



JUNE EXAMINATIONS

MARKS: 100

TIME: 2 hours

INSTRUCTIONS AND INFORMATION

1.This paper consists of FOUR questions based on the content framework: TWO Source-Based Questions under SECTION A and TWO Essay Questions under SECTION B.

SECTION A: SOURCE BASED QUESTIONS

QUESTION 1 AFRICAN NATIONALISM IN SOUTH AFRICA(1902-1940s)

QUESTION 2 AFRIKANER NATIONALISM IN SOUTH AFRICA(1930s-1950s)

SECTION B: ESSAY QUESTIONS

QUESTION 3 AFRICAN NATIONALISM IN SOUTH AFRICA(1940s-1960s)

QUESTION 4 AFRIKANER NATIONALISM IN SOUTH AFRICA(1930s-1950s)

- 2.Candidates must answer TWO questions. ONE source based question and ONE essay question.
- When answering questions candidates should apply their knowledge, skills and insight.
- 4.Candidates will be disadvantaged by merely rewriting the sources as answers.
- 5. Number the answers correctly according to the numbering system used in this question paper.
- Write neatly and legibly.

SECTION A: SOURCE BASED QUESTIONS

Answer at least ONE question from this section and use source material to answer these questions.

QUESTION 1: HOW DID THE FORMATION OF THE SANNC IN 1912 INFLUENCE THE GROWTH OF AFRICAN NATIONALISM IN SOUTH AFRICA FROM 1912 TO THE 1940s?

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

1.1	Consult Source 1A		
1.1.1	Name THREE executive members of the SANNC who were elective 8th of January 1912 in the SANNC conference.	ted on (3 x 1)	(3)
1.1.2	List the FOUR aims of the SANNC when it was formed in 1912.	(4 x	(4)
1.1.3	Use the source and your own knowledge, explain why the SANN criticized the existence of separate tribal identities in South Africa	a.	(4)
	2)	(2 x	(4)
1.1.4	Comment on the reliability of this source to a historian studying to circumstances leading to the formation of the SANNC.	he (2 x 2)	(4)
1.2	Refer to Source 1B		
1.2.1	Who, according to the source, said that the founding fathers Congress displayed a great vision for African freedom and liberty		(1)
1.2.2	State TWO sacrifices made by the founding fathers of the Congr	ess. (2 x 1)	(2)
1.2.3	Explain the concept <i>liberty</i> in the context of African nationalism.	(1 x 2)	(2)
1.2.4	Comment on what is implied by the statement: "These men		
	sacrifices and suffered privations in the cause of African freedom	(2 x 2)	(4)
1.2.5	Explain why freedom was precious and heavy price had to be obtain it.	paid to (2 x 2)	(4)

1.3	Refer to Source 1C		
1.3.1	Define the following phrase in your own words, 'One Man One V your own words	ote' in (1 x 2)	(2)
1.3.2	Using the information in the source and your own knowledge, why the SANNC strove to have the Cape's qualified franchise exto the other Provinces.		(4)
1.3.3	Comment on why you think the SANNC maintained loyalty and f Britain?	aith in (2 x 2)	(4)
1.3.4	Why, according to the source, did the African working class not exercise a strong influence over the ANC policies.	(1 x 2)	(2)
1.4	Use Source 1D Stanmorephysics.com		
1.4.1	How many members of the delegation which was sent to London 1914?	n in (1 x 1)	(1)
1.4.2	Name the organization which was sent to London to protest ab effects of the Land Act of 1913.	out the (1 x 1)	(1)
1.4.3	What messages are conveyed in this photograph?	(1 x 2)	(2)
1.5	Using the information in the relevant sources and your own known write a paragraph of about 6 lines (60 words) explaining h formation of the SANNC in 1912 influenced the growth of nationalism in South Africa from 1912 to the 1940s.	ow the	(6)
			[50]

organization.

1		
QUES	TION 2 HOW DID AFRIKANERS USE SOCIAL, CULTURAL AND ECONOMIC PROGRAMS TO PROMOTE THE SPIRIT OF AFRIKANER NATIONALISM DURING 1930s to 1940s?	
2.1	Read Source 2A	
2.1.1	Identify THREE factors, according to the Source, which aroused Afrikaner Nationalism. (3 x 1)	(3)
2.1.2	Define the concept Afrikaner Nationalism in your own words. (1 x 2	(2)
2.1.3	Why, do you think, treks to the cities coupled with the Boer's defeat at the hands of the British were the two forces that moulded Afrikane Nationalism? (1 x 2	r
2.1.4	Explain what is implied by the statement "Industrialization turned the Boers into an urban proletariat (worker) in the employment of a foreign capitalist class". (2 x 2)	า
2.1.5	Use the source and your own knowledge and explain why the story of Afrikanerdom's regeneration from the ashes of its 1902 defeat to master of South Africa was significant in shaping Afrikaner Nationalism. (2 x 2	y
2.2	Consult Source 2B	
2.2.1	What was the main aim of the Afrikaner Broederbond when it wa established in 1918?	
2.2.2	State THREE constitutional aspects of 1920 which the Afrikaner Broederbond was committed to achieve. (3 x 1	(3)
2.2.3	Identify FOUR social and cultural movements that were established for the advancement of Afrikaner Nationalism. (4 x 1	
2.2.4	Why do you think the Afrikaner bond started to control the Afrikaan churches, schools, universities, business World, culture, politics an media? (2 x 2	d
2.2.5	Comment on why the Afrikaner Broederbond operated as a secre	t

(1 x 2) (2)

2.3	Use Source 2C	
2.3.1	Mention the organization which coordinated and guided the work of Afrikaner cultural groups. (1 x 1)	(1)
2.3.2	Why do you think the commemoration of the centenary celebrations of the great trek of 1938 symbolized the growth of Afrikaner Nationalism? (2 x 2)	(4)
23.3	Explain the historical significance of renaming the streets of Transvaal after the Voortrekker leaders. (1 x 2)	(2)
2.3.4	Explain the limitations of this source to a historian researching about the role played by the Federasie Van Afrikaanse Kultuuverings(FAK) in the organization of 1938 Centenary Celebrations of the Great Trek. (2 x 2)	(4)
2.4	Refer to Source 2D	
2.4.1	How, according to the source, did the Voortrekkers travel from the Cape to Transvaal and OFS? (1 x 1)	(1)
2.4.2	What message is conveyed by the publication of this photograph regarding commemoration of the 1938 Centenary of the Voortrekkers. (1 x 2)	(2)
2.5	Using the information from all the relevant sources and your own knowledge write a paragraph of about 6 lines (60 words) explaining how Afrikaners used social, cultural and economic programs to promote the spirit of Afrikaner Nationalism during 1930s to 1940s.	
	,	(6) [50]



Answer at least ONE question from this Section.

QUESTION 3: NATIONALISM IN SOUTH AFRICA: AFRICAN NATIONALISM

The returning soldiers from the World War 2 came with the ideas of freedom and democracy and was the only factors that gave rise to the growth of African Nationalism in South Africa in the 1940s.

Do you agree with the above statement? Use relevant historical evidence to support your line of argument. [50]

QUESTION 4 NATIONALISM IN SOUTH AFRICA: AFRIKANER NATIONALISM

Critically discuss how Afrikaans speaking whites promoted and developed an exclusive form of Afrikaner Nationalism.

[50]

Substantiate your line of argument by using relevant historical content.



QUESTION 1: HOW DID THE FORMATION OF THE SANNC IN 1912 INFLUENCE
THE GROWTH OF THE AFRICAN NATIONALISM IN SOUTH
AFRICA FROM 1912 TO THE 1940s.

SOURCE 1A

This source explains the reasons for the formation of the SANNC at a conference in Bloemfontein in 1912.

The first major step in the rise of the African Nationalism in South Africa was the formation (in Bloemfontein in January 1912) of the South African Native National Congress (SANNC), later re-named the African National Congress). The Reverend John Dube was elected as its first president, with a lawyer, Dr Pixley ka Isaka Seme, as Treasurer and Sol Plaatje as Secretary- General. The aims of the African National Congress (ANC) were to unite Africans by overcoming ethnic, regional, and linguistic differences, to encourage united action to oppose discrimination and prejudice (bias), and to win rights for all.

One of the first acts of the newly formed ANC was to send a delegation to London to protest, without success, against the 1913 Land Act. In 1919, it sent another delegation overseas to Paris, where the peace conference after the first World War was held. They hoped to gain support from the British government for self-determination for black people in South Africa-again without success.

The early ANC was a moderate organisation, which relied on peaceful petitions and appeals to the authorities, rather than militant action. Many of the leaders were educated men who had studied at mission schools such as Lovedale in the Eastern cape. They included ministers, lawyers, teachers, newspaper editors and businessmen.

[From: In Search of History by J Bottaro et al]



This source deals with Dr A.B Xuma's evaluation of the role played by the leaders of SANNC in influencing the growth of African Nationalism in South Africa.

Dr A.B Xuma has gone on record as saying that they "displayed a great vision and laid a broad foundation on which to build the superstructure (idea) for African freedom and liberty in the land of their forefathers ". He went on to say that they proclaimed (announced) through the organization they set up and efforts they made, that only through unity and concerted(joint) action of all, can justice and freedom be achieved. These men made sacrifices and suffered privations (hardships) in the cause of African freedom; some of them went to jail, but they remained popular, loyal and true to the cause of their people. They pointed the way for us; they showed that freedom is precious and a heavy price to be paid to obtain it.

These men led a full and varied life. Some of them had immense (huge) talent and abilitymen who rose by their own efforts to become, during their life time, some of the best known black South Africans of their generation. They were in the forefront of their people for the greater part of their adult life. They contributed to our political history, History of the press and literature, especially literature in African languages.

[From: South Africa belongs to us by Francis Meli.]



This source outlines the work of the Congress in promoting the growth of African Nationalism in South Africa.

At first the Congress did not advocate 'one man, one vote' but strove to have the Cape's qualified Franchise extended to the other Provinces. For some years Congress continued to maintain loyalty to and faith in Britain to which it looked, always unsuccessfully, for protection against the onslaughts (attacks) on African rights by South African governments. Congress leaders did not understand the Capitalist roots of national oppression; they failed to see that big capital, represented by the British government, would never become an ally of the African people as it benefited from exploitation and oppression.

The early congress leaders were mainly professional men, occupying a privileged social position compared to the masses of African people. The African working class was still fairly small and unorganized, and did not therefore exercise a strong influence over ANC policies; over the decades that followed, it was destined to grow more powerful and influential. At the same time, it became increasingly obvious that the monopoly of power given to the white minority by the South African Act made it impossible for blacks to satisfy their political aspirations within the confines of the law. The result was the development of the ANC from the reformist nationalism of early days to the revolutionary nationalism of later years.

[From: Foundations of the New South Africa by J. Pampallis]



This is a photograph of the 1914 Congress delegation which was sent to London to complain about the effects of the Land Act of 1913. It shows the role played by the leaders of the SANNC in fighting to promote the rise of African Nationalism in South Africa. From left to right Thomas Mapikela, Walter Rubusana, John Dube, Saul Msane and Sol.Plaatjie



[New Generation History - Grade 11 by Frank F. et. al]

QUESTION 2

HOW DID AFRIKANERS USE SOCIAL, CULTURAL AND ECONOMIC PROGRAMS TO PROMOTE THE SPIRIT OF AFRIKANER NATIONALISM DURING 1930s to 1940s?

SOURCE 2A

The source below outlines some reasons for the rise of the Afrikaner Nationalism in South Africa from 1902-1940s.

It was resentment (anger) over the unequal distribution of status, wealth, political control and the fear of cultural absorption into an English oriented society, which aroused Afrikaner Nationalism. Their remarkable recovery from defeat has been a decisive fact in twentieth-century South African history, with far-reaching consequences not only for the composition and character of the white elite(best), but also for those excluded from ordinary civil rights.

The story of Afrikanerdom's regeneration (rebirth) from the ashes of its 1902 defeat to undisputed (certain) mastery of South Africa is a remarkable one, elaborately romanticized (idealized) by Afrikaner publicists as a modern version of a minuscule (small) Afrikaner David slaying the British Goliath. The treks (journeys) to the cities, coupled with the Boers' defeat at the hands of the British were the two forces that decisively moulded (shaped) Afrikaner Nationalism.

Beginning with the mineral revolution, industrialization turned the Boers into an urban proletariat (worker) in the employment of a foreign, capitalist class. The fact that English speakers monopolized (controlled) finance, commerce and mining, persuaded Afrikaners that their national and class enemy was one and the same. Afrikaner Nationalism therefore launched a three-pronged (split) struggle: cultural, economic, and political.

[From www.fanieosoppiejas.com/.../afrikaner-nationalism-the-factors. Accessed on 29 April 2024]

SOURCE 2B

This source below describes the contribution made by the Band of Brotherhood (Broederbond) to promote Afrikaner Nationalism from 1902-1940s.

The Afrikaner Broederbond was established in 1918. The aim of the Afrikaner Broederbond was that it would be an anti-political organization that would work behind the scenes to ensure the Afrikaner gets its rightful place in the Union of South Africa. In its 1920 constitution, the Afrikaner Broederbond committed itself to have a Christian National basis, to strive (struggle) to unite Afrikaners and to awake a national self-consciousness amongst Afrikaners.

In the beginning they played a big role in the advancement (development) of Afrikaner nationalism: The Ossewa trek of 1939, the Economic People's Congress, Sanlam, Reddingsdaadbond and the Afrikaner Trade Institute were established. As their influence increased, they disregarded their establishment aims.

The Afrikaner Broederbond started to control the Afrikaans churches, schools, universities, business world, culture, politics, media and much more. They became like a sea cat with many arms. They did this behind the scenes and many people were not even aware of this. They claimed they did it for the nation.

The Afrikaner Broederbond was a highly secretive organization. Nobody was sure who the members of this organization were. You could not even apply to become a member of this organisation; they approached you.

[From www.minderheidsverslag.co.za/.../die broederbond 'n adder in die boesem, Accessed on 29 April 2024]

SOURCE 2C

The source below highlights the role played by the Federasie van Afrikaanse Kultuurvereninging (FAK) in the organisation of 1938 Centenary celebrations of the Great Trek.

The Broederbond decided in 1929 to establish a public front organization referred to as the Federasie van Afrikaanse Kultuurverenigings (FAK) or Federation of Afrikaner Cultural Organizations. This was an umbrella body that coordinated and guided the work of Afrikaner cultural groups.

In the 1930s the FAK grew into an influential organization with approximately 300 affiliates (members). This consisted of youth organizations, culture groups as well as church and educated groups. In this way the Broenderbond was able to successfully establish a significant ideological influence on large section of the Afrikaner community and thereby their political and economic activities.

In 1938 the centenary of the Great Trek was organized mainly by FAK members. In an attempt to recreate the journey from Cape town to Pretoria, 9 ox-wagons similar to the ones used by Voortrekkers in 1838 travelled across the country. In every town Afrikaner inhabitant held huge celebrations. They dressed like the Voortrekkers and to commemorate this centenary, many streets were renamed after the voortrekker leaders.

The journey to Cape town ended in a huge gathering of about 100.000 people in Pretoria. This culminated (ended) in a foundation stone being laid at the Voortrekker monument on 16 December. This marked the 100 anniversary of the battle of Ncome (Blood River) wherein Dingaan's Zulu army were defeated by the Boers.

[From: New Generation Grade11 by Frank F. et.al.]

SOURCE 2D

This picture shows a restored Ox-drawn Wagon at the Voortrekker Monument in Pretoria which participated in the 1938 Centenary.



[From https://www.afripics.com. Accessed on the 29 April 2024]

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TERM 2
2024

Stanmore POR ADE 11

HISTORY PAPER 2

JUNE EXAMINATIONS MARKING GUIDELINES

TIME: 2 hours

MARKS: 100

. 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	 Extract evidence from sources Selection and organization of relevant information from sources Define historical concepts/terms 	30% (15)
LEVEL 2	 Interpretation of evidence from sources Explain information gathered from sources Analyze evidence from sources 	50% (25)
LEVEL 3	 Interpret and evaluate evidence from sources Engage with sources to determine its usefulness, reliability, bias and limitations Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions 	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.

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 $(\checkmark\checkmark\checkmark\checkmark)$; (1×2) which translates to one reason and is given two marks $(\checkmark\checkmark)$
- If a question carries 4 marks, then indicate by placing 4 ticks (✓✓✓✓)

Paragraph question

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

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

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Level 2

Used mostly relevant evidence to write a basic paragraph

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

1. 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, organize 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 penalize language inadequacies as the emphasis is on the following:

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

2.4 Assessment procedures of the essay

- 2.4.1 Keep the synopsis in mind when assessing the essay.
- 2.4.2 During the reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualized (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet

in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

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

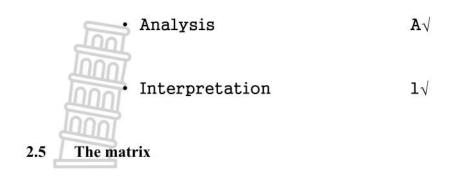
P	Point: The candidate introduces the essay by taking a line of argument/ making a major point.
	Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
Е	Explanation: The candidate should explain in more detail what the main point is about and how it relates to the question posed (line of argument).
E	Example: 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.
L	Link: Candidates should ensure that the line of argument is sustained throughout and is written coherently.

- 2.4.4 The following additional MUST be used when assessing an essay:
 - · Introduction, main aspects and conclusion not properly contextualized

Wrong statement

 Irrelevant statement

• Repetition R



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.

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C

P

LEVEL 4

LEVEL 3

}26-27

(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
e) Allo	ocate an overall mark with the use of the matrix.

MARKING MATRIX FOR ESSAY: TOTAL: 50

lo.	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL
PRESENTATION	Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	1* Little or no attempt to structure the essay.
LEVEL 7							
Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
LEVEL 6						7	
Question has been answered.	43–46 danna	reph40ic42om	38–39				
Content selection relevant to a line of argument.	900 SHID FA						
LEVEL 5							
Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4							
Question recognizable in answer.			30–33	28–29	26–27		
Some omissions or irrelevant content selection.							
LEVEL 3							
Content selection does relate to the question, but does not answer it, or does not always relate to the question.				26–27	24–25	20–23	
Omissions in coverage.							
LEVEL 2							
Question inadequately addressed. Sparse content.					20–23	18–19	14–17
LEVEL 1*							
Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

*Guidelines for allocating a mark for Level 1:

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

SOURCE BASED QUESTIONS

SECTION A:

LOO **QUESTION 1:** HOW DID THE FORMATION OF THE SANNC INFLUENCE THE GROWTH OF AFRICAN NATIONALISM IN SOUTH AFRICA FROM 1912-1940S? 1.1.1 [Extraction of evidence from Source 1A - L1] John Dube Dr Pixley Ka Isaka Seme Sol Plaatije (3×1) (3)1.1.2 [Extraction of evidence from Souce1A - L1] To unite Africans by overcoming ethnic, regional and linguistic differences. To encourage united action. To oppose discrimination and prejudice To win political rights for all (4) (4×1) tanmorephysics.com 1.1.3 [Interpretation of evidence from Source 1A - L2] Separate tribal identities promoted divisions amongst Africans. · They created wars They made people to be divided They promoted ethnic, linguistic and regional differences among Blacks. · They defeat national unity Any other relevant response (any 2 x 2) (4)1.1.4 [Ascertaining reliability of Source 1A - L3] Reliable because it is corroborated by other sources Its trustworthy because other sources say the SANNC was formed in 1912. • There is no proof of bias in the source Any other relevant response (any 2 x 2) (4)1.2 1.2.1 [Extraction of evidence from Source 1B - L1] Dr A.B.Xuma (1×1) (1)1.2.2 [Extraction of evidence from Source 1B - L1] • They made sacrifices and suffered privations (hardships) in the cause of African freedom. · Some of them went to jail. (2×1) (2)

	1.2.3	[Explanation of historical concept from Source 1B - L2]		
	TUU	 Liberty means freedom from foreign domination. 		
	TUUU	 African states wanted freedom and independence for domination 	rom foreign	
	nnn	Black South Africans wanted freedom from white do	mination	
	000	Any other relevant response	(any 1 x 2)	(2)
Š	MINI	7 my date. Televalit respense	(4.1.)	(-)
	1.2.4	[Interpretation of evidence from Source 1B - L2]		
		 Africans were tortured 		
		 They were oppressed and suppressed. 		
		They were arrested		
		They were killed		
		 They were disenfranchised (not allowed to vote) 		
		Any other relevant response	(any 2 x 2)	(4)
	1.2.5	[Interpretation of evidence from Source 1B - L2]		
		Freedom was valuable and expensive		
		 People suffered because they were fighting for free 	dom	
		 People were tortured for fighting for freedom 		
		 Freedom was costing people's lives 		
		 Africans sacrificed, suffered and died for freedom 		
		Any other relevant response	(any 2 x 2)	(4)
1.3	1.3.1	[Explanation of the concept from Source 1C – L1]		
		 In elections the voter must vote once. 		
		• Voter is not allowed to vote for two political parties.		
		Voter must use one ballot paper.		
		Any other relevant response	(any 1 x 2)	(2)
	1.3.2	[Interpretation of evidence from source 1C - L3]		
		SANNC wanted all people of South Africa to vote		
		SANNC had educated people who would qualify to	vote	
		 People from other provinces could qualify to vote. 		
		· Pixley ka Isaka Seme was a lawyer he would qualify	y to vote	
		· Cape qualified franchise means that black people w	ho qualify to	
		vote must have education and capital.		
		 Any other relevant response. 	(any 2 x	(4)
		2)		
	1.3.3	[Interpretation of information from Source1C - L2]		
		SANNC wanted to get support from Britain		
		South Africa was a British colony		
		Black South Africans supported Britain during the S	outh African	
		war of 1899-1902.		

· Britain was a democratic state

Any other relevant response (any 2 x 2) (4)[Extraction of evidence from Source 1C – L2] The African working class was still fairly small and unorganized. (2)(1 x 2) 1.4.1 [Extraction of evidence from source 1D-L1] There were 5 members of the delegation (1×1) (1)[Extraction of evidence from source 1D - L1] SANNC (1×1) (1)[Interpretation of evidence from Source 1D - L2] The newly established SANNC launched a major campaign of opposition to the land act of 1913. The SANNC wanted the land act to be repealed (cancelled) SANNC presented African grievances against the Land Act to the British government. Any other relevant response (any 1 x 2) (2)

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

Candidates should include some of the following aspects in their answers.

- Pixley Isaka Ka Seme wrote a writing criticizing the existence of separate tribal identities in South Africa (Source 1A)
- The Congress wanted to unite blacks to oppose discrimination and prejudice (Source 1A)
- SANNC was able to send a delegation to London to protest about the effects of the land act which was passed by the South African government (source 1A)
- SANNC fought for self-determination for black people in South Africa. (Source1A)
- The founding fathers of the SANNC laid a foundation for the blacks to fight for freedom and justice without fear or favour (Source 1B)
- SANNC became patriotic and suffered for freedom and justice (Source 1B)
- SANNC became more militant (Source 1B)
- SANNC had a militant leadership (Source1B)
- SANNC wanted educated people to have a right to vote like in Cape where Abdullah man was qualified (Source 1C)
- •mcBlacks fought against exploitation and oppression by the whites. (Source 1C)

- The Congress decided to be revolutionary in its approach (Source1C)
- SANNC sent a delegation to Britain to protest against 1913 Native Land Act (Source 1D)
- Any other relevant response

Use the following Rubric to allocate marks for the paragraph.

LEVEL 1	 Uses evidence in an elementary manner, e.g. shows no or little understanding of how the formation of the SANNC influenced the growth of African nationalism in South Africa from 1902-1940s. Uses evidence partially or cannot write a paragraph. 	MARKS 0-2
LEVEL 2	 Evidence is mostly relevant and relates to the topic, e.g. shows some understanding of how the formation of the SANNC influenced the growth of African nationalism in South Africa from 1902-1940s. Uses evidence in a basic manner to write a paragraph. 	MARKS 3-4
LEVEL 3	 Uses relevant evidence, e.g. demonstrates a thorough understanding of how the formation of the SANNC influenced the growth of African nationalism in South Africa from 1902-1940s. Uses evidence very effectively in an organized paragraph that shows an understanding of the topic. 	MARKS 5-6

(6)

[50]

QUESTION 2

HOW DID AFRIKANERS USE SOCIAL, CULTURAL AND ECONOMIC PROGRAMS TO PROMOTE THE SPIRIT OF AFRIKANER NATIONALISM DURING 1930s to 1940s?

2.1

- 2.1.1 [Extraction of evidence from Source 2A L1]
 - Unequal distribution of status
 - Political control
 - Wealth
 - Fear of cultural absorption into an English orientated Society

 $(3 \times 1)(3)$

- 2.1.2 [Definition of a historical concept from Source 2A L1]
 - Separation of the Afrikaners from other racial groups
 - Idea that helped Afrikaners to construct Afrikaner nation united by its own special history, language and culture.
 - Means of creating an Afrikaner identity.
 - Afrikaners wanted independence from British domination
 - Self-rule/self-government
 - patriotism
 - Any other relevant response

(Any 1 x 2) (2)

- 2.1.3 [Interpretation of evidence from Source 2A L2]
 - Afrikaners lost their lives in the South African war of 1899-1902.
 - The Treks united Afrikaner-speaking South Africans.
 - They created a sense of pride for the Afrikaners.
 - Moulded the Afrikaner identity
 - Any other relevant response

(any 1 x 2) (2)

- 2.1.4 [Interpretation of evidence from source 2A L2]
 - English-people were owners of the means of production.
 - Afrikaners became jobseekers in industries controlled by the English speaking.
 - English speakers dominated Afrikaners in owning industries.
 - English speakers were Capitalists and Afrikaners were working for the Capitalists.
 - Any other relevant response

(any 2 x 2) (4)

- 2.1.5 [Interpretation of information from Source 2A L2]
 - It redeemed Afrikaners after their defeat during the South African war.
 - Afrikaners became independent from British domination

- Afrikaners got their rightful place in the South African society.
- Afrikaners rose above the humiliation of the British oppressors.
- Independence of the Afrikaners was recognized by Britain.
- Any other relevant response

(any 2 x 2) (4)

2.2 2.2.1 [Extraction of evidence from source 2B-L1]

- It was that it would be an anti-political organization that would work behind the scenes to ensure that Afrikaner gets its rightful place in the Union of South Africa. (any 1 x 2) (2)
- 2.2.2 [Extraction of evidence from Source 2B-L1]
 - To have Christian national basis
 - To strive (struggle) to unite Afrikaners.
 - To awake a national self-consciousness amongst Afrikaners.

 $(3 \times 1)(3)$

- 2.2.3 [Extraction of evidence from Source 2B L1]
 - The Ossewa trek of 1939
 - The Economic People's Congress
 - Reddingsdaadbond
 - Business Afrikaner Trade Institute.
 - Sanlam $(4 \times 1)(4)$

2.2.4 [Interpretation of information from Source 2B-L2]

- Afrikaners were creating and developing the idea of white Afrikaner unity and difference from other South Africans.
- They wanted a curriculum that stressed the Dutch Reformed religion.
- They wanted to promote white racial supremacy
- They wanted to stress Christian –national education.
- Afrikaners discouraged class struggle, instead favoured nationalist unity.
- Afrikaners were discouraged from belonging to foreign or English dominated Churches.
- Any other relevant response

(any 2 x 2) (4)

[Interpretation of evidence from source 2B - L2]

- It wanted to redeem Afrikaners after their defeat during the South African war of 1899-1902.
- It wanted to unite the Afrikaners
- To gain control of the South African government
- To end English domination of the economy
- por It wanted to cut ties with Britain and make South Africa a Republic.
 - Any other relevant response.

(any 1 x 2) (2)

2.3 2.3.1 [Extraction of evidence from source 2C - L1]

Federasie van Afrikaanse Kultuurverenigings(FAK)

2.5

L31

Federation of Afrikaner Cultural Organization

 $(1 \times 1)(1)$

2.3.2 [Interpretation of evidence from source 2C-L2] Centenary celebrations of 1938 redeemed the spirit of Afrikaner nationalism. They were widely supported and strengthened Afrikaner Nationalism. Gave a great boost to Afrikaner Nationalism They coincided with the formation of the Ossewabrandwag (Oxwagon guard) Which was formed to maintain the spirit of Afrikaner Nationalism. Any other relevant response (any 2 x 2) (4) 2.3.3 [Interpretation of evidence from Source 2C - L2] To keep the great trek of the Voortrekkers in the memory of the Afrikaners. To promote Afrikanerdom To remember Voortrekker leaders who were part of the Journey from Cape Town to Transvaal. Any other relevant response (any 1 x 2) (2) 2.3.4 [Ascertain the limitations of Source 2C - L3] Source not limited because it is cross referenced · No factual errors and distortions detected It is not biased There are no exaggeration of words It can be verified by other sources Any other relevant response (any 2 x 2) (4)2.4 2.4.1 [Extraction of evidence from source 2D - L1] They used Ox-Wagons $(1 \times 1)(1)$ 2.4.2 [Interpretation of information from Source 2D-L2] This centenary celebration promoted the idea that white Afrikaners were distinct Volk (people) with their own language, religion, and history that needed to be promoted and defended. · Ox-Wagon of the Voortrekkers that were displayed brought back the memory of the great trek. Ox-drawn wagon maintained the spirit of the centenary celebrations. Redeemed the spirit of Afrikaner nationalism. Any other relevant response (any 1 x 2) (2)

[Interpretation, comprehension and synthesis of evidence from sources -

Candidates should include some of the following

- In 1934 Dr Malan and other important Afrikaner political leaders joined the Broederbond and set out to attract Afrikaners of all classes with a strong Nationalist ideology (Source 2B)
- Broederbond influenced the political and economic activities of the Afrikaner people. (source 2B)
- Federation of Afrikaner Cultural Organization was formed to function as an umbrella body that coordinated and guided the work of the Afrikaners (Source 2C)
- In 1938 FAK organized a big celebration of the centenary (100 years' anniversary) of the great trek. (Source 2C)
- Ox-Wagon journey ended in a mass meeting of 100 000 Afrikaners near Pretoria, this contributed a great deal to revive Afrikaner nationalism. (Source 2B)
- Osswa-Brandwag which a cultural organization was formed to preserve the language and traditions of the Afrikaners (source 2C)
- Ossewa Brandwag kept alive the ideals of the great trek and promoted patriotism and national pride among Afrikaners. (Own Knowledge)
- Members of Ossewa-Brandwag saw a connection between Hitler's Hrerrenvolk and their own white superiority ideas. (own knowledge)
- In 1939 Dr.Kestell and Nico Diederichs formed Reddingsdaad Bond (Rescue Action Society) to create an economic consciousness among Afrikaner masses and to uplift poor whites and to promote Afrikaner business interests.(own knowledge)
- A group of Afrikaner professionals write an Afrikaner Newspaper called Die Burger. (own knowledge)
- Afrikaner nationalism led to the emergence of an Afrikaner Bourgeoisie which began to prosper in the 1930s and 1940s.(own Knowledge)
- Any other relevant response.

Use the following rubric to allocate a mark:

LEVEL 1	 Uses evidence in an elementary manner e.g. shows no or little understanding of how Afrikaners used social, cultural and economic programs to promote the spirit of Afrikaner nationalism from 1930s to1940s. Uses evidence partially to report on topic or cannot report on topic 	MARKS: 0-2
LEVEL 2	 Evidence is mostly relevant and relates to a great extent to the topic e.g. shows an understanding of how Afrikaners used social, cultural and economic programs to promote the spirit of Afrikaner nationalism from 1930s to1940s. Uses evidence in a very basic manner 	MARKS:3-4
LEVEL 3	 Uses relevant evidence e.g. demonstrates a thorough understanding of how Afrikaners used social, cultural and economic programs to promote the spirit of Afrikaner nationalism from 1930s to1940s. Evidence relates well to the topic. Uses evidence very effectively in an organised paragraph that show an understanding of the topic 	MARKS:5-6

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[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 explain whether they agree or disagree that the influence of the returning soldiers from the war was the only factor that gave rise to the growth of African Nationalism in South Africa.

MAIN ASPECTS

Candidates should include the following aspects in their responses.

Introduction: Candidates need to take a stance and demonstrate how the returning soldiers gave rise to the growth of African Nationalism in South Africa.

ELABORATION

- Background
- Returning soldiers
- Many returning Soldiers from World War Two were inspired by the war with the ideas of freedom and democracy.
- The ideas began to germinate in them because of their interaction with soldiers from foreign countries.
- The desire for freedom promoted African nationalism among colonized countries within African continent.
- Black South Africans participated in the war with the hope that after the war Britain will end racialism in South Africa.
- 20 000 black South African soldiers organized jointly by the ANC, Communist Party of South Africa and the Trade Union movement, participated in the victory celebration march after the end of the Second World war.
- Influence of the World war Two
- Black South African soldiers participated in the war on the side of Britain against Germany.
- Black soldiers carried Guns but were not allowed to shoot.
- They came into contact with the ideas off 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.
- Urbanization had significant implications for African nationalism.
- Blacks participated in the war as volunteers.
- > Atlantic charter
- There were discussion as to how to end the war peacefully.
- These arrangements were outlined in the Atlantic charter in 1941 by an American President Roosevelt and Winston Churchill a British President
- The charter promised to respect the rights of all people to self –determination.
- Atlantic charter led to the establishment of UN and NATO.
- UNO committed to the declaration of rights of all Citizens.
- The charter stated that colonial powers should declare the right of all people to choose the form of government under which they live.
- Roosevelt and Churchill signed the eight-point Atlantic charter on a post-war settlement in 1942.
- Xuma's African claims 1943
- ANC was faced with the problem of mapping out a future South Africa.
- Dr A.B Xuma organized a committee to discuss the charter from the African perspective.
- The committee met in Bloemfontein on 13-14 December 1943 and Z.K.Mathews was elected Chairman.
- The committee drew up a bill of rights which Africans were demanding as essential to guarantee them a worthy place in the post war world.
- In 1943 the ANC adopted Xuma's document African Claims on the 16 December 1945 in the annual conference of the ANC in Bloemfontein.
- Split of the ANC and PAC
- Some members of the ANC were unhappy about co-operation with other national groups.
- · They stated that Africans should go it alone
- They preferred Anton Lembede's vision of African nationalism
- Their slogan was Africa for Africans
- They were against the growing influence of the Communists in the ANC.
- In April 1959 PAC was formed by the Africanists who wanted freedom now.
- They wanted Pan Africanism
- Different types of African Nationalism
- Youth within the ANC was impatient with slow progress towards attaining freedom and democracy.
- They formed ANCYL in order to intensify the struggle to attain freedom.
- ANC nationalism was referred to as charterism
- ANC moved from a moderate organization to a mass movement of national liberation.
- Any other relevant response
- Conclusion: Candidates should sum their argument with any relevant conclusion.

[50]



QUESTION 4 NATIONALISM IN SOUTH AFRICA: AFRIKANER NATIONALISM

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

SYNOPSIS

Stanmorephysics.com

Candidates should critically discuss this statement and explain how Afrikaans speaking whites promoted and developed an exclusive(special) form of Afrikaner Nationalism.

MAIN ASPECTS

Candidates should include the following aspects in their response.

Introduction: Candidates need to take a stance and explain how Afrikaans Speaking Whites promoted and developed an exclusive form of Afrikaner Nationalism in South Africa.

ELABORATION

- Afrikaners only rose as a distinct group after the mixing and forging of various European nationalists at the Cape.
- The sense of national identity strengthened amongst Afrikaners during the two Anglo-Boer wars.
- May 1910-South Africa gained constitutional independence from Britain but was still a part of British Empire.
- Role of Hertzog's Pact government (Recognition of Afrikaans and flag question)
- Afrikaners saw themselves as a people chosen by God
- The idea of a volk became the cornerstone of Afrikaner nationalism
- Nationalist were determined to protect the volk from dominated by other ethnic and language groups
- Afrikaner identity had to be preserved
- Afrikaners had to remain united as a nation

- Dutch Reformed Church and the Christian National Education (CNE) were the custodians of Afrikaner heritage
- Children would receive mother tongue education
- Education and religion guided Afrikaner thinking and kept their language and culture alive
- Broederbond ensured economic empowerment of Afrikaners and prevented the exploitation of Afrikaner workers
- FAK promoted Afrikaner culture and guided Afrikaner cultural groups.
- Ossewa Brandwag-cultural movement based on semi-military lines.
- First Afrikaans building society called Saambou (building together)
- Afrikaner businesses promoted Naspers, Die Burger, Santam, Sanlam, Volkskas bank
- Redddingsdaadbond was about economic consciousness and ensured Afrikaner businesses are supported by Afrikaners
- Poor white problem solved by creating jobs at the railway and harbours
- Centenary celebration of the Great Trek strengthened Afrikaner nationalism
- 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 cists
- 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
- 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

- Afrikaners het hulself gesien as 'n volk wat deur God uitverkies is
- Die idee van 'n volk het die hoeksteen van Afrikaner nasionalisme geword
- Nasionaliste was vasbeslote om die volk te beskerm teen oorheersing deur ander etniese en taalgroepe
- Afrikaner-identiteit moes bewaar word
- Afrikaners moes as 'n nasie verenig bly
- Nederduitse Gereformeerde Kerk en die Christelike Nasionale Onderwys (CNE) was die bewaarders van Afrikaner-erfenis
- Kinders sou moedertaalonderrig ontvang

- Onderwys en godsdiens het Afrikanerdenke gelei en hul taal en kultuur lewendig gehou
- Broederbond bevorder Afrikanernasionalisme en voorkom die uitbuiting van Afrikanerwerkers
- Eerste Afrikaanse bouvereniging genaamd Saambou
- Afrikanerbesighede bevorder Naspers, Die Burger, Santam, Sanlam, Volkskas bank
- Redddingsdaadbond het verseker dat Afrikanerbesighede deur Afrikaners ondersteun word
- Armblanke probleem opgelos deur werk te skep by die spoorweg en hawens
- Eeufeesviering van die Groot Trek het Afrikanernasionalisme versterk
- Rol van vroue
- Nasionale Party het na vore getree as 'n dominante politieke mag in die bevordering van Afrikaner nasionalisme
- NP het die eis vir 'apartheid' as die sentrale slagspreuk in hul veldtog voorgehou
- Blanke oppergesag moes by alle siste gehandhaaf word
- Nasionalis het die blankes bang gemaak met die idee van 'n 'swart gevaar'
- Afrikanernasionalistiese beleid het 'n beroep gedoen op wit boere wat teen die beweging van Afrikane na stede was
- Die NP het kiesers belowe dat hul werk beskerm sal word deur die toepassing van die werkreservewette
- Afrikaans sprekende Afrikaners het die NP in die 1948-verkiesing aan bewind gestem
- Die NP-leier, DR Malan het die nuwe Eerste Minister geword
- Apartheidswetgewing is ingestel
- Any other relevant response.

CONCLUSION

Candidates can use any other relevant response to sum up their argument

[50]

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