



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2018**

**HISTORY P2  
MARKING GUIDELINE**

**MARKS: 150**

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This marking guideline 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:

### LEVELS OF 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 source-based questions are assessed:

<ul style="list-style-type: none"> <li>• In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.</li> <li>• In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.</li> <li>• 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.</li> </ul>
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### 1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 x 2) which translates to one reason and is given two marks (✓✓)
- If a question carries 4 marks then indicate by placing 4 ticks ✓✓✓✓

**Paragraph question**

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

- Read the paragraph and place a bullet ( . ) at each point within the text where the candidate has used relevant evidence to address the question
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.
- At the end of the paragraph indicate the ticks (√) that the candidate has been awarded for the paragraph; as well as the level (1, 2 or 3) as indicated in the holistic rubric and a brief comment e.g.

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√√√√  
Level 2

Used mostly relevant evidence to write a basic paragraph

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

**2. ESSAY QUESTIONS****2.1 The essay questions require candidates to:**

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

**2.2 Marking of 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 contextualised |  |
| • Wrong statement  |  |
| • Irrelevant statement   |  |
| • Repetition   | <b>R</b>  |
| • Analysis   | <b>A</b> ✓  |
| • Interpretation   | <b>I</b> ✓  |

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

\* **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 WAS AFRIKANER NATIONALISM ENTRENCHED IN SOUTH AFRICA BETWEEN 1910 AND 1948?**

- 1.1 1.1.1 *[Extraction of information from Source 1A – L1]*
- They increasingly spoke English
  - They became more Anglicised
- (2 x 1) (2)
- 1.1.2 *[Extraction of evidence from Source 1A– L1]*
- They were desperately concerned with the survival of Afrikanerdom.
- (1 x 1) (1)
- 1.1.3 *[Interpretation of evidence from Source 1A – L2]*
- They saw themselves as a distinct volk with their own language, religion and culture.
  - They resented the English because of what happened during the South African War
  - They wanted to preserve their language, culture and religion
  - English threatened to overturn Dutch as a language of education
  - Any other relevant response.
- (Any 2 x 2) (4)
- 1.1.4 *[Interpretation of evidence from Source 1A – L2]*
- Afrikaans became an official language in 1925
  - Afrikaans replaced Dutch as an official language
  - Afrikaners established the Afrikaanse Taal en Kultuurvereniging
  - Afrikaners established the Taal Monument
  - Any other relevant response.
- (Any 2 x 2) (4)
- 1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- The state should do more to maintain white supremacy
  - The state should do more to maintain the purity of the white race
- (2 x 1) (2)
- 1.2.2 *[Interpretation of evidence from Source 1B – L2]*
- Farmers and businesspeople wanted unimpeded access to black labour whilst the Afrikaner wanted protection from Black competition
  - Farmers and businesspeople accepted blacks but wanted government to control black labour whilst the Afrikaner worker wanted complete separation from blacks
  - Any other relevant response.
- (Any 2 x 2) (4)

- 1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- They did not want to compete with Blacks for the same jobs
  - They were part of the distinct volk and had to be protected against black competition
  - To eradicate the Poor white problem that existed after the Great Depression
  - Afrikaner workers believed that they were superior to Blacks
  - To prevent Afrikaner unemployment because black labour was generally cheaper than white labour.
  - Any other relevant response. (Any 2 x 2) (4)
- 1.2.4 *[Interpretation of evidence from Source 1B – L2]*
- It refers to the complete separation of races based on colour
  - It refers to the policy of Apartheid
  - Any other relevant response. (Any 1 x 2) (2)
- 1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- Reddingsdaadbond (1 x 1) (1)
- 1.3.2 *[Definition of concepts from Source 1C – L1]*
- The pooling and coordination of Afrikaner money to Afrikaner financial institutions
  - Any other relevant response. (1 x 2) (2)
- 1.3.3 *[Extraction of evidence from Source 1C – L1]*
- Afrikaners to invest their savings and surplus capital with Afrikaans financial institutions
  - To take out policies with Afrikaans insurance companies
  - To build their homes through an Afrikaans building society
  - To do their shopping at Afrikaner shops (4 x 1) (4)
- 1.3.4 *[Engage with sources to determine its usefulness, reliability, bias and limitations 1C – L3]*
- Useful**
- It shows that the Afrikaners did not share in the wealth of the economy
  - It shows that the economy was dominated by a few financial giants which were mostly British
  - It shows that the Afrikaners wanted to share in the economy of South Africa
  - The Reddingsdaadbond formed the basis for the development of volkskapitalisme
  - It shows how the Afrikaners pooled and coordinated their money to Afrikaner financial institutions
  - Any other relevant response. (Any 2 x 2) (4)



- 1.4 1.4.1 *[Definition of concepts from Source 1D – L1]*
- It was a secret organisation that protected and promoted Afrikaner identity and nationalism.
  - Any other relevant response. (Any 1 x 2) (2)
- 1.4.2 *[Interpretation of evidence from Source 1D – L2]*
- Broederbond promoted Afrikaner culture.
  - Broederbond promoted Afrikaner businesses.
  - Broederbond promoted Afrikaner interests.
  - Broederbond aimed to take control of the South African government.
  - Any other relevant response. (Any 2 x 2) (4)
- 1.4.3 *[Interpretation of evidence from Source 1D – L2]*  
**Successful**
- Broederbond supported the racial policies of the National Party.
  - Broederbond members dominated the membership of the National Party.
  - Every prime minister and state president of SA between 1948 and 1994 was a member of the Broederbond.
  - Led Afrikaners to a greater share of the economy.
  - Led to the formation of successful Afrikaner financial institutions like Volkskas Bank and Sanlam.
  - Any other relevant response. (Any 2 x 2) (4)
- 1.5 *[Interpretation, comprehension and synthesis of evidence from sources – L3]*  
 Candidates should include some of the following:
- Afrikaners resented English and did not want to be Anglicised (Source 1A)
  - Afrikaners wanted to preserve their nationalism through language (Source 1A)
  - Afrikaners against English-speaking whites as a result of their relationship to Britain
  - Afrikaners formalised their language (Source 1A)
  - Afrikaans accepted as an official language in 1925 (Source 1A)
  - Afrikaners wanted competition from black labour (Source 1B)
  - Afrikaners wanted to protect their supremacy and purity (Source 1B)
  - Afrikaners wanted complete segregation from blacks (Source 1B)
  - Afrikaner nationalism led to job reservation
  - Afrikaners pooled and coordinated their money through Afrikaner financial institutions (Source 1C)
  - Reddingsdaadbond instrumental in development of volkskapitalisme (Source 1C)
  - Afrikaner nationalism promoted through business (Source 1C)
  - Broederbond set up to promote Afrikaner nationalism and interests (Source 1D)

- Broederbond aimed to take control of the South African government
- Broederbond supported the racial policies of the National Party
- Broederbond members dominated the membership of the National Party
- Every prime minister and state president of SA between 1948 and 1994 was a member of the Broederbond
- Any other relevant response.

Use the following rubric to assess this paragraph.

	CRITERIA	MARKS
LEVEL 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>show little or no understanding of how Afrikaner nationalism was entrenched in South Africa between 1910 and 1948.</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	Marks: 0–2
LEVEL 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows an understanding of how Afrikaner nationalism was entrenched in South Africa between 1910 and 1948.</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	Marks: 3–4
LEVEL 3	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding of how Afrikaner nationalism was entrenched in South Africa between 1910 and 1948.</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>	Marks: 5–6

(6)  
[50]

**QUESTION 2: HOW DID THE SIX-DAY WAR OF 1967 ADD TO THE TENSIONS IN THE MIDDLE EAST?**

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*  
 • United Nations (1 x 1) (1)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*  
 • Israel had continued to build up its armed forces by purchasing supplies from Britain, France, the USA, and West Germany.  
 • The Arab states were supplied by the USSR. (2 x 1) (2)
- 2.1.3 *[Extraction of evidence from Source 2A – L1]*  
 • Nasser closed the Gulf of Aqaba.  
 • Nasser blocked the port of Eilat.  
 • There were troop movements near Israel's border. (3 x 1) (3)
- 2.1.4 *[Interpretation of evidence from Source 2A – L2]*  
 • Israel's desire to have their own homeland.  
 • Conflict over the land.  
 • Arabs did not recognize the state of Israel.  
 • Any other relevant response. (Any 2 x 2) (4)
- 2.1.5 *[Interpretation of evidence from Source 2A – L2]*  
**NOT SUCCESSFUL**  
 • Border skirmishes continued.  
 • Al Fatah and PLO were a constant problem to the Israeli forces.  
 • Arabs did not recognize the state of Israel.  
 • Any other relevant response. (Any 2 x 2) (4)
- 2.2. 2.2.1 *[Extraction of evidence from Source 2B – L1]*  
 • Israel  
 • Egypt /Arab states (2 x 1) (2)
- 2.2.2 *[Extraction of evidence from Source 2B – L1]*  
 • Israel (1 x 1) (1)
- 2.2.3 *[Extraction of evidence from Source 2B – L1]*  
 • West Bank  
 • Golan Heights  
 • Sinai (3 x 1) (3)
- 2.2.4 *[Interpretation of evidence from Source 2B – L2]*  
 • Israeli's had superior weapons.  
 • Israelis attacked first.  
 • Israeli's destroyed the Arab airfields.  
 • Israel fought for their survival as a nation.  
 • Israel's planning of the attack was meticulous.  
 • Any other relevant response. (Any 2 x 2) (4)

- 2.3 2.3.1 *[Interpretation of evidence from Source 2C – L2]*
- They were defeated by the Israeli soldiers.
  - They were kept as prisoners so that they would not re-arm and attack Israel in retaliation.
  - Any other relevant response. (Any 1 x 2) (2)
- 2.3.2 *[Comparison of evidence to determine similarities – L3]*
- Source 2B mentions that Israel attacked the Arab states whilst in Source 2D Israeli soldiers are seen as being offensive.
  - Source 2B mentions that the Egyptians were driven over the Sinai desert whilst Source 2D shows the defeated Egyptian soldiers in the Sinai.
  - Any other relevant response. (Any 1 x 2) (2)
- 2.4 2.4.1 *[Extraction of evidence from Source 2D – L1]*
- Resolution 242 (1 x 2) (2)
- 2.4.2 *[Interpretation of evidence from Source 2D – L2]*
- Israel could occupy and administer the territories it occupied.
  - Israel was not condemned for their occupation of the conquered territories.
  - Resolution acknowledged Israel's existence in the Middle East.
  - Any other relevant response. (Any 2 x 2) (4)
- 2.4.3 *[Interpretation of evidence from Source 2D – L2]*
- The Arabs did not recognize the initial boundaries or borders of the Jewish state.
  - Arabs felt that the whole of Palestine belonged to the Arabs.
  - Jews felt that they had the right to live in Palestinian.
  - Any other relevant response. (Any 2 x 2) (4)
- 2.4.4 *[Interpretation of evidence from Source 2D – L2]*
- Hundreds of thousands of Palestinian Arabs became refugees.
  - Without a solution to the refugee problem there would never be peace.
  - Israel should allow the refugees to return to their homes.
  - There would be no peace in the Middle East unless Israel solve the refugee problem.
  - Without a solution to the refugee problem there will be an increase in guerrilla activities from the PLO and Al Fatah
  - Any other relevant response. (Any 2 x 2) (4)

2.4.5 [Engage with sources to determine its usefulness, reliability, bias and limitations Source 1C – L3]

**Useful**

- It shows that the UN managed to get a ceasefire.
- The Israelis supported the resolution because it called on the Arab states to accept Israel's right 'to live in peace within secure and recognised boundaries.'
- The Arab states accepted Resolution 242 because of its clause calling for Israel to withdraw from the territories conquered in 1967.
- It laid the basis for diplomatic efforts to resolve the crisis.
- Any other relevant response. (Any 1 x 2) (2)

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

Candidates should include some of the following:

- Border skirmishes underlying causes of tension of Six-Day War (Source 2A)
- Closing of Gulf of Aqaba and blocking of port of Eilat increased tensions in the Middle East (Source 2A)
- Israel decided to attack first to gain the upper hand (Source 2B)
- Israel used lightning attacks during the war (Source 2B)
- Eventually Israel grabbed the West Bank and Golan Heights (Source 2B)
- The ceasefire was used to stop the war (Source 2B)
- Israeli soldiers captured the defeated Egyptian soldiers (Source 2C)
- They raised their hands in defeat (Source 2C)
- UN Resolution 242 laid foundation for peace process (Source 2D)
- Resolution 242 offers both Israel and Arabs a just peace deal (Source 2D)
- Resolution 242 aims to resolve refugee problem (Source 2D)
- Any other relevant response.

Use the following rubric to assess this paragraph.

	CRITERIA	MARKS
LEVEL 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows no or little understanding of how the Six Day War of 1967 contributed to tension in the Middle East.</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	Marks: 0–2
LEVEL 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows an understanding of how the Six Day War of 1967 contributed to tension in the Middle East.</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	Marks: 3–4
LEVEL 3	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding of how the Six Day War of 1967 contributed to tension in the Middle East.</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>	Marks: 5–6

(6)  
[50]

**QUESTION 3: HOW DID THE BANTU EDUCATION ACT OF 1953 CHANGE THE LIVES OF BLACK STUDENTS IN SOUTH AFRICA IN THE 1950s?**

- 3.1 3.1.1 *[Extraction of information from Source 3A – L1]*  
 • Hendrik Verwoerd (1 x 1) (1)
- 3.1.2 *[Extraction of evidence from Source 3A – L1]*  
 • To remove control of African education from the provinces to his own department.  
 • Reducing government aid to the mission schools.  
 • He assumed responsibility for the employment and training of African teachers. (3 x 1) (3)
- 3.1.3 *[Interpretation of evidence from Source 3A – L2]*  
 • He did not like the influences that the missionary schools had over black education.  
 • He wanted to give blacks an education that was pre-determined by the economic needs of white people.  
 • He wanted to give them an education that would serve the white needs.  
 • Any other relevant response. (Any 2 x 2) (4)
- 3.1.4 *[Interpretation of evidence from Source 3A – L2]*  
 • The school must educate the blacks according to the needs of the white man’s economy.  
 • Black education was directed at performing manual labour.  
 • The economic life of the blacks was determined by whites hence the education must prepare the blacks accordingly.  
 • Any other relevant response. (Any 2 x 2) (4)
- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*  
 • Missionary schools (1 x 2) (2)
- 3.2.2 *[Extraction of information from Source 3B – L1]*  
 • Nelson Mandela  
 • Oliver Tambo (2 x 1) (2)
- 3.2.3 *[Interpretation of evidence from Source 3B – L2]*  
 • Missionary schools were not controlled by government.  
 • Missionary schools taught liberal values.  
 • Missionary school used English as a medium of instruction.  
 • Any other relevant response. (Any 2 x 2) (4)
- 3.2.4 *[Extraction of evidence from Source 3B – L1]*  
 • Bantu Education Act (1 x 2) (2)

- 3.2.5 *[Interpretation of information from Source 3B – L2]*
- Verwoerd believed that Blacks were inferior to whites.
  - Black education was adapted to prepare blacks for servitude or unskilled work.
  - SA economy was based on mining that needed lots of unskilled labour – Black labour.
  - Black syllabus indoctrinated blacks to believe in white supremacy.
  - The whites controlled the content of the syllabus – hence no critical thinking was encouraged.
  - Any other relevant response. (Any 2 x 2) (4)
- 3.3 3.3.1 *[Extraction of evidence from Source 3C – L1]*
- It provided for the establishment of a series of new ethnically - based institutions for Blacks with separate universities for Coloureds and Indians. (1 x 2) (2)
- 3.3.2 *[Extraction of evidence from Source 3C – L1]*
- Potchefstroom
  - Pretoria
  - Orange Free State
  - Stellenbosch (Any 1 x 2) (2)
- 3.3.3 *[Interpretation of evidence from Source 3C – L2]*
- They did not want racial mixing at tertiary education.
  - To put Black tertiary education under direct government control.
  - It was an extension of the Apartheid policy.
  - Any other relevant response. (Any 1 x 2) (2)
- 3.3.4 *[Interpretation of evidence from Source 3C – L2]*
- Blacks were accepted at these universities but would not play sport for the university.
  - Blacks were accepted at these universities but would not participate in multi-cultural activities of the universities.
  - It meant that blacks could only study there but would not play sport and would not belong to any societies.
  - Any other relevant response. (Any 2 x 2) (4)
- 3.4 3.4.1 *[Interpretation of evidence from Source 3D – L2]*
- Classes are overcrowded
  - Few resources – no desks and chairs
  - Any other relevant response (Any 2 x 2) (4)



3.4.2 *[Determining usefulness of Source 3D – L3]*

- Useful as it shows how Bantu Education prepared blacks for servitude.
- Useful as it shows how Bantu Education ensured a constant supply of cheap black labour to farms/factories.
- Useful as it shows the aim was to keep blacks uneducated
- Useful as it shows how Bantu Education kept blacks uneducated to ensure they do not qualify for skilled jobs.
- Useful as it shows the few resources and money that was set aside for Black education.
- Any other relevant answer. (Any 2 x 2) (4)

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

Candidates should include some of the following:

- Verwoerd determined to bring black education under government control (Source 3A).
- Bantu Education Act removed black education from provinces and placed it under government control (Source 3A).
- Training of Black teachers taken over by state (Source 3A).
- Black Education determined by economic outlook from whites (Source 3A).
- Missionary schools placed under state control (Source 3B).
- Missionary schools taught liberal values (Source 3B).
- Extension of University Act created separate universities for people of colour (Source 3C).
- Extension of University Act made it a criminal offense for a black to register at a white university without permission from the minister (Source 3C).
- Blacks were barred from playing sport and belonging to social clubs at open universities (Source 3C).
- Black schools were overcrowded (Source 3D).
- Black schools poorly funded and resourced (Source 3D).
- Blacks received a poor inferior education (Source 3D).
- Bantu education prepared blacks for servitude.
- Any other relevant response.

Use the following rubric to assess this paragraph.

	CRITERIA	MARKS
LEVEL 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows no or little understanding of how the Bantu Education act of 1953 changed the lives of Black South Africans in the 1950's</b></li> <li>• Uses evidence partially to report on the topic or cannot report on topic.</li> </ul>	Marks: 0–2
LEVEL 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows an understanding of how the Bantu Education act of 1953 changed the lives of Black South Africans in the 1950's</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	Marks: 3–4
LEVEL 3	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e. g. <b>shows a thorough understanding of how the Bantu Education act of 1953 changed the lives of Black South Africans in the 1950's.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	Marks: 4–6

(6)  
[50]

**SECTION B: ESSAY QUESTIONS****QUESTION 4: NATIONALISM IN SOUTH AFRICA – AFRICAN NATIONALISM**

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

**SYNOPSIS**

Candidates should focus on the various factors that led to the rise of African nationalism from 1900 to 1953.

**MAIN ASPECTS**

Candidates should state the event that led to the awakening of African nationalism and discuss its impact on the government.

**ELABORATION**

- Background: Started as a form of resistance to segregation
- **Formation of the APO** in 1902 by Dr Abdurrahman
- Protested against the exclusion of Blacks from the right to vote
- Delegation going to London in 1905 to achieve a non-racial franchise and end discrimination and the right to vote to Blacks – Britain ignored this request
- **Formation of the SANNC** in 1912 to oppose discrimination and to win political rights
- SANNC wanted to unite everyone who were oppressed by Whites
- SANNC sent delegation going to London in 1914 to appeal against the Native Land Act and not successful.
- In 1923 the SANNC changed its name to the ANC
- **Formation of ICU** in 1919 addressing the grievances of the black dock workers – fought against government policies
- ICU had mass support – ANC had the support of the elite blacks
- **Formation of the SACP** addressing black workers' grievances.
- Spread of education (combined with growing awareness of 'Western' concepts of freedom, democracy, middle class Africans eager to bring about political change)
- **The influence of World War Two** – fought for freedom and democracy / Africans helped to see the end of discrimination after the war
- **Returning African soldiers became dissatisfied** – they were given clothes and a bicycle as financial support compared to the whites who got money and subsidies.
- The **Atlantic Charter** supported self-determination
- **African Claims** – document that called for the universal franchise, fair distribution of land and an end to discrimination in the workplace
- Young members broke away from the ANC to form the **Congress Youth League (Lembede and Mandela)**
- CYL accused the ANC of representing the elite and not the masses
- 1953 saw the ANC **Freedom Charter** call for a democratic SA regardless of race – SA belongs to everyone who lives in it
- Pan Africanism aim was to free Black people all over the world / its influence led to the formation of the ANCYL

**CONCLUSION**

Candidates must tie up their argument by presenting a concluding remark that relates to the original statement of factors influencing African nationalism.

Use the matrix on page 6 to assess this essay.

**[50]**

**QUESTION 5: NATIONALISM IN AFRICA – GHANA**

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

Candidates must indicate whether agree or disagree with the statement.

**MAIN ASPECTS**

The impact of World War Two forms the basis for this essay. Candidates must take a stance and defend their line of argument based on the following historical evidence.

**ELABORATION**

- 65 000 Africans from the Gold coast participated in World War Two
- They were taught that they were fighting for 'democracy'
- Many Africans questioned why they did not get the same benefits of liberation and democracy
- When they returned home they started to oppose the conditions of colonial rule
- During the war many Africans moved to the cities – led to formation of urban working class open to new political ideas
- People became critical of colonial rule after World War Two
- World War Two showed blacks that white supremacy could be successfully challenged
- Many soldiers started to play leading roles in the struggle for independence
- Role played by WEB Du Bois, Marcus Garvey and George Padmore in spreading Pan Africanism ideas
- Pan Africanism aim was to free Africa from colonial and foreign rule
- 1945 Pan African conference in England – called for the end of colonialism
- 1945 Pan African conference in England – supported strikes and boycotts in order to gain independence
- Elite attached a socialist interpretation to their ideas about nationalism
- Many returning soldiers battled to find work – played leading role in fight for independence
- The Atlantic Charter promised democracy – gave hope to African independence aspirations
- The United Nations put pressure on colonial powers to address colonialism and to prepare Africa for independence
- World War Two weakened the colonial powers which made it hard for them to maintain their empires.
- Inflation increased after the war – many Africans dissatisfied with their economic situation – blamed colonial rule – supported nationalist movements
- After the Manchester Conference, the nationalist ideas became more militant to liberate Ghana
- Britain gave limited responsibility to the elite

- Led to formation of the UGCC – Nkrumah active role in organising boycotts against British rule
- Nkrumah broke away from moderate UGCC to form the Convention Peoples Party
- Nkrumah was a committed supporter of the idea of Pan Africanism
- CPP had mass support and adopted a policy of African socialism
- CPP promised industrial development, jobs, free education and healthcare for all
- CPP organised strikes and boycotts – Britain gave limited powers of self-rule to Ghana
- CPP continued their struggle and won the 1957 election
- Nkrumah became president of the Gold Coast and renamed it Ghana
- Any other relevant answer.

### **CONCLUSION**

Ghana became the first country in Africa to gain independence.

Use the matrix on page 6 to assess the essay.

**[50]**

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

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

**SYNOPSIS**

Candidates should argue that this statement is indeed accurate because after this incident violence increased and that forced the government to ban both the ANC and the PAC. Both these parties now decided to abandon their peaceful protest actions and replaced it with the armed struggle – resistance by military means

**ELABORATION**

- **The Sharpeville massacre** and its aftermath.
- **Government state of emergency**
- The Unlawful Organisation Act – banned both the ANC and the PAC
- ANC and PAC decided to operate underground
- They decided on a strategy called the **armed struggle**
- **ANC established MK** – conduct sabotage campaign
- **MK** – prepared guerrilla warfare and targeted government installations to force the government into negotiations with the ANC
- MK avoided targets that would cause bloodshed
- **PAC** launched its own armed wing called **Poqo**
- **Poqo** – wanted to bring about a mass uprising by black people
- **Poqo** – assassinated chiefs and headmen who collaborated with the government
- **Both Poqo and MK prepared to use sabotage and violence to overthrow the government**
- Poqo's plan uncovered by government – 300 Poqo members arrested and imprisoned
- ANC operations discovered at Rivonia – Operation Mayibuye- document containing plans for guerrilla warfare and violent revolution
- Leadership of the ANC including Mandela found guilty of and sentenced to life imprisonment.

**CONCLUSION**

The government attempts to crush opposition seemed successful, but the resistance to apartheid did not stop.

Use the matrix on page 6 to assess the essay.

**[50]**

**TOTAL: 150**