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GRADE 11

NOVEMBER 2019

**HISTORY P2
MARKING GUIDELINE**

MARKS: 150

This marking guideline consists of 19 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	<ul style="list-style-type: none"> Extract evidence from sources Selection and organisation of relevant information from sources Define historical concepts/terms 	30% (15)
LEVEL 2	<ul style="list-style-type: none"> Interpretation of evidence from sources Explain information gathered from the sources Analyse evidence from sources 	50% (25)
LEVEL 3	<ul style="list-style-type: none"> Interpret and evaluate evidence from sources Engage with sources to determine its usefulness, reliability, bias and limitations Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions 	20% (10)

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

- In the marking of source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
- When assessing open-ended source-based questions, learners should be credited for any other 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 × 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 × 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.
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

$\frac{32}{50}$

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 learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of argument (planned, structured and has independent line of argument)

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline), each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline) and a relevant conclusion (indicated by a bullet in the marking guideline) 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	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 all 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 additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised



- Wrong statement



- Irrelevant statement



- Repetition

R

- Analysis

A ✓

- Interpretation

I ✓

- Line of argument

LOA ⇕

2. 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 5	

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

C	LEVEL 4	} 30 – 33
P	LEVEL 5	

MARKING MATRIX FOR ESSAY – TOTAL: 50

PRESENTATION  CONTENT 	LEVEL 7 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.	LEVEL 6 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.	LEVEL 5 Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	LEVEL 4 Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	LEVEL 3 Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	LEVEL 2 Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	LEVEL 1 Little or no attempt to structure the essay.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question recognisable in answer. Some omissions/irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Sparse content. Question inadequately addressed					20–23	18–19	14–17
LEVEL 1 Question not answered. Inadequate content. Significant irrelevance						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

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: HOW DID THE DIFFERENT ORGANISATIONS CONTRIBUTE TO THE DEVELOPMENT OF AFRIKANER NATIONALISM?**

- 1.1 1.1.1 *[Definition of historical concepts from Source 1A – L1]*
- Uniting people of a particular language group
 - Any other relevant response (1 x 2) (2)
- 1.1.2 *[Extraction of evidence from Source 1A – L1]*
- Nation pride (1 x 1) (1)
- 1.1.3 *[Interpretation of evidence from Source 1A – L2]*
- It promoted the interest of whites only
 - It was a policy of racial segregation that protected the interest of whites only
 - It united the Afrikaners
 - Its policies advantaged the Afrikaner politically, economically and socially
 - Any other relevant response (Any 2 x 2) (4)
- 1.1.4 *[Extraction of evidence from Source 1A – L1]*
- Afrikaner-Broederbond (Band of Brotherhood)
 - FAK
 - National Press
 - Die Voortrekkers
 - National Studentbond (Any 2 x 1) (2)
- 1.1.5 *[Interpretation of evidence from Source 1A – L2]*
- They were also unskilled workers as the black workers
 - Had to compete with blacks for work on the labour market
 - Farmers had little knowledge of the work market in the urban areas
 - They were 'poor whites' that were forced to move to towns in search of better living conditions
 - Any other relevant response (Any 2 x 2) (4)
- 1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- Ossewabrandwag
 - Economic People's Congress
 - Sanlam
 - Reddingsdaadbond
 - Afrikaans Trade Institute (Any 2 x 1) (2)

- 1.2.2 *[Extraction of evidence from Source 1B – L1]*
- Churches
 - Schools
 - Universities
 - Business world
 - Culture
 - Politics
 - Media
- (Any 2 x 1) (2)
- 1.2.3 *[Interpretation of evidence Source 1B – L2]*
- The Afrikaner nation
 - The Afrikaans speaking white population
 - The *Volk*
 - Any other relevant response
- (Any 2 x 2) (4)
- 1.2.4 *[Interpretation of evidence Source 1B – L2]*
- No other racial groups who were Afrikaans speaking could become members of the organisation
 - It was an exclusive organisation for Afrikaans speaking whites
 - Had to be an active member of one of the Afrikaans churches
 - Had to be male and have the potential to become influential
 - Any other relevant response
- (Any 2 x 2) (4)
- 1.2.5 *[Extraction of evidence from Source 1B – L1]*
- “Nobody was sure who the members of this organisation were”
 - “One could not apply anywhere to become a member of the Afrikaner Broederbond”
- (2 x 1) (2)
- 1.2.6 *[Evaluate the usefulness of the evidence from Source 1C – L3]*
- This source is useful because:**
- It was a secret organisation that promoted Afrikaner Nationalism
 - It was an exclusive organisation that promoted the interests of Afrikaners only
 - Its members were influential members of the society
 - It formed different organisations that would only promote and protect the interest of the Afrikaner
 - It abandoned its original principle of being anti-political and eventually controlled the South African government
 - Any other relevant response
- (Any 2 x 2) (4)
- 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- A semi-military organisation
- (1 x 1) (1)

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

- To bring total chaos in the country
- To eliminate Genl. Smuts and to kidnap his wife
- To eliminate Sir Ernest Oppenheimer and all the Jews
- To remove all mine and commercial interest out of the hands of the Jews
- To kill the Prime Minister, to arrest all cabinet ministers and to remove them from their posts and to break the power of the British Empire in South Africa

(Any 1 x 2) (2)

1.3.3 *[Interpretation of evidence Source 1C – L2]*

- Britain controlled South Africa
- They hated Britain for the suffering they endured during the South African War
- They did not see Germany as an enemy
- They wanted South Africa to become independent
- Any other relevant response

(Any 2 x 2) (4)

1.4 1.4.1 *[Interpretation of evidence from the Source 1D – L2]*

- To retrace the steps of their forefathers
- To remind Afrikaners about their history
- To promote Afrikaner solidarity and patriotism
- Any other relevant response

(Any 2 x 2) (4)

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

- Afrikaner-Broederbond
- Henning Klopper

(Any 1 x 2) (2)

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

Candidates could include the following aspects in their response:

- Purified NP laid the foundation for Afrikaner Nationalism (own knowledge)
- NP promoted the interests of the Afrikaner (Source 1A)
- NP united the Afrikaner (Source 1A)
- NP served the social, economic and political interests of the Afrikaner (Source 1A)
- Afrikaner Broederbond wanted to ensure that the Afrikaner get its rightful place in South Africa (Source 1B)
- Afrikaner Broederbond intended to awake a national self-consciousness amongst Afrikaners (Source 1B)
- Formed different organisations to promote Afrikaner Nationalism (Source 1B)
- Ossewabrandwag formed to fight for rights of Afrikaners (Source 1C)
- Afrikaner Nationalism revived with centenary celebrations (Source 1D)
- Any other relevant response

Use the following rubric to allocate marks:

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

(6)
[50]

QUESTION 2: HOW DID JEWISH NATIONALISM LEAD TO CONFLICT AND SUFFERING AMONGST THE PEOPLE OF PALESTINE?

- 2.1 2.1.1 *[Definition of historical concepts from Source 2A – L1]*
- (a) • To unite people with the same culture, language, religion in one country (1 x 2) (2)
- Any other relevant response
- (b) • Belonging to a Jewish nationalist and political movement (1 x 2) (2)
- Any other relevant response
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*
- Theodore Herzl (1 x 1) (1)
- 2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- To establish Palestine as their homeland
- To promote Jewish nationalism
- To create a Jewish homeland where all Jews were welcome
- Any other relevant response (Any 2 x 2) (4)
- 2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- The Jews were a nation
- Jews were scattered across the world
- Jews were persecuted on some parts of Europe
- Jews lived in ghettos
- Jews should rule themselves
- Any other relevant response (Any 2 x 2) (4)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- Palestine was divided into a Jewish and Arab state (1 x 2) (2)
- 2.2.2. *[Extraction of evidence from Source 2B – L1]*
- Britain (1 x 2) (2)
- 2.2.3 *[Interpretation of evidence from Source 2B – L2]*
- They saw Palestine as an integral part of the Arab world
- Jerusalem was of great religious importance to the Muslims
- Palestine was promised to them by Britain
- The Arab population would remain in Jewish territory under the partition
- Any other relevant response (Any 2 x 2) (4)
- 2.2.4 *[Interpretation of evidence from Source 2B – L2]*
- The Jews were willing to fight to protect their independence
- They were willing to fight for their new-found state, Israel
- Any other relevant response (2 x 2) (4)

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

- They lost their land to the Israelis
- They lost their homes and income
- They lost any independence they had hoped for
- Any other relevant response (Any 2 x 2) (4)

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

- Lebanon
- Syria
- Iraq
- Egypt (Any 3 x 1) (3)

2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*

- West Bank
- Gaza Strip (2 x 1) (2)

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

- She always saw the house as her possession
- She hoped to return to it one day
- Any other relevant response (Any 1 x 2) (2)

2.3.3 *[Evaluate the usefulness of the evidence from Source 2C – L3]***This source is useful because:**

- It shows the human side of the Palestinian tragedy
- It shows that the Arab Palestinians had to flee from their homes
- Have lost their property and only had a skeleton key to show for it
- It gives insight on how Palestinians felt on losing their homes and is one of the reasons why the conflict will continue
- Any other relevant response (Any 2 x 2) (4)

2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*

- Arab Palestinians lost everything
- They lived in poverty
- Arab Palestinians were homeless
- Any other relevant response (Any 1 x 2) (2)

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

- No proper homes
- Women and children deprived from basic necessities
- Any other relevant response (2 x 1) (2)

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

Candidates could include some of the following in their response:

- The Zionist movement was formed by Theodore Herzl to find a home for the Jews (Source 2A)
- For Biblical reasons they chose Palestine (own knowledge)
- Immigration of Jews to Palestine was encouraged (own knowledge)
- United Nation divided Palestine (Source 2B)
- The Jews established the state of Israel (Source 2B)
- Led to the First Israeli War (Source 2B)
- Jews prepared to fight for their independence (Source 2B)
- Led to conflict in the Middle East (own knowledge)
- Led to Arab Palestinians becoming refugees (Source 2C)
- People lost their homes (Source 2C)
- People hoped conflict would end and return to their homes (own knowledge)
- Arab Palestinians lived in poverty caused by the conflict (Source 2D)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL	CRITERIA	MARKS
LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding on how Jewish Nationalism led to conflict and suffering for the people of Palestine. • Uses evidence partially to report on topic or cannot write a paragraph. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows an understanding on how Jewish Nationalism led to conflict and suffering for the people of Palestine. • Uses evidence in a very basic manner to write a paragraph. 	MARKS 3–4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding on how Jewish Nationalism led to conflict and suffering for the people of Palestine. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 5–6

(6)
[50]

QUESTION 3: HOW DID THE PASS LAWS AFFECT THE LIVES OF BLACK SOUTH AFRICANS IN THE 1950s?

- 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
 - Any other relevant response (1 x 2) (2)
- 3.1.2 *[Extraction of evidence from Source 3A – L1]*
- Abolition of Passes and Consolidation of Documents Act (1 x 1) (1)
- 3.1.3 *[Extraction of evidence from Source 3A – L1]*
- Unemployed for long periods
 - Judged redundant to the needs of the white population
 - Ill-health
 - Old age (Any 2 x 1) (2)
- 3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- They could not become permanent residents in the urban areas
 - After their contracts expired, they had to return to the homeland
 - No African could leave the rural areas without a permit from the local authorities
 - Had to find work within seventy-two hours in the urban area
 - Any other relevant response (Any 2 x 2) (4)
- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- Pass
 - Tax receipt (2 x 1) (2)
- 3.2.2 *[Interpretation of evidence from Source 3B – L2]*
- Rude
 - In control
 - Harsh
 - Superior
 - Any other relevant response (Any 2 x 2) (4)
- 3.2.3 *[Interpretation of evidence from Source 3B – L2]*
- Did not see his father as a hero anymore
 - Shameful toward his father
 - Resentment towards his father for allowing the younger policeman to address him impolitely
 - Any other relevant response (Any 2 x 2) (4)
- 3.2.4 *[Extraction of evidence from Source 3B – L1]*
- Calm
 - Gentleness
 - Hardness (Any 2 x 1) (2)

3.2.5 *[Evaluate the usefulness of the evidence from Source 3B – L3]*

This source is useful because:

- Eyewitness account on how the pass laws were implemented
- It reveals how black people were degraded in front of their children
- The source reveals the superiority of the policeman and demanded passes
- Houses of black people could be raided at any time of day or night
- Black South Africans had no say on the intrusion of their privacy
- Any other relevant response (Any 2 x 2) (4)

3.3. 3.3.1 *[Interpretation of evidence from Source 3C – L2]*

- It reveals the pass laws being implemented
- Black South Africans could be stopped anywhere to produce their passes to the police
- Any other relevant response (Any 1 x 2) (2)

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

- To see if he /she was legally in South Africa
- To establish where they stayed and worked
- Any other relevant response (2 x 2) (4)

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

- Imprisoned
- Fined
- Send to work on farms for free
- Any other relevant response (Any 2 x 2) (4)

3.4 3.4.1 *[Extraction of evidence from Source 3D – L1]*

- It was a deliberate instrument of humiliation for the black people
- A hallmark for slavery
- A weapon used by the authority to keep blacks in an inferior position (3 x 1) (3)

3.4.2 *[Extraction of evidence from Source 3D – L1]*

- "how deep rooted the repulsion for the pass system among blacks is" (1 x 2) (2)

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

- The pass system immediately be abolished
- All discriminating laws be abolished
- Black South Africans get political rights
- All people of South Africa be treated as equal
- Any other relevant response (Any 2 x 2) (4)

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

Candidates could include some of the following in their response:

- Not all black South African had the right to become permanent residence of South Africa (Source 3A)
- Restricted blacks right to move to another town (Source 3A)
- Right to stay in a particular town could be revoked (Source 3A)
- Pass raids were held anytime (Source 3B)
- The pass raid diminished Modisane's image of his father (Source 3B)
- Hero image of his father crumbled by the raid (Source 3B)
- Pass raid destroyed his father (Source 3B)
- Black South Africans could be stopped anywhere, anytime by police officers to produce their passes (Source 3C)
- Black South Africans could be jailed, fined or send to work for free on farms failing to produce their passes (own knowledge)
- It caused pain and suffering for Black South Africans (Source 3D)
- Pass Laws humiliated black South Africans (Source 3D)
- Kept blacks in an inferior position (Source 3D)
- It prevented husbands and wives to live together and separated children from their parents (Source 3D)
- Any other relevant response

Use the following rubric to assess this paragraph.

LEVEL	CRITERIA	MARKS
LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of how the Pass Laws affected the lives of black South Africans in the 1950's. • Uses evidence partially to report on the topic or cannot write a paragraph. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of how the Pass Laws affected the lives of black South Africans in the 1950's. • Uses evidence in a very basic manner to write a paragraph. 	MARKS 3–4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e. g. demonstrates a thorough understanding of how the Pass Laws affected the lives of black South Africans in the 1950's. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 5–6

(6)
[50]

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

Candidates should take a stance on whether black South Africans were deprived of their political, economic and social rights that paved the way for the rise of African Nationalism.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to take a stance and demonstrate if they agree or disagree with the statement.

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 to 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 not successful
- In 1923 the SANNC changed its name to the ANC
- Formation of ICU in 1919 addressing the grievances of the black dock workers – fought against government policies
- ICU had mass support – ANC had the support of the elite
- Formation of the SACP addressing black workers' 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
- Any other relevant response

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

[50]

QUESTION 5: NATIONALISM IN AFRICA: GHANA

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

SYNOPSIS

Candidates should explain to what extent Kwama Nkrumah was influenced by Pan-Africanism and led Ghana to independence.

MAIN ASPECTS

- Introduction: Learners should indicate to what extent they agree with the statement and support their argument with relevant historical evidence.

ELABORATION

- Background – role played by WEB Du Bois, Marcus Garvey and George Padmore in spreading Pan Africanism
- Early nationalism among the educated elite who knew concepts like democracy and nationalism
- Educated elite became critical of colonial rule
- British companies exploited Ghana cocoa farmers
- Resistance tactics: 1937 nationwide strike of cocoa farmers
- Farmers were supported by dock and transport workers – strike became a nationalist movement against British political control
- Strike was a success and encouraged further nationalist support
- Many blacks fought in World War Two for democracy and freedom
- Nkrumah attended the Pan Africanist conference
- After the conference the nationalist ideas became more militant to liberate Ghana
- Nkrumah asked to become the secretary of the UGCC
- The UGCC became a dynamic political movement
- 1948 – boycotts and uprisings organised against British goods and control
- Nkrumah left the UGCC and formed a more radical nationalist party, the Convention People's Party (CPP), which demanded self-government right away
- The CPP had mass support and adopted a policy of African socialism
- Britain gave limited power of self-rule to Ghana
- Nkrumah was arrested
- CPP continued their struggle and won the 1957 elections
- Nkrumah became the first president of the Gold Coast and renamed it Ghana
- Any other relevant response

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

[50]

QUESTION 6: APARTHEID SOUTH AFRICA: 1940s to 1960s

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

SYNOPSIS

Candidates should take a stance on whether the National Party government enforced its apartheid policy so effectively in the 1950s that there was no resistance.

MAIN ASPECTS

- Introduction: Candidates must indicate whether the statement is accurate or not.

ELABORATION

- ANC's Program of Action
- ANC became 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
- Burn 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 represented the aspirations of all South Africans
- Became the blue print 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 and 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 the government
- In 1956 the state arrested 156 activists
- Hearing took place at "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