



**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2024**

**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 (1902 to 1940s)

QUESTION 2: NATIONALISM IN SOUTH AFRICA – AFRIKANER NATIONALISM (1900 to 1930s)

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

**SECTION B: ESSAY QUESTIONS**

QUESTION 4: NATIONALISM IN SOUTH AFRICA – AFRICAN NATIONALISM (1940s to 1950s)

QUESTION 5: NATIONALISM IN SOUTH AFRICA – AFRIKANER NATIONALISM (1930s to 1940s)

QUESTION 6: APARTHEID SOUTH AFRICA – RESISTANCE IN SOUTH AFRICA – (1940s to 1950s)

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 THREE questions as follow:
  - 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 essay question.
5. You are advised to spend at least ONE hour per question.
6. When answering questions, candidates should apply their knowledge, skills 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 RISE OF AFRICAN NATIONALISM IN SOUTH AFRICA LEAD TO WORKERS PROTESTS IN THE 1920s?

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

- 1.1 Refer to Source 1A.
- 1.1.1 What, according to the source, was the purpose of the meeting? (2 x 1) (2)
- 1.1.2 Define the term *capitalism* in your own words. (1 x 2) (2)
- 1.1.3 Comment on what is implied by the words, "These workers enter the cities as a conquered people, their lands under imperial authority, their chiefs colluding (planning) in labour recruitment to the mines". (2 x 2) (4)
- 1.1.4 Identify any THREE challenges that black workers experienced in the cities. (3 x 1) (3)
- 1.1.5 What do you think is meant by the Industrial workers of Africa's slogan, "Sifuna Zonke"? (We want everything) (2 x 2) (4)
- 1.2 Consult Source 1B.
- 1.2.1 Why, according to the source, were the efforts to organise African workers in Cape Town, successful? (2 x 1) (2)
- 1.2.2 Comment on what is implied by the words, "stress the necessity of agitating, educating, and organising the Africans and other non-European sections of the community if any redress (fixing) of their grievances was to be obtained." (2 x 2) (4)
- 1.2.3 Explain why Africans joined the Industrial and Commercial Workers Union and became loyal members. (2 x 2) (4)
- 1.2.4 Explain the usefulness of the information in this source for a historian researching the contribution made by the Industrial and Commercial Workers Union (ICU) for the growth of African Nationalism. (2 x 2) (4)

- 1.3 Read Source 1C.
- 1.3.1 What messages does the poster convey regarding the aims of the Industrial and Commercial Workers Union? (2 x 2) (4)
- 1.3.2 Quote evidence from the source that shows that the Industrial and Commercial Workers Union was well organised. (1 x 2) (2)
- 1.4 Study Source 1D.
- 1.4.1 Why, according to the source, did the Cason compound workers go on strike? (3 x 1) (3)
- 1.4.2 Comment on what the President of the Chamber of Mines meant when he said, "the strike had practically paralysed the industry." (2 x 2) (4)
- 1.4.3 Define the term *compound* in the context of the 1920 strike organised by the Industrial and Commercial Workers Union. (1 x 2) (2)
- 1.5 Using the information in the relevant sources and your own knowledge and write a paragraph of about SIX lines (about 60 words) explaining how the rise of African nationalism in South Africa led to workers protests in the 1920s. (6)

**[50]**

**QUESTION 2: HOW DID THE RISE OF AFRIKANER NATIONALISM IN SOUTH AFRICA LEAD TO AFRIKANER UNITY IN THE 1930s AND 1940s?**

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

2.1 Study Source 2A.

- 2.1.2 Identify THREE ideological blocks in the process of Afrikaner nationalism. (3 x 1) (3)
- 2.1.2 Define the term *urbanisation* in the context of promoting Afrikaner Nationalism. (1 x 2) (2)
- 2.1.3 Name any TWO classes that were prominent in the construction and direction of Afrikaner Nationalism? (2 x 1) (2)
- 2.1.4. Using the information in the source and your own knowledge, explain why you think the Afrikaner middle class were determined to unite Afrikaners. (2 x 2) (4)

2.2 Read Source 2B.

- 2.2.1 How, according to the source, did the Ossewabrandwag promote itself? (2 x 1) (2)
- 2.2.2 Why do you think Dr D F Malan saw a need for the party to be accessible to grassroots members? (2 x 2) (4)
- 2.2.3 Name any occasion where Afrikaners could meet in their Trekker dresses. (1 x 1) (1)

2.3 Consult Source 2C.

- 2.3.1 What messages are conveyed in the photograph regarding the aims of the Ossewabrandwag? (2 x 2) (4)
- 2.3.2 Comment on the significance of the ox-wagon being used in the Ossewabrandwag badge. (2 x 2) (4)

- 2.4 Compare Source 2B and Source 2C. Explain how the information in Source 2B supports the evidence in Source 2C regarding the role played by the Ossewabrandwag in promoting Afrikaner Nationalism. (2 x 2) (4)

2.5 Use Source 2D.

2.5.1. What, according to the source, was the concern that was raised by both Afrikaner Broederbond and Dr D F Malan? (1 x 2) (2)

2.5.2 What, according to the EVK chairman, were the aims of the 1939 Ekonomiese Volkskongres? (2 x 1) (2)

2.5.3 Define the term *Afrikaner Nationalism* in your own words. (1 x 2) (2)

2.5.4 Explain what is meant by Dr H F Verwoerd's statement, "that the taking possession of "state power" was the best weapon available in the "great struggle" to achieve the Afrikaners' "legitimate" place in commerce and industry – that of an employer of labour." (2 x 2) (4)

2.5.5 Comment on why the Broederbond and Sanlam would sponsor the Afrikaner economic movement in the 1940s. (2 x 2) (4)

2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how the rise of Afrikaner Nationalism in South Africa led to Afrikaner unity in the 1930s and 1940s. (6)

**[50]**



**QUESTION 3: WHAT WAS THE IMPACT OF INTENSIFIED RESISTANCE AGAINST THE APARTHEID GOVERNMENT IN SOUTH AFRICA DURING THE 1960s?**

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

3.1 Read Source 3A.

- 3.1.1 What events, according to the source, signalled the beginning of a brutal and intensive phase of state repression? (2 x 1) (2)
- 3.1.2 Define the concept *armed struggle* in the context of resistance against apartheid. (1 x 2) (2)
- 3.1.3 Comment on what MK meant by the following statement, "The time comes in the life of any nation when there remain only two choices: submit or fight. That time has now come to South Africa." (2 x 2) (4)
- 3.1.4 Name any TWO targets that were destroyed by MK. (2 x 1) (2)

3.2 Study Source 3B.

- 3.2.1 Who, according to the source, purchased Liliesleaf farm? (2 x 1) (2)
- 3.2.2 Define the concept *informant* in your own words. (1 x 2) (2)
- 3.2.3 What do you think 'Operation Mayibuye' was about that later would be used against the accused during the Rivonia Trail? (2 x 2) (4)
- 3.2.4 Name any TWO activists that were caught during the raid at Liliesleaf farm. (2 x 1) (2)
- 3.2.5 Comment on the implications the arrest of these leaders will have on the liberation struggle in South Africa. (2 x 2) (4)

3.3 Consult Source 3C.

- 3.3.1 What, according to the source, were the specific charges the accused faced? (2 x 1) (2)
- 3.3.2 Comment on what is meant by the following statement, "the trail that changed South Africa" in the context of the political landscape of South Africa. (2 x 2) (4)
- 3.3.3 What do you think Mandela meant when he said, 'I have dedicated myself to this struggle. I have fought against white domination, and I have fought against black domination ... But, if needs be, it is an ideal for which I am prepared to die for.' (2 x 2) (4)
- 3.3.4 How reliable will this source be to a historian studying the role that Mandela played in the liberation struggle? (2 x 2) (4)

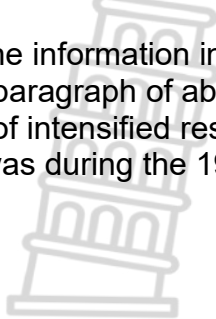
3.4 Refer to Source 3D.

3.4.1 What messages are portrayed in this photograph regarding the reasons why people demonstrated outside the court? (2 x 2) (4)

3.4.2 Quote evidence from the photograph that indicates that the demonstrators supported the leaders on trial. (2 x 1) (2)

3.5 Using the information in the relevant sources and your own knowledge and write a paragraph of about SIX lines (about 60 words) explaining what the impact of intensified resistance against the apartheid government in South Africa was during the 1960s. (6)

**[50]**





## SECTION B: ESSAY QUESTIONS

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

### QUESTION 4: NATIONALISM IN SOUTH AFRICA – AFRICAN NATIONALISM

Explain to what extent the return of soldiers from World War 2 influenced Black South Africans to fight for freedom.

Use relevant evidence to support your line of argument.

[50]

### QUESTION 5: NATIONALISM IN SOUTH AFRICA – AFRIKANER NATIONALISM

Critically discuss how the idea of the Volk was promoted and became the cornerstone of Afrikaner Nationalism in the 1930s to 1940s.

Use relevant evidence to support your line of argument.

[50]

### QUESTION 6: APARTHEID SOUTH AFRICA – RESISTANCE IN SOUTH AFRICA

The National Party government's apartheid policies provoked (triggered) resistance from liberation organisations in the 1950s.

Do you agree with this statement? Substantiate your answer by referring to the different forms of resistance in the 1950s.

[50]

**TOTAL: 150**





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SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2024**

**HISTORY P2  
ADDENDUM**



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This addendum consists of 14 pages.

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**QUESTION 1: HOW DID THE RISE OF AFRICAN NATIONALISM IN SOUTH AFRICA LEAD TO WORKER'S PROTESTS IN THE 1920s?****SOURCE 1A**

This source focuses on how the Industrial Workers of Africa (IWA) in 1917 laid the foundation for the growth of African Nationalism.

A group of African workers, and a handful of white radicals, meet in a small room behind a general store. Reuben Cetiwe, a key African militant (revolutionary), outlines the purpose of the gathering: "We are here for organisation, so that as soon as all your fellow workers are organised, then we can see what we can do to abolish the capitalist system. We are here for the salvation of the workers. We are here to organise and to fight for our rights and benefits."

These workers enter the cities as a conquered people, their lands under imperial authority, their chiefs colluding (planning) in labour recruitment to the mines. Weighed down with challenges such as, forbidden to organise unions, locked in all-male compounds on the mines, or segregated in grim (unattractive) ghettos in the interstices (spaces) of the towns, their movement controlled by the internal passport, or "pass law" system that affects every black working man, their families forced to stay in the countryside: these men are the bedrock (pillars) of South African capitalism.

On the 27 September 1917, the Industrial Workers of Africa, was formed. The new general union's demands were simple, uncompromising, summed up in its slogan: "Sifuna Zonke!" ("We want everything!").

It is the first trade union for African workers ever formed in South Africa. Years later, the Industrial Workers of Africa, the Industrial and Commercial Union and several other black unions merged to form the Industrial and Commercial Workers Union, or ICU.

[From <https://www.sahistory.org.za/archive/industrial-workers-africa-1917-1921-bikisha-media-collective>. Accessed on 27 April 2024]



**SOURCE 1B**

This source deals with the formation of the Industrial and Commercial Workers Union (ICU) in Cape Town, 1919 and how it influenced workers to fight for better working conditions.

The Industrial and Commercial Workers Unions' (ICU) efforts to organise African workers were met with considerable success in the Cape Town area for three principal reasons. First, all workers were concerned with the increased cost of living in the post-war era. Second, there was a shortage of unskilled labour during this period. Third, many skilled and semi-skilled Coloured workers in the Cape belonged to 'craft' unions composed mostly of white workers.

Kadalie began to organise the ICU in mid-1919. Less than six months later, the newly formed union led some 400 mostly African dockworkers out on strike. As a result of this strike the wages of dockworkers were increased. The ICU spread rapidly throughout South Africa, especially in the rural areas. In Port Elizabeth, Samuel Makama Masabalala, the ICU organiser-in-chief, "stressed the necessity of agitating (stir-up), educating and organising blacks and other non-European sections of the community if they want their grievances to be addressed.

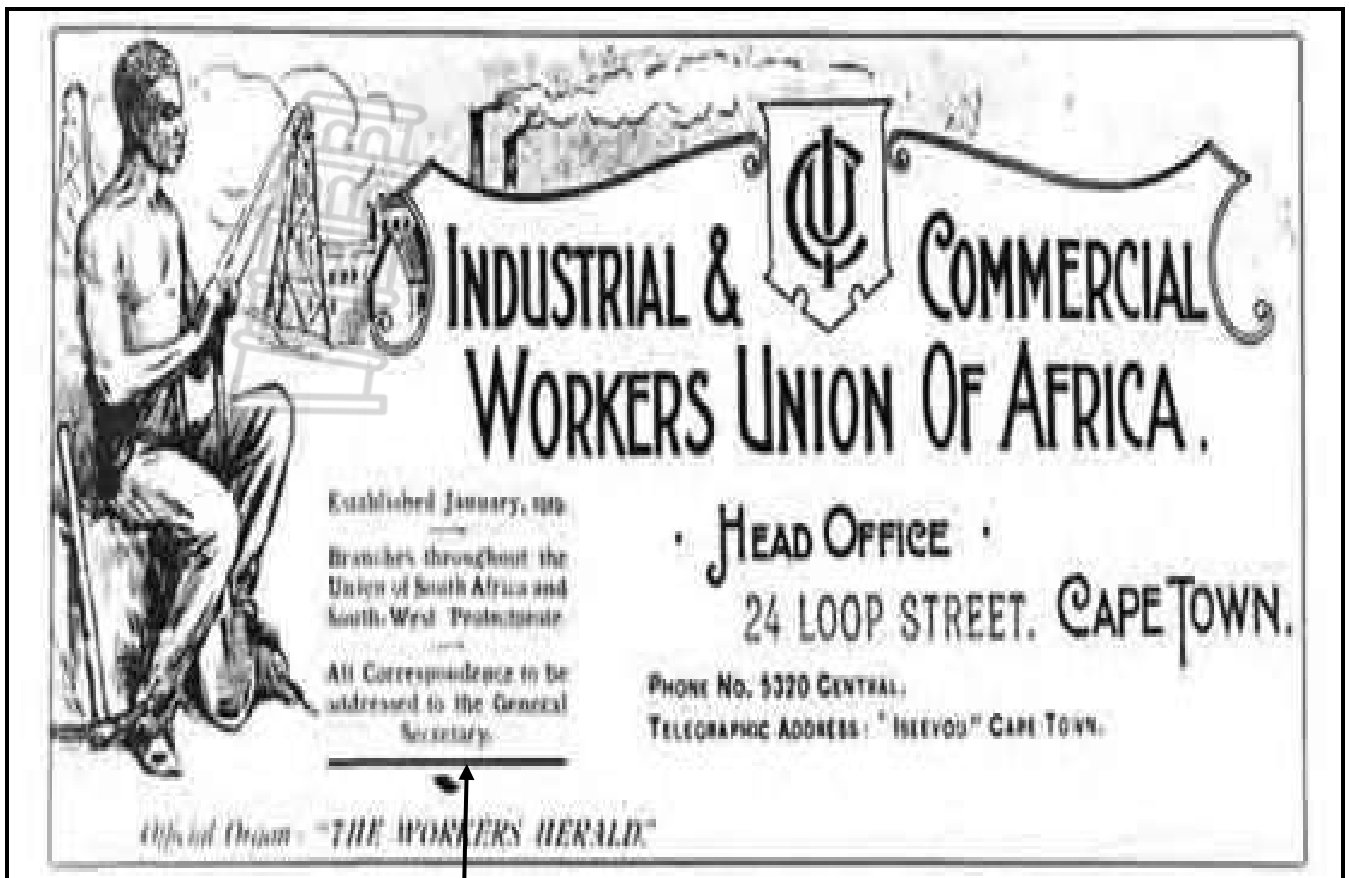
In October 1919 ICU leaders in Port Elizabeth threatened to call workers out on strike for a wage of 10 shillings a day. The authorities responded by arresting Masabalala. This led to a demonstration outside the police station where ICU members and supporters demanded his release. Police were called and started shooting at demonstrators. Hellman contends that the Port Elizabeth 'shooting' attracted Africans to the ranks of the ICU! She writes that "Within a short time, aided by events such as the shooting of African strikers in Port Elizabeth in October 1920, the organisation obtained the adherence (loyalty) of tens of thousands of workers, the majority of whom were Africans."

[From <https://www.sahistory.org.za/article/industrial-and-commercial-union-timeline-1919-1989>. Accessed on 1 May 2024]



**SOURCE 1C**

A Poster showing details of the Industrial and Commercial Workers Union (ICU) in the Workers Herald, a newspaper for the ICU.



[From <https://www.sahistory.org.za/sites/default/files/field/image/the-workers-herald-icu.jpg>. Accessed on 27 April 2024]

Established January 1919

Branches throughout the Union of South Africa and South West Protectorate

All Correspondence to be addressed to the General Secretary

**SOURCE 1D**

The source describes how black South African workers were influenced by African Nationalism that led to the strike on the Cason mine at the Rand in 1920.

On 16 February 1920 two Zulu miners, Mobu and Vilikati, were arrested on an East Rand Property mine for moving around in the Cason compound, urging workers to stay away from work. The next day, 25 000 Cason compound workers went on strike. They refused to go back to work unless the two arrested men were released; there was an increase of three shillings a day in wages to keep up with the rising cost of living; there were certain improvements in the working conditions.

The strike quickly spread to other parts of the Rand, to other mines on the East Rand. In the 12 days the strike lasted, about 71 000 black miners went on strike and 21 mines had to stop working during this time. It was the largest strike in the history of South Africa. The President of the Chamber of Mines said that the strike had 'practically paralysed the industry'.

The Chamber of Mines and the government did not respond peacefully to the strike. The mine-owners refused to raise the wages of black miners. They argued that mines would lose their profits if expenses went up. The army was rushed in to surround the compounds. The strikers were told to make their complaints. Those who spoke were handcuffed and arrested as the 'ringleaders'.

[From <https://www.sahistory.org.za/sites/default/files/archive-files3/Chapter%2016>. Accessed 27 April 2024]



**QUESTION 2: HOW DID THE RISE OF AFRIKANER NATIONALISM IN SOUTH AFRICA LEAD TO AFRIKANER UNITY IN THE 1930s AND 1940s?**

**SOURCE 2A**

This source below explains the factors that led to the rise of Afrikaner nationalism.

Afrikaner nationalism can be seen in general terms as a broad social and political response to the uneven development of capitalism in South Africa. This meant that certain groups, including a substantial number of Afrikaners, were left behind. Afrikaner nationalism gained ground within a context of increasing urbanisation and secondary industrialisation during the period between the two world wars, as well as the continuing British imperial influence in South Africa. Important ideological building blocks in this process included the promotion of a common language, the emphasis on what was perceived to be a common past and the unity of a common sense of religion.

Prominent in the construction and direction in which Afrikaner nationalism was pushed, was the Afrikaner middle class. This class included, for example, ministers of religion, teachers, academics, journalists, farmers and certain elements in the civil service. Many leading middle-class Afrikaners in the 1930s and 1940s belonged to a secret organisation called the Afrikaner Broederbond, which worked ceaselessly to promote the exclusive interests of "true" Afrikaners on behalf of the volk. To unite rural people and urban people, rich and poor, political idealists and pragmatists (rationalists) under the banner of Afrikaner nationalism called for long-term political promotion on several levels over several years.

[From *Facing the Storm: Portraits of Black Lives in Rural South Africa* by Tim Keegan]



**SOURCE 2B**

The extract below explains the importance of the Afrikaner nationalist organisation, the Ossewabrandwag in the promotion of nationalism among Afrikaners.

One organisation to emerge from the centenary celebrations was the Ossewabrandwag. It promoted itself as a cultural organisation, intent on keeping the “spirit of 38” alive, but it cannot be seen as a purely cultural organisation.

It claimed to stand aloof (distant) from the sordid squabbles (nasty arguments) of party politics. Petty political differences could divide Afrikanerdom, and therefore it was felt that the organisation had to guard against such divisions generated by the dynamics of party politics.

The movement, with its emphasis on a cultural heritage which all Afrikaners supposedly had in common, grew quickly. Membership grew to between 300 000 and 400 000 in 1941. The strength of its appeal lay in its ability to promote kultuurpolitiek (cultural politics) which allowed for full individual expression and participation.

At the same time, to off-set the popular appeal of the Ossewabrandwag, D.F. Malan of the National Party decided to reorganise the Party to make it more accessible to grassroot members.

It succeeded because it seemed to offer to every man – and at first also to every woman – the chance of an individual and ponderable contribution to the great task of unifying the Afrikaner nation. At braaivleis evenings and jukskei meetings, at the local kultuurvereniging and even on occasion at church, Afrikaners could meet in that Trekkerdress which was to be the uniform of the movement, and feel a sense of community of culture, of common heritage, of organised progress towards a great goal – a feeling which they did not always experience within the framework of their political parties.

[From *The South African Opposition* by Michael Roberts et.al]





**SOURCE 2C**

The source below is a badge that was developed by the Ossewabrandwag to promote a sense of identity amongst Afrikaners.



[From <https://samilhistory.com/2017/07/16/mein-kampf-shows-the-way-to-greatness-for-south-africa-the-ossewabrandwag/>: Accessed on 1 May 2024]



## SOURCE 2D

The source below describes the contribution of the Band of Brotherhood (Broederbond) to promote Afrikaner nationalism.

The concern fostered (raised) by both the Afrikaner Broederbond (AB) and the then Dr D F Malan's National Party after 1934, was the fact that Afrikaans-speaking whites were excluded from the centres of power and influence in the South African urban economy.

The development of Afrikaner business was the object (aim) of the October 1939 Ekonomiese Volkskongres (EVK) organised and run by the Afrikaner Broederbond. The EVK chairman declared the aim as: "No longer to tolerate the destruction of the Afrikaner volk in an attempt to adapt to a foreign capitalist system, but to mobilise the volk to capture this foreign system and adapt it to our national character."

Dr E Donges declared that the aim of the economic movement was "to increase by ten-fold the number of Afrikaner employers in commerce and industry". He was echoed by the later architect of apartheid, Dr H F Verwoerd, who argued that the taking possession of "state power" was the best weapon available in the "great struggle" to achieve the Afrikaners' "legitimate" place in commerce and industry – that of an employer of labour.

The Broederbond and Sanlam jointly sponsored the Afrikaner economic movement of the 1940s. The Broederbond set out to mobilise the savings of Afrikaner farmers and workers for Afrikaner business.

[From [sahistory.org.za/article/Afrikaner-broederbond](http://sahistory.org.za/article/Afrikaner-broederbond). Accessed on 2 May 2024]



**QUESTION 3: WHAT WAS THE IMPACT OF INTENSIFIED RESISTANCE AGAINST THE APARTHEID GOVERNMENT IN SOUTH AFRICA DURING THE 1960s?**

**SOURCE 3A**

This source describes the reasons for the formation of Umkhonto we Sizwe (MK) by the ANC that was launched on 16 December 1961.

The 1960s period marked an important watershed in South Africa's struggle against Apartheid. The aftermath of the Sharpeville Massacre and the declaration of the subsequent State of Emergency in March 1960 signalled the beginning of a brutal and intensive phase of state repression.

The intensification of repressive laws by the Apartheid regime made the African National Congress (ANC) and the Pan Africanist Congress (PAC) the first casualties in an era of banishment. Forced underground, the ANC, PAC and other liberation organisations had to consider new tactics. In 1958 and 1959 key ANC and South African Communist Party (SACP) leaders were talking seriously about a move to armed struggle, concluding that peaceful methods had proved fruitless. The ANC created an underground military wing, called Umkhonto we Sizwe (MK) or the 'Spear of the Nation', which was launched on 16 December 1961. In the words of MK's founding document, "The time comes in the life of any nation when there remain only two choices: submit or fight. That time has come now to South Africa."

The first MK operations were set for 16 December 1961. MK deliberately chose that date as it was the anniversary of the Voortrekker defeat of the Zulu in the Battle of Blood River and the day was revered (respected) by South Africa's white Afrikaner population. For the next two years, MK sabotage campaigns were successfully carried out in various South African towns and cities. MK limited its targets to railways, police stations and other key buildings associated with the administration of apartheid. Its attacks were carefully planned to avoid any deaths or injuries. In total, from 1961 to 1963, more than 190 acts of sabotage were carried out by MK, causing great economic damage, but never harming any citizens.

[From <https://www.britanica.com>. Accessed on 30 May 2024]



**SOURCE 3B**

This source below explains how the police arrested the members of the ANC on Liliesleaf farm on 11 July 1963 that led to the Rivonia Trial.

In the early 1960s the South African Communist Party (SACP) and the MK High Command purchased an isolated farm, called Liliesleaf, in Rivonia. It was agreed that Arthur Goldreich and his family would live in the main farmhouse, while the outhouses would be used as a meeting place. It also proved perfect as a hide-out for banned activists of the ever-present and highly efficient police and security services.

Lieutenant van Wyk and his informant were a week into their search for what the informant insisted was the hide-away of the ANC and members of its military wing. On 11 July 1963, fourteen police officers and a police dog, piled (loaded) into a laundry-van entered Liliesleaf. When the police came through the door, they found a group of men studying 'Operation Mayibuye.'

Hundreds of incriminating documents were found. The police carted (carried) letters, pamphlets, communist literature, maps, a radio transmitter and a duplicating machine away. When the raid was over the police arrested eight suspects: Goldberg, Rusty Bernstein, Raymond Mhlaba, Bob Heppie, Govan Mbeki, Arthur Goldreich, Ahmed Kathrade and the man the police considered their prize catch of the day, ANC leader, Walter Sisulu. The prosecution's case in the Rivonia trial would to a large extent be built around what was found in the Rivonia raid. Authorities announced to the nation the Rivonia raid in exultant (happy) tones.

[From <https://www.sahistory.org.za/article/rivonia-trial-1963-1964>. Accessed on 30 May 2024]



**SOURCE 3C**

This extract below explains how events unfolded during the Rivonia Trial at the Palace of Justice in Pretoria, 30 October 1963.

In a segregated courtroom was filled on the one side with plain-clothed police officers and on the other side with relatives and friends of the accused. The prosecutor, Percy Yutar, called the case the “State versus the National High Command and Others.” He then produced an indictment (charge) charging the eleven defendants with two counts of sabotage and two counts of conspiracy. The specific charges the accused faced were: recruiting persons for training in the preparation and use of explosives and in guerrilla warfare for the purpose of violent revolution and committing acts of sabotage, to aid foreign military units when they invade the Republic, acting in these ways to further the objects of communism, and receiving money for these purposes from sympathisers in Algeria, Ethiopia, Liberia, Nigeria, Tunisia and elsewhere.

Often referred to as “the trial that changed South Africa,” Mandela made a speech that was arguably the most profound (intense) moment in the trial. “... During my lifetime I have dedicated myself to this struggle of the African people. I have fought against white domination and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It was an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die.”

The trial ended on 12 June 1964, with the court sentencing eight of the convicted to life imprisonment. Mandela, Sisulu, Mbeki, Motsoaledi, Mlangeni and Goldberg were found guilty on all four counts.

[From <https://www.famous-trials.com/nelsonmandela/691-home>. Accessed on 30 May 2024]



**SOURCE 3D**

This is a photograph of the supporters at the Rivonia Trail led by Gertude Shope and other activists outside the Palace of Justice in Pretoria in October 1963.



[From Pretoria News Library. Accessed on 30 May 2024]

**Posters from left to right**

- Sentence or no sentence we stand by our leaders
- We are proud of our leaders
- Milestone to freedom has been reached



## ACKNOWLEDGEMENTS

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

<https://samilhistory.com/2017/07/16/mein-kampf-shows-the-way-to-greatness-for-south-africa-the-ossewabrandwa>

<https://www.britanica.com>

<https://www.famous-trials.com/nelsonmandela/691-home>

<https://www.sahistory.org.za/archive/industrial-workers-africa-1917-1921-bikisha-media-collective>

<https://www.sahistory.org.za/article/industrial-and-commercial-union-timeline-1919-1989>

<https://www.sahistory.org.za/article/rivonia-trial-1963-1964>

[https://www.sahistory.org.za/sites/default/files/archive-files3/Chapter% 2016](https://www.sahistory.org.za/sites/default/files/archive-files3/Chapter%202016)

<https://www.sahistory.org.za/sites/default/files/field/image/the-workers-herald-icu.jpg>

Keegan, T. Facing the Storm: Portraits of Black Lives in Rural South Africa

Pretoria News Library

Roberts, R et al The South African Opposition

[sahistory.org.za/article/Afrikaner-broederbond](https://www.sahistory.org.za/article/Afrikaner-broederbond)





**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2024**

**HISTORY P2  
MARKING GUIDELINE**

**MARKS: 150**



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This marking guideline consists of 24 pages.

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## 1. SOURCE-BASED QUESTIONS

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

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Extract evidence from sources.</li> <li>• Selection and organisation of relevant information from sources.</li> <li>• Define historical concepts/terms.</li> </ul>	<b>30% (15)</b>
<b>LEVEL 2</b>	<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>	<b>50% (25)</b>
<b>LEVEL 3</b>	<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>	<b>20% (10)</b>

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 allocation 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) to support the argument
- 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.

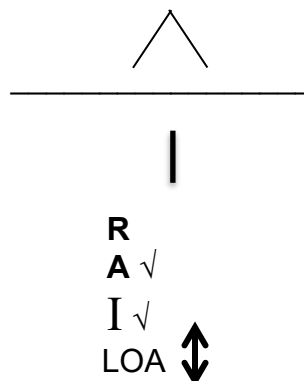
2.4.2 During the reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline), each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline) and a relevant conclusion (indicated by a bullet 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



## 2.5 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	

### COMMENT

Question recognisable in answer.

Shows some form of evidence of structured and planned line of argument.

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

	<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.	<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.	<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.	<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..	<b>LEVEL 3</b> Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	<b>LEVEL 2</b> Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	<b>LEVEL 1</b> Little or no attempt to structure the essay.
<b>PRESENTATION</b> →							
<b>CONTENT</b> ↓							
<b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
<b>LEVEL 6</b> Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
<b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
<b>LEVEL 4</b> Question recognisable in answer. Some omissions/irrelevant content selection.			30–33	28–29	26–27		
<b>LEVEL 3</b> Content selection does not always relate. Omissions in coverage.				26–27	24–25	20–23	
<b>LEVEL 2</b> Sparse content. Question inadequately addressed					20–23	18–19	14–17
<b>LEVEL 1</b> 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
- 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 RISE OF AFRICAN NATIONALISM IN SOUTH AFRICA LEAD TO WORKERS PROTESTS IN THE 1920s?**

- 1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- 'We are here for organisation'
  - 'We can see what we can do to abolish the capitalist system'
  - 'We are here for the salvation of the workers'
  - 'We are here to organise and to fight for our rights and benefits' (Any 2 x 1) (2)
- 1.1.2 *[Definition of historical concept from Source 1A – L1]*
- An economic and political system in which a country's trade and industry are controlled by private owners
  - Any other relevant response (1 x 2) (2)
- 1.1.3 *[Interpretation of evidence from Source 1A – L2]*
- Due to overcrowded reserves people were forced to come to the cities to search for jobs
  - Their chiefs were collaborating with the mine owners to send the workers to the mines
  - Workers were forced to work on the mines because of poverty
  - Their land was taken by British hence they were forced to work on the mines
  - Any other relevant answer (Any 2 x 2) (4)
- 1.1.4. *[Extraction of evidence from Source 1A – L1]*
- 'They were forbidden to organise'
  - 'They were locked in all-male compounds on the mines'
  - 'Segregated in grim ghettos in the interstices of the towns'
  - 'Their movement was controlled by the internal passport or pass law' (Any 3 x 1) (3)
- 1.1.5 *[Interpretation of evidence from Source 1A – L2]*
- They wanted better working conditions
  - They need descent wages
  - They wanted better housing with sanitation
  - Any other relevant response (Any 2 x 2) (4)
- 1.2 1.2.1 *[Extraction of evidence from the Source 1B – L1]*
- 'All workers were concerned with the increased cost of living in the post-war era.'
  - 'There was a shortage of unskilled labor during this period'
  - 'Skilled and semi-skilled Colored workers in the Cape belonged to 'craft' unions composed mostly of white workers.' (Any 2 x 1) (2)

- 1.2.2 *[Interpretation of evidence from Source 1B – L2]*
- Important that all races come together to form stronger force to improve working conditions
  - It is their duty to teach people democratic skills
  - Unity is key for them to win
  - They must learn organisational skills like, chairing a meeting
  - Any other relevant response (Any 2 x 2) (4)
- 1.2.3. *[Interpretation of evidence from Source 1B – L2]*
- It was the first black union who fought for workers rights
  - The workers had a mouthpiece to utter their grievances
  - Workers realised that by joining the union they will become a stronger force and their demands will be met
  - Any other relevant response (Any 2 x 2) (4)
- 1.2.4 *[Evaluate the usefulness of the evidence from Source 1B – L3]*  
**This source is USEFUL because:**
- It indicates that the ICU got enough support throughout the country
  - It indicates that the ICU was successful to unite workers from different races
  - More workers joined the union and became loyal members of the ICU
  - It became a mass based organisation
  - Any other relevant response (Any 2 x 2) (4)
- 1.3 1.3.1 *[Interpretation of evidence from Source 1C – L2]*
- It showed that it stood for worker's rights
  - ICU wanted to improve the safety of mine workers
  - It shows the conditions that miners endured on the mines
  - ICU wanted to improve the worker's living conditions in the mines
  - Any other relevant response (Any 2 x 2) (4)
- 1.3.2. *[Extraction of evidence from Source 1C – L1]*
- The ICU had an office where complains can be lodged
  - It had an executive committee as the complaints could be addressed to the Secretary General (Any 1 x 2) (2)
- 1.4. 1.4.1. *[Extraction of evidence from Source 1D – L1]*
- 'The two arrested men were released'
  - 'An increase of three shillings a day in wages to keep up with the rising cost of living'
  - 'Certain improvements in the working conditions' (3 x 1) (3)
- 1.4.2 *[Interpretation of evidence from Source 1D – L2]*
- The strike lasted 12 days and as a result they lost profit
  - The money that they lost they could not regain
  - They could not operate because of the strike
  - Any other relevant response (Any 2 x 2) (4)

1.4.3 *[Definition of historical concept from Source 1D – L2]*

- Compounds were accommodation for migrant mine workers
- Living places on the mines to control the movement of workers
- Any other relevant response (Any 1 x 2) (2)

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

Candidates could include some of the following:

- The Industrial Workers of Africa (IWA) was established (Source 1 A)
- The conditions on the mines led to the birth of IWA (Source 1 A)
- IWA's slogan was, we want everything (Source 1A)
- The Industrial and Commercial Workers Union (ICU) was established in 1919 at Cape Town (Source 1B)
- ICU promoted unity with non-European people to win the struggle (Source 1B)
- ICU spread throughout South Africa (Source 1B)
- ICU became a mass-based organisation with offices (Source 1C)
- ICU had office bearers to whom complaints were addressed (Source 1C)
- ICU organised a strike in the mines due to unbearable conditions in the mines (Source 1D)
- The strike organised lasted for 12 days (Source 1D)
- 71 000 black mineworkers joined the strike (Source 1D)
- The strike paralysed the mining industry (Source 1D)
- Any other relevant response





Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"><li>• Use evidence in an elementary manner, e.g. <b>show no or little understanding of how the rise of African Nationalism in South Africa led to workers protests in the 1920s</b></li><li>• Use 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 rise of African Nationalism in South Africa led to workers protests in the 1920s.</b></li><li>• Use 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>• Use relevant evidence, e.g. <b>demonstrates a thorough understanding of how the rise of African Nationalism in South Africa led to workers protests in the 1920s.</b></li><li>• Use evidence very effectively in an organised paragraph that show an understanding of the topic.</li></ul>	<b>Marks: 5–6</b>

(6)  
[50]



**QUESTION 2: HOW DID THE RISE OF AFRIKANER NATIONALISM IN SOUTH AFRICA LEAD TO AFRIKANER UNITY IN THE 1930s AND 1940s?**

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- 'promotion of a common language'
  - 'a common past'
  - 'The unity of a common sense religion' (3 x 1) (3)
- 2.1.2 *[Definition of historical concepts from Source 2A – L2]*
- Urbanisation is the movement of many Afrikaners from the rural areas to the cities
  - Certain jobs were reserved for Afrikaners in cities
  - Laws were proclaimed by the government to protect the interests of the Afrikaner
  - Any other relevant response (Any 1 x 2) (2)
- 2.1.3 *[Extraction of evidence from Source 2A – L1]*
- 'Ministers of religion,'
  - 'Teachers'
  - 'Academics'
  - 'Journalists'
  - 'Farmers'
  - 'Certain elements in the civil service' (Any 2 x 1) (2)
- 2.1.4. *[Interpretation of evidence from Source 2A – L2]*
- To ensure that Afrikaners have the same economic ownership as English people
  - To be recognised as a separate independent group
  - For the Afrikaners to rule South Africa.
  - Afrikaners to be united to fight British imperialism
  - Any other relevant response (Any 2 x 2) (4)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- 'It promoted itself as a cultural organisation'
  - 'Intent on keeping the "spirit of 38" alive'
  - 'Stand aloof from party politics' (Any 2 x 1) (2)
- 2.2.2. *[Interpretation of evidence from Source 2B – L2]*
- It would make the ordinary people feel they are part of the organisations decisions
  - To increase their membership
  - For them to have a sense of belonging
  - Any other relevant response (Any 2 x 2) (4)

- 2.2.3 *[Extraction of evidence from Source 2B – L1]*
- 'Braaivleis-aande'
  - 'Jukskei meetings'
  - 'local kultuurvereniging'
  - 'Occasion at church' (Any 1 x 1) (1)
- 2.3 2.3.1 *[Interpretation of evidence from Source 2C – L2]*
- The Ossewabrandwag was determined to make the Afrikaners to be in power
  - It shows that the Afrikaners claim South Africa as their land
  - It shows that the Afrikaners see themselves as God's chosen people
  - Any other relevant response (Any 2 x 2) (4)
- 2.3.2 *[Interpretation of evidence from Source 2C – L2]*
- The ox wagon is a reminder of their journey from the Cape to the North
  - The ox wagon also symbolise their desire to be independent
  - Reminder of the reasons why they left the Cape
  - Reminder of the hardships they had to endure
  - Any other relevant response (Any 2 x 2) (4)
- 2.4 *[Comparison of Sources 2B and Source 2C – L3]*
- Source 2B states that Afrikaners must emphasize cultural heritage and Source 2C reflects the Afrikaner cultural heritage by using an ox-wagon on the badge of the Ossewabrandwag
  - Source 2B states that the Ossebrandwag intended to keep the spirit of 1938 alive and Source 3C shows an ox wagon in their badge which was used during the Great Trek and the 1938 celebrations.
  - Any other relevant response (2 x 2) (4)
- 2.5 2.5.1 *[Extraction of evidence from Source 2D – L1]*
- 'It was the fact that Afrikaans-speaking whites were excluded from the centre of power'
  - 'Afrikaans speaking whites were excluded in the influence in the South African urban economy' (Any 1 x 2) (2)
- 2.5.2 *[Extraction of evidence from Source 2D – L1]*
- 'No longer to tolerate the destruction of the Afrikaner volk to adapt to a foreign capitalist system'
  - 'to mobilise the volk to capture this foreign system and adapt it to our national character' (2 x 1) (2)
- 2.5.3 *[Definition of a historical concept from Source 2D – L2]*
- Afrikaner nationalism is the sense of unity among Afrikaner people
  - Afrikaner nationalism is a sense of unity among Afrikaans speaking people sharing same language, religion and culture
  - Any other relevant response (Any 1 x 2) (2)

- 2.5.4 *[Interpretation of evidence from Source 2D – L2]*
- Once Afrikaners are in power, they will be in control of the country's economy
  - Once they are in power they will no longer be employees, they will be employers
  - To rule the country that is what the Afrikaners need to be financial independent
  - To ensure that the National Party wins the election to promote the Afrikaner interests
  - Any other relevant response (Any 2 x 2) (4)
- 2.5.5 *[Interpretation of evidence from Source 2D – L2]*
- To ensure that the economy stays in the hands of the Afrikaners
  - To ensure the Afrikaner monopoly, economy and politics
  - To assist the "poor whites"
  - Any other relevant response (Any 2 x 2) (4)

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

Candidates could include some of the following:

- Afrikaner nationalism can be seen in general terms as a broad social and political response to the uneven development of capitalism in South Africa (Source 2A)
- Urbanisation and industrialisation led to Afrikaner nationalism (Source 2A)
- Afrikaner middle class was the driving force behind Afrikaner nationalism (Source 2 A)
- Many middle-class members belong to the Broederbond (Source 2A)
- The Broederbond work hard to unite both rural and urban Afrikaners (Source 2A)
- Ossewabrandwag contributed to the task of unifying Afrikaners (Source 2B)
- Afrikaners could wear Trekkerdress so as to feel a sense of community culture and common heritage (Source 2B)
- They had braaivleis-aande and Jukskei meetings that promoted Afrikaner Nationalism (Source 2B)
- Met in their Trekkerdress to promote their culture (Source 2B)
- They believed the Volk is chosen by God (Source 2C)
- Afrikaner Nationalism promoted the symbolic value of the Great trek (Source 2C)
- They believed that South Africa belongs to them (Source 2C)
- The development of Afrikaner business was the objective of the Broederbond (Source 2D)
- Broederbond organised farmers and workers to invest in Afrikaner companies and banks (Source 2D)
- 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 how the rise of Afrikaner Nationalism in South Africa led to Afrikaner unity in the 1930s and 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 an understanding of how the rise of Afrikaner Nationalism in South Africa led to Afrikaner unity in the 1930s and 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 rise of Afrikaner Nationalism in South Africa led to Afrikaner unity in the 1930s and 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 3: WHAT WAS THE IMPACT OF INTENSIFIED RESISTANCE AGAINST THE APARTHEID GOVERNMENT IN SOUTH AFRICA DURING THE 1960s?**

- 3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*
- 'The aftermath of the Sharpeville Massacre'
  - 'The declaration of the state of emergency' (2 x 1) (2)
- 3.1.2 *[Definition of historical concept Source 3A – L2]*
- To fight apartheid using violent methods (weapons, etc)
  - Non-violent methods used in the past seemed ineffective
  - To use violent methods to force the National Party to abandon its apartheid policies
  - Any other relevant response (Any 1 x 2) (2)
- 3.1.3 *[Interpretation of evidence from Source 3A – L2]*
- It indicates the willingness of anti-apartheid South Africans to fight for freedom
  - Activists were prepared to die for the liberation struggle
  - Motivating South Africans to stand up against the repressive measures of the apartheid government
  - MK realised the only way to a non- racial democratic South Africa was through violent means
  - Any other relevant response (Any 2 x 2) (4)
- 3.1.4 *[Extraction of evidence from Source 3A – L1]*
- 'Railways'
  - 'Police stations'
  - 'Key buildings associated with the administration of apartheid' (Any 2 x 1) (2)
- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- 'South African Communist Party'
  - 'MK High Command' (2 x 1) (2)
- 3.2.2 *[Definition of historical concept from Source 3B – L1]*
- A person who sells information in return for money or favours
  - Any other relevant response (1 x 2) (2)
- 3.2.3. *[Interpretation of evidence from Source 3B – L2]*
- Plans to overthrow the government
  - Plans to attack and sabotage government buildings
  - Proposals for guerrilla warfare
  - Any other relevant response (Any 2 x 2) (4)

3.2.4 *[Extraction of evidence from Source 3B – L1]*

- 'Denise Goldberg'
  - 'Rusk Bernstein'
  - 'Raymond Mhlaba'
  - 'Bob Heppie'
  - 'Govan Mbeki'
  - 'Arthur Goldreich'
  - 'Ahmed Kathrada'
  - 'Walter Sisulu'
- (Any 2 x 1) (2)

3.2.5 *[Interpretation of evidence from Source 3B – L2]*

- Government were able to break the strength of the struggle inside South Africa
  - Silenced resistance in South Africa
  - Large number of ANC leaders arrested or went into exile-leaving the organisations with no leaders
  - Sparked international attention
  - Any other relevant response
- (Any 2 x 2) (4)

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

- 'recruiting persons for training in the preparation and use of explosives'
  - 'In guerrilla warfare for the purpose of violent revolution and committing acts of sabotage'
  - 'to aid foreign military units when they invade the Republic'
  - 'acting in these ways to further the objectives of communism'
  - 'receiving money for these purposes from sympathisers in Algeria, Ethiopia, Liberia, Nigeria, Tunisia and elsewhere'
- (Any 2 x 1) (2)

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

- Would lead to the end of apartheid
  - Would eventually lead to a non-racial democratic South Africa
  - Struggle for freedom did not end, but intensified
  - Other organisations were formed that resisted apartheid
  - International pressure on South Africa increased
  - Any other relevant response
- (Any 2 x 2) (4)

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

- Mandela wanted all South Africans to be treated equally
  - He was in favour of democracy
  - Indicates that Mandela was a freedom fighter
  - He was prepared to die for his beliefs as the death penalty was still legal in South Africa
  - Any other relevant response
- (Any 2 x 2) (4)

3.3.4 *[Determine the reliability of evidence from Source 3C – L3]***This source is RELIABLE because:**

- Primary source – its first-hand information
- The speech can be collaborated with other sources
- Was taken from the original recordings made in the court
- As a black South African he experienced and witnessed the oppression of apartheid
- He became a leader figure in the struggle for freedom
- Any other relevant response (Any 2 x 2) (4)

3.4 3.4.1 *Interpretation of evidence from Source 3D – L2]*

- To show they were against the apartheid policies
- The Trialist should not be on trial, but the apartheid government for their crimes against humanity
- The fact that they were on trial fighting for democracy for all South Africans
- They stood/supported the same ideas as the trialists
- Any other relevant response (Any 2 x 2) (4)

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

- ‘Sentence or no sentence we stand by our leaders’
- ‘We are proud of our leaders’ (2 x 1) (2)

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

Candidates could include some of the following:

- The government declared a state of emergency and thousands of people were detained (Source 3A)
- The ANC and PAC were banned (Source 3A)
- Intensified state repression (Source 3A)
- Both PAC and ANC formed military wings and began armed struggle (Source 3A)
- MK used home-made devices to bomb and damage public facilities (Source 3A)
- The police used an informant to infiltrate MK (Source 3B)
- The SACP and MK High command bought Liliesfarm as a hiding place for banned activists (Source 3B)
- The group was arrested at Lilieslief with documents incriminating them (Source 3B)
- Led to the Rivonia Trial (Source 3C and Source 3D)
- The people supported the Rivonia trialist (Source 3D)
- The international communities imposed sanctions on South Africa (own knowledge)
- South African sport codes were not allowed to play in the World Cup (own knowledge)
- 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 impact intensified resistance against the apartheid government in South Africa in the 1960s.</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 impact intensified resistance against the apartheid government in South Africa in the 1960s.</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 impact intensified resistance against the apartheid government in South Africa in the 1960s.</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 need to explain to what extent the return of soldiers from World War 2 influenced black South Africans to fight for freedom. Candidates must support their argument with relevant historical evidence.

#### MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates need to take a stance by explaining to what extent the return of soldiers from World War 2 influenced black South Africans to fight for freedom. They should indicate how they would support their line of argument.

#### ELABORATION

- Black South African were influenced by many factors to see a need for unity
- Black South Africans played a role in WW2 against Germany
- Blacks were not allowed to carry guns
- Despite the fact that blacks worked as drivers, trench diggers they came into South Africa with the ideas of democracy
- WW2 led to an economic boom that led to a massive expansion of the urban labour force
- The number of African labourers increased as they replaced many whites who had gone to war
- Urbanisation had significant implications for African nationalism
- USA and Britain signed the Atlantic Charter
- Promise to respect the rights of all people to self-determination
- Led to the establishment of UN and NATO
- UN committed to the declaration of rights of all citizens
- Xuma used the declaration of rights to fight for African claims
- New President of the ANC, Dr Alfred Xuma analysed the Atlantic Charter, particularly the clauses that applied to Africa
- 1943 the ANC adopted Xuma's document, African Claims in South Africa
- It included a Bill of Rights, which called for an end to racial discrimination and for the franchise to be extended to all adults, irrespective of race
- It demanded the fair distribution of land, freedom of trade for Africans, the right to equal and free education for all African children, equal health facilities and the abolition of all discriminatory labour practices
- Soldiers returning from the war influenced South Africans to fight for their rights
- Black South Africans were inspired with the ideas of freedom and democracy
- These ideas started because of their interaction with soldiers from foreign countries

- The desire for freedom gave rise to a growth in African nationalism
- 20 000 black South African soldiers organised jointly by the ANC, CPSA and the Trade Union Movement, participated in the victory celebration march after the end of World War 2
- Discrimination against black soldiers continued after the war as returning white soldiers received 5 pounds each and 25 pounds clothing allowance, while black South African soldiers received 2 pounds cash and a khaki suit valued at 2 pounds
- Youth within the ANC became impatient with conservatism of the ANC and slow progress in getting freedom and democracy
- Young members of the ANC became more militant and formed the ANC Youth League
- ANCYL used other forms of protests to fight for democracy
- Youth League accused the ANC of representing the elite and not the masses
- ANC nationalism was called 'Charterism'
- ANC moved from a moderate organisation to a mass movement of national liberation
- ANC Women's League was formed in 1943 with Madie Hall-Xuma as the president
- Some members of the ANC were unhappy with co-operation with other national groups
- They felt Lembede's vision of African Nationalism was neglected
- They objected the influence of communism as they saw Marxism as a foreign ideology
- PAC was formed in 1959 with Robert Sobukwe as president
- Any other relevant response

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

**[50]**



## QUESTION 5: NATIONALISM IN SOUTH AFRICA: AFRIKANER NATIONALISM

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

### SYNOPSIS

Candidates need to critically discuss how the idea of the Volk was promoted and became the cornerstone of Afrikaner Nationalism in the 1930s to the 1940s. Candidates must support their argument with relevant evidence.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates need to take a critical stance on the statement on how the idea of the Volk was promoted and became the cornerstone of Afrikaner Nationalism in the 1930s to the 1940s. They should also indicate how they would support their line of argument.

### ELABORATION

- 'Afrikaner' described as a group of people who spoke Afrikaans (background)
- Afrikaners developed as group after integrating several European nationalities at the Cape (background)
- Afrikaners saw themselves as people chosen by God
- The idea of a volk became the cornerstone of Afrikaner nationalism
- Nationalist were determined to protect the volk from domination by other ethnic and language groups
- Afrikaner identity had to be preserved at all costs
- Afrikaners had to remain united as a nation
- Dutch Reformed Church and the Christian National Education (CNE) were the custodians of Afrikaner heritage
- Education and religion guided Afrikaner thinking and kept their language and culture alive
- Children would receive mother-tongue education
- Education created unity of the Volk as a 'race'
- Afrikaner 'Volk' ideology aimed to unite Afrikaners on basis of race and language
- The role of the Broederbond (AB) and the FAK, in ensuring the survival of the Afrikaans language and culture
- Broederbond promotes Afrikaner nationalism and prevent the exploitation of Afrikaner workers
- National Press – published
- Afrikaner nationalist newspapers, Die Burger and Die Transvaler
- Celebration of the centenary of The Great Trek promoted Afrikaner unity and pride in their culture
- First Afrikaans building society called Saambou
- Afrikaner businesses promoted – Naspers, Die Burger, Santam, Sanlam, Volkskas Bank
- Reddingsdaadbond (RDB) ensured Afrikaner businesses are supported by Afrikaners

- 1932 – Carnegie Commission of enquiry looked into white poverty
- Poor white problem was solved by creating jobs at the railway and harbours
- Role of women
- National Party emerged as a dominant political force in promoting Afrikaner nationalism
- NP put forward the demand for 'apartheid' as the central slogan in their campaign
- White supremacy had to be maintained at all costs
- Nationalist frightened the whites with the idea of a 'swart gevaar'
- Afrikaner nationalist policy appealed to white farmers who were against the movement of Africans to cities
- The NP promised voters that their jobs would be protected through the enforcement of the job reservation laws
- Afrikaner trade unions were formed to protect Afrikaner worker's rights
- The World War II had a huge impact on Afrikaner nationalism
- The 1948 election – run-up and aftermath
- Afrikaans-speaking Afrikaners voted the NP into power in the 1948 elections
- The NP leader, Dr Malan, became the new Prime Minister
- Apartheid legislation was introduced
- Any other relevant response

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

**[50]**



**QUESTION 6: APARTHEID SOUTH AFRICA – 1940s to 1950s**

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

**SYNOPSIS**

Candidates need to take a stance by indicating whether they agree or disagree that the National Party government’s apartheid policies provoked (triggered) resistance from liberation organisations. Candidates should use relevant historical evidence to support their line of argument.

**MAIN ASPECTS**

Candidates should include the following aspects in their response:

Introduction: Candidates must take a stance and indicate whether they agree or disagree that the National Party government’s apartheid policies provoked (triggered) resistance from liberation organisations. Candidates should indicate how they will support their line of argument.

**ELABORATION**

- ANC’s Programme of Action
- ANC become more militant as ANCYL was established
- Used boycotts, civil disobedience and uprisings as means of resistance
- May day stay-away
- Workers show their dissatisfaction
- Defiance Campaign
- 1952 – break laws on purpose – enter ‘whites only’ facilities
- Burned passes in public
- Refused to pay fines and wanted jails to become overcrowded
- Hoped that the apartheid system would crumble
- Some killed and arrested
- Congress Alliance
- Conference held of all racial groups to draw up a constitution
- Freedom Charter
- Met at Kliptown on 25 and 26 of June 1955
- Set a document that represents the aspirations of all South Africans
- Became the blueprint for the new constitution of South Africa
- Women’s march to Pretoria (9 August 1956) in protest against introduction of pass laws for women
- Women forced to carry passes
- 20 000 women of all races marched to the Union Buildings
- Leaders of the march – Lilian Ngoyi, Rahima Moosa, Sophie Williams and Helen Joseph
- They composed a song, specifically for the occasion, that is, ‘Strijdom, you have tampered with the women; you struck a rock’.
- Prime Minister, J.G. Strijdom, refused to see the women
- When they left – sang Nkosi Sikeleli Afica
- High Treason
- Defiance against apartheid led to the arrest of members of the Congress Alliance