



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

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**HISTORY P2
MEMORANDUM**

MARKS: 150

This memorandum consists of 22 pages.

1. SOURCE-BASED QUESTIONS

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

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1	<ul style="list-style-type: none"> Extract evidence from sources. Selection and organisation of relevant information from sources. Define historical concepts/terms. 	30% (15)
LEVEL 2	<ul style="list-style-type: none"> Interpretation of evidence from the sources. Explain information gathered from the sources. Analyse evidence from the sources. 	40% (20)
LEVEL 3	<ul style="list-style-type: none"> Interpret and evaluate evidence from sources. Engage with sources to determine its usefulness, reliability, bias and limitations. Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions. 	30% (15)

1.2 The information below indicates how source-based questions are assessed:

- In the marking of source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

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.

_____ * _____ * _____

√√√√
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.

32
50

Ensure that the total mark is transferred accurately to the front/back cover 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 extended writing

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

2.3 Global assessment of 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 learner will not be required to simply regurgitate 'facts' in order to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

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

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

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

2.4.3 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised ^
- Wrong statement _____
- Irrelevant statement |
|
|
- Repetition R
- Analysis A√
- Interpretation 1√

2. The matrix

2.5.1 Use of the matrix in the marking of essays.

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

- (a) The first reading of essays 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 essays will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 3	

- (c) Allocate an overall mark with the use of the matrix.

C	LEVEL 4	}26–27
P	LEVEL 3	

MARKING MATRIX FOR ESSAY: TOTAL: 50

PRESENTATION →	LEVEL 7 Very well planned and structured. Good synthesis of information Constructed an argument Very good use of evidence to support the argument	LEVEL 6 Well planned and structured Synthesis of information Constructed an argument Evidence used to support the argument	LEVEL 5 Writing structured. Constructed an argument Evidence used to support argument	LEVEL 4 Clear attempt to construct an argument Evidence used to a large extent to support the argument	LEVEL 3 Some attempt to organise the information into an argument Evidence not well used in supporting the argument.	LEVEL 2 Largely descriptive /with little some attempt to develop an argument.	LEVEL 1 Answer not at all well-structured.
CONTENT ↓							
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	39–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	33–34	28–29		
LEVEL 4 Question recognisable in answer. Some omissions/irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Sparse content. Question inadequately addressed					20–23	18–19	15–17
LEVEL 1 Question not answered. Inadequate content. Significant irrelevance						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: WHAT FACTORS CONTRIBUTED TO THE GROWTH OF AFRICAN NATIONALISM IN SOUTH AFRICA?**

- 1.1 1.1.1 *[Definition of historical concepts from Source 1A – L1]*
- Africa for the Africans
 - Unity amongst Africans in Africa
 - Any other relevant response. (1 x 2) (2)
- 1.1.2 *[Extraction of evidence from Source 1A – L2]*
- Afrocentric – historical struggle against external aggression, exploitation, occupation and domination.
 - OR**
 - Eurocentric – idea conceived in response to European slavery and colonialism. (1 x 2) (2)
- 1.1.3 *[Interpretation of evidence from Source 1A – L2]*
- Most countries got independence in the 20th century.
 - The fight for independence took place after the Second World War.
 - Africans became aware through African nationalism in the 20th century.
 - Any other relevant response. (2 x 2) (4)
- 1.1.4 *[Interpretation of evidence from Source 1A – L1]*
- Idea conceived in response to European slavery and colonialism. (1 x 2) (2)
- 1.2 1.2.1. *[Extraction of evidence from Source 1B – L1]*
- Black males. (1 x 2) (2)
- 1.2.2 *[Interpretation of evidence from source – L2]*
- Left the rural areas in search of work.
 - Many whites were conscripted into the army.
 - World War Two created many job opportunities for blacks.
 - Walked away from poverty in the rural areas.
 - Wanted to obtain better skills/better education.
 - Their families in the rural areas would benefit.
 - Any other relevant response. (2 x 2) (4)
- 1.2.3 *[Extraction of evidence from Source 1B – L1]*
- $299\ 334 - 196\ 178 = 103\ 156$ (1 x 2) (2)

1.2.4 *[Interpretation of evidence from Source 1B – L2]*

- Blacks were taking the jobs of whites.
- Occupying the urban areas in slums.
- Whites were now threatened by the arrival of Blacks.
- Any other relevant response. (2 x 2) (4)

1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*

- Yes. (1 x 1) (1)
- Large numbers were boycotting.
- Any other relevant response. (Any 1 x 1) (1)

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

- Increase in bus fares to town
- The bus was the only means of transport to work.
- It was costing them too much to travel by bus to work.
- Any other relevant response. (2 x 2) (4)

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

- Many other towns also embarked on a bus boycott.
- Bus fare increase seen as a tool of oppression.
- It created a feeling of the need to be liberated from the political economic oppression.
- The ANC also supported the bus boycott.
- Any other relevant response. (2 x 2) (4)

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

- White business employers were losing money.
- Government subsidised bus fares for Blacks.
- Any other relevant response. (2 x 2) (4)

1.3.5. *[Extraction of evidence from Source 1C – L2]*

- Walk to work
- Car-pools
- Take/Get a lift to workplace.
- Any other relevant response. (1 x 2) (2)

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

- No presence of police.
- No evidence of fighting/discontent.
- Any other relevant response. (1 x 2) (2)

1.4 [Supporting of evidence from Sources 1A and 1B – L3]

- 1A – Africans were exploited by Europeans
- 1C – Africans were exploited by Europeans through increase in bus fares
- 1A – Africans united to eradicate exploitation
- 1C – Africans united to reject economic exploitation (2 x 2) (4)

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

- Unity among Africans and the elimination of colonialism and supremacy of whites (Source 1A)
- Many whites were conscripted into the army
- World War Two created job opportunities for blacks.
- Movement of people from rural to urban areas. (Source 1B)
- Men moved from rural to urban areas to earn money (Source 1B)
- Women, children and older people remained at home to see to the families (Source 1B)
- Both males and females went to work in industry (Source 1C)
- Increase in numbers of both males and females moving to industries (Source 1C)
- Bus protests spread in Alexandra (Source 1D)
- Bus boycotts shows black solidarity (Source 1D)
- Any other relevant response.

Use the following rubric to allocate a mark.

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

(6)
[50]

QUESTION 2: WHAT WERE THE PERSPECTIVES OF MIDDLE EAST LEADERS ON THE REFUGEE PROBLEM IN THE MIDDLE EAST?

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- Israel (1 x 1) (1)
- 2.1.2 *[Interpretation of evidence from Source 2A – L2]*
- War between Jews and Arabs
 - Palestinians driven off their land by Jews
 - Any other relevant response. (2 x 2) (4)
- 2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- Israel is still occupying land that belongs to the Arabs.
 - Force was used by the Israelis to occupy the land.
 - The process of giving the Arabs their land back is a long process.
 - Both the Israeli's and Palestinian's would fight for what is theirs.
 - Any other relevant response. (2 x 2) (4)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- Israeli Prime Minister (1 x 2) (2)
- 2.2.2 *[Extraction of evidence from Source 2B – L1]*
- Want Jews and Palestinians to live together.
 - Forget the past and seek no revenge.
 - We harbour no hatred. (Any 1 x 2) (2)
- 2.2.3 *[Interpretation of evidence from Source 2B – L2]*
- Both recognised Palestine was their homeland.
 - Peaceful co-existence was the only peaceful solution.
 - War would lead to mutual destruction and therefore not a viable option.
 - Any other relevant response. (Any 1 x 2) (2)
- 2.2.4 *[Interpretation of evidence from Source 2B – L2]*
- No more war.
 - Jews and Palestinians will not fight again.
 - Any other response. (1 x 2) (2)

2.2.5 *[Engage with Sources 2A and 2B to determine comparisons – L3]*

Source 2A

- Jews and Palestinians cannot live in peace if Jews are occupying Arab land
- Must recognise the Palestinian people
- Must establish their own homeland
- Palestinians must return to their homeland
- Any other relevant response.

Source 2B

- Jews and Palestinians can live in peace
- No more war
- No hatred and revenge
- Live as normal human beings.
- Any other relevant response. (Any 2 x 2) (4)

2.3 2.3.1 *[Definition historical concepts from Source 2C – L1]*

- A person who has been forced to leave their country in order to escape war, persecution or natural disorder.
- Any other relevant response. (1 x 2) (2)

2.3.2 *[Extraction of evidence from Source 2C – L1]*

- Israel
- Palestine (2 x 1) (2)

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

- Arab assault was solved in Israel.
- Previously the Jews resolved the refugee problems of the Palestinians
- Attack of five Arab armies caused many problems.
- Any other relevant response (Any 2 x 2) (4)

2.4 2.4.1 *[Extraction of information from Source 2D – L1]*

- Dress
- They are on foot.
- Any other relevant response. (Any 2 x 1) (2)

2.4.2 *[Extraction of evidence from Source 2D – L1]*

- Because of the war. (1 x 1) (1)

2.4.3. *[Interpretation of evidence form Source 2D – L1]*

- Should not give their territory to the Jews.
- Should not move voluntarily.
- Any other relevant response. (1 x 2) (2)

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

- Did not want guerrillas to operate behind the lines.
- Did not want snipers.
- Any other relevant response. (2 x 2) (4)

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

- Some left voluntary to avoid war.
- Some left voluntary because they thought it would be a temporary measure.
- Israel refused to allow the refugees back onto their rightful land
- Israel saw them as hostile.
- Jews attacked them and evicted them by force
- Any other relevant response. (2 x 2) (4)

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

- Millions of Palestinians are living in exile.
- Millions of Arabs were disposed of their land.
- Millions of Arabs are living in poverty/destitution. (Any 1 x 2) (2)

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

Candidates should include some of the following:

YES

- Sadat mentions of peace only if Arabs are given their territory (Source 2A)
- The Palestinian refugee problem must be solved in Palestine (Source 2B)
- We have no hatred; will not take revenge on Arabs (Source 2B)
- We are destined to live together on the same soil (source 2B)
- Absorb the great-great-grandchildren of this part of the refugee problem that we created ourselves (Source 2C)
- According to Sachar, they must stay put in Palestine (Source 2D)
- Any other relevant response.

NO

- Sadat believes that it is a global problem (2A)
- Spoke negatively about Arabs i.e. assaults and attacks (Source 2B)
- Tiny Israel absorbed all the Jewish refugees and the vast Arab world refused to absorb the Palestinian refugees (Source 2C)
- Morris spoke of snipers and guerrillas in Israel (Source 2D)
- Israel wanted Arabs to solve their own problem in Palestine.
- Any other relevant response,

Use the following rubric to assess this paragraph.

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

(6)
[50]

QUESTION 3: WHAT WERE THE CAUSES AND IMPACT OF THE BANTU EDUCATION ACT OF 1953 ON BLACK STUDENTS?

- 3.1 3.1.1 *[Extraction of information from Source 3A – L1]*
- African schooling was still neither compulsory nor free. (1 x 1) (1)
- 3.1.2 *[Interpretation of evidence from Source 3A – L2]*
- Brought all African schools under the control of the Department of Native Affairs.
 - Phased out missionary institutions.
 - Imposed a uniform curriculum (2 x 2) (4)
- 3.1.3 *[Interpretation of evidence from Source 3A – L2]*
- A curriculum that was only suitable for Black students.
 - Black learners educated to do manual labour only.
 - Black learners will learn amongst themselves.
 - Any other relevant response (Any 1 x 2) (2)
- 3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- Keep Blacks uneducated.
 - Keep them economically crippled.
 - Whites saw Blacks as source of cheap unskilled labour.
 - Any other relevant response. (Any 2 x 2) (4)
- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- Whites (1 x 1) (1)
- 3.2.2 *[Extraction of information from Source 3B – L1]*
- R591 – R42 = R549 (1 x 2) (2)
- 3.2.3 *[Interpretation of evidence from Source 3B – L2]*
- It was in line with the government's policy of separate development.
 - Apartheid government still in power.
 - White children always received better education than the other races.
 - Any other relevant response. (Any 2 x 2) (4)
- 3.2.4 *[Interpretation of information from Source 3B – L2]*
- Divide and rule tactics
 - Wanted to ensure that Blacks, Indians and Coloureds do not stand together against them.
 - Any other relevant response. (Any 2 x 2) (4)

- 3.3 3.3.1 *[Extraction of evidence from Source 3C – L1]*
- Church (1 x 2) (2)
- 3.3.2 *[Extraction of information from Source 3C – L1]*
- Apartheid government saw the need for a trained African labour force. (1 x 2) (2)
- 3.3.3 *[Extraction of evidence from Source 3C – L1]*
- Pupil ratios
 - Overcrowding
 - Lack of teachers
 - Under-qualified teachers
 - Any other relevant response. (Any 4 x 1) (4)
- 3.4 *[Engage with Sources 3B and 3C to determine comparisons – L3]*
- 3B – Figures in terms of rands shows the least amount spent on Africans and this led to poor facilities as seen in Source 3C.
 - 3B – Figures in terms of rands shows the least amount spent on Africans and this led to many problems experienced by the Black pupils e.g. too many pupils in the classroom to improve their education as in Source 3C.
 - Any other relevant response. (Any 2 x 2) (4)
- 3.5 3.5.1 *[Extraction of evidence from Source 3D – L1]*
- Protests
 - Boycotts
 - Any other relevant response. (1 x 2) (2)
- 3.5.2 *[Interpretation of evidence from Source 3D – L2]*
- Black children should go to school provided by Bantu Education Act (apartheid education) than not receive any education at all.
 - Any other relevant response. (1 x 2) (2)
- 3.5.3 *[Interpretation of evidence from Source 3D – L2]*
- Reject Bantu education
 - 7 000 children were expelled from schools because of protests
 - The ANC called for schools to be boycotted.
 - Prepared to sacrifice to receive better education.
 - Any other relevant response (2 x 2) (4)
- 3.5.4 *[Extraction of evidence from Source 3D – L2]*
- ANC called for boycotts (1 x 2) (2)

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

Candidates should include some of the following:

- Bantu Education Act took away Black education controlled by missionary schools (Source 3A)
- Education controlled by the central government (Source 3D)
- Minister of Native Affairs would be responsible for financing (Source 3D)
- Syllabi should suit the Black child (Source 3A)
- Black languages introduced in Black schools (Source 3D)
- Black teachers not suitably qualified (Source 3C)
- Ratios in Black schools very high (Source 3C)
- Overcrowding (Source 3C)
- Lack of teachers in Black schools (Source 3C)
- Any other relevant response.

Use the following rubric to allocate a mark.

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

(6)
[50]

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

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

SYNOPSIS

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

MAIN ASPECTS

Introduction: Introduction should focus on the reasons for the rise of Afrikaner Nationalism.

ELABORATION

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

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

[50]

Use the matrix on page 5 to assess this essay.

OR

4.2 [Recall, interpretation and comprehension of historical knowledge]

SYNOPSIS

Candidates must focus on the social and cultural movements as well as economic programs to build the spirit of Afrikaner nationalism.

MAIN ASPECTS

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

ELABORATION

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

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

[50]

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

QUESTION 5: NATIONALISM IN AFRICA – GHANA

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

SYNOPSIS

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

MAIN ASPECTS

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

ELABORATION

- Kwame Nkrumah was invited to become secretary of the UGCC in 1945
- The 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, the Conventions People Party (CPP) whose goal was self-government now
- The CPP attracted a mass following.
- The British proposal of the new constitution in 1951 was rejected.
- Nkrumah was arrested and after his release formed a new government
- Continued protest until independence date set for March 1957.
- Any other relevant response.

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

- Any other relevant conclusion.

[50]

Use the matrix on page 5 to assess this essay.

OR

5.2 [Recall, interpretation and comprehension of historical knowledge]

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 Nationalist ideas and give some background to Nationalistic ideas or movement. African nationalists were pushing for political and economic independence from the colonial powers in Ghana (Du Bois, Garvey and Padmore).

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 nationalistic movement because they were more assertive and militant.
- After the Manchester conference, the nationalist ideas became more militant to liberate Ghana
- 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.

- Any other relevant conclusion.

[50]

Use the matrix on page 5 to assess this essay.

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

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

SYNOPSIS

Candidates need to explore the significant events of resistance to the policy of apartheid in the 1950s.

MAIN ASPECTS

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

ELABORATION

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

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

[50]

Use the matrix on page 5 to assess this essay.

OR

6.2 [Recall, interpretation and comprehension of historical knowledge]

SYNOPSIS

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

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

ELABORATION

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's attempts to crush the opposition seemed successful, but the resistance to apartheid did not stop or any other relevant conclusion.

[50]

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

TOTAL: 150