



## NATIONAL SENIOR CERTIFICATE

**GRADE 11**

Stanmorephysics.com

**NOVEMBER 2025**

## **HISTORY P2**

**MARKS: 150**

**TIME: 3 hours**



---

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

---

**INSTRUCTIONS AND INFORMATION**

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

**SECTION A: SOURCE-BASED QUESTIONS**

QUESTION 1: NATIONALISM IN SOUTH AFRICA – AFRICAN NATIONALISM (1902 to 1940s)

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

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

**SECTION B: ESSAY QUESTIONS**

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

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

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

2. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions may be found in the ADDENDUM.

3. SECTION B consists of THREE essay questions.

4. Answer THREE questions as follow:

- 4.1 At least ONE must be a source-based question and at least ONE must be an essay question.

- 4.2 The THIRD question can either be a source-based question or an essay question.

5. You are advised to spend at least ONE hour per question.

6. When answering questions, candidates should apply their knowledge, skills and insight.

7. You will be disadvantaged by merely rewriting the sources as answers.

8. Number the answers correctly according to the numbering system used in this question paper.

9. Write neatly and legibly.

**SECTION A: SOURCE-BASED QUESTIONS**

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

**QUESTION 1: HOW DID THE RISE OF AFRICAN NATIONALISM CONTRIBUTE TO RESISTANCE AGAINST THE UNION OF SOUTH AFRICA'S SEGREGATION POLICIES FROM 1910 TO THE 1920s?**

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

1.1 Refer to Source 1A.

1.1.1 Name any TWO African leaders who were responsible for the formation of a national organisation. (2 x 1) (2)

1.1.2 Explain the implications that most delegates had received missionary education, would have on the rise of African nationalism. (2 x 2) (4)

1.1.3 Why, according to the source, did the SANNC change its name to the African National Congress in 1924? (1 x 2) (2)

1.1.4 Define the term *racial injustices* in your own words. (1 x 2) (2)

1.2 Consult Source 1B.

1.2.1 Name the location, outside town, where black people had to live. (1 x 1) (1)

1.2.2 Explain why there was a growing number of the black population moving into the urban areas. (2 x 2) (4)

1.2.3 Why do you think women decided to protest against the Pass Laws? (2 x 2) (4)

1.2.4 Comment on the historical significance that the resistance against the Pass Laws had on the growth of African nationalism. (2 x 2) (4)

1.3 Study Source 1C.

1.3.1 Why do you think this photograph was taken? (2 x 2) (4)

1.3.2 Name TWO impacts that passes had on the lives of black South Africans. (2 x 1) (2)

1.4 Compare Source 1B and Source 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding the reaction of women to the Pass Laws. (2 x 2) (4)

1.5 Read Source 1D.

1.5.1 What opportunity, according to the source, did beer-brewing provide women? (2 x 1) (2)

1.5.2 What, according to the source, were the consequences of police raids? (3 x 1) (3)

1.5.3 Comment on the reasons why women would act militantly against the canteens. (2 x 2) (4)

1.5.4 Define the term *boycott* in the context of the implementation of the Liquor Act. (1 x 2) (2)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how the rise of African nationalism contributed to resistance against the Union of South Africa's segregation policies from 1910 to the 1920s. (6)  
[50]

**QUESTION 2: HOW DID AFRIKANER NATIONALISM EXPRESS ITSELF THROUGH VARIOUS ORGANISATIONS IN THE 1930s AND 1940s?**

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

2.1 Study Source 2A.

2.1.1 What, according to the source, aroused Afrikaner nationalism? (3 x 1) (3)

2.1.2 Define the term *Afrikaner Nationalism* in the context of the rise of Afrikaner nationalism. (1 x 2) (2)

2.1.3 Explain why the Afrikaner publicists would elaborately romanticised a modern version of a minuscule (small) Afrikaner David slaying the British Goliath, with regard to the rise of Afrikaner nationalism. (2 x 2) (4)

2.1.4 What, according to the source, was the three-pronged struggle? (2 x 1) (2)

2.2 Read Source 2B.

2.2.1 Who, according to the source, formed the Society of True Afrikaners? (1 x 1) (1)

2.2.2 Why do you think the Afrikaners will promote the Afrikaans language? (2 x 2) (4)

2.2.3 What, according to the source, worsened the resentment between the Afrikaans speaking people and the English-speaking communities? (2 x 1) (2)

2.2.4 Define the term *scorched earth policy* in your own words. (1 x 2) (2)

2.3 Consult Source 2C.

2.3.1 What, according to the source, were the results of the depression of the early 1930s? (1 x 2) (2)

2.3.2 What occupations did male Afrikaners engage in, according to the source? (2 x 1) (2)

2.3.3 Comment on what is implied by the statement that the impoverished Afrikaners had to be rescued for the volk. (2 x 2) (4)

2.3.4 Explain how the implementation of *volkskapitalisme* enhanced Afrikaner nationalism. (2 x 2) (4)

2.4 Use Source 2C.

2.4.1 Why do you think this photograph was taken? (2 x 2) (4)

2.4.2 Explain how the government addressed the issue of the poor whites. (2 x 2) (4)

2.5 Compare Source 2C and Source 2D. Explain how does the information in Source 2C supports the evidence in Source 2D regarding the role played by different organisations to improve the lives of poor whites. (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 Afrikaner nationalism expressed itself through various Afrikaner organisations in the 1930s and 1940s.

(6)  
[50]



**QUESTION 3: HOW DID THE PAN AFRICANIST CONGRESS (PAC) RESPOND TO THE APARTHEID GOVERNMENT'S REPRESSIVE MEASURES?**

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

3.1 Read Source 3A.

3.1.1 Define the term *Apartheid* in your own words. (1 x 2) (2)

3.1.2 Who, according to the source, was the first president of the Pan Africanist Congress? (1 x 2) (2)

3.1.3 Explain what is meant by Robert Sobukwe's leadership of the PAC, based on a vision of an 'Africa for Africans' which promoted mass action against discrimination. (2 x 2) (4)

3.1.4 Using the source and your knowledge, explain why Robert Sobukwe was against the policy of multi-racialism. (2 x 2) (4)

3.2 Study Source 3B.

3.2.1 Which suburb, according to the source, was untouched by anti-apartheid demonstrations? (1 x 2) (2)

3.2.2 Quote evidence from the source that shows that Sobukwe wanted to reduce the possibility of violence. (1 x 2) (2)

3.2.3 Using the source and your knowledge, comment on the implications of the campaign slogan: "NO BAIL! NO DEFENCE! NO FINE!" (2 x 2) (4)

3.2.4 Explain what the shooting of people in the back show about the attitude of the police towards the Sharpeville protesters? (2 x 2) (4)

3.2.5 Explain how useful this source will be to a historian studying the protest march on 21 March 1960. (2 x 2) (4)

3.3 Refer to Source 3C.

3.3.1 Explain why you think this photograph was taken. (2 x 2) (4)

3.3.2 Why, according to the photograph, were people running? (1 x 1) (1)

3.4 Consult Source 3D.

3.4.1 Who, according to the source, praised the police for their actions? (1 x 2) (2)

3.4.2 Define the term *State of emergency* in the context of the Sharpeville massacre. (1 x 2) (2)

3.4.3 How, according to the source, did the government respond after the Sharpeville massacre? (3 x 1) (3)

3.4.4 Comment on why the government banned the ANC and PAC under the Unlawful Organisations Act. (2 x 2) (4)

3.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) on how the Pan Africanist Congress (PAC) responded to the apartheid governments repressive measures. (6)  
[50]



**SECTION B: ESSAY QUESTIONS**

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

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

Critically discuss how the deprivation of Black South Africans' political, economic, and social rights in the early 1900s contributed to the rise of African nationalism in the 1940s to the 1950s.

Use relevant evidence to support your line of argument.

**[50]**

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

The desire to preserve Afrikaner cultural identity and political power awakened the rise of Afrikaner Nationalism in the 1930s to the 1940s.

Do you agree with this statement? Substantiate your answer by referring to the different forms of cultural and political movements amongst the Afrikaners.

**[50]**

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

Explain to what extent civil disobedience and non-violent protests by liberation movements intensified resistance against the apartheid government in the 1950s.

Use relevant evidence to support your line of argument.

**[50]**

**TOTAL: 150**



Province of the  
**EASTERN CAPE**  
EDUCATION



Iphondo leMpuma Kapa, Isebe leMfundo  
Provincie van die Oos-Kaap: Departement van Onderwys  
Porofenale Ya Kapa Botjhabelo; Lefapha Ia Thuto

## NATIONAL SENIOR CERTIFICATE



**GRADE 11**

**NOVEMBER 2025**

## HISTORY P2 ADDENDUM



---

This addendum consists of 14 pages.

---

**QUESTION 1: HOW DID THE RISE OF AFRICAN NATIONALISM CONTRIBUTE TO RESISTANCE AGAINST THE UNION OF SOUTH AFRICA'S SEGREGATION POLICIES FROM 1910 TO THE 1920s?****SOURCE 1A**

The source below deals with the reasons for the formation of the South African Natives National Congress (SANNC) in 1912.

In response to the Union in 1910, young African leaders (Pixley ka Isaka Seme, Richard Msimang, George Montsioa, Alfred Mangena) worked with established leaders of the South African Native Convention to promote the formation of a national organisation. The larger aim was to form a national organisation that would unify various African groups.

On 8 January 1912, the first African nationalist movement was formed at a meeting in Bloemfontein. The South African National Natives Congress (SANNC) was mainly attended by traditional chiefs, teachers, writers, intellectuals, and businessmen. Most delegates had received missionary education. They strongly believed in 19th-century values of 'improvement' and 'progress' of Africans into a global European 'civilisation' and culture. In 1924, the SANNC changed its name to the African National Congress (ANC), to assert an African identity within the movement.

This renaming marked a significant step in the quest for political consciousness and unity among black South Africans, as the organisation began to adopt broader ideologies and strategies for mass mobilisation in the struggle against racial injustice.

The opposition to the Native Land Act that was introduced by the government in 1913 was modest. John Dube used his newspaper to generate international recognition and support. Dube was one of six people who were sent to Britain to try to overturn the law once it came into force in South Africa. On 9 May the first major protest meeting was organised by the SANNC at the Masonic Hall in St. James, Cape Town. These protests were unsuccessful in generating any change in policies.

[From <https://www.sahistory.org.za/article/history-grade-11-topic-4-contextual-overviewing>. Accessed on 12 April 2025]

## SOURCE 1B

This extract below describes how women reacted towards the restriction and pass laws imposed on them in Waaihoek, Bloemfontein.

Initially, there was no distinction between Black and Coloured people in Bloemfontein and they lived in the same areas, unlike in other parts of the country, like in the Colony of Natal and the Cape. These demographic groups were considered Black then. Waaihoek, a location for Black people, just outside the town, emerged to accommodate the growing Black population and to move Black people away from the railway line, where many had become squatters. The establishment of Waaihoek led to the implementation of formal regulations, restricting the settlement of Black people to this area away from where the white population lived. The Orange Free State was also the first territory in South Africa to implement pass laws for women.

Black women who had borne the brunt of the pass laws decided to act. Drawing inspiration from the first meeting of the South African Natives National Congress (SANNC) in their town in February 1912, the Bantu Women's League (BWL) under the leadership of Charlotte Maxeke, was formed. The Orange Free State Native, Coloured Women's Association (led by Catharina Symmons and Katie Louw) and the African People's Organisation (a predominately Coloured organisation based in the Western Cape) were also among the organisations who actively fought against the racial restrictions. They sent around a petition to towns and villages in the Orange Free State. Hundreds of women marched to the police station and destroyed their passes by ripping them and burning them in public. Some of them carried placards with slogans such as "Passes mean destitute children" and "Passes mean broken homes." 80 women were arrested over the next two days. For many Waaihoek women, serving time in prison was a small price to pay for the sake of the greater cause, namely, to break "the shackles of oppression by means of passive resistance", to quote Plaatje.

[From <https://nvdatabase.swarthmore.edu/content/south-african-bantu-women-win-anti-pass-campaign-orange-free-state-1912-1918>. Accessed on 20 May 2025]

**SOURCE 1C**

This photograph shows Black and Coloured women protesting against pass laws in Bloemfontein, Free State in 1913.



[From <https://ditsong.org.za/en/womens-anti-apartheid-resistance-movements>. Accessed on 20 May 2025]

## SOURCE 1D

This source describes how ordinary South African women reacted against the unjust regulations and received support from the SANNC and ICU.

The regulations placed on the brewing of home-made beer in Natal rural districts and small towns in 1928/29 were the backdrop to another hotbed of resistance on the part of African women. Beer-drinking was a popular social practice among Zulu men, while beer-brewing gave women an opportunity to make a small income and thus allow them to assert their independence. As for the government, it realised that by taking over the informal liquor trade it could curb the women's aspirations for financial, social and political empowerment and at the same time set up its own beer-canteens. Control over Africans within the reserves and the townships could thus be strengthened. To top it all, a tidy profit could be made to boost funds and put more restrictions in place.

With the 1928 Liquor Act in place, police raids duly (correctly) began. The privacy of homes was invaded; houses were wrecked, floors dug up, furniture smashed and liquor confiscated. Quite apart from the damage to their property, the new regulations hit the women very hard. The production and consumption of 'utshwala' was restricted to municipal canteens. Not only did women lose their income from selling the home-brew, but they also had to watch their husbands using their wages in the canteens, thus making the authorities richer.

They decided to take the matter into their own hands. Backed by the Natal branch of the ICU and joined by some men, they were determined to resist the new regulations, boycott the canteens and force them to close. Women marched into the towns in an overtly militant manner, shouting war chants and brandishing their sticks. They raided the canteens and assaulted the male customers.

There were claims that the church, and particularly Christianity, was a unifying force among many of the women. One of the main organisers was Ma-Dhlamini who was reputed to be in the forefront of all the demonstrations.

[From <https://sahistory.org.za/article/history-womens-struggle-south-africa1910s>. Accessed on 20 May 2025]

**QUESTION 2: HOW DID AFRIKANER NATIONALISM EXPRESS ITSELF THROUGH VARIOUS ORGANISATIONS IN THE 1930s AND 1940s?****SOURCE 2A**

The source below explains the factors that led to the rise of Afrikaner Nationalism.

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 (stirred) 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, but also for those excluded from ordinary civil rights.



The story of Afrikanerdom's regeneration from the ashes of its 1902 defeat to undisputed (certain) mastery of South Africa is a remarkable one, elaborately romanticised by Afrikaner publicists as a modern version of a minuscule (small) Afrikaner David slaying the British Goliath.

The treks 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, industrialisation turned the Boers into an urban proletariat (worker) in the employment of a foreign, capitalist class. The fact that English speakers monopolised (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 <https://www.sahistory.org.za/archive/book-4-industrialisation-rural-change-and-nationalism-chapter-3-afrikaner-nationalism-1930s>. Accessed on 11 April 2025]

## SOURCE 2B

The source below explains the role played by Afrikaans in uniting Afrikaners.

The Society of True Afrikaners (STA), an organization that promoted the Afrikaans language, was formed by Rev. S.J. Du Toit on 14 August 1875. By this time, the language was spoken by many people of different races and ethnic groups throughout Southern Africa. As the language evolved further, White Afrikaans speakers distanced themselves from the English-speaking community, due to resentment after their defeat in the South African War of 1899–1902.

This resentment was exacerbated (worsened) by the treatment of Afrikaans women and children in war concentration camps, the British “scorched earth policy,” and resulting Afrikaner destitution (poverty). The loss of Afrikaner morale prompted a ‘Kultuur’ [culture] campaign to promote the Afrikaans language and led to the establishment of the Afrikaner Broederbond (Brotherhood). The Broederbond, in turn, established other cultural institutions such as FAK (Federasie van Afrikaanse Kultuurverenigings). In 1924 Afrikaans, as opposed to Dutch, received official recognition and a new South African flag was introduced three years later.

The National Party was also instrumental in consolidating Afrikaner culture, as it emphasised Afrikaner Nationalism and racial separation. Therefore, when the party won the South African elections of 1948, measures were introduced to give preference to White Afrikaans speakers in terms of employment and business.

[From <https://www.sahistory.org.za/article/afrikaner>. Accessed on 12 April 2025]

## SOURCE 2C

The source below explains how affirmative action was applied to improve the economic conditions of the poor whites in the 1930s to unite Afrikaners.

The depression of the early 1930s forced a considerable number of Afrikaners off the land and into the cities. Many of them lacked the necessary skills to assert themselves in the new and competitive urban environment and were relegated (reduced) to relatively low-paid positions. For example, almost 40% of urbanised male Afrikaners found themselves in the following occupations in 1939 – manual labourer, mine worker, railway workers and bricklayer. According to the 1932 report of the Carnegie Commission of Enquiry into White Poverty, 200 000 to 300 000 could be classified as very poor.

Poverty was not restricted to the urban areas. It was also particularly acute in the northern Cape with its nomadic trekboers, in the Bushveld area of the Transvaal, in the Karoo and Little Karoo with its struggling peasant farmers and *bywoners*, and in the southern Cape where former independent woodcutters were fighting a losing battle against greedy wood merchants.

Impoverished Afrikaners had to be rescued for the volk. In the Broederbond, as well as in other circles, a strategy combining ethnic mobilisation with the promotion of *volkskapitalisme* was seen as a possible solution to the problem. Through group identification and co-operation, it was hoped that the position of Afrikaans speakers could be improved. A complex network of Afrikaner organisations was established during the 1930s and existing organisations were strengthened. Across the board, from financial institutions like Sanlam and Volkskas, through to youth movements like the Voortrekkers, organisations which bore (accepted) an Afrikaner imprint (identification) came into existence. Important in this respect was an umbrella body, the *Federasie van Afrikaanse Kultuurverenigings* (FAK), which saw to it that all Afrikaner cultural forms took a decidedly nationalistic turn. The material and cultural foundations of Afrikaner nationalism were being laid systematically.

[From <https://www.history.com/topics/great-depression/works-progress-administration>. Accessed on 15 April 2025]

**SOURCE 2D**

This photograph shows the assistance that was given to address the poor white issue.



[From [https://johnedwinmason.typepad.com/john\\_edwin\\_mason\\_photogra/2010/10/poor-whites-south-africa-backstory.html](https://johnedwinmason.typepad.com/john_edwin_mason_photogra/2010/10/poor-whites-south-africa-backstory.html). Accessed on 13 April 2025]

**QUESTION 3: HOW DID THE PAN AFRICANIST CONGRESS (PAC) RESPOND TO THE APARTHEID GOVERNMENT'S REPRESSIVE MEASURES?****SOURCE 3A**

This source explains the formation of the PAC in Orlando, Soweto, on 6 April 1959.

During the 1950s, the apartheid government was continually introducing new means to suppress the liberation struggle. Many members of the African National Congress (ANC) had become impatient with the inability of peaceful protest to achieve results.

The reasons for the split in the ANC are that the PAC promulgated (spread) policies that were contrary to the 'multi-racial' policies of the ANC (at the time the ANC was made up of different race groups) and that members were frustrated by the policies of the ANC, expressed in the Freedom Charter in 1955. They elected Robert Mangaliso Sobukwe as their first president and Potlako Leballo as secretary, and decided to follow the route of the ANC's Programme of Action and Defiance Campaign. Robert Sobukwe's leadership of the PAC was based on a vision of an 'Africa for Africans' movement, which promoted mass action against discrimination. It is inaccurate (incorrect) to say, however, that Sobukwe's Africanism was 'racial' or in direct opposition to the ANC's 'multi-racial policies'. Sobukwe believed that instead of adopting a policy of 'multi-racialism', or a party made up of different groups, those wanting to join the PAC should do so on an individual or 'non-racial' basis in united support for an African movement.

[From <https://sahistory.org.za/article/origins-formation-sharpeville-and-banning-1959-1960>. Accessed on 15 April 2025]

## SOURCE 3B

The source highlights how the Pan Africanist Congress protested against the Pass Laws in Sharpeville March 1960.

Sharpeville, a black suburb outside of Vereeniging, was untouched by anti-apartheid demonstrations that occurred in surrounding towns throughout the 1950s. In 1960, Robert Sobukwe's Pan-Africanist Congress (PAC), a political organisation that opposed the apartheid regime, called for a National Day of Protest against the Pass Laws and organised the town's first anti-apartheid protest. In order to reduce the possibility of violence, he wrote a letter to the Sharpeville police commissioner announcing the upcoming protest and emphasising that its participants would be non-violent.

The PAC called on its supporters to leave their passes at home on the appointed date and gather at police stations around the country, making themselves available for arrest. The campaign slogan was "NO BAIL! NO DEFENCE! NO FINE!" The PAC argued that if thousands of people were arrested, the jails would be filled.

An estimated 7,000 South Africans gathered in front of the Sharpeville police station to protest against the pass laws. Nearly 300 police officers arrived to put an end to the peaceful protest. As they attempted to disperse the crowd, a police officer was knocked down, and many in the crowd began to move forward to see what had happened.

Police witnesses claimed that stones were thrown and in a panicked and rash reaction, the officers opened fire on the crowd. Other witnesses claimed there was no order to open fire, and the police did not fire a warning shot above the crowd. As the protesters tried to flee the violent scene, police continued to shoot into the crowd. Sixty-nine Africans were killed and 186 were wounded, with most shot in the back.

[From <https://sahistory.org.za/article/pan-africanist-congress-pac>. Accessed on 15 April 2025]

**SOURCE 3C**

This photo was taken at Sharpeville, showing a crowd fleeing from bullets on 21 March 1960. Police can be seen in the background on their armoured cars, continuing to shoot on the protestors as they fled the scene.



[From <https://www.magnumphotos.com/newsroom/politics/ian-berry-sharpeville-massacre>.  
Accessed on 27 May 2025]

### SOURCE 3D

The source deals with the reaction of the South African government after the Sharpeville Massacre.

Dr Verwoerd praised the police for their actions. Robert Sobukwe and other leaders were arrested and detained after the Sharpeville massacre. By 25 March, the Minister of Justice suspended passes throughout the country, and Chief Albert Luthuli and Professor Z.K. Matthews called on all South Africans to mark a National Day of Mourning for the victims on 28 March 1960. The call for a "stay away" on 28 March was highly successful and was the first ever national strike in the country's history.

On the same day, the government responded by declaring a state of emergency and banning all public meetings. The police and army arrested thousands of Africans, who were imprisoned with their leaders, but still the mass action raged. The death toll had risen, but no White policemen were killed and only 60 were injured. However, foreign Consulates were flooded with requests for immigration, and fearful White South Africans armed themselves.

The Minister of Justice called for calm, and the Minister of Finance encouraged immigration. The only Minister who showed any misgivings (reservations) regarding government policy was Paul Sauer. His protest was ignored.

A week after the state of emergency was declared, the ANC and the PAC were banned under the Unlawful Organisations Act of 8 April 1960. Both organisations were deemed a serious threat to the safety of the public and the vote stood at 128 to 16 in favour of the banning.

[From <https://sahistory.org.za/article/aftermath-sharpeville-massacre-1960>. Accessed on 15 May 2025]

## ACKNOWLEDGEMENTS

<https://ditsong.org.za/en/womens-anti-apartheid-resistance-movements/>

[https://johnedwinmason.typepad.com/john\\_edwin\\_mason\\_photogra/2010/10/poor-whites-south-africa-backstory.html](https://johnedwinmason.typepad.com/john_edwin_mason_photogra/2010/10/poor-whites-south-africa-backstory.html)

<https://nvdatabase.swarthmore.edu/content/south-african-bantu-women-win-anti-pass-campaign-orange-free-state-1912-1918>

[https://www.history.com/topics/great-depression/works-progress-administration.](https://www.history.com/topics/great-depression/works-progress-administration)

<https://www.magnumphotos.com/newsroom/politics/ian-berry-sharpeville-massacre/>

<https://sahistory.org.za/article/aftermath-sharpeville-massacre-1960>

<https://sahistory.org.za/article/history-womens-struggle-south-africa1910s>

[https://sahistory.org.za/article/origins-formation-sharpeville-and-banning-1959-1960:](https://sahistory.org.za/article/origins-formation-sharpeville-and-banning-1959-1960)

<https://sahistory.org.za/article/pan-africanist-congress-pac>

<https://www.sahistory.org.za/archive/book-4-industrialisation-rural-change-and-nationalism-chapter-3-afrikaner-nationalism-1930s>

<https://www.sahistory.org.za/article/afrikaner>

<https://www.sahistory.org.za/article/history-grade-11-topic-4-contextual-overview>





Province of the  
**EASTERN CAPE**  
EDUCATION



Iphondo leMpuma Kapa: Isebe leMfundu  
Provinciale van die Oos Kaap: Department van Onderwys  
Porafensie Ya Kapa Botjhabela: Lefapha la Thuto

## NATIONAL SENIOR CERTIFICATE

**GRADE 11**



Stanmorephysics.com

**NOVEMBER 2025**

## HISTORY P2 MARKING GUIDELINE

**MARKS: 150**



This marking guideline consists of 23 pages.

## 1. SOURCE-BASED QUESTIONS

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

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1	<ul style="list-style-type: none"> <li>Extract evidence from sources.</li> <li>Selection and organisation of relevant information from sources.</li> <li>Define historical concepts/terms.</li> </ul>	30% (15)
LEVEL 2	<ul style="list-style-type: none"> <li>Interpretation of evidence from the sources.</li> <li>Explain information gathered from the sources.</li> <li>Analyse evidence from the sources.</li> </ul>	50% (25)
LEVEL 3	<ul style="list-style-type: none"> <li>Interpret and evaluate evidence from sources.</li> <li>Engage with sources to determine its usefulness, reliability, bias and limitations.</li> <li>Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions.</li> </ul>	20% (10)

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

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

### 1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme, e.g. (2 × 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 × 2) which translates to one reason and is given two marks (✓✓)
- If a question carries 4 marks, 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.



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.

## 2. ESSAY QUESTIONS

### 2.1 The essay questions require candidates to:

- Be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion.

### 2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.

### 2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will not be required to simply regurgitate 'facts' in order to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies, as the emphasis is on the following:

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

### 2.4 Assessment procedures of the essay

#### 2.4.1 Keep the synopsis in mind when assessing the essay.

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

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

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

#### 2.4.4 The following symbols MUST be used when assessing as essay:



- Introduction, main aspects and conclusion not properly contextualised ^

- Wrong statement \_\_\_\_\_

- Irrelevant statement |

- Repetition R



- Analysis A ✓

- Interpretation I ✓

- Line of argument LOA 

#### 2.5 The matrix

##### 2.5.1 Use of the matrix in the marking of essays.

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

(a) The first reading of essays will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 5	

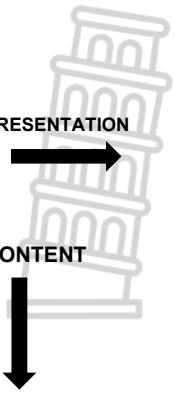
(c) Allocate an overall mark with the use of the matrix.

C	LEVEL 4	}30 – 33
P	LEVEL 5	

#### COMMENT

- Some omissions in content coverage.
- Attempts to sustain a line of argument.

## MARKING MATRIX FOR ESSAY – TOTAL: 50

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

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

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

## SECTION A: SOURCE-BASED QUESTIONS

### QUESTION 1: HOW DID THE RISE OF AFRICAN NATIONALISM CONTRIBUTE TO RESISTANCE AGAINST THE UNION OF SOUTH AFRICA'S SEGREGATION POLICIES FROM 1910 TO THE 1920s?

1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*

- Pixley ka Isaka Seme
- Richard Msimang
- George Montsioa
- Alfred Mangena

(any 2 x 1) (2)

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

- African people were taught in European languages like English which made it easy for them to communicate with the government and the British
- Africans were introduced to Western ideas, freedom, liberty and human rights
- Missionary education empowered Africans to advocate for their rights
- Any other relevant answer

(any 2 x 2) (4)

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

- To assert an African identity within the movement.

(1 x 2) (2)

1.1.4 *[Definition of historical concepts from Source 1A – L1]*

- Unfair treatment or discrimination based on a person's race
- Refers to when people are denied rights, opportunities, or fair treatment simply because of their racial or ethnic background
- Any other relevant response

(any 1 x 2) (2)

1.2 1.2.1 *[Extraction of evidence from the Source 1B – L1]*

- Waaihoek

(1 x 1) (1)

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

- The Native Land Act removed black South Africans from their land
- The reserves were overcrowded
- Black South Africans were prohibited to own land in South Africa
- To find work in the cities
- Any other relevant response

(any 2 x 2) (4)

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

- Limited their ability to travel
- They could not work and live where they chose
- It was a financial burden as working permits had to be renewed monthly
- It was degrading and made them feel inferior as they could be stopped by policemen at any time
- Any other relevant response

(any 2 x 2) (4)

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

- Increased awareness and mobilisation for future anti-pass campaigns
- Women played a central role in the fight for freedom
- It led to the formation of different woman's organisations
- The pressure by women led to the temporary suspension of the pass laws
- Any other relevant response

(any 2 x 2) (4)

1.3 1.3.1 *[Interpretation of evidence from Source 1C – L2]*

- To show women marching against discrimination imposed on them
- To show that the protest was non-violent
- The presence of the police indicates that the government wanted to stop the march
- Any other relevant response

(any 2 x 2) (4)

1.3.2. *[Extraction of evidence from Source 1C – L1]*

- Passes meant destitute children
- Passes meant broken homes

(2 x 1) (2)

1.4. *[Comparison of Sources 1B and Source 1C – L3]*

- Source 1B indicates that women decided to march against the pass laws and Source 1C shows the action (i.e. the march)
- Source 1B indicates that women decided to march to the police station while Source 1C shows the presence of policemen
- Source 1B indicates that some women were carrying placards with slogans showing their dissatisfaction, while Source 1C displays the placards with the slogan
- Any other relevant response

(any 2 x 2) (4)

1.5 1.5.1 *[Extraction of evidence from Source 1D – L1]*

- To make a small income
- To assert their independence

(2 x 1) (2)

1.5.2 *[Extraction of evidence from Source 1D – L1]*

- The privacy of homes was invaded
- Houses were wrecked
- Floors dug up
- Furniture smashed
- Liquor confiscated

(any 3 x 1) (3)

1.5.3 *[Interpretation of evidence from Source 1D – L2]*

- To gain back their financial independence
- They had the support of the ICU and some men
- They wanted the beer-brewing restrictions to be lifted
- Their men were wasting their money in these municipal canteens
- Any other relevant response

(any 2 x 2) (4)

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

- Boycott is a form of protest where people refuse to use the facilities of the municipality
- Any other relevant response (1 x 2) (2)

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

Candidates could include some of the following:

- The Union of South Africa, formed in 1910, led to resistance (Source 1A)
- In 1912 the South African Native Congress was established (Source 1A)
- The SANNC sent a delegation to London to repeal the Native Land Act (own knowledge)
- The SANNC aimed to mobilise black South Africans against racial injustices (Source 1A)
- The OFS implemented Pass Laws for women (Source 1B)
- Various organisations formed to resist the Pass Laws (Source 1B)
- Women received support from other political organisations (Source 1B, C and Source 1D)
- The BWL send petitions and arranged a march against the Pass Laws (Source 1B and Source 1C)
- Women took action against the Liquor Act (Source 1D)
- Women's raids of municipal canteens were supported by the ICU and churches (Source 1D)
- Any other relevant response

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows no or little understanding of how the rise of African Nationalism contributed to resistance against the Union of South Africa's segregation policies from 1910 to the 1920s.</b></li> <li>• Uses evidence partially to report on topic or cannot write a paragraph.</li> </ul>	<b>MARKS: 0–2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows some understanding of how the rise of African Nationalism contributed to resistance against the Union of South Africa's segregation policies from 1910 to the 1920s.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>	<b>MARKS: 3–4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding of how the rise of African Nationalism contributed to resistance against the Union of South Africa's segregation policies from 1910 to the 1920s.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS: 5–6</b>

(6)  
[50]

**QUESTION 2: HOW DID AFRIKANER NATIONALISM EXPRESS ITSELF THROUGH VARIOUS ORGANISATIONS IN THE 1930s and 1940s?**

2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*

- It was resentment (anger) over the unequal distribution of status
- Wealth
- Political control
- The fear of cultural absorption into an English-oriented society

(any 3 x 1) (3)

2.1.2 *[Definition of historical concepts from Source 2A – L2]*

- A sense of togetherness among the Afrikaner people
- A sense of unity among the Afrikaans-speaking people sharing the same ideology, culture, language, and identity
- Any other relevant response

(any 1 x 2) (2)

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

- Afrikaners saw their struggle against the British Empire as a heroic battle
- Afrikaners saw themselves as small group of people fighting against a much stronger oppressor
- Afrikaners saw themselves as brave people
- Any other relevant response

(any 2 x 2) (4)

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

- Cultural struggle
- Economic struggle
- Political struggle

(any 2 x 1) (2)

2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*

- Rev. S.J. Du Toit

(1 x 1) (1)

2.2.2. *[Interpretation of evidence from Source 2B – L2]*

- To forge an Afrikaner identity
- They wanted to prove their independence from the British
- It would promote a sense of belonging amongst Afrikaners
- It would unite Afrikaners as a nation
- It promoted the idea that the Afrikaners were a distinct *völk* (people) with their own language
- Afrikaans became the official language in 1924
- Any other relevant response

(any 2 x 2) (4)

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

- The treatment of Afrikaner women and children in war concentration camps
- British scorched earth policy
- Resulting Afrikaner destitution

(any 2 x 1) (2)

2.2.4. *[Definition of historical concepts from Source 2B – L1]*

- A military strategy whereby the army destroys anything that is useful to the enemy
- It is a tactic used to cripple the enemy by destroying resources
- Any other relevant resources (any 1 x 2) (2)

2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*

- It forced a considerable number of Afrikaners off the land and into the cities. (1 x 2) (2)

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

- Manual labourer
- Mine worker
- Railway workers
- Bricklayer (any 2 x 1) (2)

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

- It suggests that poor (impoverished) Afrikaners were seen as a threat to the strength, unity, and image of the Afrikaner nation.
- Saving poor Afrikaners was a political and ideological duty to preserve the purity and strength of the Afrikaner people.
- The upliftment of white Afrikaners, especially the poor, was necessary to maintain their ideology, power, and the separation between races.
- Any other relevant response (any 2 x 2) (4)

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

- Afrikaner institutions and banks were opened
- Loans were made available to struggling Afrikaners
- It enabled Afrikaners to open up businesses
- It empowered Afrikaners economically
- Any other relevant response (any 2 x 2) (4)

2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*

- To show the assistance given to poor whites
- To strengthen the Afrikaner nation
- To preserve the South African system of white supremacy
- Any other relevant response (any 2 x 2) (4)

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

- Certain jobs were created/preserved for poor whites only
- Laws were passed to protect the poor whites in the job market
- Loans were made available for poor white farmers
- Any other relevant response (any 2 x 2) (4)

2.5 *[Comparison of Sources 2C and Source 2D – L3]*

- Source 2C indicates that poor Afrikaners had to be rescued and Source 2D shows the assistance given to poor whites
- Source 2C reveals that the Commission reported that 200 000 to 300 000 Afrikaners were classified as poor and Source 2D shows assistance given to poor whites
- Both sources reveal relief given to poor whites
- Any other relevant response

(any 2 x 2) (4)

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

Candidates could include some of the following:

- Afrikaner nationalism was caused by unequal distribution of wealth (Source 2A)
- Afrikaner nationalism fought an economic, cultural and political struggle (Source 2A)
- Rev. SJ Du Toit established the Society of True Afrikaners (Source 2B)
- The promotion of Afrikaans language led to the establishment of the Broederbond (Source 2B)
- Afrikaans became the official language (Source 2B)
- The National Party played a major role in emphasising Afrikaner Nationalism (own knowledge)
- Afrikaner nationalism was promoted through businesses like Volkskas and Sanlam Bank (Source 2C)
- A Federasie van Afrikaanse Kultuurverenigings was established as an umbrella body (Source 2C)
- Poor whites were assisted by various Afrikaner organisations (Source 2C and Source 2D)
- Insurance companies for Afrikaans speaking communities were established (own knowledge)
- Any other relevant response

Use the following rubric to assess this paragraph.

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows no or little understanding of how Afrikaner nationalism expressed itself through various organisations in the 1930s and 1940s.</b></li> <li>• Uses evidence partially to report on topic or cannot write a paragraph.</li> </ul>	<b>MARKS: 0–2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows an understanding of how Afrikaner nationalism expressed itself through various organisations in the 1930s and 1940s.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>	<b>MARKS: 3–4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding of how Afrikaner nationalism expressed itself through various organisations in the 1930s and 1940s.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS: 5–6</b>

(6)  
[50]



**QUESTION 3: HOW DID THE PAN AFRICANIST CONGRESS (PAC) RESPOND TO THE APARTHEID REPRESSIVE MEASURES?**

3.1 3.1.1

*[Definition of a historical concept from Source 3A – L1]*

- Apartheid was an oppressively destructive system that influenced many lives, not only in South Africa, but also in many nearby provinces and countries.
- Apartheid refers to a system of separating people by giving specific residential and business areas to different racial groups.
- Segregating people geographically and economically based on race.
- Any other relevant response (any 1 x 2) (2)

3.1.2

*[Extraction of evidence Source 3A – L1]*

- Robert Mangaliso Sobuwe (1 x 2) (2)

3.1.3

*[Interpretation of evidence from Source 3A – L2]*

- His leadership was based on the philosophy of Pan Africanism
- He believed self-liberation could be achieved through non-violent mass action
- He also believed that South Africa should be led by Africans for Africans
- Any other relevant response (any 2 x 2) (4)

3.1.4

*[Interpretation of evidence from Source 3 A – L2]*

- He believed that black South African should fight the liberation struggle alone
- He believed that black South Africans were the only ones being oppressed by apartheid
- He believed other races were not seen as inferior by the apartheid government
- Any other relevant response (any 2 x 2) (4)

3.2

3.2.1

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

- Sharpeville (1 x 2) (2)

3.2.2

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

- He wrote a letter to the Sharpeville police commissioner announcing the upcoming protest and emphasising that its participants would be non-violent. (1 x 2) (2)

3.2.3

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

- They chose to go to prison rather than defend themselves or pay a fine
- They wanted to disrupt the system
- The system would be overwhelmed with full prisons
- They wanted to put pressure on the government to respond to the protests
- To draw attention to the injustice of the Pass Laws
- Any other relevant response (any 2 x 2) (4)

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

- It shows the willingness of the police to use violence without justification
- It shows the brutality, racism and disregard for life by police
- Any other relevant response

(2 x 2) (4)

3.2.5 *[Evaluate the reliability of the evidence from Source 3B – L3]***This source is useful because:**

- It indicates the reasons why the PAC embarked on the protest
- It indicates what actually happened on that day
- The information in the source is corroborated by Source 3C and 3D
- Any other relevant response

(any 2 x 2) (4)

3.3 3.3.1 *[Interpretation of evidence from Source 3C – L2]*

- To show the police brutality in the 1960s
- To show that people died for freedom and their rights
- It shows that people were killed by police
- Any other relevant response

(any 2 x 2) (4)

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

- Feared being killed
- Police were shooting at them

(any 1 x 1) (1)

3.4 3.4.1 *[Extraction of evidence from Source 3D – L1]*

- Dr Verwoerd

(1 x 2) (2)

3.4.2 *[Definition of a historical concept from Source 3D – L2]*

- The state of emergency was the apartheid government's attempt to crush resistance through fear and force after the Sharpeville massacre.
- State of emergency allowed mass detentions, banning of the PAC and the suspension of civil rights
- Any other relevant response

(any 1 x 2) (2)

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

- The government responded by declaring a state of emergency
- Banning all public meetings
- The police and army arrested thousands of Africans
- They were imprisoned with their leaders

(any 3 x 1) (3)

3.4.4 *[Interpretation of evidence from Source 3D – L2]*

- A desperate attempt by the apartheid government to silence growing resistance
- It escalated the struggle, leading to the adoption of armed resistance
- It marked the end of peaceful opposition and the beginning of a new, more militant phase in the fight for freedom
- Any other relevant response

(any 2 x 2) (4)

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

Candidates could include some of the following:

- The Pan Africanist Congress was formed in 1959 (Source 3A)
- Robert Sobukwe was the first President of the PAC (Source 3A)
- Sobukwe believed in mass action against discrimination (Source 3A)
- PAC organised a protest against Pass Laws on 21 March 1960 (Source 3B)
- The slogan used NO BAIL! NO DEFENCE! NO FINE! (Source 3B)
- PAC organised a stay away on 28 March 1960 (Source 3D)
- Protested against Pass Laws (Source 3C)
- PAC formed POQO to fight apartheid (own knowledge)
- POQO started with armed struggle (own knowledge)
- Any other relevant response

Use the following rubric to assess this paragraph.

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows no or little understanding of how the Pan Africanist Congress responded to the government's repressive measures.</b></li> <li>• Uses evidence partially to report on the topic or cannot write a paragraph.</li> </ul>	<b>MARKS: 0–2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows some understanding of how the Pan Africanist Congress responded to the government's repressive measures.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>	<b>MARKS: 3–4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding of how the Pan Africanist Congress responded to the government's repressive measures.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS: 5–6</b>

(6)  
[50]

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

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

**SYNOPSIS**

Candidates need to critically discuss how the deprivation of Black South Africans' political, economic, and social rights in the early 1940s to the 1950s contributed to the rise of African nationalism.

**MAIN ASPECTS**

Introduction: Candidates need to take a critical stance on the statement of how the deprivation of Black South Africans political, economic, and social rights in the early 1940s to the 1950s contributed to the rise of African nationalism. They should also indicate how they would support their line of argument

**ELABORATION**

- African Nationalists movements formed to challenge Afrikaner/Apartheid led government since the time of the Union
- Condemned the direct confrontation with the government
- It started as form of resistance to colonialism
- Protested against the exclusion of blacks from the right to vote
- New president of the ANC, Dr Alfred Xuma, analysed the Atlantic Charter, particularly the clauses that applied to Africa
- 1943 the ANC adopted Xuma's document 'African Claims in South Africa'
- It included a Bill of Rights, which called for an end to racial discrimination and for the franchise to be extended to all adults, irrespective of race
- It demanded the fair distribution of land, freedom of trade for Africans, the right to equal and free education for all African children, equal health facilities and the abolition of all discriminatory labour practices
- Black South Africans were inspired with the ideas of freedom and democracy that came with the soldiers returning from the war
- These ideas started because of their interaction with soldiers from foreign countries
- The desire for freedom gave rise to a growth in African nationalism
- 20 000 black South Africans soldiers, organised jointly by the ANC, CPSA and the Trade Union Movement, participated in the victory celebration march after the end of World War 2
- Youth within the ANC became impatient with the conservatism of the ANC and slow progress in getting freedom and democracy
- Young members of the ANC became more militant and formed the ANC Youth League
- ANCYL used other forms of protest to fight for democracy
- ANCYL called for the programme of action and defiance campaign
- Youth League accused the ANC of representing the elite and not the masses
- ANC nationalism was called 'Charterism'

- ANC moved from a moderate organisation to a mass movement of national liberation
- ANC Women's League was formed in 1943 with Madie Hall-Xuma as the President.
- Some members of the ANC were unhappy with co-operation with other national groups
- They felt Lembede's vision of African Nationalism was abandoned
- PAC was formed in 1959 with Robert Sobukwe as president
- Pan Africanism aimed to free black people all over the world
- Any other relevant response

Conclusion: Candidates should tie up their argument with a relevant conclusion. [50]



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

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

**SYNOPSIS**

Candidates need to take a stance by indicating whether they agree or disagree that the desire to preserve Afrikaner cultural identity and political power awakened the rise of Afrikaner Nationalism in the 1930s to the 1940s.

**MAIN ASPECTS**

- Introduction: Candidates must take a stance and indicate whether they agree or disagree that the desire to preserve Afrikaner cultural identity and political power awakened the rise of Afrikaner Nationalism in the 1930s to the 1940s.

**ELABORATION**

- 'Afrikaner' is described as a group of people who spoke Afrikaans (background)
- Afrikaners developed as a group after the integration of several European nationalities at the Cape (Background)
- Afrikaner nationalism emerged as the strong desire to identify with the culture and heritage of the Afrikaner settlers in South Africa
- They believed that their culture and practices were superior to other groups
- Afrikaners saw themselves as a people chosen by God
- The idea of the "Volk" became the cornerstone of Afrikaner nationalism
- Nationalists were determined to protect the 'volk' from domination by other ethnic and language groups
- Afrikaner identity had to be preserved at all costs
- Afrikaners had to remain united as a nation
- Dutch Reformed Church and the Christian National Education (CNE) were the custodians of Afrikaner heritage
- Education and religion guided Afrikaner thinking and kept their language and culture alive
- Children would receive mother-tongue education
- Education created unity of the 'Volk' as a 'race'
- Afrikaner 'Volk' ideology aimed to unite Afrikaners on the basis of race and language
- The role of the Broederbond (AB) and the FAK in ensuring the survival of the Afrikaans language and culture
- Broederbond promotes Afrikaner nationalism and prevents the exploitation of Afrikaner workers
- National Press – published
- Afrikaner nationalist newspapers, 'Die Burger' and 'Die Transvaler'
- Celebration of the centenary of The Great Trek promoted Afrikaner unity and pride in their culture
- First Afrikaans building society called Saambou

- Afrikaner businesses promoted – Naspers, 'Die Burger', Santam, Sanlam, Volkskas bank
- Reddingsdaadbond (RDB) ensured Afrikaner businesses were supported by Afrikaners
- Economic upliftment was assisted by the Federale Volksbeleggings (FVB) and RDB
- 1932 – Carnegie Commission of enquiry looked into white poverty
- Poor white problem was solved by creating jobs at the railway and harbours
- Role of women
- National Party emerged as a dominant political force in promoting Afrikaner nationalism
- NP put forward the demand for 'apartheid' as the central slogan in their campaign
- White supremacy had to be maintained at all costs
- Nationalists 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
- Afrikaner Nationalists promised voters that their jobs would be protected through the enforcement of the job reservation laws
- Afrikaner trade unions were formed to protect Afrikaner workers' rights
- World War II had a huge impact on Afrikaner nationalism
- The 1948 election – run-up and aftermath
- Afrikaans-speaking Afrikaners voted the NP into power in the 1948 elections
- The NP leader, Dr Malan, became the new prime minister
- Apartheid legislation was introduced
- Any other relevant response

Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

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

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

**SYNOPSIS**

Candidates need to explain to what extent civil disobedience and non-violent protests by the liberation movements intensified resistance against the apartheid government in the 1950s. Candidates need to substantiate their argument with relevant historical evidence to support their line of argument.

**MAIN ASPECTS**

Introduction: Candidates need to take a stance by indicating to what extent civil disobedience and non-violent protests by the liberation movements intensified resistance against the apartheid government in the 1950s. They should also indicate how they would support their line of argument.

**ELABORATION**

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

- Arrested for attempting to overthrow the government
- In 1956, the state arrested 156 activists
- Hearing took place in the “Drill Hall” for two years
- The aim of the government was to intimidate people and lead to the weakening of resistance
- By 1961, all accused were set free
- Any other relevant response

Conclusion: Candidates should tie up their argument with a relevant conclusion. [50]

**TOTAL: 150**

