education

MPUMALANGA PROVINCE

REPUBLIC OF SOUTH AFRICA

FURTHER EDUCATION AND TRAINING

Stanmorephysics.com

GRADE 11

HISTORY

SEPTEMBER 2024

MARKING GUIDELINES

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MARKS: 100

These marking guidelines consist of 19 pages.

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SOURCE BASED QUESTIONS

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

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1	• Extract evidence from sources • Selection and organization of relevant information from sources. • Define historical concepts/terms	30% (15 marks)
LEVEL 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	50% (25 marks)
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 marks)

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.

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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 othe relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source based questions, learners should be credited for any other relevant answers.

2.3 **Global assessment of essays**

The essays will be assessed holistically (globally).This approach requires the educator 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 of 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 reproduces them without taking into account the specific requirements of the question. Holistic essays marking credits learners' opinion supported by evidence. Holistic assessment, unlike content based marking, does not penalize language inadequacies as the emphasis is on the following:

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

2.4 **Assessment procedures of the essay**

2.4.1 Keep the synopsis in mind when assessing essays.

2.4.2 During the first reading of the essays ticks need to be awarded for a relevant introduction(indicated by a bullet in marking guideline/memorandum) and a relevant conclusion(indicated by a bullet in marking guideline/memorandum)e.g.in an answer where there are 5 main points there will be 7 ticks.

2.4.3 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualized ^
- Wrong statement ----------
- Irrelevant statement
- Repetition R
- Analysis A√
- Interpretation I√

2.5 **The matrix**

2.5.1 Use ofmatrix in the marking of essays
In the marking of essays the essays the given criteria shown in the matrix should be used. In assessing the essays note should be taken of 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.

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(a) The first reading of essays will be to determine to what extent the main aspects have been covered and to determine 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	

Marking Guidelines

MARKING MATRIX FOR ESSAY: 50

	LEVEL 7	LEVEL6	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. Conclusions 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 andrelevant.	38-39	36-37	34-35	30-33	28-29		
Level 4 Question is recognizable in answer. Some omissions or irrelevant content selection			30-33	28-29	26-27		
Level 3 Content selection does 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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***Guideline for allocating mark for Level 1:**

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

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SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: WHAT WAS THE INFLUENCE OF AFRICAN NATIONALISM ON BLACK SOUTH AFRICANS IN THE 1920s AND 1940s?

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

- An ideology, a form of culture, or a social movement that focuses on the nation.

(1 x 2) (2)

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

- '…as South Africans. (1 x 2) (2)

1.1.3

- *[Definition of historical term from Source 1A – L2]*
- An idea which believed that Africa is for black Africans
- An idea which promoted the independence of African states
- Any other relevant response (any 1 x 2) (2)

1.1.4 *[Interpretation of evidence from Source 1A – L2]*

- Pan Africanism encouraged and promoted unity and solidarityamong black Africans
- It encouraged blacks to fight agaist segregation and apartheid
- It encouraged blacks to demand their independence from white minority rule
- Any other relevant response (2 x 2) (4)

1.2

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

- The end of the South African War

(1 x 2) (2)

1.2.2 *[Interpretation of evidence from Source 1B – L2]*

- Whites did not want blacks to be part of the new government
- White wanted to segregate blacks
- They wanted only white people to rule Union of South Africa
- Any other relevant response (Any 2 x 2) (4)

1.2.3

- *[Extraction of evidence from Source 1B – L1]*
- '…to propose a means to object to the draft South Africa Act, and Union Constitution.'
- Any other relevant response (1 x 2) (2)

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

- To lead blacks in the struggle against segregation
- The new government had passed further discriminatory legislations
- Any other relevant response (2 x 2) (4)

1.3

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

- The country had to industrialize in many sectors, leading the state to take a somewhat more conciliatory approach towards African unions. (1 x 2) (2)

1.3.2 *[Extraction of evidence from Source 1C- L1]*

- On the South African labor and'
- Nationalism in South Africa. (2 x 1) (2)

1.3.3 *[Interpretation of evidence from Source 1C-L2]*

- In the mines and in other industries blacks came across different ethnic groups that were knowledgeable about nationalism.
- They came across different ideas of social and political life.
- They were influenced by other blacks who were politically aware of the evils of discrimination and colonialism
- Any other relevant response (any 2 x 2) (4)

1.3.4 *[Explaination of a historical from Source 2C-L2]*

- Thee separation of races, mainly whites from blacks, where whites enjoyed better political, economic and social benefits and privileges.
- Any other relevant response (1 x 2) (2)

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

- They had been exposed to new ideas about freedom, equality and democracy during the war.
- They were inspired by global/ international movements for independence and self-determination.
- They were frustrated with segregation in South Africa
- Any other relevant response (1 x 2) (2)

1.4

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

- To show that black people marched against segregation and apartheid in South Africa in the 1940s.
- To show that black South Africans stood up and demonstrated their demand for equality.
- To show that blacks were highly influenced by nationalism to demand freedom.
- Any other relevant response (any 1 x 2) (2)

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

- 'FREEDOM IN OUR LIFE TIME (1 x 2) (2)

1.5 *[Comparison of evidence in Source 1C and Source 1D - L3]*

- Source 1C suggests that Africans who returned from World War II found that there was still oppression in South Africa and they demanded independence, and source 1D shows a picture ofblack people marching against segregation and apartheid aftwer World War II.

- Source 1C states that Africans were influenced by nationalism during WWII and on their return they were hoping to find independence, and source 1D shows Africans protesting in quest for freedom. which related to independence.

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

1.6 *[Interpretation, evaluation and synthesis of evidence from relevant Sources-L3]*

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Learners could include the following aspects in their response:

- African Nationalism was an idea that united black South Africans and Africans (Source 1A)
- It transformed africans and encouraged them not to see themselves as Zulus, Xhosas and Sothos (Source 1A)
- African Nationalism wanted to improve life and status of black people (Source 1A)
- African Nationalism led to Pan Africanism which was an idea which says Africa is for Africans (Source 1A)
- At the end of South African War whites negotiated for the formation of the Union and blacks were excluded (Source 1B)
- Blacks responded by starting the South African Native Convention (Source 1B)
- Blacks opposed the formation of the Union without them (Source 1B)
- Blacks sent a deligation to England to talk to the Queen of Enland about their exclusion from negotiations (Source 1B)
- During the Second World War blacks came into contact with many different people and were influenced by ideas of Nationalism. (Source 1C)
- Blacks became familiar with ideas from overseas which included economic and social justice (Source 1B)
- During the war blacks were employed in mines and in other industries and they came across ideas of Nationalism (Source 1C)
- Blacks started to march demanding independence (Source 1D)
- 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 the influence of African Nationalism on black South Africans in the 1920s 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 to the topic e.g.**, shows some understanding of the influence of African Nationalism on black South Africans in the 1920s and 1940s?** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3-5**
LEVEL 3	• Uses relevant evidence that focuses on the topic e.g., **demonstrates thorough understanding of the influence of African Nationalism on black South Africans in the 1920s and 1940s?** • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.	**MARKS 6-8**

(8)

[50]

QUESTION 2: HOW DID THE IDEA OF A PROGRAMME OF ACTION INFLUENCE SOUTH AFRICANS TO ACTIVELY RESIST APARTHEID FROM 1948 TO THE 1960S?

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

- The adoption of a Programme of Action (1 x 2) (2)

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

- A policy of the National Party government that separated blacks and whites with the belief that whites are better than blacks
- Any other relevant response (1 x 2) (2)

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

- The moderate methods such as petitions that were used by the ANC had failed to end segregation.
- The ANC Youth League pushed the ANC to go for a more militant approach to fight against apartheid
- To directly oppose the National Party's apartheid policy which was strengthened after 1948
- The ANC was inspired by thesuccess of the Indian Independence movement
- Any other relevant response (any 1 x 2) (2)

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

- The statement means that adoption of the Programme of Action represented a shift from ANC's ordinary methods (petitions) to active resistance in their fight against segregation.
- It means that the ANC at that time took a big step to mobilise blacks to actively resist apartheid rather than passive resistance that had been used previously.
- The United began to unite blacks and escalate the idea of active resistance to many communities throughoiut the country.
- Any other relevant response (any 2 x 2) (4)

2.1.5 *[Extraction of evidence from Source 2A-L2]*

- The civil disobedience,
- Strikes,
- Boycotts and,
- Other forms of non-violent resistance (any 1 x 2) (2)

2.2

2.2.1 *[Extraction of information from Source 2B-L1]*

- "…to combat (fight) apartheid." (1 x 2) (1)

2.2.2 *[Explananition of historical term from Source 2B-L2]*

- A mass civil disobedience movement launched by the ANC in the 1950s to resist apartheid in South Africa.
- A form of protest that involved intentionally breaking/ defying apartheid laws that was used by black South Africans after 1948 to oppose apartheid.
- Any other relevant response (1 x 2) (4)

2.2.3 *[Interpretation of evidence from Source 2B- L2]*

- The National Party had strengthened segregation by enforcing apartheid
- The Defiance Campaign allowed blacks to directly challenge and disobey unjust apartheid apartheid laws.
- It empowered black South Africans to play an active role in fighting against apartheid rather than waiting change to come from elsewhere.
- It assisted blacks to unite, organise and build a momentum for future resistance to apartheid
- Any other relevant response (2 x 2) (4)

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

- In Johannesburg, fifty-three African protesters disobeyed the curfew rules enforced on Africans.
- In Boksburg, fifty-three African and Indian demonstrators with leader Nana Sita, the President of the Transvaal Indian Congress, refused to obey the law that non-residents had to get a permit to enter an African location.
- In Port Elizabeth, thirty protesters were arrested for disobeying the laws of apartheid by entering waiting rooms reserved for whites in railway stations.
- In Worcester, nine demonstrators were arrested when they entered a white only line at the Post Office.
- (any 1 x 2) (2)

2.2.5 [Interpretation of evidence from Source 2B-L2]

- To The government wanted to protect and maintain its apartheid laws.
- To silence opposition to apartheid.
- To prevent political unrest that could be caused by the protesters.
- To maintain power and dominance over black people.
- Any other relevant response (any 1 x 2) (2)

2.3

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

- The Freedom Charter was a document outlining the aspirational principles of freedom and democracy in South Africa. (1 x 2) (2)

2.3.2 *[Extraction of evidence from Source 2C-L1]*

- To collect National Congress (ANC)
- The South African Indian Congress (SAIC)
- The South African Coloured People's Organisation
- The South African Congress of Democrats.
- (any 2 x 1) (2)

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

- To create a document that reflected the aspirations and demands of the demands of black South Africans.
- To directly challenge apartheid which emphasized racial superiority and seperation
- To unite blacks under a common goal and set of principles in the struggle against apartheid.
- To create a unified vision for a future South Africa, free from apartheid and oppression.
- Any other relevant response (1 x 2) (2)

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2.3.4 *[Interpretation of information from Source 2C- L2]*

- It implies that black and white citizens in South Africa have equal rights, and thus reject apartheid.
- The statement implies that the principles of the freedom charter rejected minority rule and superiority brought by apartheid.
- It implies that government authority must be based on the will of the people, encouraging democratic principles and representation.
- Any other relevant response (any 2 x 2) (4)

2.4

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

- It shows shows different groups/ black, coloured and Indian South Africans demonstrating some of the demands of the Freedom Charter during the Congress of the People in 1955.
- It shows that anti apartheid organisations participated in active resistence against apartheid in the 1950s.
- Any other relevant response (1 x 2) (2)

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2.4.2 *[Extraction of evidence from Source 2D-L1]*

- Congress of the People (1 x 2) (2)

2.5 *[Comparison of information from Source 2C and Source 2D-L3]*

- Source 2C indicates that South the Freedom charter was adopted by the Congress of the people in a mass meeting, and Source 2D shows demonstrators called 'Congress of the people' with their demands for freedom.
- Source 2C states that equality was part of the demands of the Freedom Charter adopted during the Congress of the people, and source 2D depicts a picture of demonstrators with a placad written 'equal work, equal pay for all'

- Source 2C suggests that the freedom charter demanded a government that would be decided by the people, and source 1D depicts demonstrators alongside the words 'The people shall govern'.
- Any other relevant response (any 2 x 2) (4)

2.6 *[Interpretation, evaluation and synthesis of evidence from relevant Sources-L3]*

Learners could include the following aspects in their response:

- The Programme of Action marked a shift from moderate (petitions) to radical resistance, encouraging direct action and mass mobilisation (own knowledge)
- It called on the ANC to embark on mass action, involving civil disobedience, strikes, boycotts and other forms of non-violent resistance (Source 2A).
- Young leaders in the ANC influenced the ANC to adopt the Programme of action in fighting against apartheid (Own knowledge)
- Young leaders in the ANC influenced the ANC to participate in a defiance campaign to oppose apartheid (Source 2A)
- The ANC developed a Defiance Campaign to fight oppose apartheid (Source 2B)
- Different anti-apartheid groups intentionally defied apartheid as a method of active resistance that was encouraged by the Programme of Action (Source 2B)
- Black South Africans were influenced by the Programme of Action to develop a Freedom charter that outlined the demands of blacks in the struggle against apartheid (Source 2C).
- The Freedom Charter was used as a guide in demonstrations against apartheid (Source 2D)
- The Programme of action promoted unity and solidarity among anti-apartheid groups and organisations, fostering cooperation and participation (own knowledge).
- The programme led to increased activism and attracted more people to join the struggle against apartheid (own knowledge).
- Any other relevant response

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Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of how the idea of a programme of action influenced South Africans to actively resist apartheid from 1948 to the 1960s.** • • Uses evidence partially 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 idea of a programme of action influenced South Africans to actively resist apartheid from 1948 to the 1960s.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3-5**
LEVEL 3	• Uses relevant evidence that focuses on the topic e.g. **demonstrates a thorough understanding of how the idea of a programme of action influenced South Africans to actively resist apartheid from 1948 to the 1960s.** • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.	**MARKS 6-8**

(8)
[50]

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SECTION B: ESSAY QUESTIONS

QUESTION 3: THE RISE OF AFRIKANER NATIONALISM

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

SYNOPSIS

Candidates should indicate whether they **agree** or **disagree** that Afrikaner Nationalism was developed on purpose and in an effective way in South Africa during the period 1910 to the 1940s.
Candidates should use relevant examples to support their line of argument.

MAIN ASPECTS

Candidates could include the following aspects in their responses.

Introduction: Candidates should indicate whether they **agree** or **disagree** that Afrikaner Nationalism was developed on purpose and in an effective way in South Africa during the period 1910 to the 1940s. Candidates should take a line of argument and indicate how they will support it.

ELABORATION

- Afrikaners saw themselves as a people chosen by God
- The idea of a volk became the cornerstone of Afrikaner nationalism
- Nationalist were determined to protect the volk from dominated by other ethnic and language groups • Afrikaner identity had to be preserved • Afrikaners had to remain united as a nation
- Dutch Reformed Church and the Christian National Education (CNE) were the custodians of Afrikaner heritage • Children would receive mother-tongue education
- Education and religion guided Afrikaner thinking and kept their language and culture alive
- The Broederbond promoted Afrikaner nationalism and prevent the exploitation of Afrikaner workers •
- First Afrikaans building society called Saambou
- Afrikaner businesses promoted – Naspers, Die Burger, Santam, Sanlam, Volkskas Bank
- The Redddingsdaadbond ensured Afrikaner businesses are supported by Afrikaners
- Poor white problem solved by creating jobs at the railway and harbours
- Centenary celebration of the Great Trek strengthened Afrikaner nationalism
- Role of women

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- The National Party emerged as a dominant political force in promoting Afrikaner nationalism
- The 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
- The NP promised voters that their jobs would be protected through the enforcement of the job reservation laws
- Afrikaans-speaking Afrikaners voted the NP into power in the 1948 elections
- The NP leader, D.R. 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 4: APARTHEID LAWS 1948 – 1960

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

SYNOPSIS

Candidates should indicate to explain to what extent the National Party government enforced apartheid by passing laws that segregated and oppressed black people in South Africa during the period 1948 to 1960. They need to support their line of argument with relevant evidence.

MAIN ASPECTS

Candidates could include the following aspects in their responses.

Introduction: Candidates should indicate whether to a **greater** or **lesser** extent the National Party government enforced apartheid by passing laws that segregated and oppressed black people in South Africa during the period 1948 to 1960.Candidates should also show how they are going to answer the question.

ELABORATION

- **The National Party victory in the 1948 eletions**
- The National Party victory won elections in 1948 and became the government of South Africa.
- The NP won the elections because it promised to introduce apartheid
- Apartheid was a policy of the National party in South Africa that separated blacks and whites in political, economic and social activities with the belief that whites were better than blacks.
- By that time there were many blacks in towns because of the demand of workers in mines and in industries and segregation was no longer working for the white minority government
- There were many strikes and whites were not happy about the present of many blacks in towns
- Many whites therefore supported apartheid, hence the NP emerged victorious in the 1948 elections
- **Other reasons for the introduction of apartheid by the NP government**
- White workers were afraid of compiting with blacks for jobs in mines and in factories
- White farmers needed workers in their farms (blacks could be used as cheap labourers in the farms if they were moved out of urban areas)
- It was believed that Apartheid would push blacks out of towns and back to rural areas, and this eventually happened once apartheid was introduced.
- **Legalising apartheid**
- After coming to power the NP passed apartheid laws to legalise and enforce apartheid in South Africa.
- The laws favoured the white minority population while oppressing and disadvantaging blacks in South Africa.
- The Laws included among others:
- **The Prohibition of Mixed Marriages Act (1949)**
- This Act prohibited marriage between people of different races. Its aim was to keep different racial groups separate and thus maintaining apartheid.
- **The Population Registration Act of 1950**
- All people were registered according to their racial groups
- People were classified as whites, Indians, coloureds and blacks
- Blacks were further classified based on their ethnicity as Xhosas, Zulus, Sothos etc.
- People were forced to live only in their specific areas e.g. Zulus must leave in Zuls areas
- This caused misery to families who had married different races
- Children suffered as parents were forced to divorce
- Other familes went to exile in an attempt to protect their marriage and families
- This act was further enforced by the I**mmorality act of 1950**
- The immorality act made sexual relationhip between blacks and whites, and other races illegal.
- **Separation and forced removals**
- The Group Areas Act of 1950
- People were separated in their living areas

- The government designed areas for each of the racial groups, resulting in the removal of people from areas that were designed for racial groups different from theirs.
- In most cases, better areas such as those closer to town and with those effective economic activities were researved for Whites.
- The government started to forcefully move blacks out of white areas
- People were moved from Sophia town to SOWETO
- People were moved from places near towns and placed on the outskirts of towns
- People were moved to Homelands like Kangwane and Lebowa
- People were moved to Bantustans like Ciskei and Transkei
- Indians and coloureds were placed in their separate areas
- With this act, the government aimed to implement the 'divide and rule' principle.
- **The Suppression of Communism Act of 1950**
- This act banned the Communist Part of South Africa and any political opposition to the government's apartheid policies.
- This indicated that the National Party was in favour of capitalism
- **Pass Laws System**
- Different pass were issued for different races.
- Blacks were compelled to carry their passes everytime an if found without a pass they were arrested
- The pass stated places where each individual could travel to.
- When the pass laws were extended to women, the woman resisted and the government backed down.
- **Separate and unequal Education**
- **The Bantu Education Act of 1953**
- This act separated education provided to blacks and whites.
- Blacks were given inferior (poor) education while whites received better (superior) education
- The government spent less money on black educstion
- Black schools were underresourced (no libraries, science laboratories and sports field), understaffed and overcrowded.
- This means blacks received poor education and they were not allowed to attend any other schools that were not designed for their racial group.
- The government provided blacks with poor education because whites wanted black people to be manual workers only and not to compete with them for skilled jobs.
- Separate education was extended to universities using the Separate Universities Act of 1959, which stated that black and white students had to study at separate universities
- Universities that accepted students from all races such as the University of Cape Town (UCT), Natal and Witwatersrand (Wits) were then forced to accept only white students.
- The University of the Western Cape was for coloured students while Durban Westville was for Indian students.
- University of the North for Sotho students and University of Zululand for Zulu students.

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- **Separate Amenities for each race group**
- The Separate Amenities act was passed in 1953
- People were forced to use separate transport, entrances to buildings, counters, parks, toilets and many more.
- Better amenities and services were provided to white people while the opposite was the case for blacks
- **The Bantu Labour Settlement of Disputes Act of 1953**
- According to this Act, black trade unions were not allowed.
- The Act prohibited employers from recognising and negotiating with African trade unions.
- Black workers were not represented in negotiations for better salary and working conditions, and therefore continued to work under harsh conditions while paid unfair wages.
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.



[50]

GRAND TOTAL: 100

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