



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

UMGUNGUNDLOVU DISTRICT

HISTORY

GRADE 11 – PAPER 2

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QUESTION PAPER

TIME: 3 Hours
MARKS: 150

This Question Paper comprises 9 pages and an Addendum of 13 pages.

INSTRUCTIONS AND INFORMATION

- 
1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework as contained in the CAPS document.
 2. SECTION A consists of THREE source-based questions. Source material that is required to answer questions will be found in the ADDENDUM.

QUESTION 1: First Case Study: African Nationalism

QUESTION 2: Second Case Study: Afrikaner Nationalism

QUESTION 3: Apartheid South Africa (Legalising Apartheid)

3. SECTION B consists of THREE essay questions.

QUESTION 4: First Case Study: African Nationalism

QUESTION 5: Second Case Study: Afrikaner Nationalism

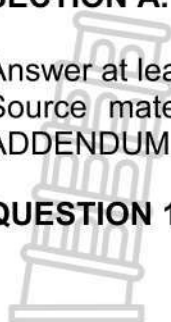
QUESTION 6: Apartheid South Africa (Resistance to Apartheid)

4. Answer THREE questions as follows:
 - 4.1 At least ONE must be a source-based question and at least ONE must be an essay question.
 - 4.2 The third question can be either a source-based question or an essay question.
5. Apply your knowledge, skills and insight when answering questions.
6. You will be disadvantaged by a mere rewriting of the sources as answers.
7. Number the answers correctly according to the numbering system used in this question paper.
8. Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE question, but not more than TWO questions, in this section. Source material that is required to answer these questions is contained in the ADDENDUM.

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



Study Sources 1A, 1B, 1C and 1D and answer the questions that follow.

1.1 Refer Source 1A.

- 1.1.1 According to the source what is the primary emphasis of Nationalism? (1 x 2) (2)
- 1.1.2 Define the term *self-determination* in your own words. (1 x 2) (2)
- 1.1.3 What is implied by the statement, 'African nationalism, in South Africa also embraces the concept of a Pan Africanism'? (2 x 2) (4)
- 1.1.4 Name TWO types of society from the source that members of the African nationalist movement wanted? (2 x 1) (2)
- 1.1.5 Explain why was there a need for African nationalist leaders to fight for freedom and end racism and discrimination in South Africa. (2 x 2) (4)

1.2 Read Source 1B.

- 1.2.1 Identify any TWO grievances in the source that the South African Native National Congress experienced in 1912. (2 x 1) (2)
- 1.2.2 Explain how the end of South African War paved the way for the establishment of the Union of South Africa in 1910. (1 x 2) (2)
- 1.2.3 Comment on why delegates of the four provinces were determined to create a settlement that excluded Africans from meaningful political participation in a unified South Africa. (2 x 2) (4)
- 1.2.4 What is meant by the following statement, 'the need for a permanent body to represent Blacks on a national level was the reason for the transformation of the body into a more representative and dynamic? (2 x 2) (4)

1.3 Look at Source 1C.



1.3.1 Name the FOUR leaders from the source that formed the South African Native National Congress. (4 x 1) (4)

1.3.2 Explain the important role that these four leaders played in the history of South Africa. (1 x 2) (2)

1.3.3 Comment on the usefulness of this source for a historian researching the leaders of the South African Native National Congress. (1 x 2) (2)

1.4 Refer to Sources 1B and 1C. Explain how the information in Source 1B support the information in Source 1C regarding the formation of the SANNC in 1912. (1 x 2) (2)

1.5 Consult Source 1D.

1.5.1 How, according to the source did the ANC transform from the 1930s? (1 x 2) (2)

1.5.2 Why do you think the ANC became a more militant organisation in the 1950s? (1 x 2) (2)

1.5.3 Name any TWO leaders from the source that made up the ANC Youth League in 1944. (2 x 1) (2)

1.5.4 What is implied by the statement, 'They believed Africans would be freed only by their own efforts'? (1 x 2) (2)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words), explaining the role played by African nationalism in South Africa during the period 1912 to 1940. (6)

[50]

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



Study Sources 2A, 2B, 2C and 2D and answer the questions that follow.

2.1 Refer Source 2A.

- 2.1.1 Define the historical term *nationalism* in your own words. (1 x 2) (2)
- 2.1.2 Name FOUR features from the source of positive nationalism. (4 x 1) (4)
- 2.1.3 Identify the TWO negative features of nationalism mentioned in the source. (2 x 1) (2)
- 2.1.4 Using the information in the source and your own knowledge, explain how nationalism has:
- a) united South Africa (1 x 2) (2)
 - b) divided South Africa (1 x 2) (2)
- 2.1.5 Why do you think the National Party adopted negative nationalism in South Africa? (2 x 2) (4)

2.2 Read Source 2B.

- 2.2.1 What, according to the source, was the aim of the Afrikaner Broederbond? (1 x 2) (2)
- 2.2.2 Why, do you think, the Afrikaner Broederbond was regarded as an extremely exclusive, secret Afrikaner organisation? (1 x 2) (2)
- 2.2.3 Mention any TWO criteria in the source that a person had to have in order to be a member of the Afrikaner Broederbond. (2 x 1) (2)
- 2.2.4 Explain what is implied by the words, 'the organisation does have significant political clout'. (1 x 2) (2)
- 2.2.5 Comment on why it was important for the Afrikaner Broederbond to gain control of school committees, school boards and church councils. (1 x 2) (2)

2.3 Look at Source 2C.

- 2.3.1 What messages are conveyed by the cartoonist? (2 x 2) (4)
- 2.3.2 Why do you think the cartoon is titled 'SWART GEVAAR'? (1 x 2) (2)
- 2.3.3 Explain the limitation of this source to a historian studying Afrikaner nationalism. (1 x 2) (2)

2.4 Consult Source 2D.



2.4.1 Name the political party, according to the source, from where the National Party emerged. (1 x 2) (2)

2.4.2 Explain why you think, there was a strong anti-imperialist (British) attitude amongst Afrikaners. (1 x 2) (2)

2.4.3 Comment on the implication of the statement, 'The NP was increasingly seen by Afrikaners as the institution which would further their group interest', in the context of Afrikaner nationalism. (1 x 2) (2)

2.4.4 Name any TWO organisations, from the source, that were exclusively created for Afrikaners. (2 x 1) (2)

2.5 Refer to Sources 2A and 2D. Explain how the information in Source 2D supports the evidence in Source 2A regarding Afrikaner nationalism in South Africa. (1 x 2) (2)

2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words), explaining how Afrikaner nationalism was promoted in South Africa in the 1930s and 1940s. (6)

[50]

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

Study Sources 3A, 3B, 3C and 3D and answer the questions that follow.

3.1 Read Source 3A.

- 3.1.1 Quote, ONE reason from the source, that led to the separation of races in South Africa. (1 x 2) (2)
- 3.1.2 What, according to the source, were the proposed solutions to prevent different races living together? Mention TWO reasons. (2 x 1) (2)
- 3.1.3 Define the term *White supremacy* in your own words. (1 x 2) (2)
- 3.1.4 Explain why you think the recommendations by the Fagan Commission were not accepted by the White government. (1 x 2) (2)
- 3.1.5 Using the information in the source and your own knowledge, explain why the National Party recommended apartheid as a policy after 1948. (2 x 2) (4)

3.2 Read Source 3B.

- 3.2.1 Name the Act according to the source that restricted all ownership in the newly formed areas. (1 x 2) (2)
- 3.2.2 Explain why you think the government passed the Group Areas Act. (1 x 2) (2)
- 3.2.3 Comment on what is implied by the statement, 'enforcement of the Group Areas Act meant that people were torn from their communities ... with little notice'. (2 x 2) (4)
- 3.2.4 Identify TWO punishments in the source, that were given to people who defied the Group Areas Act. (2 x 1) (2)
- 3.2.5 List any TWO challenges from the source that the people experienced when they were relocated. (2 x 1) (2)

3.3 Consult Source 3C.

- 3.3.1 Name the founding member, from the source, of the Sophiatown. (1 x 1) (1)
- 3.3.2 Why, according to the source, did the Black population move to Sophiatown? (1 x 2) (2)



3.3.3 What conclusions can be made by the statement, '... (Malan) sent two thousand policemen armed with sten guns and rifles' regarding the behaviour of DF Malan? (2 x 2) (4)

3.3.4 Using the information in the source and your own knowledge, explain what could happen to Black South Africans who refused to relocate to places designated for them. (2 x 2) (4)

3.3.5 Quote a phrase from the source that indicates that Black South Africans advocated violence in resisting the movement from Sophiatown to Meadowlands. (1 x 1) (1)

3.3.6 Explain the usefulness of the source for a historian researching about the destruction of Sophiatown under Group Areas Act. (1 x 2) (2)

3.4 Use Source 3D.

3.4.1 Explain why you think this photograph was taken. (1 x 2) (2)

3.4.2 Comment on what is implied by the following words, 'WE WONT MOVE' in context of forced removals. (1 x 2) (2)

3.5 Refer to Sources 3C and 3D. Explain how the evidence in Source 3D supports the information in Source 3C regarding the response of people to forced removals. (1 x 2) (2)

3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words), explaining the impact that the Group Areas Act of 1950 had in South Africa. (6)

[50]

SECTION B: ESSAY QUESTIONS

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

Your essay should be about THREE pages long.

QUESTION 4: NATIONALISM IN SOUTH AFRICA: AFRICAN NATIONALISM

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. **[50]**

QUESTION 5: NATIONALISM IN SOUTH AFRICA: AFRIKANER NATIONALISM

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.

[50]**QUESTION 6: RESISTANCE IN SOUTH AFRICA – 1940s TO 1960s**

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.

[50]



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ADDENDUM

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

The source below provides an explanation of the different forms of African nationalism.

Nationalism refers to an ideology, a form of culture, or a social movement that focuses on the nation. It emphasises the collective of a specific nation. As an ideology, nationalism holds that 'the people' in the doctrine of popular sovereignty is the nation. Nationalism ultimately is based on supporting one's own nation. African nationalism is a political movement for the unification of Africa (Pan-Africanism) and for national self-determination. African nationalism attempted to transform the identity of Africa. Rather than seeing themselves as Zulu, Xhosa, Sotho, etc, nationalist leaders wanted Africans to view themselves as South Africans.

As a general definition, African nationalism in South Africa can be seen, broadly, as all political actions and ideological elements to improve the status, the rights and position of Africans in the emerging society imposed by white intrusion (invasion) and conquest. African nationalism, in South Africa also embraces the concept of a Pan Africanism ...

The ideal for South Africa among members of the African nationalist movement was a multiracial, democratic society i.e., the broadest and most inclusive kind of nationalism – with equality and equity ... it sought to unite all the indigenous groups in the fight for freedom and against racism and discrimination which has evolved over time to the changing conditions into an inclusive South Africanism. Its most important strand evolved into the nationalism of the African national society. The initial thrust embodied in the formation of the ANC was to unite all the indigenous peoples to fight for their freedom.

[From <https://www.sahistory.org.za/article/african-nationalism>. Accessed on 21 August 2023.]

SOURCE 1B

This source explains the circumstances leading to the formation of South African Native National Congress (SANNC) later known as African National Congress.

The South African Native National Congress (SANNC) was established in 1912 as a result of many grievances. This included black dissatisfaction with the South African Act of 1910 that established the Union of South Africa, their treatment after the South African War and numerous laws that controlled and restricted black movement and labor.

The end of South African War (1899-1902) paved the way for the establishment of the Union of South Africa in 1910. The eight years between the end of war in 1902 and the formation of the Union of South Africa in 1910 was marked by intense negotiations between the four, previously unconnected provinces.

During the eight years of negotiations, it became apparent that delegates of the four provinces were determined to forge (create) a settlement that excluded Africans from meaningful political participation in the envisaged (imagined) unified South Africa. This galvanised (incited) different African political formations ... that would challenge the exclusion of Black people. The African People's organisation, largely a Cape political formation, the Orange River Colony Vigilance Association and the Transvaal Vigilance Association were all formed during this period.

In 1909, a group of Black delegates from the four provinces met in Waaihoek, Bloemfontain to propose a means to object to the draft South Africa Act, and Union constitution. This was the South African Native Convention (SANNC). A nine man delegation was sent to England. The convention is considered a precursor to the South African Native National Congress (SANNC)

The SANNC continued the action in 1910 and in 1911, objecting to further discriminatory legislation. The need for a permanent body to represent Blacks on a national level was the reason for the transformation of the body into a more representative and dynamic.

[From <https://www.sahistory.org.za/article/african-nationalism>. Accessed on 21 October 2023.]

SOURCE 1C

The following source is a photograph depicting the leaders of the South African Native National Congress (SANNC). From the left to right, Dr. W Rubusana, T Mapikela, Rev. John Dube, Saul Msane and Sol Plaatjie.



[From <https://sahistory.org.za/article/founding-sannc>. Accessed on 19 October 2023.]

SOURCE 1D

The source below describes how the ANC changed its approach in fighting against the oppressive regime in the 1940s.

The ANC was boosted with new life and energy in the 1940s, which changed it from the careful organisation it was in the 1930s to the mass movement it was to become in the 1950s.

Increased attacks on the rights of black people and the rise of extreme Afrikaner nationalism created the need for a more militant response from the ANC. Harsher racism also brought greater co-operation between the organisations of Africans, Coloureds and Indians. In 1947, the ANC and the Indian Congress signed a pact stating full support for one another's campaigns.

In 1944 the ANC Youth League was formed. The young leaders of the Youth League among them Nelson Mandela, Walter Sisulu and Oliver Tambo – based their ideas on African nationalism. They believed Africans would be freed only by their own efforts. The Youth League aimed to involve the masses of people in militant struggles.

Many more people moved to the cities in the 1940s to work in new factories and industries. They began to form their own community organisations – such as the Squatter's Movement and Trade Unions. The militant ideas of the Youth League quickly found support among the new population of the cities. The Youth League drew up a Programme of Action calling for strikes, boycotts and defiance. It was adopted by the ANC in 1949, the year after the National Party came to power. The Programme of Action led to the Defiance Campaign of the 1950s.

[From <https://anc1912.org.za/brief-history-anc>. Accessed on 18 October 2023.]

**QUESTION2: HOW WAS AFRIKANER NATIONALISM PROMOTED IN SOUTH AFRICA
IN THE 1930s AND 1940s?**

SOURCE 2A

The following extract defines the different forms of nationalism in South Africa.

Nationalism still plays a vital role in history. Nationalism can unite diverse groups in a country and give people a sense of belonging. Positive nationalism 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.

Negative nationalism leads to competition between countries that often results in war. Negative nationalism is often associated with racism and division in a country.

Nationalism in South Africa has played a key role in both uniting and dividing the country. Afrikaner nationalism was initially positive and aimed to unite and uplift Afrikaans speaking people. The National Party however, adopted negative nationalism by excluding other South Africans from opportunities based on colour. African nationalism in South Africa stressed a pride in being black and attempted to unite the diverse ethnic and cultural groups.

[From *New Generation History Grade 11* by S.P. Govender et al.]

SOURCE 2B

The source below describes the contribution of the Band of Brotherhood (Broederbond) to promote Afrikaner Nationalism.

The Afrikaner- Broederbond's aim is the promotion of the Afrikaners political, cultural and economic interest. The Afrikaner Broederbond is an extremely exclusive, secret Afrikaner nationalist organisation which in a symbiotic (co-operative) relationship with the National Party has played a determining role in the political development of South Africa.

Membership of the Afrikaner Broederbond is limited to men. The Broederbond demands high cultural, family-related, religious, moral and political standards from its members. To qualify, a person must meet the following requirements: 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 and he must support the 'right' party, the National Party. Definite disqualifications are being divorced and irregular church attendance.

Although the constitution of the Afrikaner Broederbond excludes party politics from its activities, it has become clear over the years that the organisation does have significant political clout (influence). It was increasingly used as a 'think tank' and subsequently as 'legitimater' of new policy directions undertaken by the National Party. It established numerous support organisations to broaden Afrikaner interest and made it its business to appoint, promote and protect the 'right man'. An important strategy is that of gaining control of school committees, school boards, church councils and board of directors in order to achieve its aims.

[From [omalley.nelsonmandela.org>omalley>index.php>site](http://omalley.nelsonmandela.org/omalley/index.php/site). Accessed on 15 October 2023.]

SOURCE 2C

This cartoon appeared in an Afrikaans newspaper in 1945. It shows Malan, leader of the National Party, pointing to the Swart Gevaar. (Black Threat)



[From <https://afrikanervolksparty.org/index.php/media/160-artikels/5721-die-swart-gevaar-word-n-gevaar-vir-swart-kapitaliste.html>. Accessed on 25 October 2023.]

SOURCE 2D

The source below describes the role played by the National Party in consolidating Afrikaner nationalism.

The present-day National Party (NP) emerged from the Purified National Party (PNP). This faction of the original National Party of 1914 was built on deep seated Afrikaner nationalism. The birth of the NP was not only the result of a power struggle between English and Afrikaans speaking communities, but also of an anti-imperialist attitude among Afrikaners. The Afrikaner wanted to play a more significantly political role in society and government. They also had a clear aim to physically, socially and politically separate South African blacks, coloureds and Indians.

The NP was increasingly seen by Afrikaners as the institution which would further their group interests. The party was complemented by cultural social economic and religious organisations created exclusively for Afrikaners. Along within Nasionale Pers, the Afrikaner-Broederbond, Sanlam, AVBOB, the Voortrekkers, FAK, Helpmekaar, KWV and Volksskas, the NP became a growing Afrikaner power group. The party organised Afrikaner interest in a coordinated manner, making itself felt in every sphere of South African society. The year 1938 was important for the NP for another reason. It was the centenary of the Great Trek and Afrikaner sentiments (feelings) well heightened as a result. It was almost time for Malan to strengthen his racial policies for the benefit of Afrikaner and strive for a resurgent (increasing) Afrikaner nationalism.

[From www.litnet.co.za/>df-malan-and-the-rise-of-afrikaner-nationalism-by-. Accessed on 22 April 2023.]

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

This source explains the implementation of the policy of apartheid by the National Party Government in South Africa.

The main message in the 1930s was that the different races could not live together because this would cause conflict: so, segregation and separate development was the only way forward. When the Herenigde National Party under DF Malan defeated the United Party under Smuts in 1948, SA was already a very racially divided country. The policy of apartheid (which literally means 'apartness') institutionalised and extended segregation already in place to the detriment (disadvantage) of the black majority. It was entrenched (supported) by many laws that covered all areas of life: restricted all power to whites, segregated education, protected whites in the labour market through strictly applied influx control and restricted migration of blacks into urban areas.

White supremacy was secured by apartheid. United and National Party set up commissions to suggest strategies to deal with SA's racial problems. Fagan Commission (set up by the UP in 1946/7): recommended the acceptance of whites and other races existing side by side as the only feasible (likely) option. United and National Party set up commissions to suggest strategies to deal with SA's racial problems.

Sauer Commission (set up by the HNP in 1947 in response to Fagan Commission): recommended that entrenched and formalised segregation of the races was the only way to ensure the future of each race. All races should receive equal opportunities to develop separately to gain self-determination. It strongly recommended apartheid as a policy.

[From *Via Afrika History* by S.Grove et al.]

SOURCE 3B

The source highlights how the Group Areas Act was implemented in the 1950s in South Africa.

The Group Areas Act restricted all ownership in the newly formed areas to the races that were designated (reserved) to reside there. However, while Black South Africans were barred (stopped) from doing business in White areas, White South Africans and government agencies continued to own much of the land in Black areas. In 1959 the Promotion of Bantu Self-Government Act created 8 (later expanded to 10) Bantu homelands, or Bantustans. These regions were granted some semblance (bit) of self-rule, which allowed the South African government to further ignore their needs and placed responsibility for infrastructure on the residents.

Enforcement of the Group Areas Acts meant that people were torn from their communities and families with little notice; those who defied the new racial borders were fined or imprisoned. Newly defined areas exploded in population. As a result, 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, a lively mixed-population neighbourhood of Cape Town, that in 1966 was designated by the government as an area only for the white population. At least 60,000 people were relocated, most of them to the barren outskirts of town, and the area was cleared by bulldozers.

[From <https://www.britannica.com/topic/Group-Areas-Act-of-1950-South-Africa>. Accessed on 30 October 2023.]

SOURCE 3C

The source below explains how Sophiatown was destroyed under Group Areas Act.

Sophiatown was originally a farm outside Johannesburg, Transvaal (now Gauteng). It was bought by Hermann Tobiansky, who named it after his wife, Sophia. Subsequently, the area became a Whites only area. Later, Blacks and Coloureds were given permission to settle there by the owner, Hermann Tobiansky. When World War I started, many Black people moved to cities in search for jobs. As the number of Black people increased in the cities, the Johannesburg City Council (JCC) passed Slum Clearance programmes with the aim of removing Black people from the inner city of Johannesburg. These new arrivals had no place to go; thus, they were moved to Sophiatown.

On 9 February 1955, the head of the South African state, D F Malan, sent two thousand policemen armed with sten guns and rifles. They destroyed Sophiatown and removed 60 000 inhabitants. The removal of the residents of Sophiatown was organised by the Native Resettlement Board, which was the NP's local board. People who settled in Sophiatown were moved to Meadowlands, which formed a part of Soweto. The houses had no toilets, water and electricity.

Residents who moved from Sophiatown to Meadowlands had no idea about the housing provided by the NP. However, the people refused to leave Sophiatown. Subsequently, the residents of Sophiatown protested and they used explosives and guns to fight government officials from forcefully removing them out of Sophiatown. In the end, the government managed to force thousands of people from Sophiatown to Meadowlands in Soweto. The removal of people and the destruction of Sophiatown took place from 1955 to 1960. People's homes and other properties were destroyed.

[From <https://www.sahistory.org.za/article/group-areas-act>.
Accessed on 30 October 2023.]

SOURCE 3D

The photograph below depicts residents of Sophiatown resisting the forced movement to Meadowlands, Soweto by the apartheid government.



[From <https://www.bbc.com/news/magazine-31379211>. Accessed on 30 October 2023.]



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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

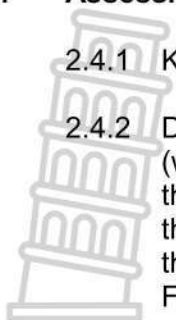
Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.

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
- Analysis
- Interpretation
- Line of Argument



2.5 The matrix

2.5.1 Use of the matrix in the marking of essays

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

- (a) The first reading of essays will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	

- (b) The second reading of essays will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	}26–27
P	LEVEL 3	

COMMENT

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
	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

***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 Plaatje (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 and 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
- Nasionale 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 on colour
- 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 opportunities based 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 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]**

