



education

MPUMALANGA PROVINCE  
REPUBLIC OF SOUTH AFRICA

**NKANGALA DISTRICT**

**GRADE 11**

**HISTORY P2**

**SEPTEMBER 2024**

**MARKS: 100**

**TIME: 2 HOURS**

**This question paper consists of 7 pages and an addendum of 10 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: AFRICAN NATIONALISM IN SOUTH AFRICA  
QUESTION 2: RESISTANCE TO APARTHEID: 1950s to 1960s.

### **SECTION B ESSAY QUESTIONS**

- QUESTION 3: THE RISE OF AFRIKANER NATIONALISM, 1900s TO 1950s: SOUTH AFRICA  
QUESTION 4: APARTHEID LAWS FROM 1948 TO THE 1960s

2. SECTION A consists of TWO source-based questions. Source material that is required to answer the questions can be found in the ADDENDUM.
3. SECTION B consists of TWO essay questions.
4. Answer TWO questions as follows:
  - 4.1 Choose ONE source-based question from section A
  - 4.2 Choose any ONE essay question from section B
5. You are advised to spend at least ONE hour per question.
6. When answering questions, you should apply your knowledge, skills and insight.
7. You will be disadvantaged for 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 any ONE question of your choice in this section.

Source material required to answer this question can be found in the ADDENDUM.

**QUESTION 1: WHAT ROLE DID THE ANC YOUTH LEAGUE PLAY IN MOBILISING PEOPLE AGAINST WHITE DOMINATION IN SOUTH AFRICA IN THE 1940s?**

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

1.1 Read Source 1A.

1.1.1 Quote TWO words from the source which described the new breed of members from the ANC. (2 x 1) (2)

1.1.2 What criticism, according to the source was laid against ANC by the younger generation? (1 x 2) (2)

1.1.3 Using the source and your own knowledge, explain how the ANC Youth League changed the nature of the ANC in the 1940s. (2 x 2) (4)

1.1.4 Name any TWO leaders who supported the formation of the ANC Youth League. (2 x 1) (2)

1.1.5 Define the term *segregation* in your own words. (1 x 2) (2)

1.2 Consult Source 1B.

1.2.1 What, according to Tloome was the nature of the ANC the time he joined the organisation? (1 x 2) (2)

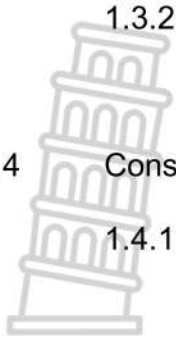
1.2.2 Comment on what is implied by Tloome's statement, "They weren't very much interested in action against the government" in the context of the old nature of the ANC before the Youth League. (2 x 2) (4)

1.2.3 Explain the concept *militancy* in the context of the ANC Youth League. (1 x 2) (2)

1.2.4 Quote any TWO pieces of evidence from the source which indicates that Tloome was using non-racialism approach towards nationalism. (2 x 1) (2)

1.3 Refer to Source 1C

1.3.1 Explain the messages conveyed by the source regarding the formation of the Youth League. (2 x 2) (4)



1.3.2 Comment on the meaning of the two hands in broken chains in the background in the context of the ANC Youth League's struggle for freedom. (2 x 2) (4)

1.4 Consult Source 1D

1.4.1 Using the source and your own knowledge explain how the 'white man' has hampered (prevented) South Africa's progress to nationhood. (1 x 2) (2)

1.4.2 How, according to the source did the following regards civilisation :  
a) Africans (1 x 1)  
b) Majority of whites (1 x 1) (2)

1.4.3 Explain the reliability of this source to a historian researching about the ANC Youth League in the 1940s. (2 x 2) (4)

1.5 Refer to Sources 1A and 1B. Explain how the information in Source 1B supports the information in Source 1A regarding the formation of the ANC Youth League. (2 x 2) (4)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the role played by the ANC Youth League in mobilising people to stand against white domination in South Africa. (8)

**[50]**

**QUESTION 2: HOW DID DIFFERENT BLACK COMMUNITIES SUCCESSFULLY USE BOYCOTTS IN RESISTANCE AGAINST APARTHEID IN THE 1950s?**

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 was the provision of the Act passed by the government in 1953. (1 x 2) (2)
- 2.1.2 Quote evidence from the source which indicates that the Bantu Education Act of 1953 was not accepted by black community. (1 x 2) (2)
- 2.1.3 How, according to the source did the ANC respond, in December 1954, to the passing of the Bantu Education Act? (1 x 2) (2)
- 2.1.4 Using the source and your knowledge, explain why the ANC mobilised community boycott against Bantu Education. (1 x 2) (2)

2.2 Consult Source 2B.

- 2.2.1 Explain the messages conveyed by the source regarding people's resistance against apartheid. (2 x 2) (4)
- 2.2.2 Comment on what is implied by the words in the placard, 'VUKA AFRIKA UZENZELE' in the context of people's resistance against Bantu Education. (2 x 2) (4)

2.3 Refer to Source 2C

- 2.3.1 Quote TWO reasons from the source as to why the residents of Alexandra did not welcome bus fare raised by PUTCO. (2 x 1) (2)
- 2.3.2 How, according to the source did people of Alexandra react to the raising of bus fare by PUTCO? (1 x 2) (2)
- 2.3.3 Explain the term *boycott* in your own words. (1 x 2) (2)
- 2.3.4 Using the source and your own knowledge, explain how the bus boycott in Alexandra contributed towards general resistance against apartheid. (1 x 2) (2)
- 2.3.5 Explain the usefulness of the source to a historian researching how people responded towards bus fare increases. (2 x 2) (4)

2.4 Consult Source 2D



2.4.1 Why, according to the source did consumer boycotts become popular compared to other forms of resistance. (1 x 2) (2)

2.4.2 Using the source and your own knowledge, explain why SACTU organised the potato boycott in the Eastern Transvaal (2 x 2) (4)

2.4.3 Using the source and your own knowledge, explain why you think the Potato Boycott worked positively for farm workers. (2 x 2) (4)

2.5 Refer to Sources 2C and 2D. Explain how the information in Source 2C supports the information in Source 2D regarding how people reacted against the apartheid system. (2 x 2) (4)

2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how different black communities successfully used boycotts in resistance against apartheid in the 1950s. (8)

**[50]**



**SECTION B: ESSAY QUESTIONS**

Answer any ONE question in this section.

Your essay should be about THREE pages long.

**QUESTION 3: THE RISE OF AFRIKANER NATIONALISM, 1900s TO 1950s: SOUTH AFRICA.**

Explain to what extent the Afrikaners were successful in uniting all Afrikaans-speaking whites to form a unique nation (*volk*) characterised by a common history from 1900 to the 1950s.

Use relevant evidence to support your line of argument.

**[50]**

**QUESTION 4: APARTHEID LAWS FROM 1948 TO THE 1960s**

In order to maintain racial superiority, the National Party government of South Africa passed apartheid laws which discriminated against other races from 1948 to 1960.

Do you agree with this statement? Use relevant evidence to support your line of argument

**[50]**

**TOTAL: 100**



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**ADDENDUM**

**This addendum consists of 10 pages.**

**QUESTION 1: WHAT ROLE DID THE ANC YOUTH LEAGUE PLAY IN MOBILISING PEOPLE AGAINST WHITE DOMINATION IN SOUTH AFRICA IN THE 1940s?**

**SOURCE 1A**

This source was taken from a journal article titled THE AFRICAN NATIONAL CONGRESS YOUTH LEAGUE'S (ANCYL'S) ROLE AS THE "KINGMAKER": A MOMENT OF POST POLOKWANE BLUES? By Chitja Twala. It explains the formation of the ANC Youth League in the 1940s.

In the 1940s with the intensification of the policies of segregation in South Africa and the marginalisation (side- lining) of the ANC, there emerged a new breed of members from the ANC, who were younger and more militant(confrontational). In the history of the ANC, the ANCYL is a legend that rhymes with "radicalism" (intolerance) and "militancy". This younger generation had observed that the ANC was not making any impact on the successive regimes and that all forms of peaceful protest available to the ANC were not producing the desired results as per their expectations.

The African National Congress Youth League's role as the "kingmaker"<sup>157</sup> in 1944 changed the ANC from the organisation it was in the 1930s to the mass movement it became in the 1950s. According to these young and militant leaders, it was necessary to adopt new tactics and new ways of pursuing the struggle for the rights and freedom for majority of the oppressed masses in South Africa. There were many leaders who gave their support to the formation of the ANCYL. Most notable of these leaders were MA Lembede, W Sisulu, NR Mandela, OR Tambo, AP Mda, MR Sobukwe and N Mokhele. These leaders had become dissatisfied with the forms and tactics used by the ANC in advancing the course of the struggle but their political approach was of internal dimension and they considered themselves an integral (necessary) part of the ANC. Their militant stance in dealing with all forms of oppression led these leaders to be regarded as the out-of-line hotheads by their elders.

[From: Chitja Twala. (2009). *THE AFRICAN NATIONAL CONGRESS YOUTH LEAGUE'S (ANCYL'S) ROLE AS THE "KINGMAKER": A MOMENT OF POST POLOKWANE BLUES?*]

### SOURCE 1B

This source is an extract from an interview of DAN TLOOME, a trade unionist and ANC and CPSA member since the late 1930s. In his interview he explains the nature of the ANC after the formation of the ANC Youth League.

"I found that at the time I first joined, the ANC was an organization of teachers, intellectuals, clergymen — all the elite (best) of African society. Young people were not very much interested in the ANC. They felt it was an organization of elderly people. As a result, the ANC never became progressive (broad- minded) until it was joined by younger people: the Tambos, Mandelas and so on. Those were members of the Youth League of the ANC. It was when those young people came into the ANC that there was transformation in so far as the ideology (belief) was concerned, because in the past the elderly people believed in demonstrations, reconciliation with the powers that be and so on. They weren't very much interested in action against the government.

Yet it seems that while you supported the Youth League's militancy, you were also critical of their definition of the enemy.

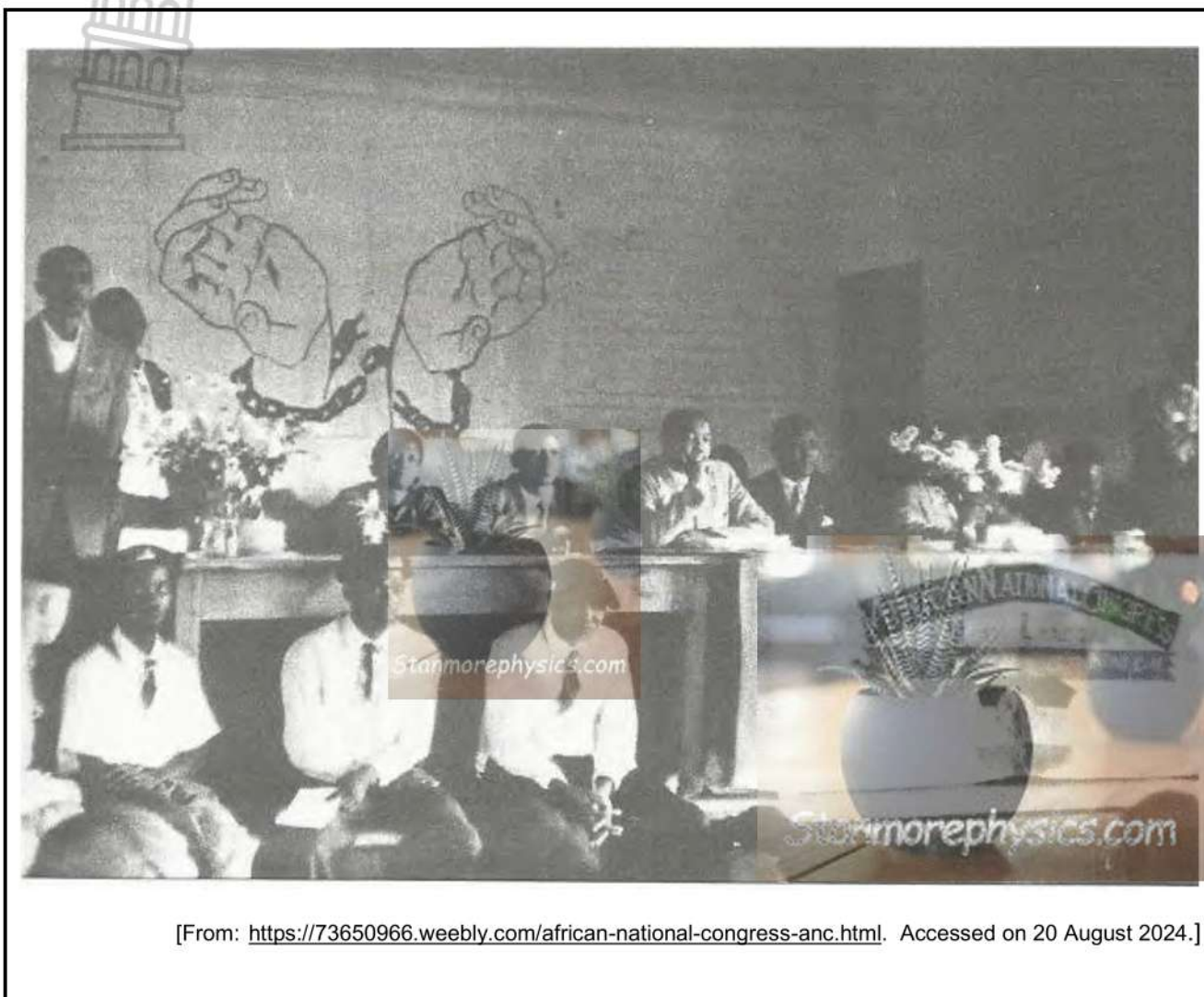
Their outlook was that our fight is against the white people. 'We are nationalist (separatist) here, and these white people took away our land' — that was the type of approach. Then I would get up and say, 'You can't take the white man and throw him into the sea. He was born in South Africa and we will have to stay with them here.' There was too much focus on the white people: 'White people are oppressing us, they have taken our land,' and so on and so forth.

I felt that it was not really the question of white people that was the point. The point was exploitation (abuse) of people, irrespective of whether they are white or black. I came to understand that what we are fighting against is not a white man — we are fighting against exploitation of the working people."

[From: [https://www.saha.org.za/nonracialism/class\\_of\\_44.htm](https://www.saha.org.za/nonracialism/class_of_44.htm). Accessed on 20 August 2024]

### SOURCE 1C

The picture below shows members of the youth league including Nelson Mandela, Oliver Tambo and others during the launch of the ANC Youth League in 1944.



[From: <https://73650966.weebly.com/african-national-congress-anc.html>. Accessed on 20 August 2024.]

## SOURCE 1D

This source was extracted from the ANC Youth League Manifesto of 1944. It explains how the youth league members wished to address issues facing Africans.

### STATEMENT OF POLICY

South Africa has a complex (difficult) problem. Stated briefly it is: The contact of the White race with the Black has resulted in the emergence of a set of conflicting living conditions and outlooks on life which seriously hamper (prevent) South Africa's progress to nationhood. The White race, possessing superior military strength and at present having superior organising skill has arrogated (do away) to itself the ownership of the land and invested itself with authority and the right to regard South Africa as a White man's country. This has meant that the African, who owned the land before the advent (arrival) of the Whites, has been deprived (disadvantaged) of all security which may guarantee him an independent pursuit of destiny or ensure his leading a free and unhampered life. He has been defeated in the field of battle but refuses to accept this as meaning that he must be oppressed, just to enable the White man to further dominate him.

The African regards Civilisation as the common heritage (culture) of all Mankind and claims as full a right to make his contribution to its advancement and to live free as any White South African: further, he claims the right to all sources and agencies to enjoy rights and fulfil duties which will place him on a footing of equality with every other South African racial group.

The majority of White men regard it as the destiny (intention) of the White race to dominate the man of colour. The harshness of their domination, however, is rousing (provoking) in the African feelings of hatred of everything that bars his way to full and free citizenship and these feelings can no longer be suppressed.

[From: <https://www.saha.org.za/udf/civics.htm>. Accessed on 12 July 2024.]

**QUESTION 2: HOW DID DIFFERENT BLACK COMMUNITIES SUCCESSFULLY USE BOYCOTTS IN RESISTANCE AGAINST APARTHEID IN THE 1950s?**

**SOURCE 2A**

This source explains the implementation of the Bantu Education of 1953 and how the ANC mobilised people to boycott this policy between 1953 and 1954.

In 1953 the South African Government passed the Bantu Education Act into law. This act gave the South African government the power to structure the education of Native South African children, separate from White South African children. This law was intended to organize a federal(centralised) education system that would ensure that all students received an education. But it also engrained (fixed) an apartheid framed education system that was predicted to impede (prevent) the advancement of black children. Many ANC members, African parents, teachers, and ministers were unhappy with the way that the Act was created to educate black children in preparation for the jobs that white oppressors deemed appropriate for their social class.

Due to the discontent that the Act had triggered (activated), ANC members began to come up with methods to organize and protest against the Act. During the 42<sup>nd</sup> Annual Conference of the ANC in December 1954, Congressmen agreed to actively oppose the Bantu Education Act and they encouraged African parents to withdraw their children from schools in a 1 April boycott. The ANC then gave the Women's League and Youth League sections of the ANC control over future campaign organization and execution. The goal of the campaign was to revoke (cancel) and create an alternative to the Bantu Education Act. By March 1955, the campaigners had agreed that, "Withdrawal of the children remained the ultimate aim, the resolution now called only for nonparticipation in the elections of school committees and school boards for the present."

Although the campaign organisers had difficulty agreeing on an adequate and effective method of protest, by April some schools had begun boycotting the South African education system and creating methods of alternative education.

[From: <https://nvdatabase.swarthmore.edu/content/black-south-africans-boycott-bantu-education-system-1954-1955>. Accessed on 20 August 2024].

**SOURCE 2B**

This source was taken from the South African History online. It shows the community and students protesting against Bantu Education in 1955.



[From: <https://www.sahistory.org.za/image/school-boycott-protest-against-bantu-education-1955>. Accessed on 20 August 2024 ]

## SOURCE 2C

This source explains how the residents of Alexandra (Johannesburg) reacted towards bus fare increases in 1957.

In 1957, the Public Utility Transport Corporation (PUTCO) in South Africa raised the bus fare from 4d to 5d for commuters in Johannesburg. This was equivalent to 2 pennies or 1 shilling (15c) more than what the South Africans would need to pay a week. However, 80 percent of Johannesburg Africans lived under the poverty line, and so the raise was far more than the Africans could afford. The black South Africans in Alexandra grew tired of the behaviour and exploitation of the PUTCO and of their own meagre (low) wages.

On 7 January, 1957, these Africans in Alexandra launched a bus boycott exclaiming, "Azikhwelwa!" "We shall not ride!" was the rallying cry as they walked the 22 miles from Alexandra to Johannesburg rather than taking the bus.

The Alexandra People's Transport Action Committee (APTAC) formed on 7 January and encouraged organizations in the township to send representatives to join the committee. Many organizations took APTAC on this invite and sent representatives. These organizations included the African National Congress (which consisted of three factions: Africanists, Freedom Charterists, and the Women's League), the Standholders' Association, the Standholders' and Tenants' Association, the Vigilance Association, the Tenants' Association, and the Movement for a Democracy of Content.

The APTAC facilitated the campaign and by the second day of the boycott the sentiment (emotions) had spread to Sophiatown, in Johannesburg, and Lady Selbourne, in Pretoria. South Africans in Atteridgeville, Mooiplaats, New Clare, Germiston, and Edenvale joined the boycott as well, but only participated for a week.

[From: <https://nvdatabase.swarthmore.edu/content/south-africans-successfully-boycott-buses-johannesburg-1957>.

Accessed on 20 August 2024]

## SOURCE 2D

This source taken from the SA History online explains the reasons why people organized the so called 'Potato Boycott' in 1959.

After the 1952 Defiance Campaign and the Congress of the People in 1955, the government prohibited most forms of political action and also banned many political leaders. The movement turned to boycotts as a method of resistance. Representatives of the African National Congress (ANC), the South African Congress of Trade Unions, South African Indian Congress (SAIC), South African Coloured People's Organisation/SACPO and the Congress of Democrats created a combined body called the Congress Alliance. The Congress Alliance aimed to initiate a boycott strategy in the struggle for equality in South Africa.

Consumer boycotts were popular as there was less victimisation compared to other forms of resistance. Other boycotts included the 1957 Alexandra bus boycott, Beer Hall Boycott etc. On Friday, 26 June 1959 the SACTU, launched the national potato boycott in response to the unsatisfactory working conditions of labourers in Bethal in the Eastern Transvaal now known as Mpumalanga. Over 60, 000 people attended the launch of the boycott at Currie's Fountain in Durban. The potato boycott of 1959 is regarded as one of the most successful boycotts supported by the ANC. Many people, black and white, started boycotting potatoes, a staple (basic) to many people's diets.

Setswanning Molefe, an ANC supporter from Alexandra Township in Johannesburg believed that: 'The Boer who farmed with potatoes had the habit of knocking down his 'lazy' labourers with his tractor...'

In August 1959 a leaflets were released by the Congress Alliance titled: 'Potato Boycott lifted. A victory for the people. A warning for the farmer.' The boycott was finally called off in September 1959. It gave people confidence to participate in other protests.

[From: <https://www.sahistory.org.za/dated-event/sactu-launches-national-potato-boycott>. Accessed on 12 July 2024]

## ACKNOWLEDGEMENTS

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

Chitja Twala. (2009). *THE AFRICAN NATIONAL CONGRESS YOUTH LEAGUE'S (ANCYL'S) ROLE AS THE "KINGMAKER": A MOMENT OF POST POLOKWANE BLUES?*

[https://www.saha.org.za/nonracialism/class\\_of\\_44.htm](https://www.saha.org.za/nonracialism/class_of_44.htm).

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<https://nvdatabase.swarthmore.edu/content/black-south-africans-boycott-bantu-education-system-1954-1955>.

<https://www.sahistory.org.za/image/school-boycott-protest-against-bantu-education-1955>.

<https://nvdatabase.swarthmore.edu/content/south-africans-successfully-boycott-buses-johannesburg-1957>.

<https://www.sahistory.org.za/dated-event/sactu-launches-national-potato-boycott>.



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**MARKING GUIDELINES**

**MARKS: 100**

**These marking guidelines consist of 18 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 sources</li> <li>Explain information gathered from sources</li> <li>Analyse evidence from sources</li> </ul>	40% (20)
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>	30% (15)

### 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 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.



**COMMENT**

Used mostly relevant evidence to write a basic paragraph

Level 2 ✓✓✓✓

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

**2. ESSAY QUESTIONS**

**2.1 The essay questions require candidates to:**

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

**2.2 Marking of essay questions**

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

**2.2.1 Global assessment of the essay**

The essay will be assessed holistically (globally). This approach requires the teacher to assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will **not** be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

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

**2.4 Assessment procedures of the essay**

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the first reading of the essay ticks need to be awarded for a relevant introduction (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline). For example in an essay where there are five (5) main points there could be about seven (7) ticks.

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

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

2.4.4 The following additional symbols **MUST** be used when assessing an essay:

- Introduction, main aspects and conclusion not properly contextualised

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- Wrong statement

\_\_\_\_\_

- Irrelevant statement

|

|

|

- Repetition

R

- Analysis

A√

- Interpretation

I√

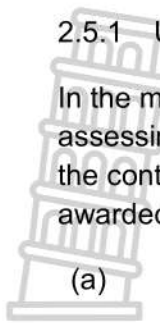
- Line of argument

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 the essay 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 the essay will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 3	





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

C	LEVEL 4	}26-27
P	LEVEL 3	

**COMMENT**

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

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

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
<b>PRESENTATION</b>  <b>CONTENT</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.	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.
<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 or irrelevant content selection.			30–33	28–29	26–27		
<b>LEVEL 3</b> 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	
<b>LEVEL 2</b> Question inadequately addressed. Sparse content.					20–23	18–19	14–17
<b>LEVEL 1*</b> 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
- Answer 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: WHAT ROLE DID THE ANC YOUTH LEAGUE PLAY IN MOBILISING PEOPLE AGAINST WHITE DOMINATION IN SOUTH AFRICA IN THE 1940s?**

1.1

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

- Younger
  - more militant
- (2 x 1) (2)

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

- The ANC was not making any impact on the successive regimes and that all forms of peaceful protest available to the ANC were not producing the desired results as per their expectations
- (1 x 2) (2)

1.1.3 *[Interpretation of information from Source 1A - L2]*

- The youth league was more militant than the old ANC
  - The Youth League came with new strategies which were forceful in fighting against apartheid
  - Youth league mobilised many people and membership increased greatly
  - Any other relevant response
- (2 x 2) (4)

1.1.4 *[Extraction of information from Source 1A – L1]*

- MA Lembede, OR Tambo, MR Sobukwe and N Mokhele
  - W Sisulu, NR Mandela
  - AP Mda
- any (2 x 1) (2)

1.1.5 *[Definition of historical concept from Source 1A in own words – L1]*

- State of setting certain people apart because of their differences
  - Any other relevant responses
- (1 x 2) (2)

1.2

1.2.1 *[Extraction of information from Source 1B – L1]*

- The ANC was an organisation of teachers, intellectuals, clergymen — all the elite of African society
- (1 x 2) (2)

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

- Tloome implied that the elders of the ANC did not want to use violence to attain freedom
  - Elders of the ANC were not radical in their campaigns
  - The elders relied on petitions and peaceful negotiations instead of massive action
  - Any other relevant response
- (2 x 2) (4)

1.2.3 *[Explanation of historical concept from Source 1B in the context – L2]*

- The state whereby the ANC youth league brought new strategies; forceful non-violent and violent actions against white domination in South Africa

- Any relevant response (1 x 2) (2)

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

- 'You can't take the white man and throw him into the sea'
- He was born in South Africa and we will have to stay with them here.'
- I felt that it was not really the question of white people that was the point (2 x 1) (2)

1.3

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

- Indeed the ANC Youth League was formed by young people
- The focus of the ANC was to break to bondage of colonialism and segregation (hands in broken chains)
- Any other relevant responses (2 x 2) (4)

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

- The ANC youth league was fighting against the bondage of colonialism
- The hands implies hope for freedom using forceful strategies
- Black people were supposed to stand up and fight for them to get freedom
- Any other relevant response (2 x 2) (4)

1.4

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

- White people considered themselves superior and were unwilling to negotiate for peace with blacks.com
- The white government divided people according to their races creating different nations in one country
- White people was oppressing black people
- Any other relevant response (1 x 2) (2)

1.4.2 [Extraction of information from Source 1B – L1]

- a) The African regards Civilisation as the common heritage of all Mankind and claims as full a right to make his contribution to its advancement and to live free as any White South African (1 x 1)
- b) The majority of White men regard it as the destiny of the White race to dominate the man of colour (1 x 1) (2)

1.4.3 [Determining the reliability of the source, source 1C – L3]

The source is **RELIABLE** because

- It is a primary source extracted directly from the ANC youth league manifesto
- The source provides problems which were discussed at the manifesto
- Any other relevant response (2 x 2) (4)

1.5 [Comparison of information in Sources 1C and 1D to ascertain similarities – L3]

- Both sources show that the ANC Youth League members were no longer patient about the slow pace of the struggle which was initiated by the ANC
- Both sources show that the ANC youth league was against un-militancy of the ANC and its application of peaceful methods against segregation
- Any other relevant response (2 x 2) (4)

1.6 [Interpretation, analysis and synthesis of evidence from relevant sources - L3]

Candidates could include the following aspects in their response:

- The ANC membership was slowly growing because the leaders relied on peaceful strategies against colonialism (own knowledge)
- In the 1940s young people became impatient with slow pace of the struggle in attaining freedom
- In the 1940s, there emerged a new breed of members from the ANC, who were younger and more militant (source 1A)
- The young members felt it was necessary to adopt new strategies which were forceful and more militant to attain freedom (source 1A)
- Because of the influence of the youth league the ANC adopted new tactics such as strikes, boycotts and more forceful non-violent tactics (own knowledge)
- The ANC youth league followed the non-racial approach and were against exploitation of blacks by white people (source 1B)
- The youth league fought for equality as they were against the idea of white superiority (source 1D)
- The influence of the youth benefited the ANC as its membership grew greatly in the 1950s (own knowledge)
- Changes manifested in the 1950s as many people were mobilised to fight for freedom (own knowledge)
- Any other relevant responses

(8)

Use the following rubric to allocate marks:

<p>LEVEL 1</p>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of the role played by the ANC Youth League in mobilising people to stand against white domination in South Africa.</b></li> <li>• Uses evidence partially or cannot write a paragraph.</li> </ul>	<p><b>MARKS 0–2</b></p>
<p>LEVEL 2</p>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows some understanding of the role played by the ANC Youth League in mobilising people to stand against white domination in South Africa.</b></li> <li>• Uses evidence in a basic manner to write a paragraph.</li> </ul>	<p><b>MARKS 3–5</b></p>
<p>LEVEL 3</p>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of the role played by the ANC Youth League in mobilising people to stand against white domination in South Africa.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<p><b>MARKS 6–8</b></p>

(8)  
[50]

**QUESTION 2: HOW DID DIFFERENT BLACK COMMUNITIES SUCCESSFULLY USE BOYCOTTS IN RESISTANCE AGAINST APARTHEID IN THE 1950s?**

2.1

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

- This act gave the South African government the power to structure the education of Native South African children, separate from White South African children (1 x 2) (2)

2.1.2 *[Extraction of information from Source 2A – L1]*

- Many ANC members, African parents, teachers, and ministers were unhappy with the way that the Act was created to educate black children in preparation for the jobs that white oppressors deemed appropriate for their social class (1 x 2) (2)

2.1.3 *[Extraction of information from Source 2A – L1]*

- Congressmen agreed to actively oppose the Bantu Education Act and they encouraged African parents to withdraw their children from schools in a 1 April boycott (1 x 2) (2)

2.1.4 *[Interpretation of information from Source 2A - L2]*

- Bantu Education was an inferior one which aimed to undermine black people from progressing academically
- Bantu Education was meant to make black people manual labourers only
- Any other relevant response (1 x 2) (2)

2.2

2.2.1 *[Interpretation of information from Source 2B – L2]*

- Many people and students stood up in protest against Bantu Education (2)
- Many people (parents) responded positively to the ANC's call to boycott Bantu Education
- Many black people became aware of the dangers of Bantu Education, hence they participated in resistance against it
- Any other relevant responses (2 x 2) (4)

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

- These were encouraging words to black people to stand up and fight if they wanted to see change
- The words encouraged all people who were oppressed to participate in the struggle for freedom
- This meant that people should fight to show their resistance against Bantu Education
- Any other relevant response (2 x 2) (4)

2.3

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

- 80 percent of Johannesburg Africans lived under the poverty line
- ...the raise was far more than the Africans could afford

- The black South Africans in Alexandra grew tired of the behaviour and exploitation of the PUTCO and of their own meagre wages Any (2 x 1) (2)
- 2.3.2 *[Extraction of information from Source 2C – L1]*
- Africans in Alexandra launched a bus boycott exclaiming, "Azikhwelwa!" "We shall not ride!" (1 x 2) (2)
- 2.3.3 *[Definition of historical concept from Source 2C in own words – L1]*
- An organised refusal to take part or support a certain service as a form of protest
  - Any other relevant response (1 x 2)
- 2.3.4 *[Interpretation of information from Source 2C – L2]*
- The success of bus boycott in Alexandra gave many people confidence of the effectiveness of boycott as a form of resistance
  - Boycotts spread to other parts of the country e.g. consumer boycotts
  - Any other relevant response (1 x 2) (2)
- 2.3.5 *[Determining the usefulness of the source, source 2C – L3]*  
The source is useful because:
- The source explains that people responded to bus fare increase by boycotting the buses
  - The indicate that people walked long distances as an alternative to the buses
  - Any other relevant response (2 x 2) (4)
- 2.4
- 2.4.1 *[Extraction of information from Source 2D – L1]*
- there was less victimisation compared to other forms of resistance (1 x 2) (2)
- 2.4.2 *[Interpretation of information from Source 2D – L2]*
- Workers in potato farms were ill-treated by their employers
  - SACTU was demanding better working conditions
  - SACTU was demanding better wages for farm workers
  - Any other relevant response (2 x 2) (4)
- 2.4.3 *[Interpretation of information from Source 2D – L2]*
- Working conditions improved in the farms
  - Many employers ceased mistreating their employers
  - Any other relevant response (2 x 2) (4)
- 2.5 *[Comparison of information in Sources 2C and 2D to ascertain similarities – L3]*
- In Source 2C, PUTCO increased bus fare and people responded by boycotting the buses while, in source 2D, farm workers were mistreated and people responded by boycotting potatoes
  - Both sources show that boycotts were used effective against mistreatment
  - Any other relevant response (2 x 2) (4)

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

Candidates could include the following aspects in their response:

- Apartheid government introduced a series of policies which oppressed or disadvantaged Black people in particular (own knowledge)
- These policies such as Bantu Education Act and Pass laws triggered resistance by Africans and some whites (own knowledge)
- ANC members mobilised people to boycott Bantu Education (source 2A & 2B)
- People in Alexandra showed their dissatisfaction with the bus services and the bus fare increase by organising bus boycott in 1957 (source 2C)
- The success of the Alexandra bus boycott gave confidence for other protests around the country (source 2C)
- SACTU organised Potato against mistreatment of people in farms in Eastern Transvaal (Mpumalanga) (source 2D)
- The potato boycott's success was a victory for farm workers as conditions improved in the farms (source 2D)
- Boycotts were effective as they challenged the government to change some of their strategies to oppress blacks (own knowledge)
- Any other relevant responses

(8)

Use the following rubric to allocate marks:

<p>LEVEL 1</p>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of how different black communities successfully used boycotts in resistance against apartheid in the 1950s.</b></li> <li>• Uses evidence partially or cannot write a paragraph.</li> </ul>	<p><b>MARKS</b> <b>0–2</b></p>
<p>LEVEL 2</p>	<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 different black communities successfully used boycotts in resistance against apartheid in the 1950s.</b></li> <li>• Uses evidence in a basic manner to write a paragraph.</li> </ul>	<p><b>MARKS</b> <b>3–5</b></p>
<p>LEVEL 3</p>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of how different black communities successfully used boycotts in resistance against apartheid in the 1950s.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<p><b>MARKS</b> <b>6–8</b></p>

(8)  
[50]

## SECTION B: ESSAY QUESTIONS

### QUESTION 3: THE RISE OF AFRIKANER NATIONALISM, 1900s TO 1950s: SOUTH AFRICA

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

Candidates should state to what extent they agree with the statement; they need to include the following aspects in their response:

#### SYNOPSIS

Candidates must explain how Afrikaner nationalism managed to unite Afrikaans-speaking people

#### MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate to what extent they Afrikaner nationalism was successful in united Afrikaners.

#### ELABORATION

- **End of the South African War or 1899 to 1902 (background)**
- There was little unity in different regions until after the South African War of 1899 to 1902 and the formation of the Union of South Africa in 1910
- The Afrikaner states fought against the British Empire in the South African war and they suffered greatly
- They lost independence as Transvaal and Orange Free State became British colonies
- Suffering of women and children
- Many Afrikaner farmers lost their land and were forced to move into cities that were known as poor whites
- **UNION OF SOUTH AFRICA: 1910**
- **After the war** the British attempted to unite English and Afrikaans-speaking-South Africans into one nation.
- However, the British were in control and they wanted to keep their heritage links such as **the Union Jack (British flag) and British National Anthem.**
- The Afrikaners were not happy because they wanted a greater say in what they called **their country.**
- **FORMATION OF THE "NATIONAL PARTY"**
- In 1914, the National party was formed to promote white Afrikaner interests.
- It was led by JBM Hertzog a former Boer general and Afrikaner politician.
- The National Party was supported at Cape and Transvaal and was voted into power in 1924.
- Afrikaner Nationalism in the 1930s

- The Afrikaner nationalists established several organisations to promote these aims
- Role of The Broederbond (band of brothers)
- The aim was economic empowerment of Afrikaners and end British domination in the economy.
- **Federation of Afrikaans Cultural Organisation (FAK)**
- Afrikaner cultural organisations, separate from the English versions, were established like: **Voortrekkers** (similar to the Boy Scouts and Girl Guides) and the **Noodhulpliga** (similar to the Red Cross).
- The significance of the Great Trek for Afrikaner Nationalism
- In 1938, the Broederbond organised the Great Trek commemorating the Great Trek that took place 100 years before in 1838.
- Affirmative action for the Afrikaner Volk (nation)
- Afrikaners believed they had a special history as people chosen by God during the Great Trek of the 1830s.
- Achievements of the National Party and organisations
- **In education**, white Afrikaners were taught in their own language and with a curriculum which stressed the Dutch Reformed religion, white supremacy and Afrikaner Nationalist versions of history.
- **IN LABOUR**; Afrikaner trade unions, such as Spoorbond for railway workers, were set to protect the interests of the whites
- **IN RELIGION**; white Afrikaners were discouraged from belonging to foreign or English-dominated churches such as Anglican, Methodist or Catholic
- **IN ECONOMY**; separate Afrikaner financial institutions were established
- In 1948, the **National Party with its apartheid policy came to power**
- Any relevant response
- Candidates should tie their argument with a relevant conclusion

**QUESTION 4: APARTHEID LAWS FROM 1948 TO THE 1960s**

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

**SYNOPSIS**

Candidates need to indicate whether or not the statement is valid

If candidates valid with the statement, they must substantiate their response with relevant examples.

**MAIN ASPECTS**

Candidates should include the following aspects in their essays:

- Introduction: Candidates need to take a line of argument by explaining the validity of the statement
- Candidates should state that they agree that the NP passed a series of laws which discriminated against black people and other races

**ELABORATION**

- National Party was voted into power in 1948; minority of the South African voters voted for the implementation of the policy of Apartheid.
- Main pillars of Apartheid: Race laws, Laws that restricted the movement of people, Laws that ensured separate amenities (facilities) for various groups, Education laws and The Homelands policy

**• RACE LAWS**

- The Mixed Marriages Act of 1948
- This act prohibited people of different races to marry.
- Prohibition of Mixed Marriages Act (1949) made marriages between white people and other people of other races illegal.

**• Immorality Act of 1950**

- This policy aimed at maintaining racial purity of whites
- This Act prevented sexual intercourse (sexual relations) between whites and non-whites
- The Population Registration Act of 1950

**• RESTRICTED MOVEMENT**

- Group Areas Act of 1950
- Apartheid emphasised separate residential areas
- The government enforced boundaries which separated all the residential areas of different race groups

- This meant if an area was declared for a particular race group, all other people living there would have to move and settle in the area set for them

**• The Abolition of Passes and Co-ordination of Documents Act of 1952**

- The Urban Areas Act of 1954 (elaborate)

**• SEPARATE AMENITIES (FACILITIES)**

- Separate Amenities Act of 1953

- Act empowered the government to reserve public facilities such as sporting, entertainment facilities for the use of certain groups

**• SEPARATE AND UNEQUAL EDUCATION**

- The Bantu Education Act of 1953
- Black school children were given an inferior education in terms of Bantu Education Act.
- Separate Universities Act of 1959
- ENSURING WHITE POLITICAL CONTROL AND ANTI-COMMUNISM
- Any relevant response



[50]

**GRAND TOTAL: 100**

