



education

**Lefapha la Thuto la Bokone Bophirima
Noord-Wes Departement van Onderwys
North West Department of Education
NORTH WEST PROVINCE**

PROVINCIAL ASSESSMENT

GRADE 11

HISTORY P2

MARKING GUIDELINES

NOVEMBER 2019

MARKS: 150

These marking guidelines consist of 18 pages and 3 pages indicating the cognitive levels.

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 (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 from sources Analyse evidence from sources 	50% (25)
LEVEL 3 (L3)	<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 procedure of source-based questions:

- Use a tick (✓) for each correct answer.
- Pay attention to the marking scheme: (2 x 2) which translates to two facts and is given two marks each (✓✓✓✓); (1 x 2) translates to one fact and is given two marks (✓✓).
- If a question counts 4 marks, 4 ticks (✓✓✓✓) are indicated.

Paragraph question

Paragraphs should be globally (holistic) assessed. Both the content and the structure of the paragraph has to be taken into account when awarding marks. The following steps must be used when assessing a response to a paragraph question:

- Read the paragraph and put a bullet (.) at any mark within the text where the candidate gave any relevant evidence to address the question.

- Re-read the paragraph again to evaluate the extent to which the candidate was 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

- Use mostly relevant evidence to write a basic paragraph. Count all the ticks for the source-based question and then write the mark on the bottom margin to the right, e.g. $\frac{32}{50}$
- Ensure the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

2.1 The essay questions requires 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 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 guidelines) 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 in assessing an essay:

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

Λ

- Wrong statement

- Irrelevant statement

|
|
|

- Repetition

R

- Analysis

A√

- Interpretation

1√

- 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 the 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 the 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: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>PRESENTATION</p> <p>→</p> <p>CONTENT</p> <p>↓</p>	<p>Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence, sustained and defended argument throughout. Independent conclusion is drawn from evidence to support the line of argument.</p>	<p>Very well planned and structured essay. Follow 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.</p>	<p>Well planned and constructed essay. Attempt to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.</p>	<p>Planned and constructed an argument. Evidence is used to some extent to support the line of argument. Conclusion reached based on evidence.</p>	<p>Shows some evidence of a planned and constructed argument. Attempt to sustain a line of argument. Conclusion not clearly supported by evidence.</p>	<p>Attempts to structure an answer. Largely descriptive, or some attempt at developing an argument. No attempt to draw a conclusion.</p>	<p>Little or no attempt to structure the essay.</p>
<p>LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.</p>	47–50	43–46					
<p>LEVEL 6 Question has been answered. Content selection relevant to the line of argument.</p>	43–46	40–42	38–39				
<p>LEVEL 5 Question answered to a great extent. Content adequately covered and relevant</p>	38–39	36–37	34–35	30–33	28–29		
<p>LEVEL 4 Question is recognisable in answer. Some omissions or irrelevant content selection.</p>			30–33	28–29	26–27		
<p>LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.</p>				26–27	24–25	20–23	
<p>LEVEL 2 Question inadequately addressed. Sparse content.</p>					20–23	18–19	14–17
<p>LEVEL 1 Question inadequately addressed or not at all. Inadequate or irrelevant content.</p>						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 THE AFRICAN NATIONAL CONGRESS YOUTH LEAGUE (ANCYL) INFLUENCE THE RISE OF AFRICAN NATIONALISM IN THE 1940s?**

1.1

1.1.1 *[Definition of historical concept from Source 1A – L1]*

- The policy of creating separate facilities within the same society for the use of a particular group.
- Any other relevant answer. (1 x 2) (2)

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

- ANC Youth League's first president. (1 x 1) (1)

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

- Nelson Mandela
- Oliver Tambo
- Walter Sisulu
- Ashley Mda (4 x 1) (4)

1.1.4 *[Interpretation of evidence from Source 1A – L2]*

a)

- Africans should struggle for development, progress and national liberation to occupy their rightful place among the nations of the world.
- Any other relevant answer. (1 x 2) (2)

b)

- Should be united, consolidated, trained and disciplined, because from their ranks, future leaders would be recruited.
- Any other relevant answer. (1 x 2) (2)

1.1.5 *[Interpretation of evidence from Source 1A – L2]*

- To strengthen its fight for liberation.
- Use different methods like boycotts, strikes and several other resistance tactics.
- Any other relevant answer. (2 x 2) (4)

1.2

1.2.1 *[Extraction of evidence from Source 1B – L2]*

- Workers refused to continue working for the existing wages.
- Any other relevant answer. (1 x 2) (2)

1.2.2 *[Extraction of evidence from Source 1B – L2]*

- Nine workers died
- More than 1248 workers were injured (2 x 1) (2)

- 1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- Casual and unskilled workers who move about systematically from one region to another offering their services on a temporary basis.
 - Workers were paid low wages
 - Workers worked for long unpaid hours
 - Any other relevant answer (2 x 2) (4)

- 1.2.4 *[Interpretation of evidence from Source 1B – L2]*
- Restrained workers from having any contact with Union organisers.
 - Any other relevant answer. (1 x 2) (2)

1.3

- 1.3.1 *[Interpretation of evidence from Source 1C – L2]*
- Workers are unhappy about the existing wages and are prepared to strike.
 - Any other relevant answer. (1 x 2) (2)

- 1.3.2 *[Interpretation of evidence from Source 1C – L3]*

USEFUL

- It is a poster and contains first-hand information of what happened 1946
- It is trustworthy as the strike involved CONETU and AMU.
- Shows the seriousness of the demands of workers about the existing wages and motivation to fight against segregation within the country.
- It was taken in 1946 which was the year workers refused working for low wages.
- Any other relevant answer.

NOT USEFUL

- It is a subjective opinion of the frustration of the workers about the existing wages and segregation within the country.
- Any other relevant answer. (any 2 x 2) (4)

1.4

- 1.4.1 *[Extraction of evidence from source 1D – L2]*
- The relative success achieved through working class-activism, by the trade union movement.
 - Any other relevant answer. (1 x 2) (2)

- 1.4.2 *[Interpretation of evidence from source 1D – L2]*
- Some ANC members wanted to form a multi-racial opposition movement.
 - Minority group (Africanists) who felt that Africans should organise separately.
 - Any other relevant answer. (2 x 2) (4)

- 1.4.3 *[Extraction of evidence from Source 1D – L1]*
- Robert Sobukwe (1 x 1) (1)

- 1.5 *[Comparison of Source 1B and 1C to determine similarities – L3]*
- Both sources 1B and 1C refer to the 1946 Mine Workers' strike.
 - Both sources refer to the demands of the workers about existing wages.
 - Any other relevant answer. (2 x 2) (4)
- 1.6 *[Interpretation, understanding and synthesis of evidence from Sources 2A, 2B, 2C and 2D – L3]*

Candidates should include the following aspects in their response:

- ANC Youth League promoted a militant nationalism.
- Criticised the older members of the ANC.
- Emphasised self-reliance and self-determination.
- Africans should stand up and fight for their rights.
- Africans should develop pride and confidence.
- Realised the need to include all oppressed people.
- Some believed in exclusive nationalism.
- Use strikes, boycotts, stay-aways and civil disobedience.
- Programme of Action adopted in 1949.
- Defiance Campaign.
- Freedom Charter.
- Any other relevant response.

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 the influence of the ANC Youth League on the rise of African nationalism in the 1940s. • 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 the influence of the ANC Youth League on African nationalism in the 1940s. • Uses evidence in a very basic manner. 	MARKS: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of the influence of the ANC Youth League on African nationalism in the 1940s. • Evidence relates well to the topic. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS: 6–8

(8)

[50]

QUESTION 2: WHAT FACTORS LED TO THE RISE OF AFRICAN NATIONALISM?

2.1

2.1.1 *[Definition of historical concept from Source 2A – L1]*

- A type of civilian religion that manages history of Afrikaners with the formalised language of Afrikaans and Afrikaner Calvinism as key symbols.
- Any other relevant answer. (1 x 2) (2)

2.1.2 *[Extraction of evidence from Source 2A – L2]*

- Anti-British sentiments that grew strongly among the Afrikaners after the Boer War.
- Any other relevant answer. (1 x 2) (2)

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

- Broederbond
- National Party
- FAK
- Institute for Christian National Education
- White Workers' Protection Association (3 x 1) (3)

2.1.4 *[Interpretation of evidence from Source 2A – L2]*

- Afrikaans is one of the key symbols of Afrikaner nationalism.
- Any other relevant answer. (1 x 2) (2)

2.2

2.2.1 *[Extraction of evidence from Source 2B – L2]*

- Through the Centenary celebrations of the Great Trek.
- Any other relevant answer. (1 x 2) (2)

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

- To form Afrikaner identity.
- To remind Afrikaners of their history.
- Any other relevant answer. (2 x 2) (4)

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

- Excited crowds in Voortrekker clothing welcomed the procession.
- Streets renamed after Voortrekker heroes.
- Young people married alongside the ox wagons.
- Parents christened their babies in the shade of the wagons. (any 2 x 1) (2)

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

- Cape Town (Cape Colony) was a British colony.
- North refers to areas not occupied by British.
- Trekkers wanted to rule themselves.
- Trekkers wanted to be free from British control.
- Any other relevant answer. (any 2 x 2) (4)

2.3

2.3.1 *[Interpretation of evidence Source 2C – L2]*

- Shows people in the street watching the Centenary celebrations of the Great Trek.
- Adults and children in Voortrekker clothing on ox wagon part of the procession.
- Any other relevant answer. (2 x 2) (4)

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

USEFUL

- It is a primary source/Taken in 1938, contains first-hand information of what happened 1938
- The Great Trek was an historic event in Afrikaner history.
- It is trustworthy because it was part of the Centenary celebrations of the Great Trek.
- Centenary celebrations was well supported by Afrikaners.
- Afrikaner boys and girls also form part of procession.
- Significance of forming 'Afrikaner' identity.
- No evidence that people of colour participated.
- Any other relevant answer.

NOT USEFUL

- Shows only the support of Afrikaners with no evidence that people of colour participated.
- Any other relevant answer. (any 2 x 2) (4)

2.4 *[Comparison of Source 2B and Source 2C to determine similarities – L3]*

- Both sources 2B and 2C relates to the Centenary celebrations of the Great Trek.
- Both sources relates to the cheering crowds, dressed in Voortrekker clothing, awaited the wagons at the towns and cities.
- Any other relevant answer. (2 x 2) (4)

2.5

2.5.1 *[Extraction of evidence from Source 2D – L2]*

- Britain (1 x 1) (1)

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

- Smuts contributed to the policy making of the Allied forces.
- Smuts was field marshal of the British Army.
- Any other relevant answer. (2 x 2) (4)

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

- Smuts considered the policy of apartheid as impractical.
- To investigate laws relating to urban Blacks, pass laws and socio-economic circumstances.
- Differences between Afrikaners and other races had to be recognised.

- Any other relevant answer. (any 2 x 2) (4)
- 2.6 *[Interpretation, understanding and synthesis of evidence from Sources 2A, 2B, 2C and 2D – L3]*

Candidates should include the following aspects in their response

- Anglo Boer War rises hatred towards Britain.
- English speaking whites do not want to give up their British citizenship.
- Nationalism strenghtens the quest for self-management.
- People with the same language, culture and descent want to rule themselves.
- Nationalism is promoted through the same culture, language and race.
- Afrikaners want to rule themselves.
- Symbolic commemoration of Great Trek in 1938 sparked nationalism.
- Centenary celebrations strenghtens nationalism.
- NP policy favours Afrikaners economically and politically.
- Broederbond and other organisations (Sanlam and Volkskas) had to address the Afrikaners' poverty.
- Volkskapitalisme (people's capitalism) as a possible solution to the poor white problem.
- Any other relevant answer.

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 little or no understanding of the factors that led to the rise of Afrikaner nationalism. • Uses evidence partially to report on topic or cannot report on the 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 the factors that led to the rise of Afrikaner nationalism. • Uses evidence in a very basic manner. 	MARKS: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of the factors that led to the rise of Afrikaner nationalism. • Evidence relates well to the topic. • Uses evidence very effectively in an organised paragraph that shows understanding of the topic. 	MARKS: 6–8

(8)

[50]

QUESTION 3: HOW DID THE POLICY OF APARTHEID AFFECT BLACK SOUTH AFRICANS IN THE 1950s?

3.1

3.1.1 *[Definition of historical concept from Source 3A – L1]*

- The separate development of the different racial groups in South Africa.
- Any other relevant answer. (1 x 2) (2)

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

- The National Party government. (1 x 1) (1)

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

- Cruelly and forcibly separated people.
- Severely disadvantage the majority of people.
- Punish those who disagreed.
- Any other relevant answer. (any 2 x 2) (4)

3.1.4 *[Interpretation of evidence from Source 3A – L2]*

- Highlighted the problems of racism.
- Making the world turn away from such policies.
- Encouraging demands for decolonisation.
- Any other relevant answer. (any 2 x 2) (4)

3.2

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

- During Apartheid of importance to define people as members of racial groups.
- Any other relevant answer. (any 1 x 2) (2)

3.2.2 *[Extraction of evidence from Source 3B – L1]*

- White
- Coloured
- Bantu (Black African)
- Other (1 x 4) (4)

3.2.3 *[Interpretation of evidence from Source 3B – L2]*

- Supported the policy of apartheid.
- One of the cornerstones of apartheid.
- Any other relevant answer. (2 x 2) (4)

3.2.4 *[Interpretation of evidence from Source 3B – L2]*

- It humiliated them so second-class citizens.
- Any other relevant answer. (1 x 2) (2)

3.3

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

- If there was doubt about a person's racial classification.
- Any other relevant answer. (1 x 1) (1)

- 3.3.2 *[Interpretation of evidence from Source 3C – L2]*
- Often rejected by other members of their families
 - or by other in their community.
 - Any other relevant answer. (2 x 1) (2)
- 3.3.3 *[Extraction of evidence from Source 3C – L2]*
- Shows a person's racial identity.
 - Shows address and name of employer.
 - Any other relevant answer. (2 x 1) (2)
- 3.4
- 3.4.1 *[Extraction of evidence from Source 3D – L2]*
- She was not regarded as white.
 - Any other relevant answer. (1 x 2) (2)
- 3.4.2 *[Extraction of evidence from Source 3D – L2]*
- The right to a proper family life.
 - The right to education.
 - The right to get a job.
 - Any other relevant answer. (any 2 x 2) (4)
- 3.4.3 *[Interpretation of evidence from Source 3D – L2]*
- Her family rejected her and she could never have her childhood back.
 - Her future was ruined.
 - Any other relevant answer. (2 x 2) (4)
- 3.5 *[Comparison of Source 3B and Source 3D to determine similarities – L3]*
- Both sources 3B and 3D refer to the classification of people into different racial groups.
 - Both sources refer to the problems of racial classification.
 - Any other relevant answer. (2 x 2) (4)

3.6 *[Interpretation, understanding and synthesis of evidence from Sources 3A, 3B, 3C and 3D – L3]*

Candidates should include the following aspects in their response:

- They had no political rights.
- They were forced into a particular race group.
- Wrong classification led to families split up.
- Deprived of their basic human rights.
- Humiliated to second-class citizens.
- Unequal treatment.
- Not allowed to use certain facilities.
- Forced to carry passes.
- Educated to do unskilled work.
- Some lost their jobs.
- Not recognised as citizens of South Africa.
- Any other relevant answer.

Use the following rubric to allocate marks:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows little or no understanding of the influence of apartheid on the black people in South Africa in the 1950s. • Uses evidence partially to report on topic or cannot report on the 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 the influence of apartheid on the black people in South Africa in the 1950s. • Uses evidence in a very basic manner. 	MARKS: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of the influence of apartheid on the black people in South Africa in the 1950s. • Evidence relates well to the topic. • Uses evidence very effectively in an organised paragraph that shows understanding of the topic. 	MARKS: 6–8

(8)

[50]

SECTION B: ESSAY QUESTIONS**QUESTION 4: RISE OF AFRICAN NATIONALISM**

[Plan and discuss an argument based on evidence using analytical and interpretative skills]

SYNOPSIS

Candidates should focus on the role played by Kwame Nkrumah in Ghana's struggle for independence.

MAIN ASPECTS

Candidates should include the following in their answers:

- Introduction: Candidates should state their line of argument with relevant evidence. Focus on the 'Gold Coast' as a British colony and the role of Kwame Nkrumah in attaining independence of Ghana.

ELABORATION

- In 1948, Nkrumah was invited to become secretary of the UGCC
 - UGCC became a dynamic political movement with many local branches
 - January 1948 boycotts and strikes
 - Violence, unrest and riots in February 1948
 - Nkrumah left the UGCC in 1949 to form a more radical nationalist party, the Convention People's Party (CPP), whose goal was 'Self-government now'
 - The CPP became a mass movement
 - Nkrumah rejected British proposal of new constitution in 1951
 - Nkrumah was arrested; when released he formed a new government
 - Continued protest until independence date set for March 1957
 - Gold Coast became independent 6 March 1957
 - Name changed to Ghana
 - Nkrumah became the first president
 - Any other relevant response
-
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

QUESTION 5: RISE OF AFRIKANER NATIONALISM

[Plan and discuss an argument based on evidence using analytical and interpretative skills]

SYNOPSIS

Candidates should discuss the origin of Afrikaner nationalism by referring to their social and cultural movements and economic program in 1924–1948.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should state their line of argument with relevant evidence. Refer to the origin of Afrikaner nationalism: their social and cultural movements and economic programmes in 1924–1948.

ELABORATION**AGREE**

- 'Afrikaner' described as a group of people who spoke Afrikaans
- Afrikaners developed as group after integrating of several European nationalities at the Cape
- The sense of national identity strengthened amongst Afrikaners during the two Anglo-Boer wars
- May 1910 – South Africa gained constitutional independence from Britain
- SA was still part of the British Empire
- Role of Hertzog's Pact coalition government (sovereign independence from Britain, issues such as Afrikaans language and the flag)
- The role of the Broederbond (AB), the FAK, in ensuring the survival of the Afrikaans language and culture
- National Press – published Afrikaner nationalist newspapers, Die Burger and Die Transvaler
- Celebration of the centenary of The Great Trek promoted Afrikaner unity and pride in their culture
- 1932 – Carnegie Commission of enquiry into white poverty
- Economic upliftment assisted by the FVB and RDB
- The creation of Sanlam, Santam and Volkskas Bank
- Afrikaner 'Volk' ideology aimed to unite Afrikaners on basis of race and language
- Education created unity of the Volk as a 'race'
- Religion determined 'pure and separate'
- Afrikaner trade unions were formed
- The impact of World War II on Afrikaner nationalism
- The 1948 election – run-up and aftermath
- Any other relevant response

DISAGREE

- If candidates should disagree, they need to substantiate their answer with relevant evidence.
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

QUESTION 6: APARTHEID SOUTH AFRICA 1946s to 1960s

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

SYNOPSIS

Candidates should discuss how the apartheid regime violently suppressed the resistance movements and, forced them to change their tactics.

MAIN ASPECTS

Candidates should include the following in their answers:

- Introduction: Candidates should state their line of argument with relevant evidence. The resistance movements adopted a more aggressive and violent form of resistance in the 1960s.

ELABORATION

- Sharpeville police station 21 March 1960
- Demonstration against pass laws
- Police opened fire – Sharpeville Massacre
- Government declared state of emergency to crack down opponents
- The new Unlawful Organisations Act was passed
- ANC and PAC were banned
- Some members of ANC and PAC went into exile and thousands detained
- In response to government oppression ANC formed Umkonto we Siswe (MK) and PAC formed Poqo
- ANC and PAC started armed conflict
- Umkonto we Siswe – acts of terrorism against state targets, economic, political and communications infrastructure, attacks on 15 and 16 December 1961, avoid killing of people
- Poqo – violent sabotage campaign started 22 November 1962, intentionally killed whites, and blacks who were policemen or chiefs, provoked mass terror among whites, work underground
- State repression – introduced General Law Amendment Act, 1963
- Police detained suspects under Ninety Day Detention Law (without charging for ninety days)
- June 1963, police raided MK secret headquarters (Lilliesleaf Farm)
- Some members of Umkonto we Siswe arrested
- Rivonia trial began November 1963
- 1964 – police had ruthlessly crushed just about all internal liberation movements
- New and more repressive laws made South Africa a police state
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]**GRAND TOTAL: 150**