



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2014**

**HISTORY P2  
MEMORANDUM**

**MARKS: 150**

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This memorandum consists of 23 pages.

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## 1. SOURCE BASED QUESTIONS

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

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
<b>LEVEL 1 (L1)</b>	<ul style="list-style-type: none"> <li>• Extract evidence from sources</li> <li>• Selection and organisation of relevant information from sources</li> <li>• Define historical concepts/terms</li> </ul>	<b>30% (15)</b>
<b>LEVEL 2 (L2)</b>	<ul style="list-style-type: none"> <li>• Interpretation of evidence from sources</li> <li>• Explain information gathered from sources</li> <li>• Analyse evidence from sources</li> </ul>	<b>50% (25)</b>
<b>LEVEL 3 (L3)</b>	<ul style="list-style-type: none"> <li>• Interpret and evaluate evidence from the sources</li> <li>• Engage with sources to determine its usefulness, reliability, bias and limitations</li> <li>• Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions</li> </ul>	<b>20% (10)</b>

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 essays 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 properly 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
<b>PRESENTATION</b> 	Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	Little or no attempt to structure the essay.
<b>CONTENT</b> 							
<b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
<b>LEVEL 6</b> Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
<b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
<b>LEVEL 4</b> Question recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
<b>LEVEL 3</b> Content selection does 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	
<b>LEVEL 2</b> Question inadequately addressed. Sparse content.					20–23	18–19	14–17
<b>LEVEL 1</b> Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

**SECTION A: SOURCE-BASED QUESTIONS****QUESTION 1: NATIONALISM IN SOUTH AFRICA – AFRICAN NATIONALISM****KEY QUESTION: WHAT INFLUENCE DID THE ANC YOUTH LEAGUE HAVE ON AFRICAN NATIONALISM?**

- 1.1 1.1.1 [L1 – *Extraction of evidence from source*]
- Teachers
  - Intellectuals
  - Clergymen
  - Elderly people (4 x 1) (4)
- 1.1.2 [L1 – *Extraction of evidence from source*]
- Demonstrations
  - Reconciliation (2 x 1) (2)
- 1.1.3 [L1 – *Extraction of evidence from source*]
- Progressive (1 x 1) (1)
- 1.1.4 [L3 – *Engage with sources to determine its usefulness, reliability, bias and limitations*]

**USEFUL**

- Primary source
- Shows the ANC as a moderate organisation and changed because of the influence of the ANC Youth League.
- Shows that at first the ANC was an organisation of the elitist.
- The Tambo's and Mandela's brought a transformation in the ideology of the ANC.
- Shows how the ANC Youth League changed the moderate policy to a more progressive policy.
- Any other relevant response.

**NOT USEFUL**

- Tloome does not state clearly how the ANC Youth League changed the approach of the ANC towards attaining liberation.
- He does not mention the methods the ANC Youth League will use to resist the apartheid government.
- Any other relevant response. (Any 2 x 2) (4)

- 1.2 1.2.1 [L1 – *Define historical concepts*]
- An ideology that united black people in the struggle against colonial and racist oppression in Africa in order to achieve freedom and independence.
  - Any other relevant explanation. (1 x 2) (2)

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

- It included all races – oppressed people.
- Believed that South Africa belongs to all people who live in it.
- All races should be part of the liberation struggle to overthrow apartheid.
- All people of South Africa should work together towards non-racialism
- Believed that all races should have equal rights.
- Any other relevant explanation (Any 2 x 2) (4)

## 1.2.3 [L1 – Extraction of evidence from source]

- A unifying force towards overthrowing white oppression. (1 x 2) (2)

## 1.3 1.3.1 [L1 – Interpretation of evidence from source]

- Separate Amenities Act (1 x 2) (2)

## 1.3.2 [L2 – Interpretation of evidence from source]

- Volunteers would deliberately break apartheid laws.
- A non-violent method of protest to get arrested and flood prisons.
- Enter “whites only” facilities and burning their passes.
- Judiciary would not be able to handle the volume.
- Any other relevant response. (Any 2 x 2) (4)

## 1.3.3 [L2 – Interpretation of evidence from source]

- Written source called for action against the apartheid government.
- Visual source shows action taken against apartheid laws.
- Did not believe in demonstrations and reconciliation but in action that is showed in the visual source.
- Any other relevant response. (Any 2 x 2) (4)

## 1.3.4 [L2 – Interpretation of evidence from source]

- The ANC membership grew to over 100 000.
- Showed blacks can stand together to make a difference.
- Black people felt empowered for the first time, by being able to take part in political protest.
- The world was informed about the repressive system in South Africa.
- New system of protest was well supported.
- Any other relevant response. (Any 2 x 2) (4)

- 1.4 1.4.1 *[L2 – Interpretation of evidence from source]*
- Blacks
  - Liberal whites
  - Coloureds
  - Indians (Any 3 x 1) (3)
- 1.4.2 *[L2 – Interpretation of evidence from source]*
- To draw up the Freedom Charter.
  - To move South Africa on the path toward democracy. (Any 1 x 2) (2)
- 1.4.3 *[L1 – Explanation of historical concept]*
- Blueprint for a constitution.
  - Any other relevant explanation (1 x 2) (2)
- 1.4.4 *[L2 – Interpretation of evidence from source]*
- Imprisoned Alliance members.
  - Were against the Congress Alliance.
  - Charged with high treason.
  - Saw the Freedom Charter as a communist document.
  - Any other relevant response. (Any 2 x 2) (4)



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

Candidates may use the following points to answer the question.

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

(6)

Use the following rubric to allocate marks.

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of how the ANC Youth League influenced African nationalism.</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows an understanding of the influence of the ANC Youth League on African nationalism.</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	<b>Marks: 3 – 4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e. g. <b>demonstrates a thorough understanding of the influence of the ANC Youth League on African nationalism.</b></li> <li>• Evidence relates well to the topic.</li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>Marks: 5 – 6</b>

[50]

**QUESTION 2: NASIONALISM IN THE MIDDLE EAST**

**KEY QUESTION: HOW DID THE PARTITION OF PALESTINE INTENSIFY THE TENSION IN THE MIDDLE EAST?**

- 2.1 2.1.1 [L1 – Extraction of information from source]
- Terror tactics
  - Attacked British military bases
  - Attacked British police stations, railway lines and bridges
  - Bombed the British military headquarters (King David Hotel)
- (4 x 1) (4)
- 2.1.2 [L1 – Define historical concepts]
- Belonging to a Jewish nationalist and political movement.
  - Any other relevant explanation.
- (1 x 2) (2)
- 2.1.3 [L1 – Extraction of information from source]
- United Nations
- (1 x 2) (2)
- 2.1.4 [L2 – Interpretation of evidence from source]
- They are extremist Arab groups who refuse to recognise the state of Israel.
  - Any other relevant response.
- (1 x 2) (2)
- 2.1.5 [L2 – Interpretation of evidence from source]
- It shows the Arab countries refusal to recognise the state of Israel.
  - Show Arab countries ready to attack Israel.
  - Any other relevant response.
- (Any 1 x 3) (3)
- 2.1.6 [L1 – Extraction of evidence from source]
- Israel
- (1 x 2) (2)
- 2.1.7 [L2 – Interpretation of evidence from source]
- On 15 May 1948, Egypt, Saudi Arabia, Transjordan, Syria, Lebanon and Iraq joined the Palestinians in their fight against Israel.
  - The First Arab-Israeli War broke out.
  - Any other relevant response.
- (Any 1 x 2) (2)

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

**USEFUL**

- Shows Palestine was divided between the Arabs and Jews.
- Arab were against the formation of the state of Israel.
- Arabs declared war against Israel to return their land.
- Any other relevant response.

**NOT USEFUL**

- Depicts a bias view of Arab-Israel conflict.
- Shows the Arabs having the upper hand.
- Not giving a true reflection of the Arab-Israeli conflict.
- Shows Israel as being defeated during the Arab-Israeli conflict.
- In reality Israel defeated the Arab League.
- Any other relevant response. (Any 1 x 2) (2)

2.2 2.2.1 [L2 – Interpretation of evidence from source]

- They invaded Palestine and captured Jerusalem.
- Jerusalem is of great religious significance to Muslims.
- It was promised by Britain to them.
- Any other relevant answer (Any 2 x 2) (4)

2.2.2 [L1 – Extraction of evidence from source]

- Palestine was an integral part of the Arab world.
- The indigenous population in Palestine had always rejected the creation of a Jewish state in their country.
- That the UN was controlled by the USA and Europe had no right to grant this territory to the Zionist.
- That the West was salving its own conscience about the Holocaust at the expense of the Arab people. (Any 3 x 1) (3)

2.2.3 [L2 – Interpretation of evidence from source]

- Anti-Semitism was rampant in Europe during World War 2.
- Jews experienced persecution and at times murderous pogroms.
- Millions of Jews were killed in the Holocaust.
- Any other relevant response. (Any 1 x 2) (2)

2.2.4 [L1 – Extraction of information from source]

- USA
- Europe (Any 1 x 1) (1)

- 2.3 2.3.1 *[L2 – Interpretation of evidence from source]*
- Jews fighting for their independence.
  - Jews fighting for their existence/survival.
  - Any other relevant response. (Any 1 x 2) (2)
- 2.3.2 *[L2 – Explanation of historical concepts]*
- Is the mass expulsion or killing of members of unwanted ethnic or religious groups in a society
  - Any other relevant explanation. (1 x 2) (2)
- 2.3.3 *[Interpretation and evaluation of evidence from Source 2C – L2]*
- (a)
- Jews: The Arab countries united with the Arab Palestinians to attack Israel.
  - Jews had to fight for their state Israel.
  - Israel fought for its independence. (Any 2 x 2) (4)
- (b)
- Arabs: Eradication of the state Israel.
  - The Jews had planned the war to get rid of the Arab Palestinians (ethnic cleansing).
  - Attacked and destroyed Arab villages. (Any 2 x 2) (4)
- 2.3.4 *[L1 – Extraction of evidence from source]*
- Britain (1 x 1) (1)
- 2.3.5 *[L3 – Engage with sources to determine its usefulness, reliability, bias and limitations]*

**JUSTIFIED**

- Britain had promised Palestine to the Arabs during the First World War.
- Britain supported Jewish immigration to Palestine.
- Britain also promised a national home for the Jews in Palestine.

**NOT JUSTIFIED**

- Britain wanted a peaceful solution for the Middle East crisis.
- Britain favoured peaceful co-existence.
- The United Nations divided Palestine and not Britain. (Any 1 x 2) (2)

## 2.4 [L3 – Interpretation, comprehension and syntheses of evidence from sources]

Candidates should focus on the following in their response.

- Led to conflict between the Jews and Arab Palestinians.
- Led to the establishment of the state Israel.
- Led to the First Arab-Israeli War.
- Arab Palestinians were joined by other Arab countries to form the Arab League.
- Israel with the backing from the Soviet backed Czechoslovakia, France and private US sponsors defeated the Arab League.
- Arab Palestinians fled to safety – became refugees.
- Refugee camps in poor condition.
- The suffering of these refugees enhanced Arab nationalism.
- Conflict continues between the Arabs and Israel.
- Any other relevant response

(6)

Use the following rubric to assess this paragraph.

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows little or no understanding of the consequences of the partition of Palestine.</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows an understanding of the consequences of the partition of Palestine.</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	<b>Marks: 3 – 4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding of the consequences of the partition of Palestine.</b></li> <li>• Evidence relates well to the topic.</li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>Marks: 5 – 6</b>

[50]

**QUESTION 3: APARTHEID SOUTH AFRICA – 1940s TO 1960s****KEY QUESTION: HOW WAS APARTHEID IMPLEMENTED IN SOUTH AFRICA?**

- 3.1 3.1.1 [L1 – *Extraction of evidence from source*]
- H.F. Verwoerd (1 x 1) (1)
- 3.1.2 [L1 – *Explanation of historical concepts*]
- Racial segregation/Discrimination
  - Separation of people politically, socially and economically
  - Any other relevant explanation. (Any 1 x 2) (2)
- 3.1.3 [L2 – *Interpretation of evidence from source*]
- By not offering black children certain subjects that would benefit them.
  - No equality between racial groups allowed.
  - Any other relevant response. (Any 2 x 2) (4)
- 3.1.4 [L2 – *Interpretation of evidence from source*]
- Prepared blacks to do unskilled work.
  - No white collar jobs for blacks.
  - Keep blacks in an inferior position.
  - To ensure a supply of non-competitive and cheap labour market
  - Any other relevant response. (Any 2 x 2) (4)
- 3.1.5 [L3 – *Engage with sources to determine its usefulness, reliability, bias and limitations*]
- RELIABLE**
- Primary source
  - The speech by Verwoerd can be collaborated with other sources.
  - It shows the intention of the apartheid government who were in favour of separate development of different races in South Africa.
  - Any other relevant answer.
- NOT RELIABLE**
- The source was originally delivered in Afrikaans.
  - The translation perhaps does not accurately render the meaning of the original.
  - Any other relevant response. (Any 2 x 1) (2)

- 3.1.6 [L1 – *Extraction of evidence from source*]
- Teach and train people in accordance with their opportunities in life.
  - To serve his own community in all respects.
  - Education should have its roots in Native areas. (3 x 1) (3)
- 3.1.7 [L1 – *Extraction of evidence from source*]
- Blacks (1 x 1) (1)
- 3.1.8 [L1 – *Extraction of evidence from source*]
- Whites (1 x 1) (1)
- 3.1.9 [L2 – *Interpretation of evidence from source*]
- (a)
- Whites had better facilities and better education.
  - White children’s standard of education was higher.
  - Their pass rate was higher.
  - Any other relevant response. (Any 1 x 2) (2)
- (b)
- Inferior education and poor facilities.
  - Low standard of education
  - Drop-outs
  - Pass rate low
  - Any other relevant response (Any 1 x 2) (2)
- 3.2 3.2.1 [L1 – *Interpretation of evidence from source*]
- Separate Amenities Act (1 x 2) (2)
- 3.2.2 [L2 – *Interpretation of evidence from source*]
- Bantu Education Act achieved its aims.
  - Humiliated black people.
  - Because of her racial classification she may not sit next to the girl.
  - Sometimes it was practically impossible to implement the law.
  - Any other relevant response. (Any 1 x 2) (2)
- 3.2.3 [L1 – *Simple, straight forward interpretation of evidence from source*]
- Entrances to buildings
  - Hospitals
  - Restaurants
  - Sport facilities
  - Public transport
  - Any other relevant answer. (Any 3 x 1) (3)

- 3.2.4 [L2 – Interpretation of evidence from source]
- Defiance Campaign
  - Would enter “whites only” entrances. (Any 1 x 2) (2)
- 3.2.5 [L2 – Interpretation of evidence from source]
- Arrested
  - Beaten
  - Fined
  - Any other relevant response. (Any 1 x 2) (2)
- 3.3 3.3.1 [L1 – Interpretation of evidence from source]
- Population Registration Act (1 x 2) (2)
- 3.3.2 [L2 – Interpretation of evidence from source]
- “Pencil test” (1 x 1) (1)
- 3.3.3 [L2 – Interpretation of evidence from source]
- Denied the right to education.
  - The right to a proper family life.
  - The right to work.
  - Any other relevant answer. (Any 2 x 2) (4)
- 3.3.4 [L2 – Interpretation of evidence from source]
- Her childhood has been ruined, and she could never have it back.
  - Her future was ruined.
  - Any other relevant answer. (Any 1 x 2) (2)



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

Candidates should include the following points to answer the question.

- Degraded them to second class citizens
- Had no political rights
- Unequal treatment
- Could not use certain facilities
- Forced to carry passes
- Wrong classification led to families being broken up
- Some lost their jobs
- Educated to do unskilled work
- Deprived of their basic human rights
- Not recognised as citizens of South Africa
- Any other relevant response.

(6)

Use the following rubric to allocate a mark.

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows no or little understanding of the impact of apartheid on the lives of black South Africans.</b></li> <li>• Uses evidence partially to report on the topic or cannot report on topic.</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows an understanding of the impact of apartheid on the lives of black South Africans.</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	<b>Marks: 3 – 4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e. g. <b>demonstrates a thorough understanding of the impact of apartheid on the lives of black South Africans.</b></li> <li>• Evidence relates well to the topic.</li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>Marks: 5 – 6</b>

**[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 of 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 nationalist appealed to Afrikaner voters to vote for Apartheid.
- Any other relevant answers.

**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 the social, cultural and economic programs that build the spirit of Afrikaner Nationalism in South Africa.

MAIN ASPECTS

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

ELABORATION

- 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 the Afrikaner language, culture and finances.
- Century celebration of the Great Trek. 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 growth of Afrikaner businesses.
- The impact and role of the Second World War – 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 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 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, Conventions 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: released and afterwards formed a new government.
- Continued protesting until the independence date was set for March 1957.
- Any other relevant answer.

**CONCLUSION:** 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.**

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

## SYNOPSIS

Candidates must show an understanding of the concepts and background to the Pan-Africanist movement in the Americas; the impact it had on Nkrumah and the realisation of independence in 1957.

## MAIN ASPECTS

**INTRODUCTION:** Can define Pan-Africanism and give some background of the Pan – Africanist movement. African nationalist were pushing for political and economic independence from the colonial powers in Ghana.

## ELABORATION

- Role played by WEB Du Bois, Marcus Garvey and George Padmore.
- 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 were 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 creation 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:** Ghana became the first country in Africa to gain independence. Any other relevant conclusion.

**[50]**

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

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

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

**SYNOPSIS**

Candidates need to explore the different forms of non-violence resistance during the 1950's and elaborate to what extent it contributed to the end of apartheid.

**MAIN ASPECTS**

**INTRODUCTION:** As soon as apartheid laws were passed there was opposition to them. Protest in the 1950's 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 1950's however the people had shown their solidarity in opposing injustice, and organised themselves on a national basis, and committed themselves to a non-racial democratic future which was laid out on the Freedom Charter. 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 movement and, that made the resistance movement to change their tactics.

## MAIN ASPECTS

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

## ELABORATION

- Split in the ANC.
- Formation of the PAC.
- March 1960 – ANC and PAC organised an anti-pass campaign.
- 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 to exile.
- Adopted armed struggle.
- ANC formed MK (Spear of the Nation).
- PAC formed POQO.
- Government introduced harsher laws to crush 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.  
Any other relevant conclusion.

**[50]**

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

**GRANDTOTAL: 150**