



Province of the
EASTERN CAPE
EDUCATION

NATIONAL
SENIOR CERTIFICATE

GRADE 11: HISTORY

TERM 3: 2025

STANDARDISED TEST: 2

TIME: 2 HOURS
MARKS: 100

INSTRUCTIONS AND INFORMATION

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

SECTION A: SOURCE BASED QUESTIONS.

QUESTION 1: APARTHEID SOUTH AFRICA 1940s TO 1960s.
INTENSIFIED RESISTANCE TO APARTHEID.

SECTION B: ESSAY QUESTIONS

QUESTION 2 APARTHEID SOUTH AFRICA 1940s TO 1950s.
PASSIVE RESISTANCE TO APARTHEID

2. In SECTION A the source material that is required to answer these questions may be found in the ADDENDUM/SOURCES.

3. Answer **BOTH** questions.

4. You are advised to spend at least ONE hour per question so that you are able to manage time.

5. When answering the questions, candidates should apply their knowledge, skill and insight especially when answering Level 2 and 3 questions.

6. Candidates will be disadvantaged by merely rewriting the sources as answers.

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

8. Write neatly and legibly.

SECTION A: SOURCE BASED QUESTIONS

Answer this question using the source material contained in the ADDENDUM.

QUESTION 1: WHAT ROLE DID THE SHARPEVILLE MASSACRE PLAY TO INFLUENCE THE OPPRESSED MASSES OF SOUTH AFRICA TO INTENSIFY THE STRUGGLE AGAINST APARTHEID IN THE 1960s?

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

1.1 Use Source 1A.

1.1.1 Define the term *apartheid* in your own words. (1 x 2) (2)

1.1.2 Name TWO privileges, according to the source, that were enjoyed by the whites in South Africa during the 1960s. (2 x 1) (2)

1.1.3 Comment on why you think white colonial rule used racist laws and violence to repress the black population long before the formal creation of Apartheid. (1 x 2) (2)

1.1.4 Using the source and your own knowledge, explain why blacks were against the carrying of the Passes. (2 x 2) (4)

1.2 Refer to Source 1B

1.2.1 Quote evidence from the source that suggests that the Sharpeville March against apartheid regime was planned to spread all over South Africa. (1 x 2) (2)

1.2.2 What, according to the source, were the TWO proposed forms of resistance that were going to be used during Sharpeville March? (2 x 1) (2)

1.2.3 Mention TWO liberation movements that participated in the Sharpeville March. (2 x 1) (2)

1.2.4 Using the information in the source and your own knowledge, explain why you think the people protested outside the police station in Sharpeville. (2 x 2) (4)

1.2.5 Define the term *Massacre* in the context of the repression by apartheid government. (1 x 2) (2)

1.3 Use Source 1C.

1.3.1 Comment on how the results of the Sharpeville March have been portrayed in this photograph. (1 x 2) (2)

1.3.2 Comment on why the policemen used brutality in response to the Sharpeville March in 1960. (2 x 2) (4)

1.4 Refer to sources 1B and 1C. Explain how the information in source 1B supports the evidence in source 1C regarding the consequences of the Sharpeville March. (2 x 2) (4)

1.5 Consult Source 1D.

1.5.1 State any TWO results of the Sharpeville March in the source which made the international community to focus on South Africa. (2 x 1) (2)

1.5.2 Name TWO countries which were not involved when the UN blamed South African government for the recent killings in Sharpeville. (2 x 1) (2)

1.5.3 Explain the impact that would be caused by the withdrawal of foreign investors from South Africa. (2 x 2) (4)

1.5.4 Explain why you think the United Nations decided to intervene in South African Affairs for the first time after the Sharpeville massacre. (2 x 2) (4)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about 6 lines (60 words) explaining what role the Sharpeville massacre played to influence the oppressed masses of South Africa to intensify the struggle against apartheid in the 1960s. (6)

GRID ANALYSIS

QUESTION 1	LEVEL 1 Extraction/Definition of concepts	LEVEL 2 Interpretation of evidence	LEVEL 3 Evaluation of evidence
1.1			
1.1.1	(1x2) (2)		
1.1.2	(2 x 1) (2)		
1.1.3		(1x2) (2)	
1.1.4		(2x 2) (4)	
1.2			
1.2.1	(1 x 2) (2)		
1.2.2	(2 x 1) (2)		
1.2.3	(2x1) (2)		
1.2.4		(2 x 2) (4)	
1.2.5		(1x2) (2)	
1.3			
1.3.1		(1x2) (2)	
1.3.2		(2x2) (4)	
1.4			(2x2) (4)
1.5			
1.5.1	(2x1) (2)		
1.5.2	(2x1) (2)		
1.5.3		(2x2) (4)	
1.5.4		(2x2) (4)	
1.6			(6)
Totals	14	26	10

SECTION A: ESSAY QUESTION

QUESTION 2: PASSIVE RESISTANCE TO APARTHEID 1940S TO 1960S.

Explain to what extent did the different non-violent forms of resistance against Apartheid in the 1940s to 1960s contribute to the ultimate demise (fall) of apartheid in South Africa.

Use relevant historical evidence to support your argument.

[50]

Total : [100]



ADDENDUM

QUESTION 1 WHAT ROLE DID THE SHARPEVILLE MASSACRE PLAY TO INFLUENCE THE OPPRESSED MASSES OF SOUTH AFRICA TO INTENSIFY THE STRUGGLE AGAINST APARTHEID IN THE 1960s?

SOURCE 1A

This source is an article written by Mathew MicRae published by Canadian Museum for human rights. It was originally published on the 19 March 2019 and updated on the 8 August 2023. It focused on the reasons for the anti-pass campaign which resulted in the Sharpeville massacre which occurred in South Africa during the Apartheid era.

The Sharpeville Massacre occurred in South Africa during the era of "apartheid," a racist legal system that denied rights and freedoms to anyone who was not considered white.

White people were a minority in South Africa, making up only 15 percent of the population. But they stood at the top of politics and society, wielding (exercising) power and wealth. Black South Africans made up 80 percent of the population but were marginalized, repressed and relegated to the very bottom. White colonial authorities had used racist laws and violence to repress the Black population long before the formal creation of apartheid. But the imposition of apartheid formalised and intensified white supremacist discrimination and inequality.

Apartheid means "apartness" in the Afrikaans language. It was formally endorsed, legalised and promoted by the National Party (NP). The NP was narrowly elected in South Africa in 1948 by an almost exclusively white electorate.

Apartheid laws placed all South Africans into one of four racial categories: "white/European," "native/black," "coloured" (people of "mixed race"), or "Indian/Asian." These laws restricted almost every aspect of Black South Africans' lives...

[From humanrights.ca/story/Sharpeville-massacre Accessed on the 18 August 2025]

SOURCE 1 B

The source below describes how the liberation movements changed their approach from non-violent protest to intensified resistance against Pass laws in the 1960s.

In 1959-1960, the ANC prepared plans for a nationwide campaign of resistance against the racist regime. This was to take the form of a national stoppage of work, burning of passes, and so on. "By March 1960, the ANC's massive campaign was already underway throughout the length and breadth of South Africa. Thus, the masses of the oppressed people were successfully mobilized for the March 31st April Anti-Pass National stoppage of work". However, on 21 March, 10 days before the start of the campaign, the PAC issued a call to the people to go and stand in protest outside police stations. Jack Simons has stated that "only at Sharpeville and Langa was there a big response to Sobukwe's appeal".

What happened there is well known: 69 people were shot dead by the Police and many more were injured. Most were shot in the back and the victims included women and children. Simons goes on to comment on the aftermath.

As news of the Sharpeville massacre spread within South Africa, several riots broke out in towns throughout the country. The regime declared a state of emergency and detained over 20 000 people. In mid-1960s the ANC and PAC were banned under the Suppression of Communism Act. A new reign(rule) of repression was unleashed (released).

[From: *A history of the ANC: South Africa belongs to us* by Francis Meli]

SOURCE 1C

The Visual source below by the Canadian Museum for human rights depicts the Coffins of the Sharpeville protestors who were shot and killed in Sharpeville on the 21 March 1960.



[From [magnumphotos.com/newsroom/politics/an-berry-Sharpeville massacre](https://magnumphotos.com/newsroom/politics/an-berry-Sharpeville-massacre) Accessed on 18 August 2025]

SOURCE 1D

This source is an extract from the book written by John Pampallis who was a South African Author. It explains the impact of the Sharpeville March on the 21 March 1960.

The massacre at Sharpeville and elsewhere, the strikes and demonstrations that followed them, the State of Emergency and the banning of the ANC and PAC focused international attention on South Africa. The publicity was intensified when the prime Minister Dr Verwoerd, was shot (but not killed) at the Rand Easter Show by a white farmer, David Pratt, on 9 April 1960. At the United Nations, the Security Council intervened in South African Affairs for the first time.

A resolution was passed (with the abstention(abstaining) of Britain and France) blaming the South African government for the recent killings and calling on it to initiate measures to bring about racial harmony.

Anti-apartheid feelings at the UN and other international bodies were becoming stronger as many African countries gained their independence and added their voices to anti-colonial and anti-racist moves.

Foreign investors began to withdraw their money from South Africa, fearing a situation in which the government could no longer guarantee stability. This outflow of funds had already started when the economy slumped(collapsed) in 1959, and some investors became nervous at the State's apparent inability to stem(stop) the growth of the liberation movement despite all its repressive measures. After Sharpeville, the rate of disinvestment increased, and many white South Africans sent money out of the country.

[From *Foundations of the New South Africa* by John Pampallis]



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HISTORY
STANDARDISED TEST

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MARKING GUIDELINES

MARKS: 100

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	- Extract evidence from sources - Selection and organisation of relevant information from sources - Define historical concepts/terms	40% (20)
LEVEL 2	- Interpretation of evidence from sources - Explain information gathered from sources - Analyse evidence from sources	40% (20)
LEVEL 3	- Interpret and evaluate evidence from sources - Engage with sources to determine its usefulness, reliability, bias and limitations - Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions	10% (10)

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

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

1.3 Assessment procedures for source-based questions

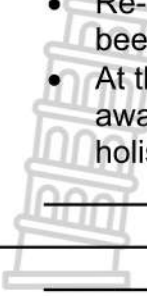
- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 x 2) which translates to one reason and is given two marks (✓✓)
- If a question carries 4 marks then indicate by placing 4 ticks (✓✓✓✓)

Paragraph question

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

- Read the paragraph and place a bullet (.) at each point within the text where the candidate has used relevant evidence to address the question.

- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.
- At the end of the paragraph indicate the ticks (✓) that the candidate has been awarded for the paragraph; as well as the level (1,2, or 3) as indicated in the holistic rubric and a brief comment e.g.



_____ . _____ .

_____ . _____ .

_____ . _____ .

✓✓✓✓

Level 2

Used most relevant evidence to write a basic paragraph

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

$\frac{32}{50}$

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



2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

- Be able to structure their argument in a logical and coherent manner. They need to select, organize and connect the relevant information so that they can 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 Centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to score the overall product, 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' to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without considering the specific requirements of the question. Holistic marking of

the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalize language inadequacies as the emphasis is on the following:

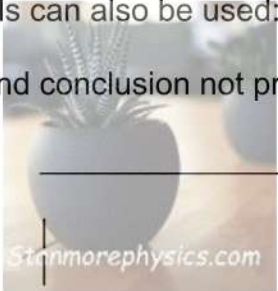
- The construction of argument
- The appropriate selection of factual evidence to support such argument
- The learner's interpretation of the question.

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

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

2.4.3 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualized 
- Wrong statement
- Irrelevant statement
- Repetition R
- Analysis A✓
- Interpretation 1✓

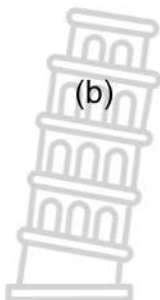
2.5 The matrix

2.5.1 Use of the matrix in the marking of essays

In the marking of essays, the criteria 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	
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(b)

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

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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	



PRESENTATION 	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
	CONTENT 	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.

LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection is relevant to a line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question recognizable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20–23	18–19	14–17
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

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

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

SECTION A: SOURCE BASED QUESTIONS

QUESTION 1: WHAT ROLE DID THE SHARPEVILLE MASSACRE PLAY TO INFLUENCE THE OPPRESSED MASSES OF SOUTH AFRICA TO INTENSIFY THE STRUGGLE AGAINST APARTHEID IN THE 1960s?

1.1.

1.1.1 *[Definition of a historical concept 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)

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

- They stood at the top of politics and society
 - Wielding power and wealth
- (2 x 1) (2)

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

- Apartheid laws were inherited from the white colonial rule
 - White colonial rule used discriminatory practices during the colonial period such as whipping, starvation and being forced to work for long hours.
 - Colonial rule led to the establishment and exercise of colonial control over Africans.
 - A long period of colonial rule determined how all racial groups conceived their identities.
 - Colonial rule shaped the way racial groups see themselves
 - Colonial rule made blacks subjected to high taxation and to carry passes
 - Any other relevant response
- (any 1 x 2) (2)

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

- These laws forced black South Africans to carry special identification that police and other authorities could check at any time.
 - The government used passes to restrict where black South Africans could work, live and travel.
 - Pass books made blacks Aliens in their own country
 - Any other relevant response
- (any 2 x 2) (4)

1.2

1.2.1 *[Extraction of evidence from Source 1B - L1]*

- The ANC prepared plans for a Nationwide Campaign of resistance against racist regime
- (1 x 2) (2)

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

- National stoppage of work
 - Burning of passes
- (2 x 1) (2)

1.2.3 *[Extraction of evidence from Source 1B -L1]*

- ANC
 - PAC
- (2 x 1) (2)

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

- To demand that the Police must arrest them for contravening the Pass laws.
- In response to the call made by the PAC to leave their Passes at home

- To show their defiance of the Pass laws.
- It was a peaceful campaign against racist laws.
- Any other relevant response (any 2 x 2) (4)

1.2.5 [Definition of a historical concept from Source 1B - L2]

- Massacre means killing of many people for instance in Sharpeville 69 Protestors were killed by policemen
- Any other relevant response (1 x 2) (2)

1.3

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

- The Sharpeville Massacre has been widely portrayed as a pivotal moment in the fight against apartheid in South Africa.
- This photograph showed police cruelty during apartheid regime.
- Sharpeville March led to the killing of 69 people
- Police were merciless
- Any other relevant response (any 1 x 2) (2)



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

- Police used brutality and expression in the maintenance of apartheid regime.
- The protest was directed against the Pass laws
- The shooting was a merciless expression of racial violence and racial hatred.
- Police became afraid when they saw a huge crowd of protestors
- Any other relevant response (any 2 x 2) (4)

1.4 [Comparison of evidence from Source 1B and Source 1C -L3]

- Source 1B explained that on the 21 March 1960 police officers opened fire on a group of people who were protesting peacefully
- Source 1C shows coffins of people who were killed on the 21 March 1960 in Sharpeville
- Both sources refer to the brutality of the apartheid regime
- Source 1B explains that the Sharpeville Massacre led to intensified resistance against apartheid and Source 1C shows people who are unhappy with police killings
- Any other relevant response (any 2 x 2) (4)

1.5

1.5.1 [Extraction of evidence from Source 1D-L1]

- The Strikes
- Demonstrations

- The State of emergency
- The banning of the ANC and PAC (any 2 x 1) (2)

1.5.2 [Extraction of evidence from Source 1D-L1]

- Britain
- France (2 x 1) (2)

1.5.3 [Interpretation of evidence from Source 1D-L2]

- The withdrawal of foreign investors from South Africa would lead to high inflation in South Africa.
- There would be a dramatic decline in the currency of South Africa
- There would be high unemployment rate in South Africa.
- It would cause poverty, starvation and destroy the hopes of the people.
- It would cause economic hardships for many people.
- Any other relevant response (any 2 x 2) (4)

1.5.4 [Interpretation of evidence from Source 1D - L2]

- Sharpeville massacre highlighted the violent nature of the apartheid regime
- The killing of 69 peaceful protestors made UN to intervene in South African Affairs
- It was because of the escalating brutality of apartheid
- To protect the disregard of human rights.
- Any other relevant response (any 2 x 2) (4)

1.6 [Interpretation, comparison, and synthesis of evidence from Sources-L3]

Candidates could include some of the following

- The Sharpeville Massacre made the ANC and PAC to change their approach from passive resistance to intensified resistance against apartheid (Source 1B)
- The oppressed masses became able to organize massive campaigns throughout South Africa (Source 1B)

- The Massacre created more protests and riots broke out in towns (Source 1B)
- Oppressed masses were not afraid to be arrested (own knowledge)
- The killing in Sharpeville did not stop black people from fighting against apartheid (Source 1C)
- Black people intensified resistance against apartheid through strikes and demonstrations. (Source 1D)
- Oppressed masses received sympathy from the international community at the UN (Source 1D)
- Foreign investors decided to leave South Africa because of escalating violence and instability (Source 1D)
- The massacre triggered international condemnation of apartheid (Source 1D)
- South Africa became isolated on the world stage (own knowledge))
- The event led to the formation of anti-apartheid movements and intensified internal resistance within South Africa. (own knowledge)
- Any other relevant response

(6)

Use the following rubric to mark and allocate marks for the paragraph question

Level 1	• Uses evidence in an elementary manner e.g shows no or little understanding of the role the Sharpeville massacre played to influence the oppressed masses of	Marks 0-2
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	South Africa to intensify the struggle against apartheid in the 1960s. • Use evidence partially or cannot write a paragraph.	
Level 2	• Evidence is mostly relevant and relates largely to the topic e.g shows some understanding of the role the Sharpeville massacre played to influence the oppressed masses of South Africa to intensify the struggle against apartheid in the 1960s. • Uses evidence in a basic manner to write a paragraph	Marks 3-4
Level 3	• Uses relevant sources e.g demonstrates a thorough understanding of the role the Sharpeville massacre played to influence the oppressed masses of South Africa to intensify the struggle against apartheid in the 1960s. • Uses evidence very effectively in an organised paragraph that shows an understanding	Marks 5-6

SECTION B

QUESTION 2: APARTHEID SOUTH AFRICA-1940s to 1950s

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

Synopsis

Candidates should explain to what extent the different forms of resistance against apartheid in the 1940s to 1950s contribute to the ultimate demise of apartheid in South Africa.

Main aspects



Introduction: Candidates must take a stance by indicating to what extent the non-violent forms of resistance against apartheid contribute to the fall of apartheid in South Africa.

Elaboration

From petition to the Program of action in 1949.

- The passive resistance campaign demonstrated that blacks had the potential to organize and resist the apartheid regime.
- Use of more militant methods of struggle based on boycotts, strikes, civil disobedience.
- In 1952 the ANC implemented the program of action especially since whites were celebrating the 300th anniversary of the arrival of Jan van Riebeeck to South Africa.
- This mass resistance campaign against the oppressive apartheid laws was called defiance campaign.
- **The defiance campaign began on 26 June 1952** and it combined operation of the ANC and SAIC.
- Disregard of apartheid legislation in the urban areas.
- Extension of protests to other towns.
- Involvement of protests in both towns and rural areas.
- **The Congress Alliance of 1955** was empowered to organize a Congress of the People for 25-26 June 1955 at Kliptown.
- ANC organized secret meetings
- Adopted a document called Freedom Charter
- Apartheid regime regarded this document as a communist document which perpetrates violence in South Africa.
- **Women organized Woman's March in 1956**
- It was an anti-pass campaign of 1956.
- 20 000 women of all racial groups travelled to Pretoria from four Provinces to deliver to Prime Minister J.G. Strijdom's office in the Union building.
- Women demanded an end to the carrying of the passes by women.
- The four chosen leaders for the day were Lillian Ngoyi, Rahima Moosa, Sophie Williams and Helen Joseph.
- 9th August came to be celebrated as Women's Day in recognition of women campaign.
- **The freedom charter threatened apartheid regime.**
- **Regarded the freedom charter as a document** drafted to overthrow the government.
- The government responded by embarking on the biggest and most brutal raids on black South Africans.
- This resulted in the Treason Trial of 1956.
- The State arrested 156 in the treason trial of 1956.
- The Treason Trial attracted a great deal of international attention.

- Any other relevant response.

Conclusion: Candidates should round off their argument with a relevant conclusion that sustained the line of argument.

[50]

[100]

