



Province of the
EASTERN CAPE
EDUCATION

DEPARTMENT OF EDUCATION
PROVINCE OF THE EASTERN CAPE

HISTORY PAPER 2

GRADE 11

TERM 2: 2025

MID-YEAR EXAMINATIONS

TIME: 2 HOURS

MARKS: 100

INSTRUCTIONS AND INFORMATION

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

2. **SECTION A**: SOURCE-BASED QUESTIONS

QUESTION 1: NATIONALISM IN SOUTH AFRICA: AFRICAN NATIONALISM

QUESTION 2: NATIONALISM IN SOUTH AFRICA: AFRIKANER NATIONALISM.

3. **SECTION B**: ESSAY QUESTIONS

QUESTION 3: NATIONALISM IN SOUTH AFRICA: AFRICAN NATIONALISM

QUESTION 4: NATIONALISM IN SOUTH AFRICA: AFRIKANER NATIONALISM.

4. SECTION A consists of TWO source-based questions. Source material that is required to answer these questions may be found in the ADDENDUM.
5. SECTION B consists of TWO essay questions.
6. Answer TWO questions as follows: ONE Source-Based Question and ONE Essay question.
7. You are advised to spend at least ONE hour per question.
8. When answering questions, candidates should apply their knowledge, skill and insight.
9. Number the answers correctly according to the numbering system used in this question paper.
10. Write neatly and legibly.

SECTION A: ESSAY QUESTIONS

Answer ONE Source-Based Question.

QUESTION 1		HOW DID THE RISE OF AFRICAN NATIONALISM IN SOUTH AFRICA LEAD TO WORKING CLASS STRUGGLES IN THE 1920s TO THE 1940s?	
Study Sources 1A, 1B, 1C and 1D to answer the questions that follow.			
1.1	Study Source 1A		
1.1.1	When, according to the source, were the two African miners arrested at the East Rand Proprietary Mines.	(1 x 1)	(1)
1.1.2	Why, according to the source, were the two African miners arrested?	(1 x 2)	(2)
1.1.3	List TWO factors that triggered(activated) African resistance in other major urban areas.	(2 x 1)	(2)
1.1.4	Comment on why you think the Chamber of Mines stressed that the 1920 Mine workers' strike was not a riot.	(2 x 2)	(4)
1.1.5	How, according to the source, did the Chamber of Mines deal with the strike as if it was a riot?	(3 x 1)	(3)
1.2	Refer to Source 1B		
1.2.1	Define the concept ' <i>trade union</i> ' in your own words	(1 x 2)	(2)
1.2.2	Quote a piece of evidence from the source to prove that a mine workers conference of 1941 was attended by representatives from different races.	(1 x 2)	(2)
1.2.3	Use the information from the source and your own knowledge to explain why the white people gave their moral support to the conference.	(2 x 2)	(4)
1.2.4	Identify TWO reasons from the source which prove that the conference of the Mine Workers was a success.	(2 x 1)	(2)
1.3	Use Source 1C		
1.3.1	Explain the messages that are conveyed in this photograph. Use visual clues to support your answer.	(2 x 2)	(4)

1.3.2	Why, do you think, the government forbade (disallowed) the gathering of more than twenty people on the mine property? (2 x 2)	(4)
1.3.3	Comment on the <i>reliability</i> of this source for the historian researching about the 1946 Mine Workers' strike. (2 x 2)	(4)
1.4	Read Source 1D	
1.4.1	How did the 1946 Mineworkers Strike transform(change) African politics overnight? (2 x 2)	(4)
1.4.2	Why did Dr. A.B. Xuma join a delegation of the South African Indian Congress sent to the 1946 session (meeting) of the United Nations General Assembly? (2 x 2)	(4)
1.4.3	Explain the concept ' <i>equality</i> ' in the context of the struggle of the African miners in 1946. (1 x 2)	(2)
1.5	Use the information in the relevant sources and your own knowledge to write a paragraph of about 6 lines (60 words) explaining how the rise of African nationalism in South Africa lead to working-class struggles in the 1920s to the 1940s.	(6)
		[50]

QUESTION 2	WHAT WAS THE SIGNIFICANCE OF THE GREAT TREK CENTENARY CELEBRATIONS TO THE AWAKENING OF AFRIKANER NATIONALISM?
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Study Sources 2A, 2B, 2C and 2D and answer the questions that follow.

2.1	Read Source 2A.		
2.1.1	What, according to the source, were the reasons for the movement of Dutch-speaking colonists up into the interior of Southern Africa?	(1 x 2)	(2)
2.1.2	Define the term <i>Afrikaner Nationalism</i> in your own words.	(1 x 2)	(2)
2.1.3	Using the information in the source and your own knowledge, explain why it was easy for the Voortrekkers to pack their worldly possessions in ox-wagons and leave the colony forever.	(2 x 2)	(4)
2.1.4	Explain what is meant by the statement, 'The Great Trek was a landmark (milestone) in an era of expansionism and bloodshed, of land seizure (appropriation) and labour coercion (pressure)'.	(2 x 2)	(4)
2.2	Consult Source 2B.		
2.2.1	How, according to the source, was the Great Trek centenary commemorated?	(1 x 2)	(2)
2.2.2	Quote THREE pieces of evidence from the source which suggest that the Great Trek was an exceptional cultural and political threat.	(3 x 1)	(3)
2.2.3	Why do you think the Great Trek centenary celebrations was significant in shaping Afrikaner Nationalism?	(2 x 2)	(4)
2.2.4	Explain what is meant by the statement, 'At the heart of the 1938 celebrations lay the perception that Afrikaners were strangers in their own land.'	(1 x 2)	(2)
2.3	Study Source 2C		
2.3.1	Identify the freedom that the forefathers of the Afrikaners wanted to achieve, according to the source?	(1 x 2)	(2)
2.3.2	State THREE ways from the source in which Afrikanerdom discovers itself again.	(3 x 1)	(3)

2.3.3	Explain the concept <i>Voortrekker</i> in the context of the Afrikaners' struggle towards Afrikaner Nationalism	(1 x 2)	(2)
2.3.4	Comment on why you think Malan encouraged Afrikaners to promote <i>Die Stem Van Suid-Afrika</i> as the national anthem.	(2 x 2)	(4)
2.4	Refer to Source 2D.		
2.4.1	Explain the messages conveyed by the photograph regarding the celebrations of the Great Trek.	(2 x 2)	(4)
2.4.2	Why do you think the daughters at the Voortrekker school were all dressed in white bonnets (hoods) and dresses?	(1 x 2)	(2)
2.5	Study Sources 2B and 2D. Explain how the information in Source 2B supports the evidence in Source 2D regarding the centenary celebrations of the Great Trek.	(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 Great Trek centenary celebrations contributed to the awakening of Afrikaner Nationalism in the 1930s and 1940s.		(6)
			[50]

SECTION B: ESSAY QUESTIONS

Answer ONE Essay Question.

QUESTION 3: NATIONALISM IN SOUTH AFRICA: AFRICAN NATIONALISM

Explain to what extent various factors contributed to the growth of African Nationalism in South Africa in the 1940s and the 1950s.

Use relevant historical evidence to support your line of argument. [50]

QUESTION 4: NATIONALISM IN SOUTH AFRICA: AFRIKANER NATIONALISM

Afrikaner nationalism was characterized by its focus not on the collective unification of all Afrikaners in the 1940s and the 1950s, but rather on a distinct and select group within this demographic.

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

QUESTION 1: HOW DID THE RISE OF AFRICAN NATIONALISM IN SOUTH AFRICA LEAD TO WORKING CLASS STRUGGLES IN THE 1920s TO THE 1940s?

SOURCE 1A

This extract is taken from *Illustrated History of South Africa: The real Story*. It outlines the grievances of the African workers during 1920 miners' strike and the police quelled the strike.

On 16 February 1920, two African miners named Mobu and Vilikati were arrested at The next day, 2 500 of the 2 900 workers refused to work until their colleagues were released, working conditions were improved and they were given pay increases of 3 shillings a day to keep up with the rising cost of living....

In many respects, the strike had its roots in the same factors – low wages, poor housing, poverty and mounting inflation – which triggered (activated) African resistance in other major urban areas. But the miners also had other specific grievances – for example, being forced to replace their working clothes and boots at their own expense several times a year. Moreover, they had become increasingly hostile (unfriendly) to the colour bar which retarded (slowed down) their ability to progress and consequently be able to earn better wages.

The Chamber of Mines reacted to the growing crisis by stressing to concerned whites that 'this is not, as all previous native troubles have been, a riot, it is a regular strike organised on the European model'.

But then, having given this assurance, they proceeded to deal with the matter as if it were indeed a riot: troops and police were called in, compounds surrounded, 'ringleaders' identified and arrested, and miners forced back to work at bayonet (weapon) point. Inevitably, clashes occurred, and in violence at two shafts 11 miners were killed and another 120 injured. But the chamber had achieved what it set out to do: by 28 February, the strike was over.

[From: *Illustrated History of South Africa; The Real Story* by B.J. Barker et. Al].

SOURCE 1B

The source deals with the formation of African Mine Workers' Union in 1941.

Many unsuccessful attempts were made to form a trade union prior to 1941. But in that year, on 3 August, a very representative miners' conference was called by the Transvaal Provincial Committee of the African National Congress. The conference was attended not only by workers from many mines, but also by delegates from many African, Indian, Coloured and white organisations, as well as representatives from a number of black unions. Some white unions gave their moral support and even the Paramount Chief of Zululand sent an encouraging message. A broad committee of fifteen was elected to "proceed by every means it thought fit to build up an African Mine Workers' Union in order to raise the standards and guard the interests of all Africanmineworkers."

From the first, the committee encountered innumerable obstacles(difficulties). The miners were ready to listen to their speakers, but the employers and the authorities were determined to prevent organisational meetings. Speakers were arrested and meetings broken up.

Time and again, provisional shaft and compound union(complex) committees were established, only to end in the victimisation and expulsion from the mines of the officials and committee members.

Nevertheless, the organising campaign progressed steadily, and the stage was reached where a very representative conference of mine workers was held. The Conference formally established the African Mine Workers' Union and elected a committee under the presidency of J. B. Marks, who soon thereafter was elected President of the Transvaal African National Congress as well.

[From: <https://www.sahistory.org.za/article/birth-african-mine-workers-union>. Accessed on 02-05-2025]

SOURCE 1C

This photograph is taken from *illustrated History of South Africa*, edited by Professor Colin Bundy. Workers listen to trade union organisers during a meeting in the 1940s. Many of the workers are inside the factory behind the fence because the government forbade(banned) gatherings of more than 20 people on the Mine property.



From: *Illustrated History of South Africa* by B.J. Barker et. Al.

A trade union leader
addressing workers

Workers disallowed to be
part of the meeting

SOURCE 1D

This source is dealing with the impact of the 1946 Mineworkers strike that transformed African politics

The African miners' strike was one of those historic events that, in a flash of illumination(light), educate a nation, reveal what has been hidden and destroy lies and illusion(impressions). The strike transformed African politics overnight. It spelt the end of the compromising, concession-begging tendencies that dominated African politics. The timid(nervous) opportunism and servile(proud) begging for favours disappeared for all practical purposes. The Native Representative Council which, in a sense, embodied that spirit, in its session on Thursday, 15 August, in Pretoria, decided to adjourn as a protest the Government's "breach of faith towards the African people". They never met again.

Dr. A. B. Xuma, President-General of the African National Congress, joined a delegation of the South African Indian Congress (SAIC) sent to the 1946 session of the United Nations General Assembly when the question of the treatment of Indians in South Africa was raised by the Government of India. He, together with the SAIC representatives - H. A. Naidoo and Sorabjee Rustomjee - and Senator H. M. Basner, a progressive white "Native Representative" in the South African Senate, used the occasion to appraise Member States of the United Nations of the strike of the African miners and other aspects of the struggle for equality in South Africa.

[From: <https://www.sahistory.org.za/article/1946-african-mineworkers-strike>. Accessed on 05-10-2025]

QUESTION 2: HOW DID THE GREAT TREK CENTENARY CELEBRATIONS CONTRIBUTE TO THE AWAKENING OF AFRIKANER NATIONALISM IN THE 1930S AND 1940S IN SOUTH AFRICA?

SOURCE 2A

The extract below explains the factors that led to the Great Trek, which resulted in Afrikaner Nationalism in the 1930s and 1940s.

The Great Trek was a movement of Dutch-speaking colonists up into the interior of southern Africa in search of land where they could establish their own homeland, independent of British rule. The determination and courage of these pioneers have become the single most important element in the folk memory of Afrikaner Nationalism. The Great Trek caused a tremendous upheaval (great disorder) in the interior for at least half a century.

The Great Trek was a landmark (milestone) in an era of expansionism and bloodshed, of land seizure (appropriation) and labour coercion (pressure). Threatened by the 'liberalism' of the new colonial administration, insecure about conflict on the eastern frontier, and 'squeezed out' by their burgeoning population, the Voortrekkers hoped to restore economic, cultural and political unity independent of British power. The only way they saw open to them was to leave the colony. Many of the Voortrekkers were trekboers (semi-nomadic pastoral farmers). Their lifestyle made it relatively easy for them to pack their worldly possessions in ox-wagons and leave the colony forever.

The trekkers, dressed in traditional *dopper* coats (short coats buttoned from top to bottom), *kappies* (bonnets) and hand-made *riempieskoene* (leather thong shoes), set out in wagons which they called *kakebeenwoens* (literally, jawbone wagons, because the shape and sides of a typical trek wagon resembled the jawbone of an animal)

[From: <https://www.sahistory.org.za/article/great-trek-1835-1846>. Accessed 16 May 2025]

SOURCE 2B

The extract below is taken from *Turning Points in History Book 4 : Industrialisation, Rural Change and Nationalism* by Nasson, Bill et al. It highlights the significance of the Eeufees in Afrikaner Nationalism.

The Great Trek, was commemorated by nine oxwagons slowly making their way from Cape Town to the north. It turned out to be unprecedented (extraordinary) cultural and political theatre-excited crowds dressed in Voortrekker dress welcomed the procession as it approached towns and cities. Streets were renamed after Voortrekker heroes; men and women were moved to tears by the spectacle.

This symbolic trek paralleled the economic trek of Afrikanerdom from a debilitating (uncapacitating) depression which had reduced large numbers to the ranks of poor whites. For many former platteland Afrikaners who now found themselves in an urban environment, the centenary Trek, symbolically rooted in an ideal and heroic rustic past, gave powerful expression to longings for a better, more prosperous future.

At the heart of the 1938 celebrations lay the perception that Afrikaners were strangers in their own land, victims of British-rooted capitalism and an alien (foreign) political culture, and that the solution lay in economic, political and cultural action.

[From *Turning Points in History Book 4 : Industrialisation, Rural Change and Nationalism* by Nasson, Bill et al]

SOURCE 2C

The speech below by DF Malan delivered at the celebration held at Blood River, in northern Natal is taken from the ideology of a chosen people: Afrikaner nationalism and the Ossewa Trek, 1938 by J. Alton Templin. It highlights Malan's views on the significance of the Great Trek centenary celebrations in awakening Afrikaner Nationalism.

The groaning (sound) of the ox wagon evokes (arouses) clearly again the stars which held your forefathers on course through the darkest night. Their star of freedom shines brighter on your path as well. Their freedom was the freedom to preserve themselves as a white race. As you could never otherwise have realized, you realize today their task to make South Africa a white man's land is ten times more your task.

There is a power which is strong enough to lead us to our destination (end) along the path of South Africa, the power above, which creates nations and fixes their lot. In this Centennial year Afrikanerdom discovers itself again. Rising up out of the dust of humility and scorn (disrespect), it chooses full recognition for itself, for its noble ancestors and for its descendants. You claim this by means of your new awakening call of our Ox Wagons and your monuments. You claim it by means of determination to bring to an end each misunderstanding of your rights. As a sign of our new national pride and your self-confidence, take the name of your Voortrekker leaders to yourself and choose "Die Stem van Suid Afrika" as your own acknowledged song of your people..

I ask each of you here today, and each Afrikaner: Praise Andries Pretorius with your words; but praise him the more highly by means of your deeds, and follow his example.

[The Ideology of a chosen people: afrikaner nationalism and the ossewa trek, 1938 by J. Alton Templin]

SOURCE 2D

The photograph below shows daughters with white kappies (bonnets) and white dresses from the Voortrekker School in Pietermaritzburg celebrate the arrival of the ox wagons." The "blanke The photograph was taken between 18 and 20 November 1938 by Henry Murray. Scanned by Robert Uys from Dirk Mostert's 'Gedenkboek')



[From The lives and deaths of memorials: the changing symbolism of the 1938 voortrekker centenary monuments by Robert Benjamin Uys]

BLANKE SKOONHEID = WHITE PURITY



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HISTORY PAPER 2

GRADE 11

TERM 2: 2025

MID-YEAR EXAMINATIONS

MARKING GUIDELINES

1. SOURCE-BASED QUESTIONS

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

Cognitive Levels	Historical skills	Weighting of questions
LEVEL 1	<ul style="list-style-type: none">Extract evidence from sourcesSelection and organization of relevant information from sourcesDefine historical concepts/terms	30% (15)
LEVEL 2	<ul style="list-style-type: none">Interpretation of evidence from sourcesExplain information gathered from sourcesAnalyze evidence from sources	50% (25)
LEVEL 3	<ul style="list-style-type: none">Interpret and evaluate evidence from sourcesEngage with sources to determine its usefulness, reliability, bias and limitationsCompare 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 x 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 x 2) which translates to one reason and is given two marks (✓✓)
- If a question carries 4 marks, then indicate by placing 4 ticks (✓✓✓✓)

Paragraph question

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

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

_____ • _____ • _____
_____ • _____ • _____
✓✓✓✓

Level 2

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the right-hand bottom margin e.g.

32
50
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

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.
E	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

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- Wrong statement

- Irrelevant statement

|

|

|

- Repetition

R

- Analysis

A✓

- Interpretation

I✓



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).								
		<table><tr><td>C</td><td>LEVEL 4</td><td></td></tr><tr><td></td><td></td><td></td></tr></table>	C	LEVEL 4						
C	LEVEL 4									

	(b)	The second reading of essays will relate to the level (on the matrix) of presentation .								
		<table><tr><td>C</td><td>LEVEL 4</td><td></td></tr><tr><td>P</td><td>LEVEL 3</td><td></td></tr></table>	C	LEVEL 4		P	LEVEL 3			
C	LEVEL 4									
P	LEVEL 3									

	(c)	Allocate an overall mark with the use of the matrix.							
		<table><tr><td>C</td><td>LEVEL 4</td><td rowspan="2">}26-27</td></tr><tr><td>P</td><td>LEVEL 3</td></tr></table>	C	LEVEL 4	}26-27	P	LEVEL 3		}
C	LEVEL 4	}26-27							
P	LEVEL 3								

MARKING MATRIX FOR ESSAY: TOTAL: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
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.	Little or no attempt to structure the essay.
CONTENT ↓							
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
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. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
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

QUESTION 1 HOW DID THE WORKING-CLASS STRUGGLES LEAD TO THE RISE OF AFRICAN NATIONALISM IN SOUTH AFRICA IN THE 1920s TO THE 1940s?

1.1

1.1.1 *[Extraction of evidence from Source 1A – L1]*

- 16 February 1920 (1 x 1) (1)

1.1.2 *[Extraction of evidence from Source 1A – L1]*

- For trying to organise a strike (1 x 2) (2)

1.1.3 *[Extraction of evidence from Source 1A – L1]*

- low wages
- poor housing
- poverty
- mounting inflation (any 2 x 1) (2)

1.1.4 *[Interpretation of evidence from Source 1A – L2]*

- The grievances of the miners were legitimate.
- The strike was conducted in a peaceful fashion.
- The strike was organised on the European model
- To calm the concerned whites
- Any other relevant response (any 2 x 2) (4)

1.1.5 *[Extraction of evidence from Source 1A – L1]*

- Troops and police were called in
- Compounds surrounded
- 'ringleaders' identified and arrested
- Miners forced back to work at bayonet point
- 11 miners were killed
- 120 injured (any 3 x 1) (3)

1.2

1.2.1 *[Definition of concept from Source 1B – L1]*

- A trade union is an organization of workers that negotiate for improved working conditions of workers.
- Any other relevant response (1 x 2) (2)

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

- ... delegates from a large number of African, Indian, Coloured and white organisations, as well as representatives from a number of black unions (1 x 2) (2)

1.2.3 [Interpretation of evidence from Source 1B – L2]

- To show solidarity with the black workers.
 - Opposed to colour bar laws in the workplace
 - Any other relevant response
- (2 x 2) (4)

1.2.4 [Extraction of evidence from Source 1B – L1]

- African Mineworkers Union was formed.
 - J.B.Marks was elected the president
- (2 x1) (2)

1.3

1.3.1 [Interpretation of evidence from Source 1C – L2]

- Workers attended a trade union meeting.
 - Meeting was held inside a factory
 - Most workers were not allowed inside a factory
 - Any other relevant response
- (any 2 x 2) (4)

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

- To keep the workers disorganised
 - To prevent workers from engaging in mob activities
 - That was in line with the law that barred meetings of more than 20 black people.
 - Any other relevant response
- (any 2 x 2) (4)

1.3.3 [Ascertaining reliability of evidence from Source 1C – L3]

- The information is taken from a book, *Illustrated History of South Africa* edited by a well-known historian, Professor Colin Bundy
 - The information can be corroborated with the information from Source 1B and Source 1D with regards to union activities of the mine workers in the 1940.
 - Any other relevant response
- (2 x 2) (4)

1.4

1.4.1 [Interpretation of evidence from Source 1D – L2]

- African people became firm in their demands for rights.
 - A new sense of radicalism emerged.
 - Liberal institutions like the Native Representative Council were rejected.
 - Any other relevant response
- (any 2 x 2) (4)

1.4.2 [Interpretation of evidence from Source 1D – L2]

- To show solidarity with the Indians.
 - To table before the United Nations General Assembly the plight of the African people in South Africa.
 - Any other relevant response
- (any 2 x 2) (4)

1.4.3 [Explanation of concept from Source 1D – L2]

- Equal treatment of different races in the mines of South Africa
- Any other relevant explanation (1 x 2) (2)

1.5 [Interpretation, analysis and synthesis of the information from all sources and own knowledge – L3]

- The working-class struggles led to the rise of African nationalism in South Africa in the 1920s to the 1940s.
- African mineworkers embarked on a strike in 1920 demanding better working conditions
- In 1941 representatives of African mineworkers attended a conference called by the Transvaal Provincial Committee of the African National Congress.
- The Conference formally established the African Mine Workers' Union and elected a committee under the presidency of J. B. Marks
- Workers attended meetings organised by union leaders.
- The African miners' strike of 1946 transformed African politics overnight
- Workers developed a sense of radicalism in their demands for workers' rights
- Workers took the plight of the African and Indian workers to the General Assembly of the United Nations,
- Any other relevant response (6)

Use the following rubric to allocate marks:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding in explaining how the rise of African Nationalism led to working- class struggles in South Africa in the 1920s to the 1940s. • Uses evidence partially or cannot write a paragraph 	0 – 2 Marks
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding explaining how the rise of African Nationalism led to working- class struggles in South Africa in the 1920s to the 1940s. • Uses evidence in a basic manner to write a paragraph 	3 – 4 Marks
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding in explaining how the rise of African Nationalism led to working- class struggles in South Africa in the 1920s to the 1940s. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	5 – 6 Marks

(6)
[50]

QUESTION 2 : WHAT WAS THE SIGNIFICANCE OF THE GREAT TREK IN THE AWAKENING OF AFRIKANER NATIONALISM IN THE 1930s and 1940s?

2.1

2.1.1 *[Extraction of evidence from Source 2A – L1]*

- In search of land where they could establish their own homeland. (1 x 2) (2)

2.1.2 *[Definition of term from Source 2A – L1]*

- It's a feeling of unity and solidarity and sense of belonging to the same nation among Afrikaners.
- Any other relevant response (1 x 2) (2)

2.1.3 *[Interpretation of evidence from Source 2A – L2]*

- The Voortrekkers lived a simple life with few possessions
- Many Voortrekkers were used to a semi-nomadic farming lifestyle
- Moving from place to place was part of their way of life
- They wanted to move away from British control
- Any other relevant response (any 2 x 2) (4)

2.1.4 *[Interpretation of evidence from Source 2A – L2]*

- The Great Trek was not just a movement, but it was part of a violent colonial process
- The Voortrekkers moved into new territories beyond the Cape and claim more land for themselves
- As the Voortrekkers moved into areas occupied by African people conflicts broke out and led to bloodshed
- The Voortrekkers took the land by force
- Any other relevant response (any 2 x 2) (4)

2.2

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

- By Nine(9) Oxwagons slowly making their way from Cape Town to the North. (1 x 2) (2)

2.2.2 [Extraction of evidence from Source 2A – L1]

- Excited crowds dressed on Voortrekker dress welcomed the procession
- Streets were renamed after Voortrekker heroes
- Men and women were reduced to tears (3 x 1) (3)

2.2.3 [Interpretation of evidence from Source 2A – L2]

- People were reminded of their history
- Afrikaners united anew.
- Their heroes (ancestors) were honoured.
- It gave hope to Afrikaners for a better and prosperous future
- Any other relevant response (any 2 x 2) (4)

2.2.4 [Interpretation of evidence from Source 2A – L2]

- In 1938 the Afrikaners were under control of the British.
- They were victims of the British.
- They had to experience a foreign political culture.
- They were subordinate to the British
- Any other relevant response (any 1 x 2) (2)

2.3

2.3.1 [Extraction of evidence from Source 2C – L1]

- Freedom to preserve themselves as a white race (1 x 2) (2)

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

- Rise from the dust of humility and scorn
- Choose full recognition for itself,
- Choose full recognition for its noble ancestors
- Choose full recognition for its descendants (any 3 x 1) (3)

2.3.3. [Explanation of concept in the context from Source 2C – L2]

- Disgruntled group of farmers who did not want to stand under the British rule and then moved away from the Cape symbolising their struggle for independence
- Any other relevant response (1 x 2) (2)

2.3.4 [Interpretation of evidence from Source 2C – L2]

- Wanted to establish the Afrikaner identity.
- Wanted to confirm their self-confidence and national pride.
- To symbolise a break away from British connections and symbols
- Any other relevant response (any 2 x 2) (4)

2.4

2.4.1 [Interpretation of evidence from Source 2D – L2]

- Show the Centenary celebrations of the Great Trek as a symbolism of Afrikaner triumph
- Show how they are welcomed by the crowd.
- The girls are dressed in Voortrekker clothing (hoods) in white to symbolise white Afrikaner nationalism
- The lives and deaths of pioneers are commemorated. (any 2 x 2) (4)

2.4.2 [Interpretation of evidence from Source 2D – L2]

- They show how the pioneers were dressed.
- Show their pride, for their ancestors.
- To symbolise white Afrikaner nationalism (any 1 x 2) (2)

2.5 [Comparison of Source 2B and 2D – L3]

- Source 2B mentions the commemoration in the form of the ox-wagons. Source 2D also refers to the celebrations through the arrival of ox-wagons.
- Source 2B mentions that crowds dressed in voortrekkers dresses welcomed the processions. The photo in source 2D shows the crowds dressed in Voortrekker clothes welcoming the processions
- Any other relevant response (2 x 2) (4)

2.6 [Interpretation, evaluation and synthesis of evidence from relevant sources-L3]

Candidates could include the following aspects in their response.

- Emergence of Afrikaner nationalism-The great migration symbolising pride of the Afrikaners (Source 2A)
- Great Trek is commemorated by nine ox-wagons that leave through Cape Town (Source 2B).
- Cultural and political culture was promoted (Source 2B)
- The Great Trek was welcomed in every town by huge crowds (Source 2B)
- Streets were renamed after Voortrekkers leaders (Source 2B)
- DF Malan emphasizes the significance of the great move for Afrikaner nationalism (Source 2C)
- Even before the NP won the election, its campaign was based on the issue of race relations
- Girls with white hoods symbolize the pioneer dress (Source 2D)
- Any other relevant response

Use the following rubric to allocate marks

Level 1	<ul style="list-style-type: none">• Uses evidence in an elementary manner e.g. shows little or no understanding of the significance of the great trek in the awakening of Afrikaner nationalism in the 1930s and 1940s.• Uses evidence partially to write on the topic or cannot report on topic	MARKS 0 – 2
Level 2	<ul style="list-style-type: none">• Evidence is mostly relevant and relates to the topic e.g. shows some understanding of the significance of the great trek in the awakening of Afrikaner nationalism in the 1930s and 1940s.• Uses evidence in a very basic manner	MARKS 3 – 4
Level 3	<ul style="list-style-type: none">• Uses relevant evidence e.g. shows a thorough understanding of the significance of the great trek in the awakening of Afrikaner nationalism in the 1930s and 1940s• Uses evidence effectively in an organized paragraph that shows an understanding of the topic	MARKS 5 – 6

SECTION B: ESSAY QUESTIONS

QUESTION 3: NATIONALIS 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 various factors contributed to the growth of African Nationalism in South African from 1943 to 1959. Candidates need to support their argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their essays.

Introduction: Candidates should take a stance by indicating to what the various factors contributed to the growth of African Nationalism in South African from 1945 to 1959. They should also indicate how they intend to support their line of argument.

ELABORATION

- **The influence of the Second World War**
 - Black South Africans volunteered to participate in the war
 - They were opposed to Hitler's Nazi Party's philosophy based on segregation and racial discrimination.
 - They carried out non-combatant roles.
 - Blacks who fought in the war hoped that discrimination and oppression would end after the war.
- **The Atlantic Charter**
 - Allied leaders, Roosevelt and Churchill issued the Atlantic Charter promising support for self-determination.
 - ANC under Xuma embraced the Atlantic Charter.
- **African Claims in South Africa**
 - In 1943 the ANC drew up a document called African Claims in South Africa.
 - Called for vote for all adults and other rights for Africans in South Africa.
 - Young members of the ANC formed the ANC Youth League in 1944.
 - Wanted to turn the ANC into a more active nationalist organisation.
 - Wanted to take the lead in bringing about change for South Africans of all classes and races.
- **The returning soldiers from the World War Two**
 - The Black South African soldiers who fought in the World War Two returned home.
 - They had been inspired by the war with the ideas of freedom and democracy

- The desire for freedom gave rise to a growth in African nationalism.
- The ANC, SACP and Trade Union Movement participated in the victory celebration march after the end of World War Two.
- Many were felt that their role in the war was undervalued.
- **Africanism of the ANC Youth League**
 - The Youth League members turned the ANC into a militant organisation
 - The Youth League's philosophy of nationalism was Africanist in outlook.
 - Based on the assertion of an African identity, unity of all Africans.
 - Opposed to communism, they saw as foreign ideology.
 - Wanted a society free of racial discrimination and segregation.
- **The split in the ANC and the formation of the Pan Africanist Congress in 1959.**
 - The Africanists in the ANC were opposed to multi-racialism.
 - Their slogan was 'Africa for Africans.'
 - Strongly opposed to the influence of communism.
 - In 1959, they formed the PAC.
 - The PAC adopted a militant approach against government.
 - One of their campaigns against the government was the anti-pass campaign
 - Any other relevant point
- Conclusion: Candidates tie up their argument with a relevant conclusion. [50]

QUESTION 4: NATIONALISM IN SOUTH AFRICA - THE RISE OF AFRIKANER NATIONALISM

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

SYNOPSIS

Candidates should explain whether they agree or disagree with the statement. Candidates need to explain if Afrikaner nationalism was characterized by its focus not on the collective unification of all Afrikaners in the 1940s and the 1950s, but rather on a distinct and select group within this demographic.

MAIN ASPECTS

Candidates should include the following aspects in their essays

Introduction: Candidates need to indicate whether they agree or disagree that Afrikaner nationalism was characterized by its focus not on the collective unification of all Afrikaners in the 1940s and 1950s but rather on a distinct and select group within this demographic. If they disagree with this statement, they need to substantiate their argument with relevant historical evidence.

ELABORATION

- Afrikaners saw themselves as a people chosen by God
- Divisions between the two white population groups before and after the formation of the Union,
- English/Afrikaner social and economic status –by way of comparison
- Afrikaner fear and mistrust Britons
- Competitions that existed between the two-white population groups
- The NP promise to the Volk
- 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
- The Broederbond promoted Afrikaner nationalism and prevent the exploitation of Afrikaner workers
- Wealth and opportunity tended to concentrate among those connected to the ruling political class and the Broederbond.
- Poor Afrikaners were often left behind or used to justify nationalist policies that ultimately served the elite
- First Afrikaans building society called Saambou
- Afrikaner businesses promoted – Naspers, Die Burger, Santam, Sanlam, Volkskas Bank

- The Reddingsdaadbond ensured Afrikaner businesses are supported by Afrikaners
- Poor white problem was solved by creating jobs at the railway and harbours but high paying jobs were given to the elite
- The National Party emerged as a dominant political force in promoting Afrikaner nationalism
- The NP put forward the demand for 'apartheid' as the central slogan in their campaign
- White supremacy had to be maintained at all costs
- Nationalists frightened the whites with the idea of a 'swart gevaar'
- Afrikaner nationalist policy appealed to rich 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, D.R. Malan became the new prime minister
- While the party claimed to represent the Afrikaner volk (people), in practice, it catered primarily to the middle and upper-class Afrikaners, especially those aligned with Calvinist values and conservative politics.
- Afrikaners who were poor, less educated, or politically liberal did not benefit equally. Many working-class Afrikaners continued to live in poverty and were used as political pawns through nationalist propaganda rather than being truly empowered.
- Apartheid legislation was introduced
- Any other relevant response
- Conclusion; Candidates should tie up their argument with a relevant Conclusion

[50]

Total : 100