



Province of the  
**EASTERN CAPE**  
EDUCATION



**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2022**

**HISTORY P2**

**MARKS: 150**

**TIME: 3 hours**



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This question paper consists of 9 pages and an addendum of 14 pages.

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**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework in the CAPS document.

**SECTION A: SOURCE-BASED QUESTIONS**

QUESTION 1: NATIONALISM IN SOUTH AFRICA – AFRICAN NATIONALISM

QUESTION 2: NATIONALISM IN THE MIDDLE EAST

QUESTION 3: APARTHEID SOUTH AFRICA – 1940s to 1960s

**SECTION B: ESSAY QUESTIONS**

QUESTION 4: NATIONALISM IN SOUTH AFRICA – AFRICAN NATIONALISM

QUESTION 5: NATIONALISM IN THE MIDDLE EAST

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

2. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions may be found in the ADDENDUM.
3. SECTION B consists of THREE essay questions.
4. Answer the THREE questions as follows:
  - 4.1 At least ONE must be a source-based question and at least ONE must be an essay question.
  - 4.2 The THIRD question should be a source-based or an essay question.
5. You are advised to spend at least ONE hour per question.
6. When answering the questions, candidates should apply their knowledge, skill and insight.
7. You will be disadvantaged by merely rewriting the sources as answers.
8. Number the answers correctly according to the numbering system used in this question paper.
9. Write neatly and legibly.

**SECTION A: SOURCE-BASED QUESTIONS**

Answer at least ONE question in this section. Source material to be used to answer these questions is contained in the ADDENDUM.

**QUESTION 1: HOW DID THE ANC YOUTH LEAGUE (ANCYL) INFLUENCE THE RISE OF AFRICAN NATIONALISM IN THE 1940s?**

Study Sources 1A, 1B, 1C and 1D and answer the questions that follow.

1.1 Refer to Source 1A.

1.1.1 Name TWO of the persons that established the ANC Youth League. (2 x 1) (2)

1.1.2 Explain what the founders of the ANCYL meant with the following statement, "FREEDOM IN OUR LIFETIME." (2 x 2) (4)

1.1.3 What, according to the source, was noticed about the intentions of the youth at the ANC's conference? (1 x 2) (2)

1.1.4 Explain how useful this source will be to a historian studying the influence of the ANCYL on the policies of the ANC. (2 x 2) (4)

1.2 Study Source 1B.

1.2.1 Why do you think the Provincial Executive Committee of the ANC used the words, "the hour of the youth has struck" on its flyers? (2 x 2) (4)

1.2.2 Define the concept *African Nationalism* in your own words. (1 x 2) (2)

1.2.3 What does the statement mean/imply, "Africa is a black man's country", tell us about the philosophy/beliefs of Anton Lembede? (2 x 2) (4)

1.2.4 What, according to the source, was the criticism of the Youth League against the ANC? (2 x 1) (2)

- 1.3 Read Source 1C.
- 1.3.1 Why, according to the source, did mine workers decide to go on a general strike? (2 x 1) (2)
- 1.3.2 Why were the mineworkers opposed to the compound system? (2 x 2) (4)
- 1.3.3 Comment on the old miner's statement, "We on the mines are dead men already." (1 x 2) (2)
- 1.3.4 What, according to the source, were the results of the strike? (1 x 2) (2)
- 1.3.5 Using information in the source and your own knowledge, explain how the government reacted to the strike. (2 x 2) (4)
- 1.4 Consult Source 1D.
- 1.4.1 What message does the photograph convey with regards to the impact of African nationalism on black South Africans? (2 x 2) (4)
- 1.4.2 Name TWO demands of the workers. (Use visual clues from the photograph to answer the question.) (2 x 1) (2)
- 1.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how the ANC Youth League influenced the rise of African nationalism in the 1940s. (6)
- [50]**



**QUESTION 2: HOW DID THE SIX DAY WAR OF 1967 CONTRIBUTE TO THE CONFLICT IN THE MIDDLE EAST?**

Study Sources 2A, 2B, 2C and 2D to answer the following questions.

**2.1 Study Source 2A.**

- 2.1.1 What, according to the source, was the major spark for the Six Day War? (1 x 2) (2)
- 2.1.2 Name the superpower that informed Egypt of Israel moving troops to its northern border of Syria. (1 x 1) (1)
- 2.1.3 According to the source, how did Abdel Nasser's support for his allies lead directly to the outbreak of the Six Day War. (3 x 1) (3)
- 2.1.4 Using the information in the source and your own knowledge, explain what happened during the Holocaust. (2 x 2) (4)
- 2.1.5 Comment on what the Israeli's meant by the following statement, "Let's meet after the war. Where? In a phone box." (2 x 2) (4)

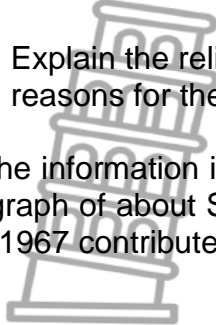
**2.2 Consult Source 2B.**

- 2.2.1 How, according to the source, did the Six Day War begin? (1 x 2) (2)
- 2.2.2 Explain whether you agree that Israel was the aggressor in the Six Day War. Substantiate your answer with relevant evidence. (2 x 2) (4)
- 2.2.3 According to the source, list THREE countries where airbases were placed. (3 x 1) (3)

**2.3 Read Source 2C.**

- 2.3.1 Name the peace-keeping body that mediated a ceasefire on 10 June 1967. (1 x 1) (1)
- 2.3.2 Who, according to the source, had the most casualties due to the Six Day War? (1 x 2) (2)
- 2.3.3 How did the following countries feel after the Six Day War?
- (a) Israel (1 x 2) (2)
- (b) Arab countries (1 x 2) (2)
- 2.3.4 Explain what the Arab leaders meant by the following statement, "No peace, no recognition and no negotiation" with Israel. (2 x 2) (4)

- 2.4 Use Source 2D.
- 2.4.1 What message is conveyed in the cartoon with regards to the Six Day War? (2 x 2) (4)
- 2.4.2 Name the country that has the dagger in his hand. (Use a visual clue from the source.) (1 x 2) (2)
- 2.4.3 Explain the reliability of this source to a historian studying the reasons for the Israeli victory during the Six Day War. (2 x 2) (4)
- 2.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how the Six Day War of 1967 contributed to the conflict in the Middle East. (6)

**[50]**

**QUESTION 3: WHAT ROLE DID SOUTH AFRICAN WOMEN PLAY TO RESIST APARTHEID IN THE 1950s?**

Study Sources 3A, 3B, 3C and 3D to answer the following questions.

**3.1 Read Source 3A.**

- 3.1.1 Define the concept *apartheid* in your own words. (1 x 2) (2)
- 3.1.2 Comment on what is meant by the following statement, "It made many men, women and children to be slaves in their own country," in the context of the effects that apartheid had on the lives of Black South Africans. (2 x 2) (4)
- 3.1.3 List the horrible conditions that black South Africans were forced to live under the apartheid government. (2 x 1) (2)
- 3.1.4 Quote a sentence from the source that indicates the horrific conditions were not accepted by South Africans. (1 x 1) (1)
- 3.1.5 Why, do you think the resistance to apartheid by whites and blacks were different? (2 x 2) (4)

**3.2 Study Source 3B.**

- 3.2.1 How, according to the source, did some women resist apartheid? (1 x 1) (1)
- 3.2.2 Why, do you think, some black women decided to brew beer? (2 x 2) (4)
- 3.2.3 Why, according to the source, did Black Sash open advice offices? (2 x 1) (2)
- 3.2.4 Comment on why Black Sash was never banned by the apartheid government. (1 x 2) (2)

**3.3 Read Source 3C.**

- 3.3.1 Use your own knowledge to explain why many women were never involved in political protests or demonstrations before. (2 x 2) (4)
- 3.3.2 Why, according to the source, did South African women protest so strongly against the Act? (1 x 2) (2)
- 3.3.3 Name TWO women's organisations that organised many demonstrations outside government offices. (2 x 1) (2)
- 3.3.4 Comment on why women left the Union Building with a sense of moral victory. (2 x 2) (4)

- 3.4 Consult Source 3D.
- 3.4.1 What message is portrayed in this photograph regarding the Women's March of 9 August 1956? (2 x 2) (4)
- 3.4.2 Quote evidence from the source showing what the implementation of the pass laws will mean to these protesters. (2 x 1) (2)
- 3.5 Compare Source 3C and Source 3D. Explain how the information in Source 3C compliments (supports) the evidence in Source 3D regarding the reasons why South African women resisted apartheid. (2 x 2) (4)
- 3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining the role that South African women played to resist apartheid in the 1950s. (6)
- [50]**





## SECTION B: ESSAY QUESTIONS

Answer at least ONE question, but not more than TWO questions, in this section.

### QUESTION 4: AFRICAN NATIONALISM

Critically discuss how African Nationalism was strengthened in South Africa from 1902 to 1953.

Motivate your answer with relevant historical evidence from 1902 to 1953.

[50]

### QUESTION 5: NATIONALISM IN THE MIDDLE EAST

“It was Jewish nationalism that eventually led to the establishment of the State of Israel.”

Do you agree with the statement? Substantiate your answer with relevant evidence.

[50]

### QUESTION 6: RESISTANCE IN SOUTH AFRICA – 1940s to 1960s

“The resistance movement launched more aggressive and violent protest actions against the apartheid regime in the 1960s.”

Explain to what extent this statement is accurate by referring to the different forms of resistance in the 1960s.

[50]

**TOTAL: 150**





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ADDENDUM**



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This addendum consists of 14 pages.

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**QUESTION 1: HOW DID THE ANC YOUTH LEAGUE (ANCYL) INFLUENCE THE RISE OF AFRICAN NATIONALISM IN THE 1940s?****SOURCE 1A**

This source below explains the reasons for the formation of the ANCYL.

The generation that founded the ANC Youth League (Walter Sisulu, Oliver Tambo, Nelson Mandela, William Nkomo, Mxolisi Majombozi, Anton Lembede, Congress Mbatha) declared 'FREEDOM IN OUR LIFETIME' in 1944. The ANC's idea of forming the ANCYL began in early 1940, as a result of young people's impatience with the manner in which the ANC and the entire National Liberation Movement responded to apartheid repression. Young people said then that they are tired with peaceful resistance and struggles, which recognised and respected the oppressor and the colonial masters.

Mxolisi Majombozi came with the idea of radicalising the ANC, through formation of the ANC Youth League, which will give new energy and fighting spirit to the National Liberation Movement. In 1942, the ANC Conference noted the growing militancy amongst the youth and resolved that the Congress Youth League should be formed to mobilise young people behind the banner of the ANC.

On September 10, 1944, the ANC Youth League was officially launched as an organisation in the Bantu Social Centre, Johannesburg and elected Anton Lembede as its first president. The ANC Youth League was now able to decisively (finally) influence the ANC to adopt a more radical and confrontational political programme which fundamentally (basically) transformed the ANC into a mass mobilisation movement and campaigner (fighter) against racial segregation and economic subjugation (oppression).

[From <http://www.ngopulse.org/resources/anc-youth-league-message-centenary-african-national-congress>. Accessed on 27 April 2021.]



**SOURCE 1B**

This source below describes the ANCYL's manifesto (beliefs).

'The hour of youth has struck!' So proclaimed (declared) a flyer issued by the Provincial Executive Committee of the newly formed ANC Youth League, advertising the organisation's first conference to be held in September 1944.

In the 1930s the ANC, under the leadership of Xuma, had revived, but its methods remained cautious and respected towards the white elite. Every resolution of the ANC started with statements like, 'We pray that the Minister ... We humbly request ...' Annoyed (angry) by the pacifism (non-violence), this group of young intellectuals became agitated (restless) and demanded a shift towards a more militant style of politics. Jordan Ngubane together with Lembede and Mda drafted the League Manifesto, although Lembede's ideas are said to have dominated the document. Anton Lembede was also described as the "principal architect of SA's first full-fledged ideology of African nationalism." Lembede also believed that Africa is a black man's country and that Africans are one.

The document pointed out that the formation of the Youth League was based on criticism against the ANC which was seen as elitist and 'not an efficiently organised bloc', lacking a 'constructive programme to enforce the repeal of all oppressive legislation.' The Youth League aimed at imparting (revealing) to the ANC a national character rooted in African nationalism and African self-determination.

[From <http://nhmsa.co.za/news/the-hour-of-youth-has-struck-anton-lembede-and-the-formation-of-the-anc-youth-league/>. Accessed on 27 April 2021.]



**SOURCE 1C**

This source describes how black South African workers were influenced by the ideas of African Nationalism that led to the Mine Workers strike on 12 August 1946 on the Witwatersrand.

On Sunday, August 4, 1946, over a thousand delegates assembled at an open-air conference held in the Newtown Market Square: no hall where Africans could hold meetings was big enough to accommodate those present. At this meeting a decision was taken to go on a general strike, demanding a minimum wage of 10 shillings (one Rand), better conditions at work and against the horrific conditions in the compounds. Before the decision was adopted, speaker after speaker took the stage and demanded immediate action. One worker said, "When I think of how we left our homes in the reserves, our children naked and hungry, we have nothing more to say". Every man must agree to strike on 12 August. It is better to die than go back with empty hands. The president, J.B. Marks warned that the regime would attempt to suppress the strike by brutal force. But the meeting was in a militant mood. An old miner shouted: "We on the mines are dead men already."

The resources of the racist state were used to suppress the strike, killing 9, wounded 1 248 mineworkers and the regime regarded the strike as a failure. The most profound (greatest) result of the strike, however, was to be the impact it had on the political thinking within the liberation movement; almost immediately it shifted from a policy of concession (compromise) to more dynamic and militant forms of struggle. The brave miners of 1946 gave birth to the ANC Youth League's Programme of Action adopted in 1949 and the forerunners of the freedom strikers of May 1, 1950.

[From [sahistory.org.za/article/1946-african-mineworkers-strike](http://sahistory.org.za/article/1946-african-mineworkers-strike). Accessed on 27 April 2021.]



**SOURCE 1D**

This photograph shows the mineworkers on strike in 1946 on the Witwatersrand.



[From [saha.org.za](http://saha.org.za). Accessed 27 April 2021]



**QUESTION 2: HOW DID THE SIX DAY WAR OF 1967 CONTRIBUTE TO THE CONFLICT IN THE MIDDLE EAST?****SOURCE 2A**

This source below explains the reasons for the outbreak of the Six Day War on 5 June 1967.

A series of border disputes were the major spark for the Six Day War. By the mid-1960's, Syrian-backed Palestinian guerrillas had begun staging attacks across the Israeli border, provoking reprisal (retaliation) raids from the Israel Defence Forces. In April 1967, the skirmishes (conflicts) worsened after Israel and Syria fought a ferocious (violent) air and artillery (weapons) engagement in which six Syrian fighter jets were destroyed. In the wake of the April air battle, the Soviet Union provided Egypt with information that Israel was moving troops to the northern borders of Syria in preparation for a full-scale invasion. The information was inaccurate, but it nevertheless stirred Egyptian President Gamal Abdel Nasser into action. In a show of support for his Syrian allies, he ordered Egyptian forces to advance into the Sinai Peninsula, where they expelled a United Nations peacekeeping force that had been guarding the border with Israel for over a decade.

On 22 May, Nasser banned Israeli shipping from the Straits of Tiran. A week later he sealed a defence pact with King Hussein of Jordan. At the same time, bloody threats poured out of Arab radio stations and on to the pages of Israeli newspapers. Only 22 years after the end of the Holocaust it was not surprising that the Arab propaganda (publicity) hit home. A doom-laden (depressing) mood overcame the country. People made black jokes: "Let's meet after the war. Where? In a phone box."

[From <https://link.springer.com> > chapter. Accessed on 30 September 2019.]



**SOURCE 2B**

This extract below describes how the events of 5 June 1967 unfolded in the Middle East.

By early June 1967, Israeli leaders voted to counter the Arab military build-up. The war began on 5 June 1967, when Israeli's air force launched a devastating series of attacks on Egyptian airfields which destroyed most of Egypt's aircrafts on the ground. Technically, Israel was the aggressor, since Israel fired the first shots. The Israeli war plan depended on a surprise attack, called Operation Focus. By the end of the day on 5 June, Israeli pilots had won full control of the skies over the Middle East.

The war was disastrous for Egypt and for the Arabs. On 6 and 7 June the Israeli's quickly overran the whole of Sinai as they had in 1956. On 7 June Jordan lost the Old city of Jerusalem and the West Bank, and on 9 June Syria lost the Golan Heights. The fighting ended on 10 June and in a victory for Israel.

Unlike the Egyptians and the other Arab armies, the Israelis had done their homework. They had flown hundreds of reconnaissance (investigation) missions over the years to build up an accurate picture of airbases in Egypt, Jordan and Syria. Pilots had a target book, giving the details of their layouts and defences.

[From *Conflict in the Middle East* by Dr J. King]





**SOURCE 2C**

The source below explains the consequences of the Six Day War of 1967.

On June 10 1967, a United Nations ceasefire (break in fighting) took effect and the Six Day War came to an abrupt (sudden) end. It was later estimated that some 20 000 Arabs and 800 Israelis had died in just 132 hours of fighting. The leaders of the Arab states were left shocked by the severity of their defeat. Egyptian President Nasser even resigned in disgrace, only to promptly return to office after Egyptian citizens showed their support with massive street demonstrations.

In Israel, the national mood was jubilant. Victory in the war led to a surge of national pride in Israel, which tripled in size, but it also fanned (blew) the flames of the Arab-Israeli conflict. Still wounded by their defeat in the Six-Day War, Arab leaders met in Khartoum, Sudan, in August 1967, and signed a resolution that promised “no peace, no recognition and no negotiation” with Israel. Led by Egypt and Syria the Arab states later launched a fourth major conflict with Israel during 1973’s Yom Kippur War.

[From <https://www.history.com/topics/middle-east/six-day-war>. Accessed on 30 September 2019.]



### SOURCE 2D

The cartoon depicts what happened during the Six Day War of 1967 between Israel and the Arab States.



[From [Getty Images.com](http://Getty Images.com). Accessed on 30 September 2019.]



**QUESTION 3: WHAT ROLE DID SOUTH AFRICAN WOMEN PLAY TO RESIST APARTHEID IN THE 1950s?****SOURCE 3A**

This source explains the influence that apartheid had on the lives of South Africans that was implemented by the National Party in 1948.

Apartheid was an oppressively destructive system that influenced many lives, not only in South Africa, but also in many nearby provinces and countries. This influence occurred (happened) because apartheid was so morally wrong. It forced many men, women and children to be slaves in their own country. These people could not live their own lives. They were made to obey the laws of the white people that terrified all and killed thousands.

Even those blacks that lived under apartheid lived in conditions that were more horrible than anything anyone could ever possibly imagine. They were forced into overcrowded cities whose pollution and poverty caused the death of many. Made to work for wages that could barely (hardly) keep one individual alive, let alone an entire family and given no opportunity to better themselves through a decent (proper) education.

These horrific (terrible) conditions ultimately resulted in a struggle of resistance against the system by many individuals of South Africa. Surprisingly, this resistance was greatly influenced and aided (supported) by a very large group of women fighters. Even more surprising is the fact that this group of women consisted not only of black women but also white women. Yet even though these white and black women were fighting against the same system, their resistance to apartheid differed in many ways.

[From *Woman's Resistance to Apartheid* by M. Laber.]



**SOURCE 3B**

The source below explains how South African women resisted apartheid.

Black women's lives in South Africa were a constant struggle, yet they managed to survive and also, at the same time, find individually subtle (clever) ways to resist the system that they hated so dearly. The most widely method used by many black women was beer brewing. The women who brewed beer were a very bright group of individuals in a class of their own. It was against the law for Africans to brew or even drink beer. Yet, these women would still brew it in their homes and then, through very intricate (tricky) methods, they would bury it in their yards so that police could not find it. Police continued to raid relentlessly (harshly) and to destroy. There were Saturday and Sunday mornings when the streets literally (factually) flowed with beer.

One organisation that helped the white women in their resistance to apartheid was Black Sash. It was established in 1956 under the presidency of Sheena Duncan and soon had a membership of 10 000 members. It started the night that thousands of white women with black sashes draped over their shoulders marched to protest the desecration (violation) of individual rights by the ruling National Party. Black Sash mainly fought against the forced resettlement of black people. The group opened many "advice offices" to help people with a variety of tasks, such as looking for passports, looking for homes and to teach them how to read. The government did not ban this group.

[From <https://fisherpub.sjfc.edu/ur/vol2/iss1/7>. Accessed on 09 November 2020.]



**SOURCE 3C**

This source focuses on the reasons for the march that took place on 9 August 1956 to the Union Buildings in Pretoria.

The Abolition of Passes and Coordination of Documents Act was passed in 1952. This act replaced the numerous documents that men were forced to carry with them for identification, with one single document. It was also stated that African women at some time in the future would also be required to carry these single documents or pass books. This act resulted in widespread anger and protest among black women. In the 1950's, the anti-pass protests were not initiated (started) by the traditional male leaders, but by thousands of African women, many of whom had never before been involved in political protests or demonstrations. They protested so strongly against this act because they knew that if they were forced to carry these passes, there would be an increase in the effectiveness of the influx control system and making it harder for them to acquire (get) urban residency. They also fought because they knew that the act would mean the destruction of family life, that children would be left uncared for and others torn from babies for failure to produce a pass.

The ANC Woman's League and the Federation of South African Women mainly organised the campaigns. The first national protest took place on 27 October 1955. For this protest 2 000 women of all races marched on the Union Buildings in Pretoria.

On 9 August 1956, 20 000 women from all parts of South Africa participated in a second march on the Union Buildings. When Lilian Ngoyi knocked, a voice from behind the door told her she had been sent a letter preventing her from coming to the prime minister's office. Ngoyi answered: "The women of Africa are outside. They build this place. Their husbands died for this." They dropped their petitions and went back to the marchers and waited in silence. Eventually Ngoyi said: " Strijdom is too much of a coward to meet us." They concluded the demonstration by singing freedom songs and chanting their slogan, "Now you have touched the women! You have struck a rock, you will be crushed!" and left quietly, but with a sense of moral victory.

[From [www.iol.co.za>news>politics>how-lilianngoyi-cha..Aug 9,2017](http://www.iol.co.za/news/politics/how-lilianngoyi-cha..Aug 9,2017) \_ Accessed on 09 November 2020.]



**SOURCE 3D**

This is a photograph that shows some of the demands of the women present at the march of 9 August 1956.



[From <http://www.ijr.org.za/home/wp-content/uploads/2019/10/pass-laws.pdf>. Accessed on 9 November 2020.]



## ACKNOWLEDGEMENTS

Visual sources and other historical evidence were taken from the following:

### Getty Images

<http://nhmsa.co.za/news/the-hour-of-youth-has-struck-anton-lembede-and-the-formation-of-the-anc-youth-league/>

<http://www.ijr.org.za/home/wp-content/uploads/2019/10/pass-laws.pdf>

<http://www.ngopulse.org/resources/anc-youth-league-message-centenary-african-national-congress>

<https://fisherpub.sjfc.edu/ur/vol2/iss1/7>

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King, Dr J. *Conflict in the Middle East*

Laber, M. 1999, *Women's Resistance to Apartheid*, Fisher Digital Publications

[saha.org.za](http://saha.org.za)

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[www.iol.co.za>news>politics>how-liliangoyi-cha..Aug\\_9,2017](http://www.iol.co.za/news/politics/how-liliangoyi-cha..Aug_9,2017)





**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2022**

**HISTORY P2  
MARKING GUIDELINE**

**MARKS: 150**



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This marking guideline consists of 20 pages.

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## 1. SOURCE-BASED QUESTIONS

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

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1	<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>	30% (15)
LEVEL 2	<ul style="list-style-type: none"> <li>Interpretation of evidence from the sources.</li> <li>Explain information gathered from the sources.</li> <li>Analyse evidence from the sources.</li> </ul>	50% (25)
LEVEL 3	<ul style="list-style-type: none"> <li>Interpret and evaluate evidence from 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>	20% (10)

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

- In the marking of source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2 × 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 × 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.

$\frac{32}{50}$

- 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 essay questions

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

### 2.3 Global assessment of 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 learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of argument (planned, structured and has independent line of argument)

### 2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

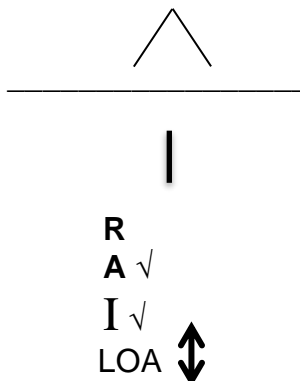
2.4.2 During the reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline), each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline) and a relevant conclusion (indicated by a bullet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

2.4.3 Keep the **PEEL** structure in mind when assessing an essay.

<b>P</b>	<b>Point:</b> The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
<b>E</b>	<b>Explanation:</b> The candidate should explain in more detail what the main point is all about and how it relates to the question posed (line of argument)
<b>E</b>	<b>Example:</b> The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
<b>L</b>	<b>Link:</b> Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

2.4.4 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised
- Wrong statement
- Irrelevant statement
- Repetition
- Analysis
- Interpretation
- Line of argument



## 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).

<b>C</b>	<b>LEVEL 4</b>	

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

<b>C</b>	<b>LEVEL 4</b>	
<b>P</b>	<b>LEVEL 5</b>	

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

<b>C</b>	<b>LEVEL 4</b>	} <b>30 – 33</b>
<b>P</b>	<b>LEVEL 5</b>	

**MARKING MATRIX FOR ESSAY – TOTAL: 50**

<p><b>PRESENTATION</b></p> <p>➔</p> <p><b>CONTENT</b></p> <p>⬇</p>	<p><b>LEVEL 7</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.</p>	<p><b>LEVEL 6</b> 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.</p>	<p><b>LEVEL 5</b> Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.</p>	<p><b>LEVEL 4</b> Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence..</p>	<p><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.</p>	<p><b>LEVEL 2</b> Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.</p>	<p><b>LEVEL 1</b> Little or no attempt to structure the essay.</p>
<p><b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.</p>	47–50	43–46					
<p><b>LEVEL 6</b> Question has been answered. Content selection relevant to a line of argument.</p>	43–46	40–42	38–39				
<p><b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.</p>	38–39	36–37	34–35	30–33	28–29		
<p><b>LEVEL 4</b> Question recognisable in answer. Some omissions/irrelevant content selection.</p>			30–33	28–29	26–27		
<p><b>LEVEL 3</b> Content selection does not always relate. Omissions in coverage.</p>				26–27	24–25	20–23	
<p><b>LEVEL 2</b> Sparse content. Question inadequately addressed</p>					20–23	18–19	14–17
<p><b>LEVEL 1</b> Question not answered. Inadequate content. Significant irrelevance</p>						14–17	0–13

**\*Guidelines for allocating a mark for Level 1:**

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- Content selection includes basic and generally irrelevant information; no attempt to structure the essay = 1 – 6
- Question inadequately addressed and vague; little attempt to structure the essay = 7 – 13

**SECTION A: SOURCE-BASED QUESTIONS****QUESTION 1: HOW DID THE ANC YOUTH LEAGUE (ANCYL) INFLUENCE THE RISE OF AFRICAN NATIONALISM IN THE 1940s?**

- 1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- Walter Sisulu
  - Oliver Tambo
  - Nelson Mandela
  - William Nkomo
  - Mxolisi Majombozi
  - Anton Lembede
  - Congress Mbatha
- (Any 2 x 1) (2)
- 1.1.2 *[Interpretation of evidence from Source 1A – L2]*
- They dedicated their lives to the cause for freedom
  - They were prepared to sacrifice their lives so that all South Africans can attain freedom
  - They were dedicated to get freedom or die
  - Any other relevant response.
- (Any 2 x 2) (4)
- 1.1.3 *[Extraction of evidence from Source 1A – L1]*
- Growing militancy amongst the youth.
- (1 x 2) (2)
- 1.1.4 *[Interpretation of the usefulness of evidence from Source 1A – L3]*  
**The source is USEFUL because:**
- The ANC changed from a conservative to a more progressive organisation
  - The ANC became more militant in its strategies against apartheid
  - It became a mass-based organisation
  - Any other relevant response
- (Any 2 x 2) (4)
- 1.2 1.2.1 *[Interpretation of evidence from Source 1B – L2]*
- The youth to play a more prominent role in the fight against apartheid
  - Encouraging the youth to join the ANCYL
  - It gives a more militant tone on how the ANCYL plans to operate
  - Any other relevant response
- (Any 2 x 2) (4)
- 1.2.2 *[Definition of historical concept from Source 1B – L1]*
- An ideology that unites black people in their struggle against colonial and racist oppression in Africa to obtain freedom and independence
  - Any other relevant response
- (1 x 2) (2)

- 1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- He was an Africanist
  - Believed that blacks should fight against their oppression without the assistance of whites
  - Believed that self-determination should be obtained by blacks themselves
  - The white people in Africa are of European origin and were the colonists/oppressors.
  - Any other relevant response (Any 2 x 2) (4)
- 1.2.4 *[Extraction of evidence from Source 1B – L1]*
- ANC was seen as elitist
  - Not an efficiently organised block
  - Lack a constructive programme to enforce the repeal of all oppressive legislation (Any 2 x 1) (2)
- 1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- Demanded higher wages
  - Better conditions at work
  - Against the horrific conditions in the compounds (Any 2 x 1) (2)
- 1.3.2 *[Interpretation of evidence from Source 1C – L2]*
- It restricted their freedom of movement
  - It prevented them from having contact with their unions
  - The compounds were like prisons, as they were always guarded and spied on
  - Any other relevant response (Any 2 x 2) (4)
- 1.3.3 *[Interpretation of evidence from Source 1C – L2]*
- Many miners were killed by falling rocks in the mines
  - The dust in the mines caused lung diseases causing the death of many
  - Any other relevant response (Any 1 x 2) (2)
- 1.3.4 *[Extraction of evidence from Source 1C – L1]*
- Impacted on the political thinking within the liberation movement
  - It shifted from a policy of concessions to more dynamic and militant form of struggle (Any 1 x 2) (2)
- 1.3.5 *[Interpretation of evidence from Source 1C – L2]*
- Lawless police and the army smashed the strike
  - 9 miners were killed and 1 248 were wounded
  - Miners were beaten
  - Homes of trade unionists and political officers were raided
  - Any other relevant response (Any 2 x 2) (4)

- 1.4 1.4.1 *[Interpretation of evidence from the Source 1D – L2]*
- Shows workers are united against unjust laws of apartheid
  - Mineworkers are united against the low wages they receive
  - Workers are embarking on more militant action
  - Any other relevant response (Any 2 x 2) (4)
- 1.4.2 *[Extraction of evidence from Source 1D – L1]*
- Voting rights
  - Equal salaries (2 x 1) (2)
- 1.5 *[Interpretation, comprehension and synthesis of evidence from relevant sources – L3]*

Candidates should include some of the following aspects in their answer:

- Young people became impatient with how the National Liberation Movement responded to apartheid (Source 1A)
- ANCYL gave new energy and fighting spirit to the National Liberation Movement (Source 1A)
- ANCYL more militant (Source 1A and Source 1B)
- ANC transformed into a mass mobilisation Movement (Source 1B)
- ANCYL criticised the older members of the ANC (Source 1B)
- Emphasised self-determination of black people (Source 1B)
- Lembede believed in exclusive nationalism (Source 1B)
- Led to 1946 mineworkers strike (Source 1C and Source 1D)
- Used strikes, boycotts, stay-aways and civil disobedience tactics against apartheid (own knowledge)
- Programme of Action launched against apartheid in 1949
- Any other relevant response

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>show no or little understanding of how the ANC Youth League (ANCYL) influenced the rise of African Nationalism in the 1940s.</b></li> <li>• Uses evidence partially to report on topic or cannot write a paragraph.</li> </ul>	<b>Marks: 0–2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows some understanding of how the ANC Youth League (ANCYL) influenced the rise of African Nationalism in the 1940s.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>	<b>Marks: 3–4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding of how the ANC Youth League (ANCYL) influenced the rise of African Nationalism in the 1940s.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>Marks: 5–6</b>

(6)  
[50]



**QUESTION 2: HOW DID THE SIX DAY WAR OF 1967 CONTRIBUTE TO CONFLICT IN THE MIDDLE EAST?**

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- Border disputes (1 x 2) (2)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*
- Soviet Union (1 x 1) (1)
- 2.1.3 *[Extraction of evidence from Source 2A – L2]*
- He ordered Egyptian forces to advance into the Sinai Peninsula
  - He expelled a United Nations peacekeeping force that had been guarding the border with Israel
  - He banned Israeli shipping from the Straits of Tiran
  - He sealed a defence pact with King Hussein of Jordan
- (Any 3 x 1) (3)
- 2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- Millions of Jews were killed in Germany
  - Jews were scattered across the world/diaspora
  - Jews were persecuted in some parts of Europe
  - Jews lived in ghetto's
  - Any other relevant response (Any 2 x 2) (4)
- 2.1.5 *[Interpretation of evidence from Source 2A – L2]*
- That Israel will lose the war
  - Many of the Israeli's will be killed
  - Israel is a small country that will be defeated by the Arab countries
  - Alluded to how many Israelis might be left
  - Any other relevant response (Any 2 x 2) (4)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- When Israeli's air force launched a devastating series of attacks on Egyptian air fields (1 x 2) (2)
- 2.2.2 *[Interpretation of evidence from Source 2B – L2]*
- AGREE**
- Israel fired the first shots
  - Israel got military aid from America and was able to launch the attack on the Arab countries
  - They attacked the airbases of the Arab countries
  - Any other relevant response
- DISAGREE**
- Israel was fighting to maintain its independence
  - Feared a repeat of the Holocaust
  - Jews will be left without a homeland if defeated by the Arabs
  - Any other relevant response (Any 2 x 2) (4)

- 2.2.3 [Extraction of evidence from Source 2B – L1]
- Egypt
  - Jordan
  - Syria
- (3 x 1) (3)
- 2.3 2.3.1 [Extraction of evidence from Source 2C – L1]
- United Nations
- (1 x 1) (1)
- 2.3.2 [Extraction of evidence from Source 2C – L1]
- Arabs
- (1 x 2) (2)
- 2.3.3 [Interpretation of evidence from Source 2C – L2]
- (a) Jubilant
- Victorious
  - Filled with national pride
  - Any other relevant response
- (1 x 2) (2)
- (b) Shocked
- Defeated
  - Disgraced
  - Any other relevant response
- (1 x 2) (2)
- 2.3.4 [Interpretation of evidence from Source 2C – L2]
- They implying that:**
- The war against Israelis will continue
  - They will not recognise the independence of Israel
  - They wanted their conquered territories back
  - Any other relevant response
- (Any 2 x 2) (4)
- 2.4 2.4.1 [Interpretation of evidence from Source 2D – L2]
- That Israel attacked unexpectedly
  - Israel defeated the Egypt / Arab armies
  - The Egyptian army were not prepared for the attack / caught off guard
  - Any other relevant response
- (Any 2 x 2) (4)
- 2.4.2 [Interpretation of evidence from Source 2D – L2]
- Israel
- (1 x 2) (2)
- 2.4.3 [Evaluate the reliability of the evidence from Source 2C – L3]
- This source is reliable because:**
- Shows that Israel had the upper hand in the war (big hand)
  - Israel attacked unexpectedly
  - Israel had planned the attack and was military more organised
  - More Arabs than Israelis were killed during the war
  - The information in the cartoon can be collaborated with the information in Source 2B and Source 2C
  - Any other relevant response
- (Any 2 x 2) (4)

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

Candidates should include some of the following aspects in their answer:

- Border disputes started the Six Day War (Source 2A)
- Abdel Nasser send troops to support Syria (Source 2A)
- Nasser expelled the United Nations peacekeeping force and closed the Straits of Tiran for Israeli shipping (Source 2A)
- On 5 June 1967 Israel launched Operation Focus (own knowledge)
- Israel launched a surprise attack on Egypt and destroyed the airfield on the ground (Source 2B and Source 2D)
- Arab countries lost territories to Israel (Source 2C)
- Self-image and nationalism destroyed of Arabs (own knowledge)
- Israel had less casualties in the Six Day War (Source 2C)
- Arab countries promise no peace, no recognition and no negotiation with Israel (Source 2C)
- Led to the outbreak of the Yom Kippur War in 1973 (Source 2C)
- Any other relevant response.

Use the following rubric to assess this paragraph.

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

(6)  
[50]

**QUESTION 3: WHAT ROLE DID SOUTH AFRICAN WOMEN PLAY TO RESIST APARTHEID IN THE 1950s?**

- 3.1 3.1.1 *[Definition of historical concepts from Source 3A – L1]*
- The political, economic and social segregation of races based on their skin colour
  - Separate development of different racial groups
  - Any other relevant response (Any 1 x 2) (2)
- 3.1.2 *[Interpretation of evidence from Source 3A – L2]*
- They had no freedom
  - They were oppressed and discriminated against
  - They had no political, economic and social rights
  - Did not enjoy the same privileges as white South Africans
  - Any other relevant response (Any 2 x 2) (4)
- 3.1.3 *[Extraction of evidence from Source 3A – L1]*
- Forced to move into overcrowded cities whose pollution and poverty caused their deaths
  - Many made to work for wages that could barely keep one individual alive
  - Given no opportunity to better themselves through a decent education (Any 2 x 1) (2)
- 3.1.4 *[Extraction of evidence from Source 3A – L1]*
- It resulted in a struggle of resistance against the system (1 x 1) (1)
- 3.1.5 *[Interpretation of evidence from Source 3A – L2]*
- White women did not suffer the humiliation caused by apartheid laws
  - Most white women had better educational opportunities than black women
  - Their way of living differ to that of black women
  - Any other relevant response (Any 2 x 2) (4)
- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- Beer brewing (1 x 1) (1)
- 3.2.2 *[Interpretation of evidence from Source 3B – L2]*
- It allowed them to stay home with their children
  - Provided an extra income
  - Could provide an education to their children
  - Any other relevant response (Any 2 x 2) (4)

- 3.2.3 *[Extraction of evidence from Source 3B – L1]*  
**Helped people with a variety of tasks such as:**
- Looking for passbooks
  - Looking for homes
  - Teach them how to read (Any 2 x 1) (2)
- 3.2.4 *[Interpretation of evidence from Source 3B – L2]*
- Government did not believe women could be effective
  - They were shunned as outcast by their own communities
  - They were perceived as abrasive and aggressive and did not grow as an organisation
  - Any other relevant response (Any 1 x 2) (2)
- 3.3. 3.3.1 *[Interpretation of evidence from Source 3C – L2]*
- Women who joined the ANC served largely in hospitality support roles
  - They were expected to rear their children at home
  - They had to take care of the domestic responsibilities
  - Participation in the public domain was reserved for men
  - Any other relevant response (Any 2 x 2) (4)
- 3.3.2 *[Extraction of evidence from Source 3C – L1]*
- There would be an increase in the effectiveness of the influx control system
  - Making it harder for them to acquire urban residency (Any 1 x 2) (2)
- 3.3.3 *[Extraction of evidence from Source 3C – L1]*
- ANC Woman's League
  - Federation of South African Woman (2 x 1) (2)
- 3.3.4 *[Interpretation of evidence from Source 3C – L2]*
- It proved to the apartheid government that woman would not accept the discrimination and oppression anymore
  - Their voices were heard that they opposed the pass laws
  - They provided hope for many that apartheid could be beaten
  - Was the biggest protest organised by women
  - Any other relevant response (Any 2 x 2) (4)
- 3.4 3.4.1 *[Interpretation of evidence from Source 3D – L2]*
- It shows women demonstrating against the apartheid government
  - It reflects the effects that the pass laws will have on their lives
  - Shows women are strong, powerful and resilient
  - Indicates that women will begin to play a more active role in politics
  - Any other relevant response (Any 2 x 2) (4)

3.4.2 *[Extraction of evidence from Source 3D – L1]*

- Trouble
- Attack on the home
- Will mean broken homes

(Any 2 x 1) (2)

3.5 *[Comparison of Sources 3C and Source 3D – L3]*

- Source 3C indicates that a march to the Union Building was planned and Source 3D shows the march took place on 9 August 1956
- Source 3C indicates the reason why they decided to fight against the pass laws as it will cause a destruction of their family life and Source 3D shows the effects the pass laws will have on their homes
- Both sources indicates that women protested against the pass laws
- Any other relevant response

(Any 2 x 2) (4)

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

Candidates could include some of the following:

- Women rebelled against the terrible conditions caused by apartheid (Source 3A)
- Women brewed beer (Source 3B)
- It was against the law for Africans to brew or drink beer (Source 3B)
- Women used the extra income to give their children better education (own knowledge)
- Black Sash marched against the violation of individual rights implemented by the National Party (Source 3B)
- Black Sash assisted black people in different ways (Source 3B)
- Abolition of Passes and Coordination Act caused anger and protest amongst black women (Source 3C)
- Woman's organisations organised campaigns (Source 3C)
- Women became members of the ANC (own knowledge)
- Women played an active role in the drafting of the Freedom Charter (own knowledge)
- 9 August 1956, 20 000 women marched to the Union Buildings to protest against the pass laws (Source 3C and Source 3D)
- Women protested against the impact that the pass laws will have on their lives (Source 3D)
- Any other relevant response.



Use the following rubric to assess this paragraph.

<b>LEVEL 1</b>	<ul style="list-style-type: none"><li>• Uses evidence in an elementary manner, e.g. <b>shows no or little understanding of the role that women played to resist apartheid in the 1950s.</b></li><li>• Uses evidence partially to report on the topic or cannot write a paragraph.</li></ul>	<b>Marks: 0–2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"><li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows some understanding of the role that women played to resist apartheid in the 1950s.</b></li><li>• Uses evidence in a very basic manner to write a paragraph.</li></ul>	<b>Marks: 3–4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"><li>• Uses relevant evidence, e. g. <b>demonstrates a thorough understanding of the role that women played to resist apartheid in the 1950s.</b></li><li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li></ul>	<b>Marks: 5–6</b>

(6)  
[50]



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

*[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills.]*

**SYNOPSIS**

Candidates should critically discuss whether African Nationalism was strengthened in South Africa from 1902 to 1953.

**MAIN ASPECTS**

Candidates should include the following aspects in their response:

Introduction: Candidates need to take a stance and demonstrate how African Nationalism was strengthened in South Africa.

**ELABORATION**

- Started as a form of resistance to colonialism/segregation
- Formation of the APO in 1902 by Dr Abdurahman
- Protested against the exclusion of blacks from the right to vote
- Delegation to London in 1905 to achieve non-racial franchise, end discrimination and the right to vote for blacks – Britain ignored the 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 a delegation to London in 1914 to appeal against the Native Land Act and were 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
- Formation of the SACP addressing black workers grievances
- Spread of education led to growing awareness of the ideas of freedom and democracy
- The influence of the Second World War – many blacks involved fought for freedom and democracy/Africans helped to see the end of discrimination after the war
- Atlantic Charter supported self-determination
- African Claims – document that demanded for a universal vote, fair distribution of land and an end to discrimination in the workplace
- Young members of the ANC became more militant and formed the ANC Youth League
- Youth League accused the ANC of representing the elite and not the masses
- 1953 saw the ANC Freedom Charter call for a democratic South Africa regardless of race
- Any other relevant response

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

**[50]**



**QUESTION 5: NATIONALISM IN THE MIDDLE EAST**

*[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills.]*

**SYNOPSIS**

Candidates should take a stance on whether it was Jewish nationalism that eventually led to the establishment of the state of Israel.

**MAIN ASPECTS**

Candidates should include the following aspects

Introduction: Candidates should take a stance whether they agree or disagree with the statement and support their argument with relevant historical evidence.

**ELABORATION**

- Origins of Arab and Jewish nationalism (Background)

**ARAB NATIONALISM**

- Arab leaders began to appeal to the idea of a common Arab language and culture as a way of mobilising united resistance to Turkish rule
- There was a concern among Arab communities that the Zionist settlers desired to settle in Arab land at the exclusion of the Arabs
- Britain and France were showing interest in the Middle East and were competing with one another for influence
- This gave rise to the First Arab National Congress and the publication of the Arab Nationalist Manifesto
- From this Congress emerged a loose Arab nationalist movement that wanted to create a single united Arab nation that was independent from Turkish rule
- During the First World War, Britain encouraged the Arab nationalist to rebel against their Turkish rulers
- In return the British were prepared to recognise and support the independence of the Arabs
- By the end of First World War the Arab armies had liberated almost all Arab land from Turkish rule
- The Arabs expected Britain to honour its promise to support Arab independence, but had other plans and did not keep to its promise
- Arab nationalism began to take on a strong anti-Western attitude and focused on getting rid of Western control in the Middle East
- There were widespread revolts against British and French rule in the Middle East
- Increasing Jewish immigration in Palestine led to Arab nationalism taking on a strong anti-Zionist and anti-Jewish character

**JEWISH NATIONALISM**

- In many European countries, strong racial, religious and nationalistic feeling, strengthened by ideas of 'scientific' racism led to increased anti-Semitism
- In 1897, influenced by these trends, a group of Jewish leaders in Western Europe came together at the first Zionist Congress in Basle, Switzerland
- The leader of the Zionist movement was Theodore Herzl
- The purpose of Zionism is to create a refuge for the Jewish people in the land of Israel
- The Zionists believed that Jews needed a 'refuge' from centuries of persecution, and that this could only be achieved if there was some kind of 'national homeland', for the Jewish people

- The movement called itself after Zion, the Hebrew name for Jerusalem, and referred to the Biblical claim that the land of Israel was given to the Jewish people by the God of Israel
- There were two main elements to the Zionist strategy:
  - One was to encourage Jewish immigration to Palestine
  - The other was to lobby for recognition for a national home for the Jews among Western European governments

### **THE BALFOUR DECLARATION**

- In 1917, the British Foreign Secretary, James Balfour wrote to Lord Rothschild, a leader of the British Jewish community, promising to help Jews establish a Jewish state in Palestine
- This letter became known as the Balfour Declaration
- The Balfour Declaration clashed with Britain's promise to Arabs that Britain would support Arab independence in the Middle East
- The Zionists saw the declaration as clear recognition of Jewish claims
- After the First World War, Britain's mandate over Palestine, however stated that Britain should implement the terms of the Balfour Declaration
- The Zionists interpreted the mandate of the League of Nations as a sign that the international community supported the creation of a national home for Jews in Palestine
- The Palestinians Arabs rejected the Balfour Declaration and the mandate

### **Establishment of the state of Israel**

- Britain encouraged Jewish immigration
- Palestinian Arabs demanded an end to Jewish immigration
- Palestinian Arabs organised anti-British protests, which led to violent clashes between Arab and armed Jewish groups and the police
- Britain suppressed the Arab protests
- The Jews saw these attacks as a sign of Arab anti-Semitism, and formed an armed 'self-defence' militia called the Haganah
- In 1936 during another Palestinian uprising, British and Jewish targets were attacked
- In 1937 Britain proposed that Palestine be partitioned into a Jewish state and an Arab state
- Jews supported it in principle, but Arab Palestinians opposed partition
- After World War II a Jewish armed group called the Irgun blew up the military headquarters in Jerusalem, killing over a 100 people
- Britain handed the problem over to the United Nations (UN)
- The UN produced a plan for the partition of Palestine based on British proposals
- More than half of Palestine was allocated to the Jewish state
- Palestinians and their Arab allies rejected the UN partition plan
- A civil war erupted and Britain withdrew its troops from Palestine
- On 14 May 1948, David Ben-Gurion, the Jewish leader in Palestine declared the state of Israel
- On 15 May 1948 the First Arab-Israeli War broke out
- Any other relevant response

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

**[50]**

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

*[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills.]*

**SYNOPSIS**

Candidates should explain to what extent the resistance movements launched a more aggressive and violent protest actions against the apartheid regime in the 1960s.

**MAIN ASPECTS**

Introduction: Candidates must take a stance indicate to what extent the statement is accurate and substantiate their response with relevant historical evidence.

**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 protesters shot at Sharpeville
- The government ordered a state of emergency
- The ANC and PAC were banned
- Thousands were detained
- ANC and PAC members went into exile
- Adopted the armed struggle
- The ANC formed MK
- The PAC formed POQO
- The government introduced harsher laws to crush oppression
- The police raided the MK headquarters in Rivonia
- The Rivonia trial of MK leaders (e.g. Mandela)
- Sentenced to life in prison
- Any other relevant response

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

**[50]**

**TOTAL: 150**

