



Province of the
EASTERN CAPE
EDUCATION

DEPARTMENT OF EDUCATION
PROVINCE OF THE EASTERN CAPE

HISTORY

GRADE 11

TERM 3: 2025

SOURCE BASED or ESSAY TASK

TIME: 1HOURS

MARKS: 50

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

SECTION A: SOURCE BASED QUESTION

Question 1: Segregation after the formation of the Union of South Africa

SECTION B: ESSAY QUESTION

Question 2: How did segregation lay the foundation for Apartheid

2. **SECTION A** consists of **ONE** source – based question. Source material that is required to answer the question will be found in the ADDENDUM
3. **SECTION B** consists of **ONE** essay question.
4. Answer **ONE** question
- 4.1 Answer either the source based question or the essay question.
5. When answering questions, you should apply your knowledge, skills and insight.
6. You 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.



QUESTION 1: HOW DID THE POLICIES OF SEGREGATION IN THE 1920s TO 1930s

IMPACT THE LIVES OF ORDINARY SOUTH AFRICANS?

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

1.1 Refer to Source 1A.

- 1.1.1 According to the source, why did Afrikaners feel increasingly marginalised? (1 x 1) (1)
- 1.1.2 What, according to the source, were the concerns of the mine owners? (2 x 1) (2)
- 1.1.3 Explain why the mine owners viewed their workers as a threat? (1 x 2) (2)
- 1.1.4 Quote evidence that suggests that capitalists deliberately economically advantaged the Afrikaner miner over black workers (2 x 1) (2)

1.2 Read Source 1B.

- 1.2.1. Define the term *Segregation* in your own words (1 x 2) (2)
- 1.2.2. Identify THREE spheres (areas) where the new statutes provided for racial separation. (3 x 1) (3)
- 1.2.3. Quote TWO workplaces where the Mines and Works Act of 1926 reserved jobs for the white workers. (2 x 1) (2)
- 1.2.4. Using the source and your own knowledge, explain why the government enacted the Native (Urban Areas) Act in 1923 to segregate the urban residential areas? (2 x 2) (4)

1.3. Study Source 1C

- 1.3.1. What are the messages conveyed by the cartoon? (2 x 2) (4)
- 1.3.2. Compare Sources 1A and 1C. Explain how Source 1C supports Source 1A, regarding the lives of Black citizens in South Africa (2 x 2) (4)

1.4. Refer to Source 1D.

- 1.4.1. According to the source, what was South Africa's wealth built on? (1 x 2) (2)
- 1.4.2. Using the source and your own knowledge, explain why black South Africans worked in the mines, even though their wages were low. (2 x 2) (4)
- 1.4.3. Which law set aside fertile land for whites and forced blacks into the reserves. (1 x 2) (2)
- 1.4.4. Explain what is meant by the term *Compound* in the context of the segregation policies introduced during the 1920's. (1 x 2) (2)
- 1.4.5. Why do you think Black workers stayed in compounds? (2 x 2) (4)
- 1.4.6. Explain how the reserves led to the migrant labour system in South Africa. (2 x 2) (4)
- 1.5. Using information from the relevant sources and your own knowledge, write a paragraph of about Six lines (about 60 words), explain how the policies of segregation in the 1920s to 1940s contributed to the creation of Apartheid South Africa. (6)

[50]

OR

ESSAY QUESTION

QUESTION 2

Explain to what extent the segregation policies in the 1930's and 1940 became the foundation for the policy of Apartheid in South Africa after 1948. **[50]**



**QUESTION 1: HOW DID THE POLICIES OF SEGREGATION IN THE 1920s TO 1930s
IMPACT THE LIVES OF ORDINARY SOUTH AFRICANS**

SOURCE 1A

The source below discusses the rapid urbanisation of the cities in South Africa and its impact on labour relations between black and white people.

With Britain in control, the region was becoming more urban, English and industrialised which resulted in Afrikaners feeling increasingly marginalised by their fellow whites. The farmer's lifestyle that was at the core of Afrikaner identity was on the decline, as British tactics in the South African War had devastated the livelihood of many rural farmers. Many moved to the cities, joining a multitude of immigrants and local people clamouring (looking) for industrial employment. Some sought work in the mines, competing for jobs with black South African migrants.

Owners of the mines, most of whom were English, grew concerned about the labour situation. The owners viewed the workers on whom they relied as a threat. The Afrikaners, though defeated in the war, remained resentful and could potentially turn to violence again. Yet they also worried that blacks increasingly outnumbered whites in the region. The English owners were particularly worried that the white and black workers might unite across racial lines to force extensive and expensive concessions in terms of wages and improved working conditions.

The British capitalists crafted a compromise to co-opt the Afrikaner miners by reserving managerial and skilled-labour positions for whites, while low-skilled and heavy labour jobs, which paid much less, were to be held by blacks. This allowed a pay scale to develop that boosted the wages for whites while lowering the wages for black South Africans, who became the vast majority of the workforce. This system of racially based labour differentiation enacted far-reaching legislation after independence in 1910. Among the laws were restrictions on the mobility of black South African labourers, most of whom were required to live in designated areas and prohibited from bringing their families with them.

[From: <https://www.facinghistory.org/resource-library/introduction-apartheid>. Accessed on 4 July 2025]

SOURCE 1B

In the two decades after the South African Union had a distinctive impact on the political, social and economic lives of the people as the government addressed the native question. Blacks were retribalised and their ethnic difference highlighted.

The new statutes provided for racial separation in industrial, territorial, administrative and residential spheres (areas). This barrage (offensive) legislation was partly an effort to regulate class and race relations during a period of rapid industrialisation when the black population was growing steadily. The Mines and Works Act in 1926, reserved certain jobs in mining and the railways for white workers.

The Natives Land Act of 1913 defined less than one – tenth of South Africa as Black reserves and prohibited any purchase or lease of land by Blacks outside the reserves. The law also restricted the terms of tenure (occupation) under which Blacks could live on white – owned farms. The Native (Urban Areas) Act of 1923 segregated urban residential space and created influx controls to reduce access to cities by Blacks. Hertzog proposed increasing the reserve areas and removing Black voters in the Cape from the common roll in 1926, aims that were finally realised through the Representation of Natives Act (1936). Blacks now voted on a

The source below explains how segregation was heightened by the industrialisation of the South Africa in the twentieth century



SOURCE 1C

The cartoon below appeared in *Die Transvaler* newspaper and reflects the fears of the National Party regarding black urbanisation.



[From *www.Die Transvaler Archives.co.za*. Accessed on 4 July 2025]



SOURCE 1D

The source below discusses how South Africa's wealth was created based on black labour and exploitation.

South Africa's wealth was built more on the cheapness of black South African labour than its gold and diamond mines. To make a profit, the gold mine companies needed to find hundreds of thousands of men who were willing to work for little pay. Wages were generally below the cost of survival for a family. Yet the companies were able to attract black South Africans, in large part because they had been deprived of their land and many other ways to earn a living. Men lived in crowded compounds for the period of their (unbreakable) contracts of nine months or more. Families were forbidden from visiting. Conditions underground were both dangerous and physically exhausting. The work that black South Africans carried out in mines was back-breaking, difficult work, and they were treated as subhuman.

Regulations set aside an increasing amount of the most fertile land for white farmers and forced most of the black South African population to live in areas known as reserves. Occupying the least fertile and least desirable land and lacking industries or other developments, the reserves were difficult places to make a living. The bad conditions on the reserves and policies such as a requirement that taxes be paid in cash drove many black South Africans—particularly men—to farms and cities in search of employment opportunities. Regulations on movement forced many families to split up, as men went in search of work while women were left in rural areas to farm and raise children.

[From: <https://www.facinghistory.org/resource-library/introduction-apartheid>. Accessed on 4 July 2025]



Grid Analysis

	Level 1	Level 2	Level 3
1.1.1.	1 x 1		

1.1.2.	2 x 1		
1.1.3.		1 x 2	
1.1.4.	2 x 1		
1.2.1.	1 x 2		
1.2.2.	3 x 1		
1.2.3.	2 x 1		
1.2.4.		2 x 2	
1.3.1		2 x 2	
1.3.2.			2 x 2
1.4.1.	1 x 2		
1.4.2.		2 x 2	
1.4.3.		1 x 2	
1.4.4.		1 x 2	
1.4.5.		2 x 2	
1.4.6.		2 x 2	
1.5.			6
Total	14	26	10
%	28%	52%	20%





Province of the
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EDUCATION

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HISTORY
STANDARDISED TEST

GRADE 11

TERM 3 :2025

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

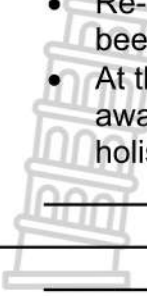
- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 x 2) which translates to one reason and is given two marks (✓✓)
- If a question carries 4 marks then indicate by placing 4 ticks (✓✓✓✓)

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:

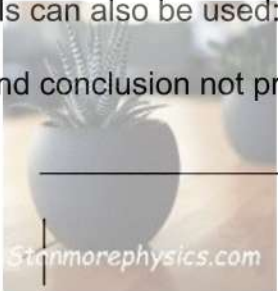
- The construction of argument
- The appropriate selection of factual evidence to support such argument
- The learner's interpretation of the question.

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✓

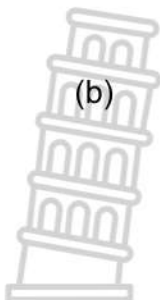
2.5 The matrix

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]

