



Access fun Grade 8–12 quizzes, matric past papers, K53 learner mock tests, and NBT prep!

All in one easy-to-use app.

DOWNLOAD GO STUDY NOW



Tap on the buttons above to download the app

 www.gostudy.club



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2015

**HISTORY P2
MEMORANDUM**

MARKS: 150

This memorandum consists of 24 pages.

1. SOURCE-BASED QUESTIONS

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

LEVELS OF SOURCE-BASED QUESTIONS.

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1 (L1)	<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 (L2)	<ul style="list-style-type: none"> • Interpretation of evidence from sources. • Explain information gathered from sources. • Analyse evidence from sources. 	50% (25)
LEVEL 3 (L3)	<ul style="list-style-type: none"> • Interpret and evaluate evidence from the 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 following information below indicates how to 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.

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 answer.

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 learners 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' opinion 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 essays.

2.4.2 During the first reading of the extended writing, ticks need to be awarded for a relevant introduction (indicated by a bullet in memorandum) each of the main points/aspects that is properly contextualised (also indicated by bullets in the memorandum) and a relevant conclusion (indicated by a bullet in the memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

2.4.3 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not contextualised
- Wrong statement
- Irrelevant statement
- Repetition
- Analysis
- Interpretation



2.5 The Matrix

2.5.1 Use of analytical matrix in the marking of essay

In the marking of essays, with reference to page 5, the given criteria shown in the matrix should be used. In assessing the extended writing note should be taken of both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

- (a) The first reading of essay 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 essay 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 MARKS: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PRESENTATION ➡	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.
CONTENT ↓							
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does not 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

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: HOW DID AFRICAN NATIONALISM CONSCIENTISE BLACK SOUTH AFRICANS TO RESIST OPPRESSION?**1.1 1.1.1 *[Extraction of information from source – L1]*

- (a) • Imitating Europeans
 • Slave mentality still holds them in chains
 • They could only exist through the good graces of their 'Masters' (3 x 1) (3)

1.1.2 *[Interpretation of evidence from source – L2]*

- To make Africans aware to stop depending on whites
- Africans should become independent
- Stop letting whites make decisions for them
- Any other relevant response (2 x 2) (4)

1.1.3 *[Extraction of evidence from source – L1]*

- "Before doing anything worthwhile, they must have the stamp of approval from some Europeans." (1 x 2) (2)

1.2 1.2.1 *[Straightforward interpretation of evidence from source – L1]*

- South African Native National Congress (1 x 1) (1)

1.2.2 *[Interpretation of evidence from source – L2]*

- When the Union of South Africa was formed blacks were excluded from the government
- Black South Africans had no political rights
- Black South Africans had no say in the making of the laws and administration of South Africa
- To mobilise Africans to form nationalist organisations and to promote unity
- Any other relevant response (Any 2 x 2) (4)

1.2.3 *[Extraction from evidence from source – L1]*

- "Chiefs of royal blood and gentleman of our race ..." (1 x 2) (2)

1.2.4 *[Interpretation of evidence from source – L2]*

- Not regarded as citizens of South Africa
- Subjected to hardship
- Any other relevant response. (2 x 2) (4)

- 1.2.5 *[Engage with sources to determine its usefulness, reliability, bias and limitations – L3]*

RELIABLE

- Primary source – *Assert yourself*
- The speech can be collaborated with other sources
- Formed SANNC to promote unity amongst black South Africans and to restore their dignity and rights
- Any other relevant response. (Any 1 x 2) (2)

- 1.3 1.3.1 *[Define historical concepts – L1]*

- (a) • A policy of keeping groups of people separately within society
- Any other relevant explanation (1 x 2) (2)
- (b) • An ideology that united blacks in the struggle against colonial and racial oppression to achieve freedom and independence
- Any other relevant response (1 x 2) (2)

- 1.3.2 *[Interpretation of evidence from source – L2]*

- It shows determination to bring about reform
- More demanding tone
- Openly rejected white domination
- It supported mass action, i.e. strikes, boycotts and mass civil disobedience to achieve self-determination
- Any other relevant response. (Any 2 x 2) (4)

- 1.4 1.4.1 *[Extraction of information from source – L1]*

- ANC
- South African Indian Congress
- African People's Organisation (3 x 1) (3)

- 1.4.2 *[Interpretation of evidence from source – L2]*

- They called on all South Africans to unite and support the stay-away.
- Any other relevant response (1 x 3) (3)

- 1.4.3 *[Interpretation of evidence from source – L2]*

- Inclusive nationalism/Chartirist (1 x 2) (2)

1.4.4 *[Interpretation of evidence from source – L2]*

- The people wanted political and economic rights
- They wanted their human rights to be promoted
- Wanted to be active citizens in their own country
- They did not want to be treated as slaves with no rights
- Any other relevant response (Any 2 x 2) (4)

1.4.5 *[Engage with sources to determine its usefulness, reliability, bias and limitations – L3]***USEFUL**

- The poster shows that action will be taken against the apartheid regime
- It was the beginning of the all-out struggle for freedom
- It called on all South Africans to participate in stay-away
- It shows the co-operation of various races
- Any other relevant response

NOT USEFUL

- It is visually unappealing
- Many people who were illiterate would not understand all the vocabulary on this poster
- Any other relevant response (Any 1 x 2) (2)

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

Candidates should include some of the following:

- Made Africans aware to free themselves of the bondage of poverty, prejudice and injustice (Source 1A)
- Made Africans aware to become self-reliant (Source 1A)
- To stop depending on whites (Source 1A)
- Stop seeing themselves as inferior
- Led to the formation of the SANNC (Source 1B)
- Called on black South Africans to unite and fight for their rights (Source 1B)
- Inspired black South Africans to achieve national freedom (Source 1C)
- Formation of ANC Youth League that stimulated nationalism
- Drew up Programme of Action – calls for mass action to resist racial policies – sense of urgency, more militant (Source 1C and 1D)
- National stay-away called (Source 1C and 1D)
- Any other relevant response (6)

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. show little or no understanding on how African nationalism conscientised black South Africans to resist oppression. • Uses evidence partially to report on topic or cannot report on topic. 	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 of how African nationalism conscientised black South Africans to resist oppression • Uses evidence in a very basic manner. 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of how African nationalism conscientised black South Africans to resist oppression. • Evidence relates well to the topic. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	Marks: 5 – 6

[50]

QUESTION 2: HOW DID THE SIX DAY WAR OF 1967 CONTRIBUTE TO TENSION IN THE MIDDLE EAST?2.1 2.1.1 *[Extraction of evidence from source – L1]*

- Israel (1 x 1) (1)

2.1.2 *[Extraction of evidence from source – L1]*

- Syrian forces increased their shelling of Israeli settlements on the Golan Heights
 - Nasser moved up troops to the Sinai border
 - Nasser asked the UN to remove its peacekeeping forces from both Sinai and the Gaza Strip
 - Israeli shipping was obstructed in the Gulf of Aqaba
- (Any 3 x 1) (3)

2.1.3 *[Interpretation of evidence from source – L2]*

- Egypt (1 x 2) (2)

2.1.4 *[Interpretation of evidence from source – L2]*

- Did not recognise the state of Israel
 - Arab countries supported the Arab Palestinians who believed that Palestine belonged to them
 - Israel's invasion of Sinai in 1956
 - Any other relevant response
- (Any 2 x 2) (4)

2.1.5 *[Interpretation of evidence from source – L2]*

- Launched a series of lighting attacks
 - Israeli army was superior
 - Strategies of attacks were well planned
 - Any other relevant response
- (Any 1 x 3) (3)

2.2 2.2.1 *[Extraction of information from source – L1]*

- Gaza Strip
 - West Bank
 - Golan Heights
- (Any 2 x 1) (2)

2.2.2 *[Interpretation of evidence from source – L2]*

- This meant that the whole of the area that had been Palestine was now part of Israel
 - Israel gained military and politically from the Arabs
 - Any other relevant response
- (2 x 2) (4)

2.2.3 *[Extraction of evidence from source – L1]*

- Egypt
 - Jordan
 - Syria
- (Any 2 x 1) (2)

2.2.4 *[Interpretation of evidence from source – L2]*

- Egyptian military power and status in the Arab world were damaged
 - Arab nationalism suffered a humiliating defeat
 - Any other relevant response.
- (2 x 2) (4)

2.3 2.3.1 *[Extraction of information from source – L1]*

- 13 500
- (1 x 1) (1)

2.3.2 *[Comparison of sources – L3]*

- Shows Israeli's were victorious
 - Had less casualties
 - Better organised
 - Israel determined to fight for their independence
 - Any other relevant answer.
- (Any 2 x 2) (4)

2.4 2.4.1 *[Extraction of evidence from source – L1]*

- Yasser Arafat
- (1 x 1) (1)

2.4.2 *[Define historical concept – L1]*

- An armed fighter with political objectives who is not part of a regular army
 - Any other relevant explanation
- (1 x 2) (2)

2.4.3 *[Interpretation of evidence from source – L2]*

- Conventional war has failed; the Arabs were resorting to more extreme violent tactics
 - Any other relevant response
- (1 x 2) (2)

2.4.4 *[Interpretation of evidence from source – L2]*

- At the Olympic Games in Munich – 11 Israeli athletes were assassinated
 - Hijacked Israeli aircrafts
- (Any 1 x 2) (2)

2.4.5 *[Extraction of information from source – L1]*

- Commando raids of their own
- Assassinated PLO leaders
- Full-scale invasion of neighbouring countries (3 x 1) (3)

2.4.6 *[Interpretation of evidence from source – L2]*

- Increased tension in the Middle East
- Solution to the conflict seem distant
- Any other relevant response (2 x 2) (4)

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

Candidates should include some of the following:

- Arabs lost territory to Israel (Source 2A and 2B)
- Israel victorious; boost for Jewish nationalism (Source 2A, 2B and 2C)
- Egyptians were defeated in the Gaza Strip and Sinai Peninsula (Source 2B)
- Israel also occupied the Golan Heights which was strategically Important (Source 2A and 2B)
- Jordan was defeated and the old city of Jerusalem was now in Israeli hands (Source 3B)
- Destroyed self-esteem and nationalism of Arab countries
- Israel had less casualties; better organised (Source 2C)
- Israel gained politically and economically from the war (Source 2B)
- Palestinian Arabs formed guerrilla commando's – El-Fatah and PLO (Source 2D)
- Determined to destroy Israel and regain lost territory
- Any other relevant response. (6)

Use the following rubric to assess this paragraph.

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding on how the Six Day War contributed to tension in the Middle East • Uses evidence partially to report on topic or cannot report on topic. 	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 the Six Day War contributed to tension in the Middle East • Uses evidence in a very basic manner. 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding on how the Six Day War contributed to tension in the Middle East. • Evidence relates well to the topic. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	Marks: 5 – 6

[50]

QUESTION 3: HOW DID THE NATIONAL PARTY IMPLEMENT ITS IDEOLOGY OF APARTHEID IN SOUTH AFRICA?3.1 3.1.1 *[Extraction of information from source – L1]*

- National Party (1 x 1) (1)

3.1.2 *[Interpretation of evidence from source – L1]*

- D.F. Malan (1 x 2) (2)

3.1.3 *[Extraction and interpretation of evidence from source – L1]*

- To ensure that white South Africans retained power permanently
- To protect the interest of the white voters
- Black people were seen as backward and uncivilised and needed to be kept apart from whites
- Whites would be protected from competition for jobs by black South Africans
- Any other relevant response (Any 2 x 2) (4)

3.1.4 *[Interpretation of evidence from source – L2]*

- Segregation was more loosely enforced
- Although Africans were told where to live and work they still had some freedom
- Under segregation multi-racial areas like District Six and Sophiatown thrived
- With the segregation policy they were still allowed to marry any person of their choice
- Any other relevant response. (Any 2 x 2) (4)

3.1.5 *[Interpretation of evidence from source – L1]*

- (a) Group Areas Act (1 x 2) (2)
- (b) Bantu Education Act (1 x 2) (2)

3.2 3.2.1 *[Interpretation of evidence from source – L2]*

- Did not support non-racism/integration
- Viewed non-racism as trouble that needed police intervention
- Any other relevant response (1 x 2) (2)

3.2.2 *[Engage with sources to determine its usefulness, reliability, bias and limitations – L3]***BIAS**

- He did not physically live in Sophiatown, but in a neighbouring suburb
- He was white and had little understanding of the culture in Sophiatown
- Any other relevant response. (Any 2 x 2) (4)

3.2.3 *[Interpretation of evidence from source – L2]*

- It was in line with the government's policy of separate development
- It was one pillar of the government's apartheid's policy
- Triomf was reserved for whites only
- Any other relevant response (Any 1 x 2) (2)

3.2.4 *[Extraction of information from source – L1]*

- Triomf (1 x 1) (1)

3.2.5 *[Interpretation of evidence from source – L2]*

- People were forcefully removed
- The presence of army trucks and police suggests that the move was anything, but voluntary
- People did not want to leave
- Any other relevant response (Any 1 x 2) (2)

3.2.6 *[Interpretation of evidence from source – L2]*

- Heart-breaking experience
- They lost the sense of belonging to a community
- Separated from loved ones
- Any other relevant response (Any 1 x 2) (2)

- 3.3 3.3.1 *[Define historical concepts from source – L1]*
- Government elected by the people
 - Any other relevant explanation (1 x 2) (2)
- 3.3.2 *[Extraction of information from source – L1]*
- Divided Africans into ten different cultural, political and ethnic groups (1 x 1) (1)
- 3.3.3 *[Interpretation of evidence from source – L2]*
- NO**
- Black South Africans had no voting rights in South Africa
 - Black South Africans had no political rights
 - Any other relevant response. (Any 1 x 2) (2)
- 3.3.4 *[Extraction of information from source – L2]*
- They wanted to convince the world that South Africa was a democracy, in which everyone had the right to vote
 - That black South Africans would have the right to vote for their own political leaders in their homelands (Any 1 x 2) (2)
- 3.4 3.4.1 *[Extraction of evidence from source – L1]*
- Transkei
 - Ciskei
 - Venda
 - Bophuthatswana
 - KwaZulu
 - KwaNdebele
 - Gazankulu
 - KaNgwane
 - QwaQwa
 - Lebowa (Any 3 x 1) (3)
- 3.4.2 *[Interpretation of evidence from source – L2]*
- The homelands needed to be enlarged to become economically self-sufficient
 - The homeland areas were too fragmented and needed to be consolidated
 - It also stated that more economic investment was required to make them to be truly independent (Any 1 x 2) (2)
- 3.4.3 *[Interpretation of evidence from source – L2]*
- The National Party did not want the homelands to be truly independent or economically viable because they needed cheap labour
 - They were also not willing to give up any of the land included in 'white' South Africa
 - Any other relevant response (2 x 2) (4)

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

Candidates should include some of the following:

AGREE

- Apartheid – explain ideology (Source 3A)
- Nothing but the survival of the Afrikaner was important (Source 3A)
- Segregation and discriminatory laws were passed (Source 3B, 3C and 3D)
- Blacks had no political rights in South Africa (Source 3C)
- Apartheid laws discriminated against all races except the white race (Source 3B, 3C, and 3D)
- Could not use certain facilities (Source 3A)
- Group Areas Act – led to forced removals (Source 3B)
- It caused disruption, discomfort and heartache to many (Source 3B and 3C)
- Ensure white domination
- Homeland Policy – to preserve white supremacy in South Africa (Source 3C and 3D)
- Ensure a cheap labour market for mines and white farmers
- Any other relevant response.

DISAGREE

- Black South Africans were given their own facilities to use
- “Non-whites” were given specially set aside areas to stay (Source 3C)
- Created homelands to live in and where they could enjoy rights (Source 3D)
- Had voting rights in their homelands
- Any other relevant response

(6)

Use the following rubric to allocate a mark.

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of whether or not the NP adopted apartheid to ensure the survival of the Afrikaner nation at the expense of everything else. • Uses evidence partially to report on the topic or cannot report on topic. 	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 of whether or not the NP adopted apartheid to ensure the survival of the Afrikaner nation at the expense of everything else. • Uses evidence in a very basic manner. 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e. g. shows a thorough understanding of whether or not the NP adopted apartheid to ensure the survival of the Afrikaner nation at the expense of everything else. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	Marks: 5 – 6

[50]

SECTION B: ESSAY QUESTIONS

QUESTION 4: NATIONALISM IN SOUTH AFRICA: AFRIKANER NATIONALISM.

4.1 *[Recall, interpretation and comprehension of historical knowledge]*

SYNOPSIS

Candidates should focus on the factors that led to the rise of Afrikaner nationalism from 1930 to 1948

MAIN ASPECTS

Introduction: Introduction should focus on the reasons for the rise of Afrikaner nationalism

ELABORATION

- Constitutional independence from Britain—but still part of the British Empire
- Recognition of Afrikaans and flag question – in 1924 when Hertzog, leader of the NP became Prime Minister who were a fierce fighter for Afrikaner nationalism
- South Africa's sovereign independence – with the Balfour Declaration at the Imperial Conference in 1926
- Role of the "Volk" – promoted the exclusive interest of "true" Afrikaners "highlighted" events of volks-history
- Centenary celebration – bind and strengthen Afrikaner nationalism – led to formation of Ox-wagon sentinel
- Second World War – South Africa fought on the side of Britain – many Afrikaner nationalists did not support this and use violent methods to block South Africa's participation
- 1948 elections – Afrikaner nationalists appealed to Afrikaner voters to vote for the NP – Apartheid
- Any other relevant answer

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

Use the matrix on page 5 to assess this essay.

OR

4.2 [Recall, interpretation and comprehension of historical knowledge]

SYNOPSIS

Candidates must focus on whether Afrikaner nationalism was the 'awakening' of an ancient Afrikaner identity or created and manipulated by a particular interest group.

MAIN ASPECTS

Introduction: Candidates should evaluate the statement and indicate their line of argument.

ELABORATION

- Afrikaners only arose as a distinct group after the mixing and forging of various European nationalists at the Cape
- Not all Afrikaners were extreme nationalists. It was a drive by extreme nationalists to unite Afrikaners throughout the country.
- The intense nationalism of the 1940s resulted from a specific drive that gained momentum after the 1938 centenary celebrations of the Great Trek.
- Role of Hertzog's Pact government (sovereign independence from Britain, role of Afrikaans language, etc.)
- Consolidation of constitutional issues such as the flag, Balfour Declaration
- Role of Broederbond / FAK in ensuring the preservation and preparation of Afrikaner language, culture and finances
- Century celebration of the Great Trek led a surge in Afrikaner nationalism
- Formation and impact of the Ossewa Brandwag and New Order
- The Volk, a chosen people became the cornerstone of Afrikaner nationalism
- Nasionale Pers – published Afrikaner nationalist newspapers – *Die Burger*
- Creation of SANTAM and SANLAM
- Volkskas Bank
- Volkskongres held to promote and grow – of Afrikaner businesses
- The impact and role of World War Two – consolidation of Afrikaner nationalism
- The run up to the 1948 elections and its aftermath
- Any other relevant answer

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

Use the matrix on page 5 to assess this essay question.

QUESTION 5: NATIONALISM IN AFRICA – GHANA

5.1 *[Recall, interpretation and comprehension of historical knowledge]*

SYNOPSIS

Candidates must evaluate the role played by Kwame Nkrumah in Ghana's struggle for independence

MAIN ASPECTS

Introduction: Focus on the Gold Coast as a British colony and the role of Kwame Nkrumah in attaining independence of Ghana.

ELABORATION

- Kwame Nkrumah was invited to become secretary of the UGCC in 1945
- UGCC became a dynamic political movement
- 1948-boycotts and strikes
- Violence, unrest and riots in February 1948
- Nkrumah left the UGCC in 1948 to form a more radical nationalist party, Convention People Party (CPP) whose goal was self-government now
- The CPP attracted a mass following
- British proposal of new constitution in 1951 rejected
- Nkrumah was arrested and after his release formed a new government
- Continued protest until independence date set for March 1957
- Any other relevant response.

Conclusion: The Gold Coast became independent on 6 March 1957 and became known as Ghana. Nkrumah became the first president

- Any other relevant conclusion.

[50]

Use the matrix on page 5 to assess this essay.

OR

5.2 *[Recall, interpretation and comprehension of historical knowledge]*

SYNOPSIS

Candidates must assess the link between Pan Africanism and the independence movement in Ghana. They should take a specific line of argument and support their answer with relevant evidence.

MAIN ASPECTS

Introduction: Can define Pan-Africanism; ideas promoted by Marcus Garvey; The Gold Coast was a British colony.

ELABORATION

- Nkrumah exposed to Pan-Africanist ideas in the USA
- Pan-Africanism condemned colonial rule and demanded independence of African states
- Nkrumah – attended the 5th Pan-Africanist Congress in Manchester, 1945
- African nationalism was influenced by the ideas coming from the diaspora, especially with regard to the common heritage, identity and culture that they shared
- Also believed in economic self-reliance and the use of socialist ideas and worker action was promoted
- African nationalism also influenced the Pan Africanist movement because they were more assertive and militant
- After the Manchester conference, the Pan Africanist became more militant
- In Ghana, African nationalism was strong because of the vocal and strong middle class
- The western concepts of democracy and self-determination were strongly promoted in Ghana
- Nkrumah, a powerful and self-assured leader influenced people through his writings and effective speeches
- He pressed for self-determination and for the creations of a united states of Africa
- Actions by workers, trade union and intellectuals all contributed to the growth of African nationalism and resulted in independence
- Any other relevant answer.

Conclusion: Candidates either agree or disagree that Pan-Africanist ideas were responsible for the transformation of the Gold Coast into an independent Ghana.

- Any other relevant conclusion.

[50]

Use the matrix on page 5 to assess this essay.

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

6.1 [Recall, interpretation and comprehension of historical knowledge]

SYNOPSIS

Candidates need to explore whether the National Party government enforced its policy so effectively that there was no opportunity for resistance.

MAIN ASPECTS

Introduction: As soon as apartheid laws were passed there was opposition to them. Protests in the 1950s having been of a non-violent nature and included people of all races and was in the urban and rural areas. It was successful in raising people's awareness of the oppressive nature of apartheid but was not successful in ending the regime's control, or any other relevant introduction.

ELABORATION

- ANC's programme of action
- May Day Strike
- Defiance campaign
- Congress Alliance (Kliptown)
- Freedom Charter
- Woman's march to Pretoria
- Treason TRIAL

Conclusion: The protestors did not succeed in ending apartheid. This is when violent strategies were adopted. Through the protests of the 1950s however the people had shown their solidarity in opposing injustice, and organised on a national basis, committed themselves to a non-racial democratic future which was laid out on the Freedom Charter, or any other relevant conclusion

[50]

Use the matrix on page 5 to assess this essay.

OR

6.2 [Recall, interpretation and comprehension of historical knowledge]

SYNOPSIS

Learners should discuss how the government violently suppressed the resistance of the 1960s by the resistance movements.

Introduction: The resistance adopted a more aggressive and violent form of resistance in the 1960s to bring the apartheid government to its knees.

ELABORATION

- Split in the ANC
- Formation of the PAC
- March 1960 – the ANC and PAC organised anti-pass campaigns
- Planned to burn passes and be arrested
- Protest in many townships
- 21 March 1960 – 69 protestors shot at Sharpeville
- Government ordered state of emergency
- ANC and PAC banned
- Thousands detained
- ANC and PAC members went in exile
- Adopted armed struggle
- ANC formed MK (Spear of the Nation)
- PAC formed Poqo
- Government introduced harsher laws to crush the opposition
- Police raid on MK headquarters in Rivonia
- Rivonia trial of MK leaders (e.g. Mandela)
- Sentenced to life in prison

Conclusion: The government attempts to crush opposition seemed successful, but the resistance to apartheid did not stop or any other relevant conclusion.

[50]

Use matrix on page on page 5 to assess the essay.

TOTAL: 150