



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2013**

**HISTORY P2  
MEMORANDUM**

**MARKS: 150**

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This memorandum consists of 22 pages.

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## SOURCE BASED QUESTIONS

- 1.1 The following levels of questions were used to assess source-based questions:

<b>LEVELS OF SOURCE-BASED QUESTIONS</b>	
<b>LEVEL 1 (L1)</b>	<ul style="list-style-type: none"> <li>• Extract relevant information and data from the sources.</li> <li>• Organise information logically.</li> <li>• Explain historical concepts.</li> </ul>
<b>LEVEL 2 (L2)</b>	<ul style="list-style-type: none"> <li>• Categorise appropriate or relevant source of information provided to answer the questions raised.</li> <li>• Analyse the information and data gathered from a variety of sources.</li> <li>• Evaluate the sources of information provided to assess the appropriateness of the sources for the task.</li> </ul>
<b>LEVEL 3 (L3)</b>	<ul style="list-style-type: none"> <li>• Interpret and evaluate information and data from the sources.</li> <li>• Engage with sources of information evaluating the usefulness of the sources for the task taking into account stereotypes, subjectivity and gaps in the evidence available.</li> <li>• Analyse historical concepts as social constructs.</li> <li>• Examine and explain the dynamics of changing power relations within the aspects of societies studied.</li> <li>• Compare and contrast interpretations and perspectives of peoples' actions or events and changes to draw independent conclusions about the actions or events.</li> <li>• Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data.</li> </ul>

- 1.2 The following table indicates how to assess source-based questions:

<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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## ESSAY WRITING

### 2.1 The essay questions will focus on the following level:

LEVELS OF QUESTIONS
<b>Level 1</b> <ul style="list-style-type: none"><li>• Discuss or describe according to a given line of argument set out in the essay</li><li>• Plan and construct an argument based on evidence, using evidence to reach a conclusion</li></ul>

### 2.2 Marking of essays

- **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 EXTENDED WRITING MARKING GUIDELINE.**

#### Global assessment of extended writing

The extended writing will be assessed holistically (globally). This approach requires the educator 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 extended writing credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

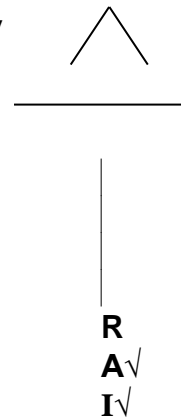
- The construction of argument;
- The appropriate selection of factual evidence to support such argument; and
- The learner's interpretation of the question.

### 3. Assessment procedures of essays

1. Keep the synopsis in mind when assessing essays.
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.

3. The following additional symbols can also be used:

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



### 4. The Matrix

#### 4.1 Use of analytical matrix in the marking of essay

In the marking of essay's, with reference to page 6, 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.

- 4.1.1 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	

- 4.1.2 The second reading of essay will relate to the level (on the matrix) of presentation.

C	LEVEL 4	
P	LEVEL 5	

- 4.1.3 Allocate an overall mark with the use of the matrix.

C	LEVEL 4	} 33 – 34
P	LEVEL 5	

## Global assessment of essays: The matrix – 50 marks

PRESENTATION CONTENT	<b>LEVEL 7</b> 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 the argument throughout	<b>LEVEL 6</b> Well planned and structured essay. Relevant line of argument. Evidence used to defend the argument.	<b>LEVEL 5</b> Well planned and structured essay. Developed a clear argument. Conclusions drawn from evidence. Independent conclusion. Evidence used to support the conclusion.	<b>LEVEL 4</b> Planned and constructed an argument. Evidence used to support argument.	<b>LEVEL 3</b> Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence	<b>LEVEL 2</b> Attempts to structure an answer. Largely descriptive /some attempt at developing an argument.	<b>LEVEL 1</b> 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 content. Content adequately covered and relevant.	38-39	36-37	35	33-34			
<b>LEVEL 4</b> Question recognisable in answer. Some omissions/irrelevant content selection.			33-34	31-32	28-29		
<b>LEVEL 3</b> Content selection does not always relate. Omissions in coverage.				30	26-27	23-24	
<b>LEVEL 2</b> Sparse content. Question inadequately addressed.					25	21-22	20
<b>LEVEL 1</b> Question not answered. Inadequate content. Totally irrelevant.						20	0-19

**QUESTION 1: NATIONALISM IN SOUTH AFRICA****KEY QUESTION: WHAT INFLUENCE DID WORLD WAR II HAVE ON AFRICAN NATIONALISM IN SOUTH AFRICA?**

- 1.1 1.1.1 *[Interpretation of evidence from Source 1A – L1]*
- President of the ANC (1 x 1) (1)
- 1.1.2 *[Interpretation of evidence from Source 1A – L2]*
- To be acknowledged as full citizens of South Africa.
  - To prove that they were against segregation and racial discrimination.
  - Allied war propaganda claimed that the war was being fought for freedom and democracy.
  - Africans hoped that it will lead to an end to discrimination and oppression everywhere.
  - Any relevant answer. (Any 2 x 2) (4)
- 1.1.3 *[Extraction of evidence from Source 1A – L1]*
- Drivers
  - Trench diggers
  - Cooks
  - Camps servants
  - Stretcher bearers (Any 4 x 1) (4)
- 1.1.4 *[Interpretation and analysis of information from Source 1A – L2]*
- Blacks were not allowed to carry weapons.
  - It was discriminated against blacks even during the war
  - Black soldiers were not treated equally and with the same dignity as white soldiers.
  - There is a contradiction in the photo because the black man has a spear in his hand, but expected to defend and gain victory for the country.
  - Any other relevant interpretation. (Any 1 x 3) (3)
- 1.2 1.2.1 *[Define historical concepts from Source 1B – L2]*
- (a)
- Aimed to unite all black South Africans, to mobilise them against the oppressive measures of the segregationist laws of the white government.
  - Any other relevant explanation. (Any 1 x 2) (2)
- (b)
- A form of government chosen by the people for the people of the relevant country.
  - Any other relevant explanation. (Any 1 x 2) (2)

1.2.2 *[Interpretation and synthesis of evidence from Source 1B – L2]*

- Blacks who participated came into contact with the idea of freedom and democracy.
- They learned that blacks in other countries were having equal rights and freedom.
- The Atlantic Charter declared support for self-determination and that all people have to right to choose the form of government under which they live.
- Any other relevant answer. (Any 2 x 2) (4)

1.2.3 *[Extraction of evidence from Source 1B – L1]*

- End of racial discrimination.
- The franchise to be extended to all adults.
- The fair distribution of land.
- Freedom of trade.
- The right to free and equal education.
- Any other relevant response. (Any 3 x 1) (3)

1.3 *[Interpretation and analysis of evidence from Source 1A and 1B – L2]***NO**

- Discrimination continued after the Second World War.
- Blacks were not granted equality or freedom
- Segregation enforced by the policy of apartheid
- Government rather implemented more apartheid laws which oppressed the majority in South Africa
- Any other relevant response. (Any 2 x 2) (4)

1.4 1.4.1 *[Interpretation of evidence from Source 1C – L1]*

- African Mine workers strike of 1946 (1 x 2) (2)

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

- Moderate policy was followed towards the government
- Non-violent methods of protest were used against the discrimination laws
- Deputations and petitions were send to the government to appeal against the segregation laws
- Any other relevant response (Any 1 x 2) (2)

1.4.3 *[Interpretation and analysis of evidence from Source 1C – L2]*

- One group wanted to have a multi-racial movement i.e. to include all racial groups in South Africa to oppose apartheid
- The other group were called the Africanist that believed that Africans must be independent and rely on their own efforts to free themselves.
- Believed in “Africa for Africans”.
- Any other relevant answer. (Any 2 x 2) (4)

1.4.4 *[Interpretation of evidence from Source 1C – L1]*

- Robert Sobukwe (1 x 1) (1)

1.5 1.5.1 *[Extraction of evidence from Source 1D – L1]*

- Boycotts
- Strikes
- Civil disobedience
- Non-cooperation
- Stay-aways (Any 4 x 1) (4)

1.5.2 *[Interpretation and synthesis of evidence from Source 1D – L3]* (3)**USEFUL**

- Discarded the moderate approach to a more militant one
- Became a multi-racial organisation fighting for a non-racial SA against apartheid
- Any other relevant response

**NOT-USEFUL**

- A secondary source
- Could be bias
- Does not show the reactions of the government.
- Any other relevant response. (Any 1 x 2) (2)



1.6 *[Interpretation, analysis and synthesis of information from all sources – L3]*

Candidates should include some of the following aspects:

- The Atlantic charter laid the foundation for the African claims
- After their return from WW2 African soldiers were not granted freedom or any political rights.
- South Africa's racist policies were seen as similar to fascism which was being defeated
- Racism should therefore be ended in South Africa
- Xuma called for international involvement in the struggle for equality
- Xuma welcomed self-determination for all oppressed people
- Wanted political rights and franchise for blacks
- Led to the formation of a more militant ANC
- Formation of the ANC Youth League
- Formation of the PAC
- Any other relevant response

(8)

Use the following rubric to allocate a mark.

LEVEL	CRITERIA	MARKS
Level 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>makes no or little reference to how Dr Xuma's African claims influenced the rise of African nationalism</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	Marks: 1–3
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>makes reference to how Dr Xuma's African claims influenced the rise of African Nationalism</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	Marks: 4–6
Level 3	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding of how Dr Xuma's African claims influenced the rise of 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>	Marks: 7–8

**QUESTION 2: NATIONALISM IN THE MIDDLE EAST****KEY QUESTION: WHAT WERE THE CONSEQUENCES OF THE NATIONALIST ASPIRATIONS OF THE PALESTINIANS AND THE ISRAELI'S?**

- 2.1 2.1.1 *[Define historical concepts from Source 2A – L2]*
- (a)
    - A Jewish nationalist movement that resulted in the establishment of the state of Israel.
    - Any other relevant explanation. (Any 1 x 2) (2)
  - (b)
    - A nation that is spread over the world and is not united in one country
    - Any other relevant explanation (Any 1 x 2) (2)
- 2.1.2 *[Interpretation of information on Source 2A – L1]*
- Palestine (Any 1 x 1) (1)
- 2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- Palestine was well suited for settlement.
  - It was already inhabited.
  - Any other relevant response. (Any 1 x 2) (2)
- 2.1.4 *[Extraction of evidence from Source 2A – L1]*
- Arabs (Muslims)
  - Christians (Any 1 x 2) (2)
- 2.1.5 *[Interpretation of evidence from Source 2A – L2]*
- The Jews did not recognise the existence of other inhabitants in Palestine.
  - Claimed Palestine belonged to the Jews.
  - Any other relevant interpretation. (Any 2 x 2) (4)
- 2.2 2.2.1 *[Interpretation of evidence from Source 2B – L2]*
- Jewish immigration was encouraged.
  - Arabs fears that they would be outnumbered.
  - Increased conflict between the Jews and the Arabs – First Arab-Israeli conflict.
  - Thousands of Arabs had to flee from Palestine – became refugees.
  - Most Arabs lost their possessions in Palestine.
  - Any other relevant response. (Any 2 x 2) (4)

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

- Their homes and furniture had been taken over by the Israeli's
- Their businesses were taken over
- Lost their farms
- Any other relevant response (Any 3 x 1) (3)

2.2.3 *[Interpretation and analysis of evidence from Source 2B – L2]*

Candidates should take a stance and motivate their answer.

**JUSTIFIED**

- Israel's were perceived as belonging to the Palestinian people.
- The Arab government ordered their subordinates not to leave their territory for the Jews.
- Any other relevant answer.

**NOT JUSTIFIED**

- By refusing the refugees into their country means the Arabs were not united.
- Arab nationalism not important.
- Any other relevant answer. (Any 2 x 2) (4)

2.3 2.3.1 *[Interpretation of evidence from Source 2C(I) – L2]*

- The Arab states sympathised with the Palestinian Arabs and believed that the allocated areas of Palestine to the Israeli's in 1947 was unjust.
- The Arabs resented Israeli occupation of Arab territories in 1948.
- Thousands of Palestinian Arabs were refugees and homeless.
- Any other relevant response (Any 2 x 2) (4)

2.3.2 *[Interpretation of evidence from 2C(I) – L1]*

- The Suez Canal crisis
- He challenged both Britain and France when he nationalised the Suez Canal
- Any other relevant response (Any 1 x 2) (2)

2.3.3 *[Interpretation of evidence from Source 2C(I) – L1]*

- Israel's reaction was to resist destruction.
- Israel attacked unannounced first/massive air attacks.
- They were determined not to give up their land.
- Any other relevant response. (Any 1 x 2) (2)

2.3.4 *[Interpretation and synthesis of evidence from Source 2C(I) – L3]*

- This source is bias.
- It was written by an Israeli group and therefore reflects their point of view
- The Israeli's justifies the occupation of Arab territory
- Any other relevant response (Any 2 x 2) (4)

2.3.5 *[Interpretation and analysis of evidence from Source 2C(II) – L2]*

- The small figure representing a heroic little Israel manages to defeat the much bigger figure representing the aggressive Arab states by a carefully directed strike (implying a comparison with the biblical story of David slaying Goliath)
- Any other relevant explanation (Any 1 x 2) (2)

2.3.6 *[Interpretation of evidence from Source 2C(II) – L1]*

- American support, funding and arms (1 x 2) (2)

2.3.7 *[Interpretation of evidence from Source 2C(II) – L1]*

The Arab areas that Israel occupied in the 1967 war (1 x 2) (2)

## 2.4 [Interpretation, analysis and syntheses of evidence from all sources – L2]

Candidates should include some of the following aspects:

- Both sides insisted on independence and exclusive nationhood for their people.
- Jewish immigration to Palestine encourage formation of the state of Israel.
- Israeli nationalist and their supporters believed they have a right to the land because of their distant past (Biblical version) and the settlement in 1947.
- Both sides would not accept the partition of Palestine.
- Palestine nationalist and their supporters believe the land had been unjustly taken from them.
- 1947 – Israeli Arabs conflict.
- Refugees formed guerrilla groups to attack Israel and win their homeland back.
- 1967 Israel occupied more Arab territory.
- “Intifadas” (Uprisings) increased the violence and conflict the region.
- Any relevant answer.

(8)

Use the following to allocate a mark.

LEVEL	CRITERIA	MARKS
Level 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>makes no or little reference of how Jewish and Palestinian/Arab nationalism hampered the peace process in the Middle East.</b></li> <li>• Uses evidence partially to report on topic or <b>cannot report on topic.</b></li> </ul>	<b>Marks: 1–3</b>
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>makes reference of how Palestinian/Arab nationalism hampered the peace process in the Middle East.</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	<b>Marks: 4–6</b>
Level 3	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding of how Palestinian/Arab nationalism hampered the peace process 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>	<b>Marks: 7–8</b>

**QUESTION 3: APARTHEID SOUTH AFRICA – 1940s TO 1960s****KEY QUESTION: HOW DID THE APARTHEID LAWS VIOLATE THE HUMAN RIGHTS OF THE PEOPLE OF SOUTH AFRICA?**

- 3.1 3.1.1 *[Interpretation of information from Source 3A – L2]*
- The complete separation of all “races” in South Africa under white domination/racial separation.
  - Any other relevant explanation (Any 1 x 2) (2)
- 3.1.2 *[Interpretation and analysis of evidence from Source 3A – L2]*
- Industrial Reconciliation Act: White workers could form unions while blacks were banned from trade union activities.
  - Mine and Workers Act: This made sure that a whole range of jobs could be done by white workers only with higher wages.
  - Civilised labour policy: Whites were given preference for jobs in government departments, such as railways and thousands of black workers were dismissed.
  - Any other relevant answer. (Any 3 x 2) (6)
- 3.1.3 *[Extraction of evidence from Source 3A – L1]*
- Pay blacks low wages.
  - Make huge profits.
  - Any other relevant answer. (Any 1 x 2) (2)
- 3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- Only whites could occupy top posts in the work areas.
  - No place for the blacks in South Africa.
  - All privileges and rights in South Africa belong to whites only.
  - No equality between races will be allowed.
  - Any other relevant answer. (Any 3 x 2) (6)
- 3.2 3.2.1 *[Explanation of historical concepts from Source 3B – L1]*
- (a)
- Separating different races into different residential areas to ensure no inter racial socialising.
  - Any other relevant explanation. (Any 1 x 2) (2)
- (b)
- Forced all South Africans into a particular race group.
  - Classified as white, black, Asian or Coloured
  - Any other relevant explanation (Any 1 x 2) (2)
- 3.2.2 *[Interpretation of evidence from Source 3B – L1]*
- Eugenics
  - Social Darwinism (Any 1 x 2) (2)

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

Candidates should take a stance and motivate their answer.

**JUSTIFIED**

- Secure Afrikaner interest
- Prevent inter racial socialising
- Protect the businesses of whites
- Create a “pure race”
- Any other relevant answer.

**NOT JUSTIFIED**

- Whites did not suffer.
- People were forcefully removed from their homes.
- Families and friends were separated.
- People lost their houses and possessions.
- Any other relevant answer. (Any 2 x 2) (4)

3.3 3.3.1 *[Interpretation of evidence from Source 3C – L1]*

- The officials and police of the apartheid government (1 x 2) (2)

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

- “You just have to go, they were told”
- “Here’s your place in Manenberg, here’s your key, here’s your lorry move.” (2 x 2) (4)

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

- It was poor
- Health risk to the city
- Any other relevant response (2 x 1) (2)

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

- A whole community was destroyed
- People lost their homes, families, friends, jobs, schools and churches
- Both sources show the insensitive way which people were forcefully removed.
- Any other relevant answer. (Any 2 x 2) (4)

3.3.5 *[Interpretation of evidence from Source 3C – L3]***USEFUL**

- The poem is communicating the reality of the Group Areas Act.
- It is communicating the people's feelings about the situation.
- It helps to personalise historical events.
- Any other relevant response. (Any 2 x 2) (4)

**NOT USEFUL**

- Could be bias
- Any other relevant response (Any 2 x 2) (4)

3.4 *[Interpretation and synthesis of evidence from all sources – L3]*

Candidates should include some of the following:

- Destroyed their homes, lives and churches.
- Bus and train fare expense to their work places
- Destroyed the spirit of community
- Mothers were also forced to work
- Family lives were broken up
- New neighbours
- The solidarity, the love for each other was destroyed.
- Any other relevant answer. (8)

LEVEL	CRITERIA	MARKS
Level 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>makes no or little reference on how the Group Areas Act affected the lives of people/communities.</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	Marks: 1–3
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>makes reference to how the Group Areas Act affected the lives of people/communities.</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	Marks: 4–6
Level 3	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding of how the Group Areas Act affected the lives of people/communities.</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: 7–8



**SECTION B: ESSAY QUESTIONS****QUESTION 4A: NATIONALISM IN SOUTH AFRICA – AFRIKANER NATIONALISM****SYNOPSIS**

Candidates should focus on the reasons for 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 was a fierce fighter for Afrikaner nationalism
  - South Africa's sovereign independence – with the Balfour Declaration at the Imperial Conference in 1926.
  - Role of the "Volk" – promoted the exclusive interest of "true" Afrikaners "highlighted" events of *volks*-history.
  - Centenary celebration – bind and strengthen Afrikaner nationalism – Led to formation of Ox-wagon sentinel.
  - Second World War – South Africa fought on the side of Britain – many Afrikaner nationalists did not support this and use violent methods to block South Africa's participation.
  - 1948 elections – Afrikaner nationalist appealed to Afrikaner voters to vote for Apartheid.
  - Any other relevant answer.
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

**[50]**

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

**OR**

**QUESTION 4B****SYNOPSIS**

Candidates must focus on the factors that led to the rise of Afrikaner nationalism in South Africa.

**MAIN ASPECTS**

- Introduction: Candidates should agree or disagree with the question and support their line of agreement

- 

**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 Afrikaner language, culture and finances (e.g. the role of Nation capitalism and Sanlam)
  - Century celebration of the Great Trek. Surge in Afrikaner nationalism
  - Formation and impact of the Ossewa Brandwag and New order
  - The impact and role of World War Two consolidation of Afrikaner nationalism.
  - The run up to the 1948 elections and its aftermath
  - Any other relevant answer.
- 
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

**[50]**

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

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

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

**MAIN ASPECTS**

- Introduction: Focus in 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, Convention People Party (CPP) whose goal was self-government now.
- The CPP attracted a mass following.
- British proposal of new constitution in 1951 rejected
- Nkrumah was arrested and when released formed a new government.
- Continued protesting until independence date set for March 1957.
  
- Conclusion: Gold Coast became independent 6 March 1957 and became known as Ghana. Nkrumah became the first president
- Any other relevant conclusion.

**[50]**

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

**OR**

**QUESTION 5B****SYNOPSIS**

Candidates must show an understanding of the concepts and background to the Pan-African movement in the Americas, how it influenced and was influenced by African nationalism and then explain how these two ideas were involved in reaching Ghanaian independence.

**MAIN ASPECTS**

- Introduction: The Pan African movement started in the Americas and can define Pan-Africanism. African nationalist were pushing for political and economic independence from the colonial powers in Ghana. This was particularly evidence because of the large educated middle-class and the actions of workers through strikes and boycotts

**ELABORATION**

- Role played by W.E.B. 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 was promoted.
  - African nationalist also influenced the Pan Africanist movement because they were more assertive and militant.
  - After the Manchester conference, the Pan Africanist became more militant
  - In Ghana, African nationalism was strong because of the vocal and strong middle-class.
  - The western concepts of democracy and self-determination were strongly promoted in Ghana.
  - Nkrumah, a powerful and self-assured leader influenced people through his writings and effective speeches.
  - He pressed for self-determination and for the creations of a united states of Africa.
  - Actions by workers, trade unions 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 6A: APARTHEID: SOUTH AFRICA – 1940s to 1960s****SYNOPSIS**

Candidates need to explore the nature and effectiveness of resistance in the 1950s

**MAIN ASPECTS**

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

**ELABORATION**

- ANC's Programme of Action
  - Mayday strike
  - Defiance campaign
  - Congress Alliance (Kliptown)
  - Freedom Charter
  - Woman's march to Pretoria
  - Treason trail
- 
- Conclusion: The protestors did not succeed in ending apartheid. This is when violent strategies were adopted. Through the protest of the 1950s, however the people had shown their solidarity in opposing injustice, and organise on a national basis, committed themselves to a non-racial democratic future which was laid out on the Freedom Charter, or any other relevant conclusion.

**[50]**

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

**OR**

**QUESTION 6B****SYNOPSIS**

Learners should discuss how the government violently suppressed the resistance movement 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 1960s to bring the apartheid government to its knees.

**ELABORATION**

- Split in the ANC
  - Formation of the PAC
  - March 1960 – ANC and PAC organised anti-pass campaign
  - Planned to burn passes and be arrested
  - Protests in many townships
  - 21 March 1960 – 69 protestors shot at Sharpeville
  - Government declared a state of emergency
  - ANC and PAC banned
  - Thousands detained
  - ANC and PAC members went in exile
  - Adopted armed struggle
  - ANC formed MK (Spear of the Nation)
  - PAC formed Poqo
  - Government introduced harsher laws to crush opposition
  - Police raid on MK headquarters in Rivonia
  - Rivonia trial of MK leaders (e.g. Mandela)
  - Sentenced to life in prison
- Conclusion: The government attempts to crush opposition seemed successful, but the resistance to apartheid did not stop or any other relevant conclusion

**[50]**

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

**TOTAL: 150**