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education

Department:
Education
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

PROVINCIAL ASSESSMENT

GRADE 11

HISTORY P2

NOVEMBER 2024

MARKING GUIDELINES

MARKS: 150

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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 sources • Explain information gathered from sources • Analyse evidence from 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.

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.

_____ + _____ + _____

_____ + _____ + _____

√√√√

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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. 32 / 50
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

- Be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion.

2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

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 level 7 (high mark). This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of 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 (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualized (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

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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/taking a stance. Each paragraph should include a point that sustain the major point (the line of argument/stance) 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 candidate 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:** Candidate should ensure that the line of argument is sustained throughout the essay and is written coherently.

2.4.4 The following additional 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 1√
- Line of Argument LOA ↕

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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.

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MARKING MATRIX FOR ESSAY: TOTAL: 50

PRESENTATION → / CONTENT ↓	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
	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.	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 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 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 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
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SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID DIFFERENT ORGANISATIONS IN SOUTH AFRICA CONTRIBUTE TO THE GROWTH OF AFRICAN NATIONALISM BETWEEN 1900s AND 1930s?

1.1

1.1.1 [*Definition of a historical term from Source 1A - L1*]

- An ideology that united blacks in the struggle against colonial and racial oppression to achieve freedom and independence
- The desire to unite all people of African descent.
- Any other relevant response (Any 1 x 2) (2)

1.1.2 [*Extraction of evidence form Source 1A – L1*]

- Bring unity amongst Coloureds
- Promoting education
- Opposing class legislation
- Defending the social, political and economic rights of Coloureds (Any 2 x 1) (2)

1.1.3 [*Extraction of evidence form Source 1A – L1*]

- Non-confrontational forms of protest
- Appeal (petition) (2 x 1) (2)

1.1.4 [*Interpretation of evidence form Source 1A - L2*]

- They both protested against the formation of the Union of South Africa
- The fact that the Union of South Africa was based on segregation and racial discrimination
- The formation of the Union of South Africa will entrench white supremacy
- Any other relevant response (Any 2 x 2) (4)

1.2

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

- Impoverishment/poverty
- Marginalisation of African communities (2 x 1) (2)

1.2.2 [*Extraction of evidence from Source 1B - L1*]

- Draft of the Native Land Act
- Mine and Workers Act
- Formation of the Union (Any 2 x1) (2)

1.2.3 [*Interpretation of evidence form Source 1B - L2*]

- Black South Africans were not treated equally
- Were not seen as citizens of South Africa
- Subjected to oppression and hardship

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

1.2.4 [*Explanation of a historical concept from Source 1B – L2*]

- It is a political and social system designated to unfairly treat non-white races in South Africa
- It is a political and social system designated to treat whites as superior to other races in South Africa
- Any other relevant response (Any 1 x 2) (2)

1.2.5 *[Interpretation of the usefulness of the evidence from Source 1B – L3]*

The source is USEFUL because:

- It highlights that the SANNC was formed to unite black South Africans
- It states that Black South Africans lost their land through the Native Land Act
- It states that the Native Land Act, Mine and Works Act and the formation of the Union led to the formation of the SANNC
- It states that SANNC intended to protest against racial discrimination and to appeal for equal treatment before the law
- Any other relevant response (Any 2 X 2) (4)

1.3[*Comparison of evidence from Sources 1A and 1B- L3*]

- Source 1A focuses on the role played by the APO in promoting African Nationalism while Source 1B focusses on the role played by the SANNC
- Source 1A states that APO was founded by an educated class of Coloured South Africans while Source 1B states that the SANNC was founded by members of South Africa's educated elite
- Both Sources state the that the APO and the SANNC were strongly opposed to the formation of the Union of South Africa
- Any other relevant response (Any 2 x 2) (4)

1.4

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

- Clement Kadalie (1 x 2) (1)

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

- To better working conditions
- Obtain higher wages for its members (2 x 1) (2)

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

- Those who supported militant action
- Those who advocated moderation (Any 1 X 1) (1)

1.4.4 [*Interpretation of evidence from Source 1C - L1*]

- Transformed the consciousness of black South African workers
- Laid the foundation for the modern labour movements
- Won significant victories which improved workers' lives
- Gave rise to more militant forms of resistance

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

1.5

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

- ICU stood up for workers against injustice
- They saw that black workers were exploited
- They saw when black workers were ill-treated and took action against it
- Any other relevant response (Any 1 x 2) (2)

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

- If they stay united they'll be strong as a union
- Supporting each other will give them the courage to challenge oppression
- They can only achieve their objectives when they stand together
- Any other relevant response (Any 2 x 2) (4)

1.6 [*Interpretation, analysis, and synthesis of evidence from relevant sources – L3*]

Candidates should include some of the following:

• Establishment of the APO led to the growth of nationalism in South Africa (Source 1A)
• Mobilised Coloureds against the formation of the Union of South Africa (Source 1A)
• APO delegates went to London on behalf of all South Africans to protest against the granting of self-governance to the former Boer Republics (Source 1A)
• SANNC formed to unite black South Africans (Source 1B)
• Protested against the Native Land Act of 1913 (own knowledge)
• Demanded for the end of racial discrimination (Source 1B)
• The ICU promoted militant nationalism (Source 1C)
• United workers and improved the working conditions and wages (Source 1C)
• ICU laid the foundation for the labour movements in South Africa (own knowledge)
• ICU saw and experienced the exploitation of the workers and took action against it (Source 1D)
• Used strikes, boycotts, stay-aways and civil disobedience tactics against unjust laws (own knowledge)
• Any other relevant response.

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **show no or little understanding of how different organisations in South Africa contributed to the growth of African nationalism between 1900s and 1930s.** • 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 different organisations in South Africa contributed to the growth of African nationalism between 1900s and 1930s.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3-5**

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LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of how different organisations in South Africa contributed to the growth of African nationalism between 1900s and 1930s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6-8**

(8)

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QUESTION 2: HOW DID THE NATIONAL PARTY VICTORY IN THE 1948 ELECTIONS CONTRIBUTE TO THE RISE OF AFRIKANER NATIONALISM?

2.1

2.1.1 [*Definition of a historical term from Source 2A - L1*]

- An ideology that strictly wanted to preserve the Afrikaans culture and identity
- The idea that Afrikaners are a chosen people
- Any other relevant response (Any 1 x 2) (2)

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

- National Party's racial policy (1 x 1) (1)

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

- It promoted the interest of whites only
- It was a policy of racial segregation that protected the interest of whites only
- It united the Afrikaners
- Its policies advantaged the Afrikaner politically, economically and socially
- Any other relevant response (Any 2 x 2) (4)

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

- Afrikaner-Broederbond (Band of Brotherhood)
- FAK
- National Press
- Die Voortrekkers
- National Studentbond (Any 2 x 1) (2)

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

- They were also unskilled workers as the black workers
- Had to compete with blacks for work on the labour market
- Farmers had little knowledge of the work market in the urban areas
- They were 'poor whites' that were forced to move to towns in search of better living conditions
- Any other relevant response (Any 2 x 2) (4)

2.2

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

- Afrikaner Party (1 x 1) (1)

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

- The National Party is in power
- South Africa belongs to the Afrikaners
- South Africa is completely independent from Britain
- Any other relevant response (Any 2 x 2) (4)

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

- It abolished British citizenship and the right of appeal to the Privy Council
- It scrapped God Save the Queen as one of the national anthems
- Removed the Union Jack as one of the national ensigns
- Took over the naval base in Simon's Town from the Royal Navy (Any 3 x 1) (3)

2.3[*Comparison of evidence from Sources 2A and 2B- L3*]

- Source 1A states that the National Party strived for the economic upliftment and protection of the Afrikaner while Source 1B states that in the world of big business Rembrandt, Sanlam, Volkskas and other Afrikaner enterprises soon began to earn the respect of their English rivals.
- Source 1A states that the National Party united the Afrikaner as it served the social, economic and political interest of the Afrikaner while Source 1B states that the removal of symbols of the British ascendancy was seen as a victory for Afrikaner Nationalism
- any other relevant response (Any 2 x 2) (4)

2.4

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

- Hendrik Verwoerd advocating the policies of apartheid in his speech
- Verwoerd calling for white minority rule in South Africa
- South Africa does not belong to other racial groups
- Complete independence from Britain
- Any other relevant response (Any 1 x 2) (2)

2.4.2 [*Interpretation of the reliability of the evidence from Source 1B – L3]*

- Hendrik Verwoerd was the Prime Minister of South Africa during Apartheid
- Hendrik Verwoerd was a senior politician of a party that implemented apartheid
- Hendrik Verwoerd was referred to as the 'father of apartheid,
- The source highlights that the National Party intended to maintain white minority rule in South Africa
- Any other relevant response (Any 2 x 2) (4)

2.5

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

- Lived separately and developed separately
- It tried to stop all inter-marriage
- It tried to stop social integration between racial groups (2 x 1) (2)

2.5.2 [*Interpretation of evidence form Source 2D - L2*]

- Apartheid cruelly and forcibly separated people
- It had a fearsome state apparatus to punish those who disagreed.
- Apartheid was introduced in a period when other countries were moving away from racist policies. Any other relevant response (Any 2 x 2) (4)

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2.5.3 [*Explanation of a concept from Source 2D – L2*]

- A false belief that white South Africans are above or better than non-white South Africans.
- Any other relevant response (Any 1 x 2) (2)

2.5.4 [*Interpretation of evidence form Source 2D - L2*]

- The white people believed in racial superiority
- The whites were worried they would lose their jobs, culture and language as they were in the minority
- Any other relevant answer (Any 2 x 2) (4)

2.6 [*Interpretation, analysis, and synthesis of evidence from relevant sources – L3*]
Candidates should include some of the following:

- Purified NP laid the foundation for Afrikaner Nationalism (own knowledge)
- NP promoted the interests of the Afrikaner (Source 2A)
- NP united the Afrikaner (Source 2A)
- NP served the social, economic and political interests of the Afrikaner (Source 2A)
- The victory of the NP in 1948 meant that South Africa belonged to the Afrikaners (Source 2B)
- Immediately after the 1948 election, the government began to remove any remaining symbols of the historic British ascendancy (Source 2B)
- The removal of these symbols of dual citizenship was seen as a victory for Afrikaner nationalism (Source 2B)
- Afrikaners put their imprint on the state, defined its symbols, and gave their schools and universities a pronounced Afrikaans character (Source 2B)
- In the world of big business Rembrandt, Sanlam, Volkskas and other Afrikaner enterprises soon began to earn the respect of their English rivals (Source 2B)
- Hendrik Verwoerd became Prime Minister in 1958 and enforced apartheid (Source 2C)
- Apartheid made laws forced the different racial groups to live separately and develop separately, and grossly unequally too (Source 2D)
- Apartheid promoted the ideas of racial superiority (Source 2D)
- Apartheid protected the Afrikaners' jobs, culture and language (Source 2D)
- Any other relevant response.

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding on how the national party victory in the 1948 elections contributed to the rise of Afrikaner Nationalism.** • 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 on how the national party victory in the 1948 elections contributed to the rise of Afrikaner Nationalism.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3-5**

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LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding on how the national party victory in the 1948 elections contributed to the rise of Afrikaner Nationalism.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6-8**

(8)

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QUESTION 3: HOW DID THE PROHIBITION OF MIXED MARRIAGES ACT (NO. 55 OF 1949) AFFECT THE LIVES OF SOUTH AFRICANS?

3.1

1.1.1 [*Definition of a concept from Source 3A - L1*]]

- The political, economic and social segregation of races based on their skin colour
- Separate development of different racial groups
- Any other relevant response (Any 1 x 2) (2)

3.1.2 [*Extraction of evidence from Source 3A – L1*]

- Oppression of their rights, movements and freedom
- Racial segregation
- White minority rule
- Oppression of their rights, movements and freedom (3 x 1) (3)

3.1.3 [*Interpretation of evidence from Source 3A - L2*]

- Black people were oppressed
- Blacks had no political rights
- Blacks were regarded as second class citizens
- South Africa was riddled with resistance against the apartheid regime
- Apartheid led to a lot of violence and bloodshed
- Any other relevant response

(Any 2 x 2) (4)

3.1.4 [*Extraction of evidence from Source 3A - L1*]

- 'Government segregation also applied to education, relations, natural attractions such as beaches, medical care and several other services' (1 x 1) (1)

3.1.5 [*Interpretation of evidence from Source 3A - L2*]

- To maintain white superiority
- Fear for growing urban population
- Worried they would lose their jobs, culture and language
- Any other relevant response (2 x 2) (4)

3.2

3.2.1 [*Extraction of evidence from Source 3B - L1*]

- White people could not marry people of other races (1 x 1) (1)

3.2.2 [*Interpretation of evidence form Source 3A - L2*]

- To protect the 'purity' of the white race
- To prevent the 'infiltration' into the white race
- To prevent people from blurring the line between the white society and everyone else in South Africa
- • Any other relevant response (Any 2 x 2) (4)

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3.2.3 [*Extraction of evidence from Source 3B - L1*]

- Fined
- Jailed
- Social censure (3 X 1) (3)

3.3

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

- Indian (1 x 1) (1)

3.3.2 *[Evaluate whether evidence is justified from Source 3C – L3]*

JUSTIFIED
- The parents looked beyond the colour line
- They only cared about the happiness of their daughter
- Any other relevant response

NOT JUSTIFIED
- He was not married to their daughter Sherrin yet
- He was breaking the laws of the country
- Any other relevant response (Any 2 x 2) (4)

3.3.3 [*Explanation of a concept in context from Source 3C – L2*]

- The apartheid law that prohibited sexual relations between whites and non-whites in South Africa (Any 1 x 2) (2)

3.3.4 [*Extraction of evidence from Source 3C - L1*]

- Biltong
- Pap
- Wors (3 x 1) (3)

3.4 [*Comparison of evidence from sources 3B and 3C - L3*]

- Source 2B indicates that intimate and romantic relations did develop between white and non-whites and Source 2C shows that an interracial couple got married
- Source 2B indicates that interracial relations come with serious risks and Source 2C indicates that Mr Whiteley experienced harassment and imprisonment
- • Any other relevant response (Any 2 x 2) (4)

3.5

3.5.1 [*Interpretation of evidence form Source 3D - L2*]

- Marriages between whites and non-whites were illegal
- Marriages between whites and non-whites were not allowed or prohibited
- Human rights of South Africans were violated through the Mixed Marriages Act.
- The Act was a mechanism to separate society / Designed to entrench racial segregation
- Any other relevant response (Any 2 x 2) (4)

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3.5.2 [*Interpretation of evidence form Source 3D - L2]*

- White South Africans wanted to maintain their racial identity
- White South Africans did not believe in mixed marriages; wanted to maintain their racial purity
- White South Africans believed in racial theories of Eugenics and Social Darwinism
- Any other relevant response (Any 1 x 2) (2)

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

Candidates should include some of the following:

- Prohibition of Mixed Marriages Act enforced the government policy of separate development (own knowledge)
- It banned marriages between European and non-Europeans (Source 3B)
- People were reclassified if they married a person of another race (Source 3B)
- Interracial couples experienced harassment, imprisonment and fines (Source 2B and Source 3C)
- Interracial couples had to keep their relationship a secret (own knowledge)
- Mr Whiteley and Sherrin had to flee to Botswana to get married (Source 3C)
- Lack of amenities for mixed couples (Source 3C)
- Mr Whiteley's son not allowed to be part of the school rugby team (Source 3C)
- Devastated many families that were considered to be of mixed race (Source 3D)
- Any other relevant response.

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 Prohibition of Mixed Marriages Act affected the lives of South Africans.** • 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 Prohibition of Mixed Marriages Act affected the lives of South Africans.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3-5**
LEVEL 3	• Uses relevant evidence, e. g. **demonstrates a thorough understanding of how the Prohibition of Mixed Marriages Act affected the lives of South Africans.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6-8**

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SECTION B: ESSAY QUESTION

QUESTION 4: NATIONALISM – AFRICAN NATIONALISM

[Synthesize information to construct an original argument using evidence from own knowledge to support the argument]

SYNOPSIS

Candidates are expected to write an argumentative essay on how the influence of the Second World War and different types of African Nationalism gave rise to African nationalism in South Africa with the ideals of ending white minority rule that subjected black South Africans to racial discrimination and segregation. 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 explain how the influence of the Second World War and different types of African Nationalism gave rise to African nationalism in South Africa with the ideals of ending white minority rule and indicate how they intend supporting their line of argument.

ELABORATION

- The reasons for the rise of African Nationalism in South Africa (as background)
- The influence of the Second World War
  - South Africa had decided to participate on the side of the allied power
  - Blacks were aware that Hitler Nazi party was based on segregation and racism
  - Blacks participated as supportive working as drivers, trench diggers, cooks, and camp servants as well as stretcher bearers.
  - The growth of the urbanised black population as South Africa became industrialised
  - The Atlantic Charter that was drafted by the USA and Britain called on European governments to end colonialism.
  - The ANC drafted their own "African Claims" document in 1943
  - The United Nations backed the principles of the Atlantic Charter and gave support to the ANC
  - UNO was committed to declaration of human rights
  - Social and economic problems encountered by the returning soldiers (many became unemployed)
  - Black South African solider were inspired war with the ideas of freedom/ democracy
  - Black soldiers had interacted with foreign countries soldiers during the World War 2
  - The decision for freedom had given rise to a growth of African Nationalism
  - Compensation of financial support of black soldiers was not the same as their white counterparts
  - White ex-soldiers formed The Torch Commando demanding that "non-white" ex-soldiers (coloureds) be treated the same as whites.
  - The Torch Commando grew into a multi-racial force that promote liberal democracy

- Different types of African Nationalism

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- Young intellectuals within the ANC were impenitent with slow progress of attaining freedom/democracy.
- Many young leaders were teachers, lawyers, doctors, or students e.g., Mandela, Sisulu, Lembede, Tambo, Nkomo Bopape and Mda.
- Tloome and Sisulu were from working class.
- They often meet with young men/women to discuss politics in Johannesburg.
- They were very militant young leaders.
- In 1943 ANC adopted a resolution to form ANCYL and ANCWL.
- In 1944 ANCYL was formed in Transvaal Lembede as the president.
- ANCYL has established branches in cape/natal.
- The following were prominent members of the ANCYL Joe Mathews, Duma Nokwe and Robert Sobukwe.
- ANCYL's philosophy of Nationalism was African's 1st because it was based on African identity, Africa in unity, rejection of foreign leaders.
- ANCYL was against importation of foreign ideology which was communism.
- In 1943 ANCYL was formed which coincided with the admission of women to full membership of ANC.
- The first ANCYL president was Maide Xuma.
- ANCWC had participated in women's Anti-pass conference in Johannesburg and Anti pass campaign.

- Split in the ANC

  - ANC members were unhappy with the co-operation with other National groups.
  - The slogan for the ANC members who were unhappy was Africa for the Africans.
  - Unhappy ANC members called themselves Africanist and campaigned against the freedom charter.
  - The Africanist objected that SA belongs to all who live in it.
  - Africanist failed to take over the meeting because of people were not accredited delegates.
  - In 1959 the PAC were formed with Sobukwe as president and Potlako Leballo as Secretary.
  - PAC had members from Rand townships, Vaal, and Western Cape.
  - The first meeting of PAC took place at community in Orlando.
  - The Nationalism that PAC desired was of unity of SA.

- Any other relevant response

- **Conclusion:** Candidates should tie up their argument with a relevant conclusion.

[50]

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QUESTION 5: NATIONALISMS – AFRIKANER NATIONALISM

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

SYNOPSIS

Candidates should take a stance and critically discuss how the Afrikaner people in South Africa desired to be distinctive (typical) with their own language, social and cultural traditions, religion and other marks of identity

MAIN ASPECTS

Candidates must include the following aspects in their responses.

• **Introduction**: Candidates should take a stance and support their argument with relevant historical evidence.

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
- 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

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- 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 6: APARTHEID SOUTH AFRICA – OVERCOMING APARTHEID

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

SYNOPSIS

Candidates should explain to what extent Black South Africans resisted discrimination and oppression by the apartheid government in the 1940s and 1960s.

MAIN ASPECTS

Candidates must include the following aspects in their responses.

Introduction: Candidates must take a stance indicate to what extent Black South Africans furiously rebelled against their discrimination and oppression in the 1940s and early 1960s.
They should substantiate their response with relevant historical evidence.

ELABORATION

- In 1948 the Nationalist Party (NP) won the election, and began to introduce the policy of apartheid.
- The ANC reacted immediately to the government's increased introduction of racist and repressive laws, and in 1949 adopted the Programme of Action. This prompted open defiance against the government, and action against pass and other restrictive laws.
- On 26 March 1950 the ANC held a 'Defend Free Speech' convention in reaction to the Suppression of Communism Act passed by the government. The ANC called for a May Day stay-at-home in demand of the vote. The ANC declared 26 June as a national day of mourning, to be observed annually as Freedom Day.
- In 1952 the ANC launched the Defiance Campaign, which gained support across South Africa from blacks, Indians, a few coloureds and whites. People were called on to break unjust apartheid laws and offer themselves up for arrest.
- In December 1952 Albert Luthuli became president of the ANC, and was banned by the government in early 1953 under the Suppression of Communism Act.
- ANC, Indian National Congress, Coloured People's Organization and Congress of Democrats (COD), collectively referred to as the Congress Alliance, decided to plan a convention and draft a new constitution for South Africa. On 26 June 1955 a meeting was held in Kliptown in Johannesburg with over 3000 delegates from across the country. People had gathered to put together the Freedom Charter, and had already submitted their ideas. Clauses were accepted according to public support.
- Police watched over the events of the day, searched people on arrival and departure and conducted interrogations. Police raids increased after the meeting, and by the end of the year 42 ANC leaders had been banned.
- Police and government action reached a climax in December 1956, when the government declared it had uncovered a dangerous conspiracy. They arrested 156 members of the ANC and other political movements, and accused them of high treason. The Freedom Charter was seen as part of the conspiracy, and was therefore a document promoting treason.
- On 9 August 1956 about 20 000 women marched on the Union Buildings in Pretoria against the extension of the pass laws to women- a breakthrough in the organisation of women.
- In 1957 there was a bus boycott in Alexandra resisting fare increases, and thousands of residents walked the 20km to work until the fares were reduced again. During the

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year there were also protests against beer halls, wages and passes, and in 1958 protests were held to coincide with the elections.

- With no discernible change in government policies, some members of the ANC began to move away from peaceful protest. The radicals broke away in 1959 to form the PAC.
- In 1960 the PAC held a demonstration against the pass laws, but the police opened fire on demonstrators in Sharpeville, killing 69. This caused international alarm and criticism of the apartheid government, and further increased suppression. A State of Emergency was declared, and in April 1960 the ANC and PAC were banned.
- After the ANC was banned, the party deliberated on what steps to take next. It was believed at this point that non-violence would achieve nothing. Therefore, in June 1961, the ANC executive agreed to the formation of an armed wing, Umkhonto we Sizwe (MK), which Mandela would lead in a programme of controlled sabotage. On 16 December 1961 MK performed their first acts of sabotage, with attacks on post offices and other buildings in Johannesburg, Port Elizabeth and Durban. Many other acts of sabotage took place over the next few years.
- Some members of the ANC, including Oliver Tambo resisted arrest and fled the country in the hope of rebuilding the organisation in exile. Black supporters also left the country for military training. Many people were banned or placed under house arrest. Some people were held in detention where torture was the norm. Some even lost their lives.
- In August 1962, Mandela was arrested, and in 1963 police found the headquarters of the ANC on Lilliesleaf farm outside Rivonia and arrested its leaders.
- These leaders, together with Mandela and members of other organizations, were accused of sabotage and trying to overthrow the government in the Rivonia Trial, which continued until 1964. Mandela, Sisulu, Govan Mbeki, Elias Motsoaledi, Andrew Mlangeni and Raymond Mhlaba from the ANC, Ahmed Kathrada from the Transvaal Indian Congress and Dennis Goldberg from the COD were found guilty.
- The ANC realized they needed four areas in the struggle - armed struggle, mass political struggle, underground structures inside South Africa and international support.
- The government continued with their repressive campaigns after the trial, and by 1964 the revolutionary movements had been broken. The ANC tried to rebuild itself in exile, but there would be no real activity until the 1970s, when strike action began to re-emerge. The next turning point was the founding of the BCM and 1976 Soweto Uprising.
- Any other relevant response

Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

TOTAL: [150]

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COGNITIVE ANALYSIS GRID

HISTORY PAPER 2 – CAPS GRADE 11																				
	SKILLS										COGNITIVE LEVELS				CHALLENGES					
	EXTRACT EVIDENCE FROM SOURCES	SELECTION OF RELEVANT INFORMATION	EXPLANATIONS OF HISTORICAL CONCEPTS	EXPLAIN INFORMATION GATHERED FROM SOURCES	INTERPRETATION	ANALYSE EVIDENCE FROM SOURCES	INTERPRETATION AND EVALUATION	EVALUATE USEFULNESS; BIAS AND RELIABILITY	COMPARE AND CONTRAST DIFFERENT INTERPRETATIONS	ORGANISE EVIDENCE TO SUBSTANTIATE ARGUMENT	LEVEL 1	LEVEL 2	LEVEL 3	TOTAL	EASY	MEDIUM	DIFFICULT	PERCENTAGE	PERCENTAGE	PERCENTAGE
	TICKS INDICATE APPLICATION OF SKILLS										MARKS							L1	L2	L3
1.1.1			✓								2			2		✓				
1.1.2	✓										2			2		✓				
1.1.3	✓											2		2		✓				
1.1.4							✓					4		4			✓			
1.2.1	✓										2			2		✓				
1.2.2	✓										2			2		✓				
1.2.3							✓					4		4			✓			
1.2.4			✓									2		2		✓				
1.2.5								✓					4	4			✓			
1.3.									✓				4	4			✓			
1.4.1	✓										1			1		✓				
1.4.2	✓										1			1		✓				
1.4.3	✓										2			2		✓				
1.4.4					✓							4		4		✓				
1.5.1						✓					2			2		✓				
1.5.2							✓				4			4		✓				
1.6										✓			8	8			✓			
QUESTION 1 TOTAL											14	20	16	50				28	40	32

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HISTORY PAPER 2 – CAPS GRADE 11																					
	SKILLS										COGNITIVE LEVELS				CHALLENGES						
	EXTRACT EVIDENCE FROM SOURCES	SELECTION OF RELEVANT INFORMATION	EXPLANATIONS OF HISTORICAL CONCEPTS	EXPLAIN INFORMATION GATHERED FROM SOURCES	INTERPRETATION	ANALYSE EVIDENCE FROM SOURCES	INTERPRETATION AND EVALUATION	EVALUATE USEFULNESS; BIAS AND RELIABILITY	COMPARE AND CONTRAST DIFFERENT INTERPRETATIONS	ORGANISE EVIDENCE TO SUBSTANTIATE ARGUMENT	LEVEL 1	LEVEL 2	LEVEL 3	TOTAL	EASY	MEDIUM		PERCENTAGE	PERCENTAGE	PERCENTAGE	
	TICKS INDICATE APPLICATION OF SKILLS										MARKS							L1	L2		L3
2.1.1		✓									2			2		✓					
2.1.2	✓										1			1		✓					
2.1.3					✓							4		4		✓					
2.1.4	✓										2			2		✓					
2.1.5					✓							4		4		✓					
2.2.1	✓										1			1		✓					
2.2.2					✓							4		4		✓					
2.2.3	✓										3			3		✓					
2.3.									✓				4	4			✓				
2.4.1							✓					2		2		✓					
2.4.2								✓					4	4			✓				
2.5.1	✓										2			2		✓					
2.5.2	✓										3			3		✓					
2.5.3			✓									2		2		✓					
2.5.4					✓							4		4		✓					
2.6											✓		8	8			✓				
QUESTION 2 TOTAL											**14**	**20**	**16**	**50**				**28**	**40**		**32**

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HISTORY PAPER 2 – CAPS GRADE 11																					
	SKILLS										COGNITIVE LEVELS				CHALLENGES						
	EXTRACT EVIDENCE FROM SOURCES	SELECTION OF RELEVANT INFORMATION	EXPLANATIONS OF HISTORICAL CONCEPTS	EXPLAIN INFORMATION GATHERED FROM SOURCES	INTERPRETATION	ANALYSE EVIDENCE FROM SOURCES	INTERPRETATION AND EVALUATION	EVALUATE USEFULNESS; BIAS AND RELIABILITY	COMPARE AND CONTRAST DIFFERENT INTERPRETATIONS	ORGANISE EVIDENCE TO SUBSTANTIATE ARGUMENT	LEVEL 1	LEVEL 2	LEVEL 3	TOTAL	EASY	MEDIUM		PERCENTAGE	PERCENTAGE	PERCENTAGE	
	TICKS INDICATE APPLICATION OF SKILLS										MARKS							L1	L2		L3
3.1.1			✓								2			2		✓					
3.1.2	✓										3			3		✓					
3.1.3					✓							4		4			✓				
3.1.4	✓										2			2		✓					
3.1.5					✓							4		4			✓				
3.2.1	✓										1			1		✓					
3.2.2					✓							4		4			✓				
3.2.3	✓										3			3		✓					
									✓				4	4			✓				
3.3.1	✓										1			1		✓					
3.3.2								✓					4	4			✓				
3.3.3			✓									2		2			✓				
3.3.4	✓										3			3		✓					
3.4									✓				4	4			✓				
3.5.1					✓																
3.5.2					✓							4		4			✓				
3.6										✓			8	8			✓				
QUESTION 3 TOTAL											14	20	16	50				28	40		32

Question													50	50		✓			
4											✓		50	50		✓			
5											✓		50	50		✓			
6											✓		50	50		✓			

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