



**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2023**

**HISTORY P2  
MARKING GUIDELINE**

**MARKS: 150**

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This marking guideline consists of 22 pages.

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## 1. SOURCE-BASED QUESTIONS

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

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>Extract evidence from sources.</li> <li>Selection and organisation of relevant information from sources.</li> <li>Define historical concepts/terms.</li> </ul>	<b>30% (15)</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>Interpretation of evidence from sources.</li> <li>Explain information gathered from sources.</li> <li>Analyse evidence from the sources.</li> </ul>	<b>40% (20)</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>Interpret and evaluate evidence from sources.</li> <li>Engage with sources to determine its usefulness, reliability, bias and limitations.</li> <li>Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions.</li> </ul>	<b>30% (15)</b>

### 1.2 The information below indicates how source-based questions are assessed:

- In the marking of source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
- When assessing open-ended source-based questions, learners should be credited for any relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

### 1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2 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 right-hand bottom margin e.g.

$\frac{32}{50}$

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

## 2. ESSAY QUESTIONS

### 2.1 The essay questions require candidates to:

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

### 2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- 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 high mark. This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

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

## 2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualised (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.

2.4.3 Keep the **PEEL** structure in mind when assessing an essay.

P	<b>Point:</b> The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains a major point (line of argument) that was made in the introduction.
E	<b>Explanation:</b> The candidate should explain in more detail what the main point is all about and how it relates to the question posed (line of argument).
E	<b>Example:</b> 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	<b>Link:</b> Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

2.4.4 The following symbols **MUST** be used when assessing an essay:

- Introduction, main aspects and conclusion not properly contextualised ^
- Wrong statement \_\_\_\_\_
- Irrelevant statement |  
|  
|
- Repetition R
- Analysis A√
- Interpretation I√
- Line of argument LOA **↑**

## 2.5 The matrix

2.5.1 Use of the matrix in the marking of essays.

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

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

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 3	



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

C	LEVEL 4	}26–27
P	LEVEL 3	

## COMMENT

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

**MARKING MATRIX FOR ESSAY: TOTAL: 50**

<b>PRESENTATION</b>   <b>CONTENT</b> 	<b>LEVEL 7</b>	<b>LEVEL 6</b>	<b>LEVEL 5</b>	<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1*</b>
	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.
<b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
<b>LEVEL 6</b> Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
<b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
<b>LEVEL 4</b> Question recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
<b>LEVEL 3</b> 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	
<b>LEVEL 2</b> Question inadequately addressed. Sparse content.					20–23	18–19	14–17
<b>LEVEL 1*</b> 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
- Question includes basic and generally irrelevant information; no attempt to structure the essay = 1–6
- Question inadequately addressed and vague; little attempt to structure the essay = 7–13

**SECTION A: SOURCE-BASED QUESTIONS****QUESTION 1: HOW DID DIFFERENT ORGANISATIONS IN SOUTH AFRICA CONTRIBUTE TO THE GROWTH OF AFRICAN NATIONALISM FROM 1902 TO THE 1930s?**

- 1.1 1.1.1 *[Definition of historical concept from Source 1A – L1]*
- It is a political and social system designated to keep groups apart
  - To ensure the preservation of white political power
  - Any other relevant response (Any 1 x 2) (2)
- 1.1.2 *[Extraction of evidence from Source 1A – L1]*
- Achieving 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 *[Interpretation of evidence from 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
  - 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 (3 x 1) (3)
- 1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- Black South Africans were not treated equally
  - Were not seen as citizens of South Africa
  - Subjected to oppression and hardship
  - Any other relevant response (Any 2 x 2) (4)
- 1.2.4 *[Interpretation of evidence from Source 1B – L2]*
- With the formation of the Union of South Africa, blacks were not part of the government
  - Black South Africans had no political rights
  - To mobilise black South Africans to fight against the unjust laws imposed on them
  - Any other relevant response (Any 2 x 2) (4)

- 1.2.5 *[Interpretation of the usefulness evidence from Source 1B – L3]*  
**The source is USEFUL because:**
- SANNC was formed to unite black South Africans
  - Black South Africans experienced racial discrimination
  - They lost their land through the Native Land Act
  - They were seen as inferior by the white government
  - Any other relevant response (Any 2 x 2) (4)
- 1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- Clement Kadalie (1 x 1) (1)
- 1.3.2 *[Interpretation of evidence from Source 1C – L2]*
- It became a mass-organisation
  - The ICU comprised of youthful leaders while the SANNC leadership were mostly conservative intellectuals
  - The ICU had a more militant approach towards the unjust laws
  - It directly appealed to the economic interest of poor black South Africans
  - Any other relevant response (Any 2 x 2) (4)
- 1.3.3 *[Definition of historical concept from Source 1C – L2]*
- There would be no negotiations with the oppressors
  - There would be more active resistance in the form of strikes, boycotts and stay-aways for improved working conditions and better wages
  - Any other relevant response (Any 1 x 2) (2)
- 1.3.4 *[Extraction of evidence from Source 1C – L1]*
- To better working conditions
  - Obtain higher wages for its members (2 x 1) (2)
- 1.3.5 *[Interpretation of evidence from Source 1C – L2]*
- 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
  - Any other relevant response (Any 2 x 2) (4)
- 1.4 1.4.1 *[Interpretation of evidence from the 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 2 x 2) (4)
- 1.4.2 *[Extraction of evidence from Source 1D – L1]*
- Unity is strength (1 x 2) (2)



1.5 *[Interpretation, comprehension and synthesis of evidence from 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	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>show no or little understanding of how different organisations in South Africa contributed to the growth of African nationalism from 1902 to the 1930s.</b></li> <li>• Uses evidence partially to report on topic or cannot write a paragraph.</li> </ul>	MARKS: 0–2
LEVEL 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows some understanding of how different organisations in South Africa contributed to the growth of African nationalism from 1902 to the 1930s.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>	MARKS: 3–4
LEVEL 3	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding of how different organisations in South Africa contributed to the growth of African nationalism from 1902 to the 1930s.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	MARKS: 5–6

(6)  
[50]

**QUESTION 2: HOW DID DIFFERENT ORGANISATIONS STRENGTHEN AFRIKANER NATIONALISM IN SOUTH AFRICA IN THE 1900s?**

- 2.1 2.1.1 *[Definition of historical concepts from Source 2A – L1]*
- Uniting of a particular language group
  - Any other relevant response (1 x 2) (2)
- 2.1.2 *[Interpretation of evidence from Source 2A – L2]*
- It united Afrikaans-speaking South Africans
  - It moulded the Afrikaner identity
  - To remind Afrikaners of their history
  - It created a sense of pride for the Afrikaners
  - Any other relevant response (Any 2 x 2) (4)
- 2.1.3 *[Extraction of evidence from Source 2A – L1]*
- Young people were married alongside the vehicles
  - Couples christened their babies in the shade of the wagons (2 x 1) (2)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- To further Afrikaner nationalism in South Africa
  - To maintain Afrikaner culture
  - Develop an Afrikaner economy
  - To gain control of the South African government (4 x 1) (4)
- 2.2.2 *[Interpretation of evidence from Source 2B – L2]*
- Infiltrate organisations and gain control
  - To redeem Afrikaners after their defeat during the South African War
  - To unite the Afrikaner nation
  - Ensure that Afrikaners get their rightful place in the South African society
  - Any other relevant response (Any 1 x 2) (2)
- 2.2.3. *[Interpretation of evidence from Source 2B – L2]*
- The HNP was dominated by members of the Broederbond
  - The HNP was openly promoting the interest of Afrikaners
  - Both parties campaigned against South Africa joining Britain in the fight against Hitler's Germany
  - Both parties had the interest of Afrikaans speaking South African at heart
  - Any other relevant response (Any 2 x 2) (4)
- 2.2.4 *[Extraction of evidence from Source 2B – L1]*
- Reddingsdaadbond
  - Ossewabrandwag (2 x 1) (2)

- 2.3      2.3.1    *[Interpretation of evidence from Source 2C – L2]*
- It is powerful and influential
  - Is in control of the economy
  - The Broederbond will oppress those who are not members
  - The Broederbond will tramp on others to promote the interest of Afrikaners
  - It shows that the Broederbond is a secret organisation
  - Any other relevant response (Any 2 x 2) (4)
- 2.3.2    *[Interpretation of evidence from Source 2C – L2]*
- It ensured that friends and family were promoted in high positions in all organisational structures
  - Those who became members of the Broederbond were given money and work
  - Privileges were given to Afrikaans-speaking Afrikaners
  - Any other relevant response (Any 2 x 2) (4)
- 2.4      *[Comparison of Sources 2B and Source 2C – L3]*
- Source 2B indicates that the Broederbond was a secret organisation and Source 2C show them wearing masks to hide their identity
  - Source 2B indicates that key positions went to Broederbond members while Source 2C shows Afrikaners having high positions (satchels and wearing suits)
  - Source 2B indicates that the Broederbond did not hesitate to tramp on fellow citizens in the mud to promote the Afrikaner interests, and Source 2C shows the Broederbond tramped on the other to promote Afrikaner nationalism
  - Any other relevant response (Any 2 x 2) (4)
- 2.5      2.5.1    *[Extraction of evidence from Source 2D – L1]*
- Manual labourers
  - Mine workers
  - Railway workers
  - Bricklayers (Any 2 x 1) (2)
- 2.5.2    *[Interpretation of evidence from Source 2D – L2]*
- They were part of the volk
  - They were also humiliated by the British oppressors
  - They were Afrikaans-speaking and would be an asset during elections
  - Any other relevant response (Any 1 x 2) (2)
- 2.5.3    *[Definition of historical concepts from Source 2D – L2]*
- Capitalism in the interest of the 'Volk'
  - Pooling and co-ordination of Afrikaner money to Afrikaner financial institutions
  - Any other relevant response (Any 1 x 2) (2)

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

- Sanlam
- Volkskas

(2 x 1) (2)

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

- Afrikaners invested their savings and surplus capital with Afrikaans financial institutions
- To take out policies at Afrikaner insurance companies
- To build their houses through Afrikaner building societies
- To do their shopping at Afrikaner shops
- Loans given to uplift the poor whites
- Any other relevant response

(Any 2 x 2) (4)

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

Candidates should include some of the following:

- Afrikaner nationalism was revived with the Centenary celebrations (Source 2A)
- The Centenary celebrations got widespread support and strengthened Afrikaner nationalism (own knowledge)
- Children baptised, couples got married and streets renamed (Source 2A)
- The Broederbond aimed to take control of the government (Source 2B)
- The Reddingsdaadbond aimed to uplift poor whites economically (Source 2B)
- The Ossewabrandwag fight for rights of the Afrikaner (own knowledge)
- The Broederbond set up to promote Afrikaner nationalism and interest (Source 2B and Source 2C)
- The Broederbond ensures that family and friend are appointed in high positions (Source 2B and Source 2C)
- The Afrikaner Broederbond wanted to ensure that Afrikaners get their rightful place in South Africa (own knowledge)
- Afrikaner nationalism promoted through businesses (Source 2C and Source 2D)
- Afrikaners pooled and co-ordinated their money through Afrikaner financial institutions (Source 2D)
- Any other relevant response.

Use the following rubric to assess this paragraph.

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows no or little understanding of how different organisations strengthened Afrikaner nationalism in South Africa in the 1900s.</b></li> <li>• Uses evidence partially to report on topic or cannot write a paragraph.</li> </ul>	<b>MARKS: 0–2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows an understanding of how different organisations strengthened Afrikaner nationalism in South Africa in the 1900s.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>	<b>MARKS: 3–4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding of how different organisations strengthened Afrikaner nationalism in South Africa in the 1900s.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS: 5–6</b>

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[50]

### QUESTION 3: HOW DID THE PASS LAW SYSTEM LEAD TO THE SHARPEVILLE MASSACRE IN THE 1960s?

- 3.1 3.1.1 *[Definition of historical concepts 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 *[Interpretation of evidence from Source 3A – L2]*
- They were regarded as second-class citizens of South Africa
  - They were oppressed and discriminated against
  - The apartheid government believed they exercised their political rights in the homelands
  - South Africa belonged to the white minority
  - Any other relevant response (Any 1 x 2) (2)
- 3.1.3 *[Extraction of evidence from Source 3A – L1]*
- A minority, exclusively white electorate (1 x 2) (2)
- 3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- It humiliated them
  - It controlled the movements of black South Africans
  - It restricted where they could work and live
  - They could be arrested
  - Any other relevant response (Any 2 x 2) (4)
- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- “Izwe Lethu”/ Our Land (1 x 2) (2)
- 3.2.2 *[Interpretation of evidence from Source 3B – L2]*
- The police commissioner of Sharpeville was informed by Robert Sobukwe of the upcoming protest
  - The protest will be non-violent
  - People were willing to get arrested for not carrying passes
  - Any other relevant response (Any 2 x 2) (4)
- 3.2.3 *[Extraction of evidence from Source 3B – L1]*
- Then he turned her over and saw that her chest as been shot away
  - He looked at the blood on his hands
  - “My God, She’s gone” (Any 2 x 1) (2)
- 3.2.4 *[Evaluate the reliability of the evidence from Source 3B – L3]*
- This source is RELIABLE because:**
- This source gives an eyewitness account – first-hand information about the Sharpeville Massacre
  - It indicates what actually happened between the police and the march at Sharpeville
  - The event can be collaborated with other sources
  - Any other relevant response (Any 2 x 2) (4)

- 3.2.5 *[Interpretation of evidence from Source 3B – L2]*
- The police did not instruct the protestors to disperse
  - The police used live ammunition
  - Many protestors were shot in the back
  - Protestors were unarmed
  - Any other relevant response (Any 2 x 2) (4)
- 3.3. 3.3.1 *[Interpretation of evidence from Source 3C – L2]*
- People have died for the liberation of South Africa
  - It indicated the repressive measures used by the apartheid government
  - Any other relevant response (2 x 2) (4)
- 3.3.2 *[Extraction of evidence from Source 3C – L1]*
- 69 killed
  - 180 wounded (2 x 1) (2)
- 3.4 3.4.1 *[Extraction of evidence from Source 3D – L1]*
- Chief Albert Luthuli
  - Nelson Mandela (2 x 1) (2)
- 3.4.2 *[Interpretation of evidence from Source 3D – L2]*
- They upheld the policies of apartheid
  - The police protected the minority government
  - Dr Verwoerd thought that it would silence the resistance movements
  - Any other relevant response (Any 2 x 2) (4)
- 3.4.3 *[Definition of historical concepts from Source 3D – L2]*
- All public meetings were banned
  - Anti-apartheid leaders and activists were arrested and detained
  - The ANC and PAC were banned
  - Any other relevant response (Any 1 x 2) (2)
- 3.4.4 *[Interpretation of evidence from Source 3D – L2]*
- The people shall govern
  - That all South Africans should have a say in the government (political rights)
  - The people of South Africa will not be silenced
  - The struggle against apartheid will continue
  - Any other relevant response (Any 1 x 2) (2)
- 3.4.5 *[Extraction of evidence from Source 3D – L1]*
- “Sharpeville was the beginning of the end of apartheid” (1 x 2) (2)

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

Candidates should include some of the following:

- The most racist law was Pass Laws (Source 3A)
- Abolition of Passes and Coordination Act caused anger and protest amongst South Africans (own knowledge)
- Pass Laws controlled the movement of black South Africans (Source 3A)
- It restricted where they could work and live (Source 3A)
- The anti-pass campaign led to the Sharpeville Massacre (Source 3B)
- Black South Africans refused to carry passes (Source 3B)
- Black South Africans were shot and killed without warning (Source 3B and Source 3C)
- Chief Albert Luthuli and Nelson Mandela burned their passes in public (Source 3D)
- The Massacre also sparked protest throughout the country (own knowledge)
- Resistance to apartheid became more violent (Source 3D)
- Led to the formation of MK and POQO (Source 3D)
- Any other relevant response

Use the following rubric to assess this paragraph.

LEVEL 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows no or little understanding of how the pass law system led to the Sharpeville Massacre in the 1960s.</b></li> <li>• Uses evidence partially to report on the topic or cannot write a paragraph.</li> </ul>	MARKS: 0–2
LEVEL 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows some understanding of how the pass law system led to the Sharpeville Massacre in the 1960s.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>	MARKS: 3–4
LEVEL 3	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e. g. <b>demonstrates a thorough understanding of how the pass law system led to the Sharpeville Massacre in the 1960s.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	MARKS: 5–6

(6)  
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**SECTION B: ESSAY QUESTIONS****QUESTION 4: NATIONALISM IN SOUTH AFRICA: AFRICAN NATIONALISM**

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

**SYNOPSIS**

Candidate should critically discuss how the Second World War contributed to the growth of African nationalism in South Africa from 1939 to the 1950s.

**MAIN ASPECTS**

Candidates should include the following aspects in their response:

- Introduction: Candidates need to take a stance and demonstrate how the Second World War contributed to the growth of African nationalism in South Africa.

**ELABORATION****INFLUENCE OF THE SECOND WORLD WAR**

- Black South Africans played a role in WW2 against Germany
- Blacks were not allowed to carry guns
- Came into contact with the ideas of democracy
- WW2 led to an economic boom that led to a massive expansion of the urban labour force
- The number of African labourers increased as they replaced many whites who had gone to war
- Urbanisation had significant implications for African nationalism

**ATLANTIC CHARTER**

- Signed by Britain and the USA
- Promise to respect the rights of all people to self-determination
- Led to the establishment of UN and NATO
- UNO committed to the declaration of rights of all citizens

**AFRICAN CLAIMS**

- New president of the ANC Dr Alfred Xuma analysed the Atlantic Charter, particularly the clauses that applied to Africa
- 1943 the ANC adopted Xuma's document African Claims in South Africa
- It included a Bill of Rights, which called for an end to racial discrimination and for the franchise to be extended to all adults, irrespective of race
- It demanded the fair distribution of land, freedom of trade for African, the right to equal and free education for all African children, equal health facilities for all and the abolition of all discriminatory labour practices

**RETURNING SOLDIERS**

- Black South Africans were inspired with the ideas of freedom and democracy
- These ideas started because of their interaction with soldiers from foreign countries
- The desire for freedom gave rise to a growth in African nationalism
- 20 000 black South Africans soldiers organised jointly by the ANC, CPSA and the Trade Union Movement, participated in the victory celebration march after the end of the Second World War
- Discrimination against black soldiers continued after the war as returning white soldiers received 5 pounds each and 25 pounds clothing allowance, while black South African soldiers received 2 pounds cash and a khaki suit valued at 2 pounds

**DIFFERENT TYPES OF AFRICAN NATIONALISM**

- Youth within the ANC became impatient with the slow progress in attaining freedom and democracy
- Young members of the ANC became more militant and formed the ANC Youth League
- The Youth League accused the ANC of representing the elite and not the masses
- ANC nationalism was called 'Charterism'
- ANC moved from a moderate organisation to a mass movement of national liberation
- Any other relevant response

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

**QUESTION 5: NATIONALISM IN SOUTH AFRICA: AFRIKANER NATIONALISM**

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

**SYNOPSIS**

Candidates should take a stance on whether they agree or disagree that Afrikaner nationalism was not something that developed naturally. It was created in a very efficient way.

**MAIN ASPECTS**

Candidates must include the following aspects in their responses.

- Introduction: Candidates should take a stance whether they agree or disagree with the statement 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
- Nationalists were determined to protect the volk from domination 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 prevented the exploitation of Afrikaner workers
- First Afrikaans building society called Saambou
- Afrikaner businesses promoted – Naspers, Die Burger, Santam, Sanlam, Volkskas Bank
- The Reddingsdaadbond 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

- 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]**

**QUESTION 6: APARTHEID SOUTH AFRICA – 1940s to 1950s**

*[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 rebelled against their discrimination and oppression in the 1950s.

**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 1950s. They should substantiate their response with relevant historical evidence.

**ELABORATION**

- ANC's Programme of Action
- ANC become more militant
- Used boycotts, civil disobedience and uprisings as means of resistance
- May Day stay-away
- Defiance Campaign
- 1952 – break laws on purpose – enter whites only facilities
- Burned passes in public
- Refused to pay fines and wanted jails to become overfull
- Hoped that the 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 of June 1955
- Set a document that represents the aspirations of all South Africans
- Became the blueprint for the new constitution of South Africa
- Women's March to Pretoria (9 August 1956)
- Women forced to carry passes
- 20 000 women of all races marched to the Union Buildings
- Leaders of the march – Lilian Ngoyi, Rahima Moosa, Sophie Williams and Helen Joseph
- The 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 the government
- In 1956 the state arrested 156 activists
- Hearing took place in "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 up their argument with a relevant conclusion. **[50]**

**TOTAL: 150**