrikaners during and after the South Africa War (1899 – 1901) forged a sense of Afrikaner Nationalism
- The formation of the National Party by J.B.M Hertzog in 1914. The party promoted Afrikaner rights and was very nationalistic in character.
- Afrikaans was made an official language
- A national flag was introduced
- A 'civilized labour policy' was introduced that reserved better paying jobs for whites
- The Broederbond (band of brothers) was introduced by young Afrikaner professionals in 1918 for the purpose of economic empowerment of Afrikaners
- Establishment of media and publishing (Nasionale Pers, an Afrikaner newspaper- Die Burger, etc
- Business and Investment – establishment of Afrikaner assurance and saving companies such as SANTAM and SANLAM
- Political involvement- to protect the interests of Afrikaners the National Party was formed
- The involvement of the church – played a crucial role in Afrikaner society
- The Dutch Reformed Church was exclusively formed for Afrikaners
- Schools managed by the church to ensure that Afrikaner children could be taught in Afrikaans in a Christian environment
- The Afrikaans language movement, social and cultural movements
- The Volk – the centenary celebrations
- Any other relevant response

Conclusion: Learners to tie their argument with relevant conclusion. **[50]**

QUESTION 6: RESISTANCE IN SOUTH AFRICA – 1940s TO 1960s

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

Explain to what extent black South Africans were successful in rebelling against oppression and discrimination, brought about by the harsh apartheid regime.

Substantiate your line of argument with relevant evidence.

SYNOPSIS

Candidates need to explain to what extent black South Africans were successful in rebelling against oppression and discrimination, brought about by the harsh apartheid regime. They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should take a stance by explaining to what extent **black South Africans were successful in rebelling against oppression and discrimination, brought about by the harsh apartheid regime**. They should also indicate how they intend supporting their line of argument.

ELABORATION

- ANC's Program of Action
- ANC became more militant
- Used boycotts, civil disobedience and uprisings as a means of resistance
- May Day stay-away
- Defiance Campaign
- 1952-break laws on purpose-enter whites only facilities
- Burn passes in public
- Refuse to pay fines and wanted jails to become overfull
- Hoped that 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 June 1955
- Set a document that represented the aspirations of all South Africans
- Became the blueprint for the new constitution of South Africans
- Women's march to Pretoria (9 August 1956)
- Women forced to carry passes
- 20 000 women of all races marched to the Union Building
- Leaders of the march-Lilian Ngoyi, Rahima Moosa, Sophie Williams, Helen Joseph
- 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

- Arrested for attempt to overthrow government
- In 1956 the state arrested 156 activists
- Hearing took place at the “Drill Hall” for two years
- Aim of government was to intimidate people and lead to weakening of resistance
- By 1961 all accused were set free
- Any other relevant response

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