



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

**CURRICULUM GRADE 10-12 DIRECTORATE
CAPS SUPPORT**

JIT SUPPORT MATERIAL



**HISTORY
GRADE 11
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ASSESSING SOURCE-BASED QUESTIONS

In the assessment of learners' ability to work with historical sources, the cognitive levels, the associated historical skills, and the weighting of questions across grades must be considered. An elaboration is contained in the following table.

COGNITIVE LEVELS	HISTORICAL SKILLS	QUESTION VERBS	
LEVEL 1 40% [20] (1x1); (2x1), (1x2), (3x1)	- Extract evidence from sources. - Selection and organization of relevant information from sources. - Define historical concepts	- According to the source - List - Identify - Quote - State - Name - Give	- What information in the source tells you about ...? - Quote two reasons from the source - What do you understand by the term ...? - Define the concept or historical terms ... in your own words.
LEVEL 2 40% [20] (1x2) (2x2)	These questions require learners to interpret information in the source and not to extract information directly from the source. - Explanation of historical concepts/terms (in the context of...) - Interpretation of evidence from sources. - Explain information gathered from sources. - Analyze evidence from sources.	- Explain - Comment on. - Explain ... in the context... - What messages ...?	- Explain the historical term in the context of - Use the source and your own knowledge ... - What do you think? - What messages are conveyed? regarding ...
LEVEL 3 20% [10] (1x2) (1x2) (6)	- Interpret and evaluate evidence from sources. - Engage with sources to determine their usefulness, reliability, bias and limitations. - Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions. - Interpretation, evaluation, and synthesis of evidence from the relevant sources (paragraph writing)	- Compare, - Contrast, - Comment on..., - Explain the usefulness, limitations, - Write a paragraph	- Explain to what extent the evidence in Source 1 ...? Compare the evidence in Source 1A and 1B ... regarding ... - Comment on the usefulness/reliability/limitations of the information in Source 1B regarding

How should one read and respond to source-based questions?

Each source-based section is guided by what is known as a **KEY QUESTION**. **Always** start by reading the key question. Make sure you keep it in mind when reading and answering the questions. This will be even more helpful when you are answering the **paragraph question**.

When working with sources, you must use critical thinking. Take care to use

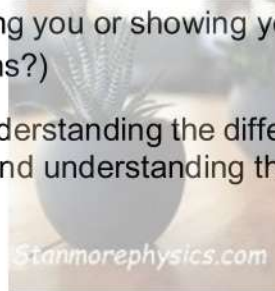
The 5 Skills Approach to guide you.

The approach requires you to first scan the source for key information, then read and analyze for a deeper understanding, connect the ideas you have learned in class to build context as to what the source is about, and then evaluate the source to find out if it is reliable or not.

Next, the Approach requires you to ask 5 questions when reading through material or sources;

1. **Who?** (Who are the people in the source)
2. **When?** (The dates when this historical event occurred and when the source was created)
3. **Where?** (The places. Towns, cities or countries where the event/s took place)
4. **What?** (What information is the source telling you or showing you)
5. **Why?** (Why did that historical event happens?)

In addition, it will assist you in identifying and understanding the different **cognitive** (relating to the mental process involved in knowing, learning, and understanding things) levels.



EXAMPLES OF LEVEL 1 AND 2 QUESTIONS

EXAMPLES OF LEVEL 1 EXTRACTION QUESTIONS

IMPORTANT: When you answer these questions, you must extract **DIRECTLY** from the source. **DO NOT** paraphrase or write the answers in your own words!

1. Give reasons, from the source, **why**...
2. Quote... pieces of evidence / reasons from the source...
3. What evidence in the source **suggests**...
4. Name / State / Mention... any countries/persons/powers/requests from the source...
5. According to the source, **name**...
6. **Who**, according to the source...
7. **When**, according to the source...
8. **Why**, according to the source...
9. **What**, according to the source...
10. **Which**... according to the source...
11. **How**, according to the source...
12. **Identify** in the source...
13. Give **any**... in the source...
14. List any... / Make a list of... in the source...

EXAMPLES OF LEVEL 2 INTERPRETATION & EXPLANATION QUESTIONS

IMPORTANT:

When you answer these questions, you must interpret and explain. **DO NOT** extract sentences from the source. Write the answers in your **OWN** words!

1. Comment on the slogan/significance/meaning/implication of the statement...
2. Comment on **why**...
3. Explain the term/concept...
4. In context of... explain the term/concept...
5. In context of... what is implied...
6. In context of... what conclusion can be drawn from the photo/cartoon regarding...
7. Explain **why/how**...
8. Explain the messages/meaning...
9. Explain what the cartoonist means with...
10. **Why**, do you think...
11. **Why** did the...
12. Use the information in the source and your own knowledge and comment on the statement...
13. Use the information in the source and your own knowledge, explain **why**...
14. To what does the statement refer...
15. What is meant with...

Compare similarities/differences Compare how the sources support each other regarding...	- Identify the similarities/differences between the two sources in response to the question. - Please note the mark allocation (2x2) means two similarities must be given. Your response should be: - Source A indicates... and Source B ...) ✓✓ - Both sources indicate that...) ✓✓ (2x2)
Comment on Comment on the usefulness/reliability/ limitations/bias of the source regarding...	- Give your opinion, reinforcing your point of view using logic and reference to relevant information in the source and your own knowledge (2 x 2) - The source is useful/ reliable/ limited/biased because... (2 x 2)
PARAGRAPH WRITING	
Using the information in the relevant sources and your own knowledge, write a paragraph...	You need to identify all the relevant sources. Use the information in the source that would answer the question. Refer to the sources you obtained your information from. E.g. According to Source 1A ... (8)



HOW TO PREPARE FOR SOURCE-BASED QUESTIONS



HOW TO ANSWER SOURCE-BASED QUESTIONS

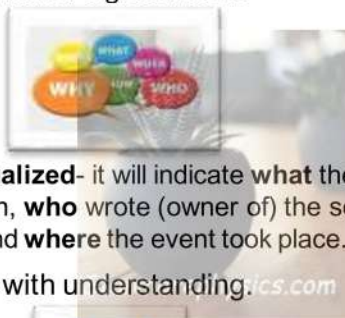


Remember!!

- ✓ The **key question** provides the focus of the content in the sources.
- ✓ It will also be asked as a **paragraph question**.
- ✓ Make **brief notes** about each source you could include in the paragraph.



1. The source will be labelled e.g. Source 1C



2. The source will be **contextualized**- it will indicate **what** the source is about, **why** it was written, **who** wrote (owner of) the source, **when** it was written and **where** the event took place.

3. Read the source with understanding: [ics.com](https://www.ics.com)



4. Highlight concepts / terms. In this source e.g. communism/amensty

Mark Allocation

- The **mark allocation** will indicate how much information you are required to provide in your response.
- Your responses should be clear, concise and be guided by the mark allocation.

	(2 x 1) (2)	Write 2 short responses from the source (extraction of information)	Response 1...✓ Response 2...✓✓
	(1 x 2) (2)	Write 1 complex response, e.g., definitions or explanations	Response 1...✓✓
	(2 x 2) (4)	Write 2 complex responses, Interpretation/explanation	Response 1...✓✓ Response 2...✓✓

Skills in Answering Source-Based Questions

RELIABLE

The following questions will help you to answer a question on reliability ...

- What type of source is it? (Is it a primary or secondary source?)
- Who created the source? (Author)
- When was it created? (Date)
- Why was it produced? (Purpose)
- Where was it produced?

WHAT MAKES A SOURCE UNRELIABLE?

- A biased source only gives one person's perspective on the event in question.
- If a source contains a lot of emotional language
- If there is a hint that it might be exaggerated.

USEFUL

The following questions will help you to answer a question on usefulness ...

- ✓ What does the source tell you?
- ✓ (Validity) of Who created the source?
- ✓ When was it created? (Date)
- ✓ Look at the purpose – is it informative (fact) or opinionated is the source positive or negative?
- ✓ (Bias)
- ✓ Do you agree with what the source is showing?
- ✓ Would it be 'typical' at the time? (Relevance)
- ✓ What does the source not show us that we need to know? (Limitations)
- ✓ Can you relate this source to another? (Corroboration)

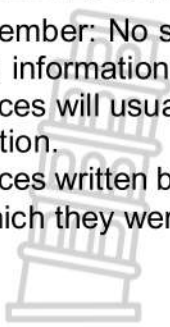
GUIDELINES ON ASCERTAINING THE RELIABILITY OF A SOURCE Remember: No source is 100% reliable.

- A source is likely to be more reliable if it was created at the time of an event in question (a primary source that gives first-hand information).
- Sources created by people who were directly involved in an event can be more reliable.
- These sources will usually be biased but they show us how a key role-player experienced the event in question.
- Sources written by historians are also considered more reliable, however, be aware of the context in which they were written (e.g., is the historian biased?)

GUIDELINES ON ASCERTAINING THE RELIABILITY OF A SOURCE

Remember: No source is likely to be more reliable if it was created at the time of an event; first-hand information created by people who were directly involved in an event can be more reliable. Sources will usually be biased, but they show us how a key role-player experienced the event in question.

Sources written by historians are also considered more reliable; however, be aware of the context in which they were written (Is the historian biased?)



WHAT ARE THE LIMITATIONS OF A SOURCE?

- One-sided view/Which side/viewpoint is missing
- Bias
- Facts are deliberately omitted/exaggerated.
- Propaganda



BIAS

Bias is when the creator's perspective is so strongly for or against something that the information in the source is clearly unbalanced or prejudiced. All sources contain some degree of bias, but it is not always possible to detect it.

How do I detect bias in a source?

- Look for times in a source where any of the following happen:
- When describing people or events, the language is too positive and does not admit anything negative.
- When describing people or events, the language is too negative and does not admit anything positive.
- The source fails to mention very important information that you are aware.
- The source provides clearly incorrect information.

CARTOON ANALYSIS

Political Cartoons

- All political cartoons rely on simple visual code rather than words.
- Once we learn the code, we can understand the specific messages in the cartoon

Caricature (Exaggeration)

- Cartoonists draw people or characters with physical features that are larger than they naturally are.
- They do this to make the point.
- Usually, the point highlights something about the character of the person.

Symbolism

- Cartoonists use simple objects or symbols, that the public would be familiar with.
- These symbols are used to represent important concepts or ideas.
- While you are interpreting a cartoon identify any symbol and try to work out what concept the image is meant to represent.

Labelling

- To help their audience understand what each person represents in their drawings, cartoonists often write a name on the major figures.
- So, when you are interpreting a cartoon, look for the labels.



Messages

What messages ...



- To answer these questions, you are required to explain and /or clarify information in a source, i.e., interpret the message that the creator is trying to expose.
- In some instances, you could be asked to expose the creator's message by using evidence to substantiate your response.
- In the case of a visual source (cartoon, poster, or photograph), you

COMPARING SOURCES

Comparing information from different sources: When you are asked to compare information from sources, whether they are similar or different, you are expected to gather information from both sources that correspond or differ from each other.

- For example, you will say "Source A says..." and Source B confirms this by saying...

The mark allocation will be as follows:

Source A says...

Source B confirms this by saying...✓✓

Remember, you must find a link in both sources to compare. If the mark allocation is (2x2) (4), then you compare by providing **TWO**

HOW TO WRITE A PARAGRAPH:

- Read ALL the sources in the Addendum with the understanding, and keeping in mind the **KEY QUESTION**.
- As you read and analyses each source to answer the source-based questions have a pencil/ pen/ highlighter at hand.
- Ensure you either highlight or underline the information in a different colour that relates to the KEY Question.
- You will use those highlighted/ underlined points and select the most appropriate information to construct your paragraph.
- Always refer to the sources where you got the information from e.g. In source 2B ..., according to source 2C...
- It is essential that you include '**Your Own Knowledge**' to help elaborate on the information that the source gave you- this can be information you learned in class, or in your notes that is **NOT in the sources**.
- Remember your paragraph must focus on the specific key question you are dealing with and not the topic as a whole.
- **Do not use bullet points** to write the paragraph.
- Write only **one** paragraph if a learner splits the paragraph or writes separate paragraphs; only the first paragraph is marked.
- If the paragraph has content that is lifted/ extracted directly from the source, that content is not awarded any marks.

History Essay Writing Frame

This writing frame will assist you in structuring your responses to the Essay Questions

Question: (Write the Essay Question in the space below)

Underline the Key 'instruction' words.

Any terms/names/dates need explaining.

Introduction: (Write your introduction below) Your introduction should respond directly to the question posed.

PARAGRAPH 1:

(A) First sentence of first paragraph (Point) Check: Have you made your key point?)

(B) Development/explanation of point? (Explanation)

(C) Evidence to support your argument? (Evidence/Elaboration)

- 1.
- 2.
- 3.



(D) Check: Have you referred to the question/linked the point explicitly to the question? YES? NO

(E) Link to the Line of argument (Link)

CONCLUSION:

This essay writing frame can be used for structuring any History essay.

Use it with the paragraph structuring frame (Point > Explain > Example > Link) and guidelines for writing introductions and conclusions.

Learners can adapt this frame to include as many paragraphs as they need.

- Your essay must have the correct structure, leave a line between each paragraph.
- You must write in full sentences and make use of paragraphs to structure your essay,
- There must not be any headings.
- AVOID using “I”, “We” and “Our”
- Use transition words to reinforce your stance and make your essay sound more formal;

First	Second	Third
Furthermore	In addition,	Besides
Equally important	On the contrary	Similarly,
Therefore	Above all	Thus
Also	Comparatively	Nevertheless
Nonetheless	Specifically,	While
After	But also	Moreover
However	As a result	Hence
With this in mind	Subsequently	To demonstrate
More importantly	Another key point	In conclusion
Altogether	Given these points	To conclude
	To sum up	Lastly

The Introduction

- The introduction must have a **CLEAR LINK** to the QUESTION not the topic it as you learned it in class.
- You must show/develop your argument, also known as a **STANCE** in history.
- Your introduction must be clear and strong, there should be no ambiguity.
- The introduction should not be longer than 4 to 5 lines.

N.B USE THE NAMES OR TITLES OF PEOPLE IN FULL WHEN YOU REFER TO THEM FOR THE FIRST TIME IN ESSAY

DONT'S

- **Do not** use slang.
- **Do not** use chatty or colloquial terms. In History, you must use **plain formal language**.
- **Do not** write your essays in point form. Write full sentences in paragraphs.
- **Do not** use the personal pronoun 'I'. Instead of saying 'I think that ...' say 'It can be argued. that ...'
- **Do not** call historical figures by their first names. For example, don't refer to Martin Luther King as Martin as Nelson Mandela as Nelson!
- **Do not** write personal notes for the person marking your paper, you will just irritate him or her.
- **Do not** colour in, highlight or draw little "smileys" in your work.
- **Do not** make comments or value judgments that are not directly asked for in the question.
- **Do not** use 'etc.'. 'Etc.' usually indicates that you can't think of any more examples. If you said 'Peas, carrots and potatoes, etc. ...' the reader knows that you know many other examples of vegetables. But, in a history essay, if you say "The peasants in France rose against the monarchy because of the taille, capitation etc., it usually means that you do not know any more names!
- **Do not** make up your own abbreviations. Only use recognized abbreviations. You can use USA for the United States of America or BC for Black Consciousness.
- **Do not** use words that you do not understand, even if they sound 'cool'.

MARKING MATRIX FOR ESSAY: TOTAL: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
PRESENTATION →	Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	Little or no attempt to structure the essay.
CONTENT ↓							
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question recognisable 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

TOPIC 1: COMMUNISM IN RUSSIA 1900-1940

1. TOPIC OVERVIEW

Source-based	Essay
• What is communism? – as an introduction • The writings of Karl Marx (background only) • February and October 1917 revolutions (for concept and background) • The Civil War and War Communism (in detail) • Lenin seizes control – in detail • Death of Lenin and the power struggle (background)	• Stalin's interpretation of Marxism-Leninism (in detail), collectivization and industrialization • The effect of Stalin's policies on the Soviet people • Women under Stalin • Political Terror – Purges • The coming of WW2 (background)

MIND-MAP



Glossary of Historical Concepts

Concepts	Definition
1. Communism	No private ownership of property. All aspects of the economy are state-owned. Wealth is equally shared. Promotion of a classless Society.
2. Capitalism	Belief in the right to private ownership of property, Private enterprise, free trade and profit-making.
3. Marxism	The political and economic beliefs of Karl Marx were that societies would inevitably move from Democracy towards Socialism and then to a final stage of Communism. That revolution would end in the triumph of the working class
4. Leninism	The political theory for the organization of a revolutionary force and the achievement of a dictatorship of the working class as a step towards the establishment of Socialism.
5. Socialism	A political and economic theory which advocates that the means of production, distribution and exchange should be owned by the Society as a whole
6. Revolution	Drastic change of government or political system (e.g., 1917 Russian Revolutions)
7. Stalinism	A form of authoritarian communism marked by total control of the state, strict discipline and suppression of opposition.

Communism in Russia, 1900 to 1940

What is communism?

Goods and services produced in an economy should be owned publicly. Goods and services should be controlled and planned by a centralized organization.

WRITINGS OF KARL MARX (background)

Karl Marx was born in Germany (then known as the Kingdom of Prussia in the German Confederation) in 1818. **Marx's theory** was that societies would inevitably move from a democracy towards socialism, and then to a further, final stage of communism. This would involve a constant class struggle in which:

- Workers rise against the **capitalists** and **bourgeoisie**.
- **Revolution** would end in the triumph of the working class, after which all class divisions would disappear.
- In the new society, everyone would be treated equally.

However, some socialists were impatient and believed that capitalism would only be overthrown by violent revolution. Lenin was one of those who believed in a violent revolution led by a small group of trained revolutionaries. In **October 1917**, Russia became the first country to set up a state based on Marxist principles.

February and October 1917 Revolutions (Background)

The 1917 revolution ended the Russian monarchy and brought the first socialist state.

The February/March revolution was not planned; it developed out of violent riots on the streets of St Petersburg. It removed **Tsar Nicholas** from power through the democratic revolution, which introduced democratic reforms.

The October/November revolution (Bolshevik revolution) was planned and executed by a group of revolutionaries. In 1918, they abandoned democracy and declared themselves the representatives of a **dictatorship** of the proletariat.

THE CIVIL WAR AND WAR COMMUNISM (IN DETAIL)

The Civil War

After October 1917, the Bolsheviks, increasingly repressive against opponents inside Russia, tried to maintain economic control by harsh measures/laws known as **War Communism**. Despite being in power, the Bolsheviks still faced opposition:

- Economic measures unpopular.
- Nationalised large-scale industries.
- Confiscated land without compensation.
- Labour conscription abolished private wealth.
- Banned private trade.
- Food produce seized from peasants.
- Democratic Constituent Assembly destroyed.
- People thought that democracy would come, but Lenin introduced dictatorship.
- old army officers unhappy with the withdrawal from the First World War



In March 1918, increasing discontent led to civil war. **The Mensheviks** and **Tsarist supporters** were against the Bolshevik takeover. They formed the **WHITE ARMY** and the Bolshevik army was called the **RED ARMY**, led by Leon Trotsky. **Civil war** broke out between the White and Red armies in 1918, in which the Red Army emerged victorious, irrespective of the fact that the Capitalist states such as the USA and Britain sent troops to assist the white army to prevent the spread of Communism in Russia

This victory led to the establishment of a communist state in Russia led by Lenin.

The Policy of War Communism

Aim: To ensure the towns and armies were fed.

Under War communism:

- The economy was centralized and controlled by the State.
- The State had the right to confiscate food.
- Banks were nationalized.
- Peasants had to hand over food; food rationing; those who resisted could be executed.
- Food became scarcer – nothing to plant.
- Industrial Sector was re-organized – large factories nationalized (State-controlled).
- Workers conscripted – harsh discipline, strikes illegal.

Consequences of the Policy of War Communism		
Outcomes	Impact on Agriculture	Kronstadt mutiny
- Destroyed the Russian economy - Opposition to Lenin grew - Workers' Opposition formed - Demands grew for higher wages, food, return of workers' control	- Ruined by the war. 1921 – drought and famine. - Five million people died of starvation. - Cannibalism was common amongst survivors. - Law and order broke down.	- Opposition to the Bolshevik government reached a climax in March 1921, when loyal sailors from the Kronstadt naval base mutinied. - Demanded an end to requisitioning and to communist rule. 20 000 soldiers from the Red Army put down the uprising. - Those sailors from the naval base who had surrendered were executed.

After the Kronstadt uprising:

- Lenin realized that a compromise was needed to save the **Bolshevik Revolution**
- He believed that for a revolution to succeed, there needed to be a highly disciplined workers' party
- He believed that some form of capitalism needed to remain, if at least temporarily, even though it seemed to be a betrayal of true Marxist principles.
- Lenin introduced the **New Economic Policy (NEP)**
- Many Bolsheviks saw no middle ground between **Communism and Capitalism**.
- They were opposed to Lenin's decision to compromise. Lenin argued that Russia had moved to communism too fast. If they wished to maintain control, they needed to compromise

THE NEW ECONOMIC POLICY (NEP)		
NEP	AIMS	AGRICULTURE
- It had aspects of capitalism - Began to transform agriculture - Estates are divided into millions of farms - Brought back the incentive to farm productively	- To restore the failing economy - To increase production and reduce extremes of poverty	- Peasants were allowed to sell their surplus grain for profit, which brought back the incentive to produce more - Peasants could pay tax in money rather than giving

		their crops to the State
--	--	--------------------------

Results of the NEP

- It improved the Russian economy but did not totally solve the problems.
- Factories produced goods
- Working conditions improved
- Russia's exports increased
- Rail transport was improved, but horse and cart were still used

Failures of the NEP

- People had no money to buy goods
- Road system is still very bad
- Unemployment grew with surplus workers dismissed

DEATH OF LENIN AND THE STRUGGLE FOR POWER

Lenin suffered strokes and on the **21st of January 1924, he died** after he had led the Bolshevik revolution and established the world's first Communist State.

Before he died, Lenin wrote a document called **Lenin's Testament** in which he:

- criticized Key leaders
- warned against giving too much power to **Joseph Stalin**

Power struggle:

After Lenin's death, several Bolshevik leaders such as **Joseph Stalin, Leon Trotsky, Lev Kamenev, Grigory Zinoviev, and Nikolai Bukharin** competed for control.

This is because:

- There was no clear successor chosen by Lenin,
- There were different interpretations of communism and
- There was also personal ambition and rivalry among leaders.

The main rivals were Leon Trotsky and Joseph Stalin:

LEON TROTSKY	JOSEPH STALIN
• Leader of the Red Army • Intelligent and strong speaker, but arrogant and unpopular. • Believed in 'permanent revolution', the spread of communism worldwide.	• General secretary of the Communist Party • Controlled party appointments and built strong support • Believed in 'Socialism in One Country' (build USSR first)

Stalin used **alliances** (turned Kamenev and Zinoviev against Trotsky), **control** (as General Secretary, he appointed loyal supporters) and **propaganda** (promoted himself as Lenin's true successor). Stalin won the power struggle and became the undisputed leader of the Soviet Union.

Stalin's interpretation of Marxism-Leninism (in detail) (ESSAY)

- Stalin carried out his plans for economic development through a series of **Five-Year Plans** for industry and agriculture. (Collectivization and Industrialization)

Aims of economic re-organization under Stalin

- Mechanize and collectivize agriculture
- To support **industrialization**, move away from **private enterprise** towards state control

- of industry (from the capitalist aspects of the NEP to a socialist program)
- Introduce new and more advanced technology to rebuild the economy, build the industrial strength of the USSR to become **self-sufficient**.

Collectivization

- Peasants could keep a small plot on a collective, and personal, animals and equipment would be jointly owned.
- **Motor Tractor Stations (MTS)** run by the government would provide the **Kolkhoz** with tractors when necessary.
- 90% of the food produced on a **Kolkhoz** would be sold to the state and 10% kept to feed the families on the kolkhoz.

Incentives:

- Stalin first ordered free seed so that peasants would form collectives, some poor peasants accepted, but the **Kulaks** refused to hand over land and produce.

Retaliation:

- Stalin sent requisition parties to seize food.
- **Kulaks** arrested and sent to labour camps (gulags).
- Eventually, millions of peasants were unjustly murdered.

Outcomes:

- Kulaks: burnt crops and slaughtered animals so Communists could not have them.
- In Ukraine, an area of strong resistance by the peasants, the state seized grain on a massive scale. This resulted in countrywide food shortages and food rationing.
- Agricultural production fell dramatically.
- 1930 – 1933: huge famines in which 6 million died.
- Harvests of 1931 and 1932 were poor because of drought and floods (Natural disasters)

Stalin's Contribution

- Refused to release large grain reserves to alleviate the famine, forcing peasants to give up their grain reserves.
- He introduced harsh **collective-farm theft laws**

Consequently:

- 1934 – as a result of Stalin forcing collectivization, kulaks were exterminated
- All Russian land was collectivized.

Industrialisation of the Soviet Union

- Stalin said the USSR was relatively backward and must industrialise at a great pace, if it was to survive.
- Industrialisation was also necessary if collectivisation was to succeed, as the new, much bigger farms needed tractors and other agricultural machinery.

The First Five-Year Plan

- The government launched the **First Five-Year Plan in 1928**. It aimed to make very rapid industrial progress in Russia. It focused on heavy industry – iron and steel – and aimed at massive production increases.
- New factories and even towns would have to be constructed from scratch if these

targets were to be reached.

- These factories and towns were often built in distant regions, in Siberia, beyond the Ural Mountains that were regarded as the border between Europe and Asia.
- One famous town built from the ground up was Magnitogorsk. Roads and railways to these new towns also had to be built.
- All this had to be done in record time.
- To organise the campaign to achieve these extremely ambitious targets, the government set up a vast new bureaucracy.

The Second Five-Year Plan (1932 – 1937)

- The Second Five-Year Plan focused once again on heavy industry and communication links, especially railways. It also focused on energy and defence.

The Third Five-Year Plan (1938 – 1941)

- The outbreak of World War Two interrupted the Third Five-Year Plan. As war approached, the government placed much greater emphasis on the production of armaments. In June 1941, Germany invaded the Soviet Union.

How was industrialisation to be achieved in record time?

- **Massive propaganda campaigns**, using posters, radio, factory meetings and theatre, tried to convince the people that they were, in a sense, 'at war' with the West.
- There was much use made of **forced labour** – the state forced millions of kulaks and other 'enemies of the state', such as members of religious groups and political opponents, to work under terrible conditions in the 'gulags' (prison camps)
- The state encouraged '**socialist competition**' between different factories and mines to see which factory or mine could produce more.
- Very high levels of production were demanded and workers who achieved or surpassed these were celebrated and paid more. They were known as '**Stakhanovites**' and as '**shock workers**'.
- Wages were low. This meant that ordinary workers actually helped to pay for the achievements of the Five-Year Plans.
- **Terror** was used extensively. Managers and technicians were held personally responsible and could be severely punished for poor levels of production.
- The government gave much attention to **technical training and literacy programmes** to increase productivity.

How successful were Stalin's first three Five-Year Plans (1928 – 1940)?

- This is the subject of fierce debate among historians. For example, many of the statistics provided by the government were inaccurate. There is no doubt, however, that there was an enormous increase in production, especially in heavy industry. The historian R.W. Davies has argued that the Soviet Union roughly doubled its Gross National Product between 1928 and 1940. Immense projects were completed, for example, the building of Magnitogorsk, a huge iron-and-steel-producing town beyond the Urals.
- However, trying to produce so much to reach impossible targets meant that the quality of what was produced was often poor. It was also highly complicated to plan an economy for a country as huge as the Soviet Union and all sorts of unexpected problems arose. For example, if there were a shortage of some tiny component of a machine, production might stop altogether.
- Millions of ordinary people paid a very heavy price for the Soviet Union's rapid industrial advance, sometimes even with their lives. People worked extremely hard, sometimes under very dangerous conditions, six days a week, for very little. In the 1930s, there were

more than a hundred prison camps, where conditions were terribly harsh. Of the three million prisoners, many thousands did not survive.

- However, the Soviet Union survived World War Two and played a huge part in the Allies' victory over Germany. Compared to what Russia had been in the 1920s, the USSR of the 1940s were in a much stronger position to resist the German invasion, largely because of the massive development of heavy industry beyond the Urals.

SOURCE-BASED QUESTIONS ACTIVITY

QUESTION 1: HOW DID THE INTRODUCTION OF THE NEP REPRESENT A SHIFT IN BOLSHEVIK THINKING?

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

SOURCE 1A

The source below explains how Lenin tried to fix the economic crises that were caused by War Communism in Russia.

On April 25, 1921, Lenin introduced the tax-in-kind policy, which would replace the “surplus-food appropriation,” or the policy which assigned a certain amount of the peasants’ produce which the State was entitled to. The produce which was collected would go directly to the State and then be distributed to the rest of the country, in order to ensure that everyone had food. It seemed like a valid system, theoretically. However, once it was put into practice, the country soon faced a famine due to the fact that there were too many people and not enough food. The government was helpless to fix this.

The tax-in-kind policy, which would replace the surplus-food appropriation system with a fixed tax (which the peasants would be informed of ahead of time), however, was meant to ease the burdens which War Communism had placed on the peasants and therefore improve their motivation to work. As Lenin put it, “The peasants will now set to work on their farms with greater confidence and with a will, and that is the main thing.” The tax-in-kind would not only give the peasants incentive to increase production, but it also gave them the freedom to sell what they produced on the market for profit, something that would not have been allowed under War Communism.

Coincidentally, Lenin realized, as Russia’s economy was falling through under the weight of instant Communism, that the peasants made up the majority of the population and although the government had been set up for the Proletariat (working class), the fact of the matter was that only a small percentage of the population (not even 10%) made up an actual population of factory workers and most of the rest were peasantry. Therefore, they would have to be considered in this New Economic Policy because if they were not, just as with War Communism, the economy would continue to suffer.

[From: <http://www.inquiriesjournal.com/articles/1670/lenins-new-economic-policy-what-it-was-and-how-it-changed-the-soviet-union>. Accessed on 21 April 2025]

- 1.1. Study Source 1A.
- 1.1.1. Why, according to the source, did the country soon face a famine? (1x1) (1)
- 1.1.2. Define the term *tax-in-kind* in your own words (1x2) (2)
- 1.1.3. Quote evidence from the source that shows that the peasants knew how much the fixed tax would be. (1x2) (2)
- 1.1.4. Explain what Lenin meant when he said, “The peasants will now

- set to work on their farms with greater confidence and with a will". (2x2) (4)
- 1.1.5. Using the information in the source and your own knowledge, explain why Lenin believed the New Economic Policy needed to consider the peasants. (2x2) (4)

SOURCE 2A

The source below explains the reasons for the introduction of the New Economic Policy.

The New Economic Policy (NEP), introduced by Lenin at the Tenth Party Congress in March 1921, represented a major departure from the party's previous approach to running the country. During the civil war, the Soviet state had assumed responsibility for acquiring and redistributing grain and other foodstuffs from the countryside, administering both small- and large-scale industry, and a myriad (a lot) of other economic activities. Subsequently dubbed (named) (by Lenin) "War Communism", this approach actually was extended in the course of 1920, even after the defeat of the last of the Whites.

Many have claimed that War Communism reflected a "great leap forward" mentality among the Bolsheviks, but desperation to overcome shortages of all kinds, and particularly food, seems a more likely motive. In any case, in the context of continuing urban depopulation, strikes by disgruntled (dissatisfied) workers, peasant unrest and open rebellion among the soldiers and sailors stationed on Kronstadt Island, Lenin chose to take a new approach.

The linchpin (backbone) of NEP was the introduction of a tax-in-kind, set at levels considerably below those of previous requisition quotas, which permitted peasants to dispose of their food surpluses on the open market. This concession to market forces soon led to the denationalization of small-scale industry and services; the establishment of trusts for supplying, financing and marketing the products of large-scale industry; the stabilization of the currency; and other measures, including the granting of concessions to foreign investors, all of which were designed to re-establish the link (smychka) between town and country. Referring to NEP as a retreat of the state to the "commanding heights of the economy" (large-scale industry, banking, foreign commerce), Lenin insisted that it had to be pursued "seriously and for a long time".

[From <https://soviethistory.msu.edu/1921-2/the-new-economic-policy/>. Accessed on 18 April 2025]

- 1.2. Refer to Source 1B.
- 1.2.1. When, according to the source, was the New Economic Policy Introduced? (1x1) (1)
- 1.2.2. Define the term *Civil War* in the context of Lenin's establishment of a Communist state in Russia. (1x2) (2)
- 1.2.3. Why, according to the source, did Lenin take a new approach? (3x1) (3)
- 1.2.4. Using the source and your own knowledge, explain why the introduction of the tax-in-kind was seen as the backbone of the NEP. (2x2) (4)
- 1.2.5. Comment on why Lenin insisted that the NEP had to be pursued "seriously and for a long time". (2x2) (4)

SOURCE 1C

The photograph below depicts a marketplace during the New Economic Policy (NEP) period in Russia.



[From <https://brewminate.com/history-of-the-soviet-1921-1924-comintern-to-the-workers-opposition/> Accessed on 21 April 2025.]

1.3 Read Source 1C.

1.3.1 What impact, do you think, this photograph had on:

- (a) NEP supporters (1x2) (2)
- (b) Pure Communists (1x2) (2)

SOURCE 1D

The text below was written by Lenin and published on 18 October 1921 in *Pravda*, at that time the official newspaper of the Russian Communist Party.

Our last, but most important and most difficult task, the one we have done the least about, is economic development, the laying of economic foundations for the new, socialist system on the site of the demolished feudal system and the semi-demolished capitalist system.

It is in this most important and most difficult task that we have sustained the greatest number of setbacks and have made most mistakes. How could anyone expect that a task so new to the world could be started without setbacks and without mistakes?

But we have begun it. We shall continue it. At this very moment we are, by our New Economic Policy, correcting a number of our mistakes. We are learning how to continue erecting the socialist structure in a small peasant country without committing such mistakes.

But we have also learned, at least to some extent, another art that is essential in revolution, namely, flexibility: the ability to effect swift and sudden changes of tactics if changes in objective conditions demand them and to choose another path for the achievement of our goal if the former path proves to be inexpedient (unwise)

or impossible at the given moment.

Personal incentive (motivation) will step up production; we must increase production first and foremost and at all costs. Wholesale trade economically unites millions of small peasants: it gives them a personal incentive, links them up and leads them to the next step, namely, to various forms of association and alliance in the process of production itself.

No matter at what cost, no matter how severe the hardships of the transition period may be, we shall not flinch; we shall triumphantly carry our cause to its goal.

[From <https://communist.red/lenin-the-fourth-anniversary-of-the-october-revolution/>. Accessed on 21 April 2025]

1.4 Consult Source 1D.

- 1.4.1. Which two demolished systems did Lenin believe formed the foundation of the new socialist system? (2x1) (2)
- 1.4.2. What, according to the source, did Lenin believe was essential in a Revolution? (1x2) (2)
- 1.4.3. Why do you think Lenin believed that “personal incentive (motivation) will step up production”? (1x2) (2)
- 1.4.4. What is implied by Lenin’s words: “No matter at what cost, no matter how severe the hardships of the transition period may be, we shall not flinch; we shall triumphantly carry our cause to its goal”? (1x2) (2)
- 1.4.5. Explain the usefulness of the source to historians researching the reasons for the implementation of the New Economic Policy. (1x2) (2)
- 1.5 Study Sources 1B and 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding how the implementation of the tax-in-kind policy would benefit the peasants. (1x2) (2)
- 1.6 Using the information from the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how the introduction of NEP represented a shift in Bolshevik thinking. (6)

[50]

ESSAY QUESTIONS:

QUESTION 2: COMMUNISM IN RUSSIA 1900–1940: CASE STUDY – STALIN’S FIVE-YEAR PLANS

- 2.1. Critically discuss the impact of Joseph Stalin’s Five-Year Plans on transforming Russia from a backward, partially medieval economy into a modern industrial economy.

Use relevant historical evidence to support your answer.

[50]

- 2.2. Joseph Stalin improved the economy of the Soviet Union through a series of Five-year plans by the end of 1939.

Do you agree with this statement? Use relevant historical evidence to support

your line of argument.

[50]

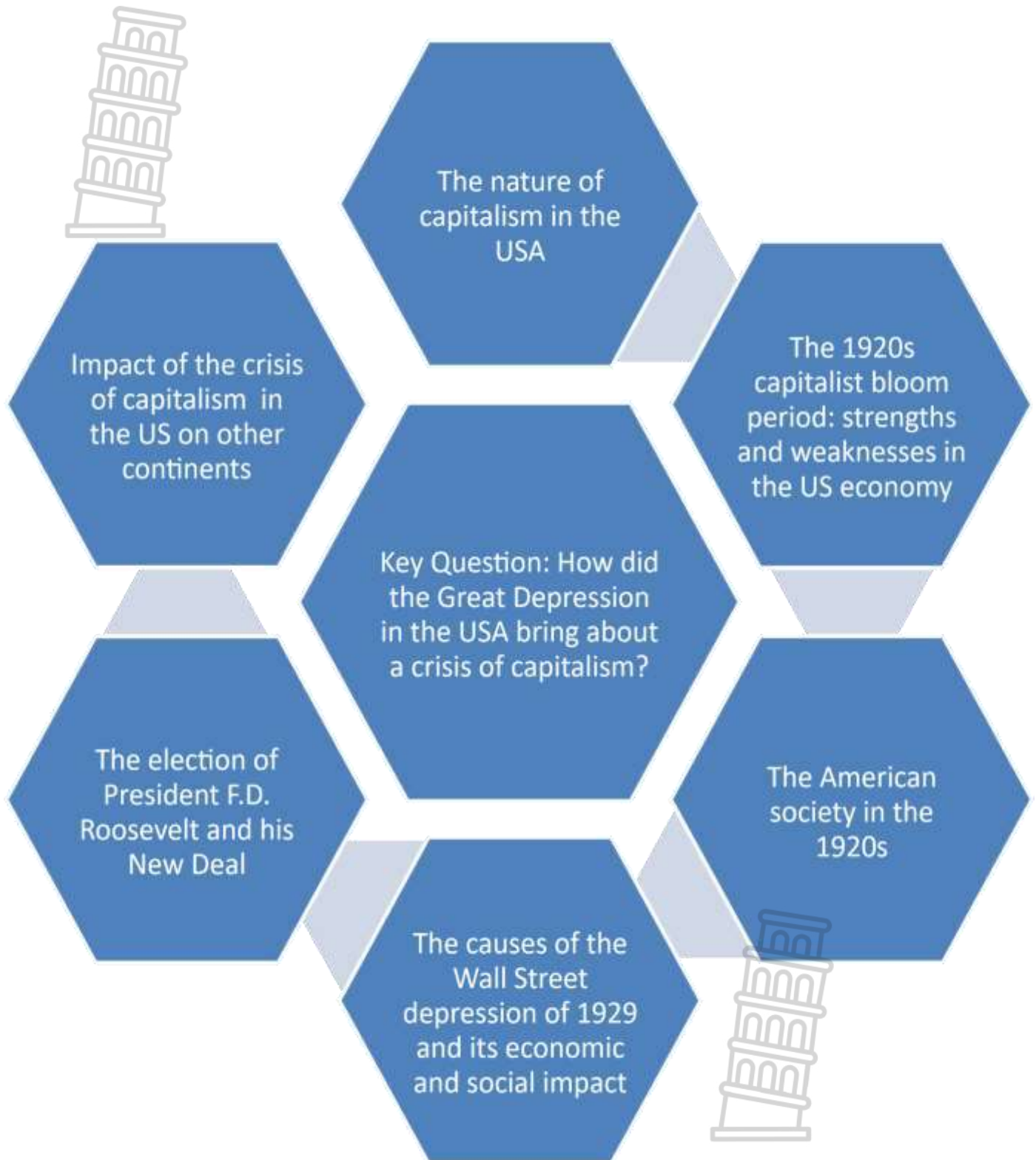
- 2.3. Explain to what extent Stalin's five-year plans transformed the Soviet Union from a backward country to a superpower by the end of 1939.

Use relevant historical evidence to support your line of argument.

[50]



TOPIC 2: CAPITALISM IN THE USA 1900-1940s



Concepts and Definitions

CONCEPT	DEFINITION
Extremes	Of the highest possible degree, extent, or intensity
Economic boom	Rapid growth in the economy
Depression	Long-term economic downturn with widespread unemployment
Prosperity	Economic growth with rising profits and full employment
Dictatorship	Government by one person with total power over the country
Crisis	An unstable situation of extreme danger or problems
Ideology	A set of ideas to support a belief system
Free market	An economic system in which the government does not control how businesses operate and make their profits
Investing	Investing your money in a business with the hope that the business will do well, and you will get a share of the profits
Demand	Amount of available goods
hire purchase	Purchase of goods on an instalment plan
American dream	The idea that in America, a poor person works hard enough, and he can become rich and successful
over production	To produce too much
stock exchange	A place where shares issued by companies are bought and sold
collapse of the stock exchange	Sudden loss in value
shareholders	People who bought shares in a company
Speculation	Buy and sell stocks to make a quick profit

NOTES-GREAT DEPRESSION

What is capitalism?	The ideology of capitalism
- It is an economic system practiced in the USA. - An economic system that allows private entrepreneurship. - An economic system that allows individuals to run their own business without much interference from the government. - It allows means of production to be controlled by private individuals.	- People need freedom - When people compete against one another, they achieve greater things. - Some people have more than others because they make better use of their abilities. - Governments should not interfere with the economy or with the way that people make their own living. - Private ownership of the economy and profits for individuals.

The main ideology of capitalism is that there should be a free market economy, in which the government interferes as little as possible. To capitalists, there is nothing wrong with a society in which some people are rich and other people poor. They believe that people will work harder if they can make more money and keep it.

The word 'capital' means money, used to buy or invest in land, mines, factories and businesses. In capitalist countries, the most important part of government economic policy is to protect the rights of individuals. In most cases, this may mean protecting the rights of individuals who own huge industries and gather great wealth, while other people remain poor. The USA became the most powerful capitalist country in the world after World War One.

Features of American capitalism

The main features of American capitalism are:

1. Entrepreneurship

An entrepreneur is an owner or manager of a business who makes money by:

- Taking risks
- Investing their own money in the business
- Using initiative
- Being willing to start a new business
- Accepting full responsibility for the profits or losses made

In a free market system, the entrepreneur takes a great risk when they start a business that will provide a product or service. The entrepreneur invests their money (capital) in the business, hoping it will succeed and make a profit.

2. Competition

Competition between businesses is an important feature of capitalism. A capitalist economy is driven by individuals with new ideas. Capitalists believe that hard work and creative imagination can lead to success. All businesses exist to make a profit.

A successful business makes consistent profits against its competitors.

3. Rugged individualism

The Republican Party was in power in America in the 1920s. It believed that the government should not offer much help to people in economic difficulties. 'Rugged individualism' is the belief that all individuals can succeed if they try hard enough. The Republican Party President Herbert Hoover used this term in the USA during the 1920s. He thought that if you were in financial trouble, you should help yourself and not expect others to help you. In a capitalist society, there is minimal state control over business.

4.A free market

America's free market economy was based on supply and demand with little or no government control. The price of goods and services was determined by supply and demand. The price of goods and services would go down if there was an over-supply. The price of goods and services would go up if there was a great demand.

5. Minimal state control over business

One of the features of American capitalism was that the government should interfere as little as possible in the economy. The economy should be driven by market forces. A French word for this idea is laissez-faire, which means 'let go'. The American president, at the time of the Great Depression, Herbert Hoover, believed that individuals are responsible for their economic situations

6. The American Dream of individual possibilities

People talk of the 1920s as a 'golden age' in America, when all things seemed possible. The economy was booming and it was a time of great prosperity and wealth for many Americans. People from all over the world came to the United States in search of the 'American Dream'. The words 'from rags to riches' are often used to sum up what is meant by the American Dream. In other words, everyone can become rich if they work hard. American freedom includes the possibility of prosperity and success.

THE 1920S CAPITALIST BOOM PERIOD: STRENGTHS AND WEAKNESSES IN THE US ECONOMY.

Before the Great Depression, the Roaring Twenties were a prosperous age because there was a boom in business. During the 1920s, more Americans lived in cities than in rural areas. President Calvin Coolidge declared in 1920, "The chief business of America is business. During Coolidge's years, business prospered and many Americans earned more money than ever before.

The following were the features of American society during the US boom periods.

- Factories increase production due to a growing demand for consumer goods such as washing machines, radios and motor cars.
- The largest boom was in auto sales, which gave rise to other industries. The car needed steel, paint, tyres and gasoline.
- New products such as cars changed the way for many Americans as they had the freedom to visit other parts of the country.

AMERICAN SOCIETY IN THE 1920s

- The huge wealth that appeared to exist in America in the 1920s was an illusion.
- Between 1923 and 1929, manufacturing output per person -hour increased by 32 percent, but

workers' wages grew by only 8 percent. Corporate profit shot up by 65 percent in the same period, and the government let the wealthy keep more of those profits.

- Consumer accumulated so much debt that they could not afford to pay for their goods.
- American farmers, who represented one-quarter of the economy, were already in an economic depression during the 1920s.
- International problems are also weakening the American economy.

REASONS FOR THE WALL STREET CRASH OF 1929: ECONOMIC AND SOCIAL IMPACT.

What were the reasons for the Wall Street crash in 1929?

In October 1929, the price of shares on the Wall Street Stock Exchange collapsed. This event triggered the collapse of the American economy and the Great Depression. **Buying and selling shares on a stock exchange.** A company can sell shares in its business on the stock exchange to raise money. The company uses the money from these shares to expand its business or to buy factories or land to make higher profits. If a company makes a profit, it gives its shareholders a dividend (a small share in the company's profits).

When a company is doing well, more people will buy shares in that company so that they can earn dividends. As more people buy shares in the company, the company increases in value.

Buying shares 'on the margin.'

In the 1920s, the price of shares on the stock market increased rapidly. People believed that buying and selling shares and speculating on the stock market was an easy way to make money fast. In the 1920s, speculation was widespread. Speculators often borrowed money to buy shares, or bought shares 'on the margin' – that they 'bought' shares with money they did not have.

Panic sets in

By 1928, share prices had risen far above their real value and this rise was not supported by real industrial expansion. Financial experts warned that this false prosperity would not last, but most speculators ignored them. However, in September, share prices began to drop and panic set in. On 24 October 1929, shareholders dumped 13 million shares. In that week, the value of the New York stock market fell by 50 percent. Speculators who had bought shares on the margin were unable to repay the banks. Many speculators were forced to sell all their possessions to get out of debt.

Overproduction

As a result of mass-production techniques, American companies were making more goods than people could buy. This led to a growing consumer crisis. Demand for goods began to fall as people had already bought all the goods they wanted or could not afford to buy. A stockpile of unsold goods began to build up and so factories began to produce less. Factories needed fewer workers and many workers lost their jobs. There were more unemployed people and they bought fewer consumer goods, which caused the cycle to repeat itself.

Import tariffs

When the United States imposed tariffs on imported European products in the 1920s, European countries responded by introducing tariffs on imported American products. This made it difficult for the Americans to sell their surplus products in overseas markets.

Unequal distribution of wealth and under-consumption

The Depression was not caused by too many goods being produced. Rather, it was because people were too poor to afford them.

American wealth was unevenly distributed. About 200 large trusts or super-corporations dominated American industry. These trusts were controlled by individuals and each one had almost complete control of one vital sector of industry. Andrew Carnegie controlled American steel manufacture through his US Steel Corporation and John D. Rockefeller controlled American oil production. These 'captains of industry' were enormously wealthy and made huge profits, largely at the expense of the ordinary people.

What was the economic impact of the Wall Street Crash in the United States?

The Wall Street Crash sparked the Great Depression. The American economy plunged into a crisis of bankruptcy, falling production and unemployment.

As the demand for goods plummeted, more factories closed down, more people were unemployed, and those who still had jobs had their wages reduced and experienced a drop in their standard of living. Millions of people faced bankruptcy and financial ruin because they had speculated on the stock market. Many people lost their homes because they could no longer afford to pay their mortgages. Banks were also in an insecure position. Many banks had lost their money because they had speculated with their customers' money and were forced to close down. People who had not invested in the stock market, but put their savings in the banks, lost all their money.

What were the social effects of the Wall Street Crash?

The American Dream of prosperity and wealth for all had turned into a nightmare. Almost everybody was affected.

Rural Areas

Farmers were hardest hit because the 1920s had not been kind to them anyway. It became even more difficult to sell what they produced during the Depression. Many went bankrupt, could not pay their mortgages and were evicted. Many migrated to the cities where they lived in poverty and misery. Others lived on the road. Farmers in the central southern states faced another disaster. Over-farming and drought in the 1930s turned millions of acres of land into a dust bowl, forcing farmers to leave.

Urban areas

The situation was not much better in the towns. In the steel city of Cleveland, 50 percent of workers were unemployed. In Toledo, the figure was closer to 80 percent. At night, the parks were full of the homeless and unemployed. There were no social welfare or unemployment benefits to help people. The unemployed and poor depended on bread queues and charity soup kitchens. Every town had a so-called Hooverville – a shanty town of ramshackle huts where migrants and the poor lived – they were named after President Hoover, who seemed to be doing nothing to help.

INFORMAL ASSESSMENT ACTIVITIES: SOURCE-BASED ACTIVITIES

QUESTION 2: WHAT WAS THE IMPACT OF THE GREAT DEPRESSION IN THE UNITED STATES OF AMERICA IN THE 1930s?

SOURCE 2A

This source focuses on the social effects of the Great Depression on the American work society and the early interventions of the government of FD Roosevelt.

The Dust Bowl drought destroyed farming in the Midwest. It lasted 10 years, too long for most farmers to hold out. To make things worse, prices for agricultural products dropped to their lowest level since the Civil War. As farmers left in search of work, they became homeless. Almost 6,000 shanty towns, called Hoovervilles, sprang up in the 1930s.

Wages for those who still had jobs fell 42 percent. Average family incomes dropped 40 percent from \$2,300 in 1929 to \$1,500 in 1933. That's like having income fall from \$32,181 to \$20,988 in 2016 dollar value. As a result, the number of children sent to orphanages increased by 50 percent. Roughly 250,000 older children left home to find work. In 1933, the prohibition on alcohol was repealed. That allowed the government to collect taxes on sales of now-legal alcohol. FDR used the money to help pay for the New Deal.

The depression was so severe and lasted so long that many people thought it was the end of the American Dream. Instead, it changed that dream to include a right to material benefits. The American Dream as envisioned by the Founding Fathers, guaranteed the right to pursue one's own vision of happiness.

[From: www.history.com/topics/great-depression. Accessed on 11 April 2026]

2.1 Use Source 2A.

- | | | |
|-------|---|-------------|
| 2.1.1 | How, according to the source, were the farmers negatively affected by the drought during the Great Depression? | (1 x 2) (2) |
| 2.1.2 | Define the concept <i>Hoovervilles</i> in your own words | (1 x 2) (2) |
| 2.1.3 | Using the information in the source and your own knowledge, explain why the shanty towns were called Hoovervilles. | (2 x 2) (4) |
| 2.1.4 | How, according to the source, were the families affected by the Great Depression? | (2 x 1) (2) |
| 2.1.5 | Comment on what is implied by the words, "The depression was so severe and lasted so long that many people thought it was the end of the American Dream". | (1 x 2) (2) |
| 2.1.6 | Explain the usefulness of the source to a historian researching the impact of the Great Depression on the American people | (2 x 2) (4) |

SOURCE 2B

This source explains the impact of the Great Depression and the ineffectiveness of the Hoover administration.

Despite assurances from President Herbert Hoover and other leaders that the crisis would run its course, matters continued to get worse over the following three years. By 1930, 4 million Americans looking for work could not find it; that number had risen to 6 million in 1931. Meanwhile, the country's industrial production had dropped by half. Bread lines, soup kitchens and rising numbers of homeless people became more and more common in America's towns and cities. Farmers couldn't afford to harvest their crops, and were forced to leave them rotting in the fields while people elsewhere starved. In the fall of 1930, the first of four waves of banking panics began, as large numbers of investors lost confidence in the solvency (ability to remain in business) of their banks and demanded their deposits in cash, forcing banks to liquidate (recall) loans in order to supplement their insufficient cash reserves on hand. Bank runs swept the United States again in the spring and fall of 1931 and the fall of 1932, and by early 1933 thousands of banks had closed their doors. In the face of this dire situation, Hoover's administration tried supporting failing banks and other institutions with government loans; the idea was that the banks in turn would loan to businesses, which would be able to hire back their employees.

[From: www.history.com/topics/great-depression. Accessed on 06 April 2026]

2.2 Consult Source 2B.

- 2.2.1 Explain why the government of Hoover failed to act timeously to mitigate the effects of the Great Depression. (2 x 2) (4)
- 2.2.2 Why, in your opinion, did the USA experience such high levels of unemployment? (2 x 2) (4)
- 2.2.3 Why, according to the source, did the banks decide to recall their loans? (1 x 2) (2)

SOURCE 2C

This Source shows people lining up for food in one of the soup kitchens that helped the unemployed and the needy during the Great Depression.



[From: www.history.com/topics/great-depression. Accessed on 10 April 2026]

2.3 Refer to Source 2C.

- 2.3.1 Using the visual clues from the source, mention the kind of refreshments that were offered at this Centre. (2 x 1) (2)
- 2.3.2 What impact would the photograph have on the American Congress? (1 x 2) (2)
- 2.4 Refer to Sources 2B and 2C. Explain how the information in Source 2B supports the evidence in Source 2C, regarding the impact the Great Depression had on American society. (2 x 2) (4)

SOURCE 2D

The source shows the negative impact of the Great Depression on the society of the United States of America.

The Great Depression brought a rapid rise in the crime rate as many unemployed workers resorted to petty theft to put food on the table. Suicide rates rose, as did reported cases of malnutrition. Prostitution was on the rise as desperate women sought ways to pay the bills. Health care in general was not a priority for many Americans, as visiting the doctor was reserved for only the direst of circumstances. Alcoholism increased with Americans seeking outlets for escape.

Higher education remained out of reach for most Americans as the nation's universities saw their student bodies shrink during the first half of the decade. However, high school attendance increased among males. Because the prospects of a young male getting a job were so incredibly dim, many decided to stay in school longer. However, public spending on education declined sharply, causing many schools to open understaffed or close due to lack of funds.

Demographic trends also changed sharply. Marriages were delayed as many males waited until they could provide for a family before proposing to a prospective spouse. Divorce rates dropped steadily in the 1930s. Rates of abandonment increased as many husbands chose the "poor man's divorce" option — they just ran away from their marriages. Birth rates fell sharply, especially during the lowest points of the Depression. More and more Americans learned about birth control to avoid the added expenses of unexpected children.

[From: www.american-historama.org/...depression/social-effects. Accessed on 9 April 2026]

2.5 Study Source 2D.

- 2.5.1 Explain the concept *Great Depression* in the context of the events in the USA in the 1930s. (1 x 2) (2)
- 2.5.2 Give TWO examples, according to the source of unacceptable social behaviors that became common in the United States of America as a result of the impact of the Great Depression. (2 x 1) (2)
- 2.5.3 Why, in your opinion, did higher education become out of reach for

- ordinary American citizens? (2 x 2) (4)
- 2.5.4 Explain why many husbands decided to run away from their families, giving rise to what became known as the 'poor man's divorce'. (2 x 2) (4)
- 2.6 Using information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words), explaining the impact of the Great Depression in the United States of America in the 1930s. (8)

[50]

CAPITALISM IN THE USA 1900-1940 – THE NEW DEAL

The election of President F.D. Roosevelt and his New Deal

The election of President F.D. Roosevelt

It was no surprise when Franklin Delano Roosevelt of the Democratic Party won the presidential election in 1932. He promised the American people 'a New Deal'.

The principle behind Roosevelt's New Deal was to get the American people back to work. With jobs, they would earn money, and with money, they could begin to purchase goods. Demand for goods would then rise, and more factories could return to production. More people would be employed. The way to do all this was to increase government spending.

Roosevelt created a large number of government-funded agencies that employed jobless people and paid them for their work. As a result of the New Deal, the American economy began to recover.

What was the New Deal?

The New Deal was a series of laws and programmes implemented in America between 1933 and 1936. The laws and programmes were passed by the US Congress (parliament) after Roosevelt became President.

The New Deal put the US government in charge of the economy. Roosevelt moved away from traditional laissez-faire capitalism. He believed that the government had to take the lead to get the economy going again.

Roosevelt's engaging personal style and his 'fireside chats' on the radio also helped to restore the American public's confidence in government.

Relief, recovery and reform

The New Deal focused on the '3Rs': relief, recovery and reform.

- Relief (help) for the unemployed and poor
- Recovery of the economy
- Reform of the financial system to prevent another depression.

The New Deal

Relief agencies:

The government provided the Federal Emergency Relief Administration (FERA) with money to feed people.

Job creation: The Civil Works Administration (CWA) created jobs with low wages. CWA workers repaired roads and schools. The CWA also employed teachers to teach adult literacy. It hired

unemployed writers, photographers, painters and performers to raise the morale of America's people.

Recovery agencies

Agriculture: Congress passed the Agricultural Adjustment Act (AAA). It was intended to stop overproduction and to help farmers who had suffered in the Depression. The government paid farmers to grow less, to produce less milk and butter and to raise fewer pigs and lambs. It taxed the big food processing companies to raise the money to pay the farmers.

Industry: The National Industrial Recovery Act (NRA) was intended to get the economy growing again. The NRA controlled the American industry to make sure that big businesses, small businesses and trade unions worked together smoothly. Limits were set on production to prevent overproduction.

Public works: The US government gave the Public Works Administration (PWA) millions of dollars to build dams, roads, libraries, courts, hospitals and schools.

Reforms

Banking: Roosevelt's first act as president was to deal with America's banking crisis. Since the beginning of the Depression, many banks had been forced to close. People were losing faith in the banking system. They withdrew their savings and kept their money at home. Roosevelt ordered all banks to close. Congress then passed the Emergency Banking Relief Act. This law put the banks under much stricter control. The banks could only be reopened when government inspectors found them to be financially secure.

Trade unions: The National Labour Relations Board (NLRB) was set up and workers got the legal right to form trade unions. The NLRB made it illegal for employers to harass workers on strike.

State responsibility for welfare: The Social Security Act (SSA) provided the unemployed with wages and the elderly with pensions.

When writing an essay:

Learners are expected to:

1. Unpack the question by doing a question analysis.

QUESTION ANALYSIS

Commanding statement	Do you agree? To what extent? Critically discuss
Content focus	Roosevelt's New Deal
Context of the content	A series of measures to rescue the American economy
Period/ time frame	1930s

2. Construct a relevant introduction.

The Federal Emergency Relief Administration (FERA) program was solely responsible for mitigating the negative effects of the great depression in the 1930s.

Do you agree with the statement? Use historical evidence to support your Line of argument.

One may disagree that the Federal Emergency Relief Administration program was solely responsible for mitigating the negative effects of the Great Depression because there were other economic measures introduced by Roosevelt to counteract the economic crisis after the Great Depression. This essay is going to discuss how FERA and other Federal government programs mitigated the negative effects of the Great Depression.

3. Construct paragraphs that demonstrate the PEEL method, and develop a line of argument.

EXEMPLAR BODY/ ELABORATION

(POINT) Recovery agencies came with the Agricultural Congress, which passed the Agricultural Adjustment Act **(EXPLANATION)**. It was intended to stop overproduction and help farmers who had been struggling during the depression. The government paid farmers to grow less, to produce less milk and butter, and to raise a few pigs and lambs. The government also taxed the big food processing companies in order to raise funds to pay farmers. **(EVIDENCE)** As a result, Agricultural production improved and this prevented overproduction. **(LINK)** This confirms that the Agricultural Adjustment Act was also responsible for mitigating the negative effects of the Great Depression.

ELABORATION (CONTENT TO BE COVERED)

- Relief – to help improve the lives of people
- Reform – to change conditions to ensure future progress
- Recovery – rebuild the US industry and trade
- Emergency Banking Act – restored confidence in banks
- Economy Act
- National Industrial Recovery Act
- FERA – money put aside for relief for the poor
- CCC – provided work for thousands of unemployed
- Public Works Act – provided work building roads, hospitals, schools and houses.
- AAA – paid farmers to produce less
- National Recovery Act – drew up codes of fair competition, minimum wages
- TVA – built dams to prevent flooding, and trees were planted to prevent soil erosion
- Home Owners Loan Corporation – assisted people who were in danger of losing their homes
- Social Security Act – old age pensions, unemployment benefits
- Wagner Act – allowed trade unions
- Works Progress Administration – actors and musicians
- Criticism of the New Deal

4. Formulate a relevant conclusion (have a link with the introduction)

EXEMPLAR CONCLUSION

In conclusion, the information above proves that the Federal Emergency Relief Administration (FERA) program was not solely responsible for mitigating the negative effects of the Great Depression, as there

were other programs that were responsible for recovery, reforms and relief.

ESSAY ACTIVITIES

1. 'In 1933, Roosevelt successfully launched the New Deal – a series of measures to rescue the American economy.'

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

2. Explain to what extent Roosevelt's New Deal was successful in uplifting agriculture, reducing unemployment and improving labour relations.

Support your line of argument with relevant evidence

3. Critically discuss how Roosevelt's New Deal can be described as the government's interventions to recover the economy of the United States of America.

Use relevant evidence to support your line of argument.

4. "Roosevelt's New Deal can be described as the government's interventions to recover the economy of the United States of America."

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



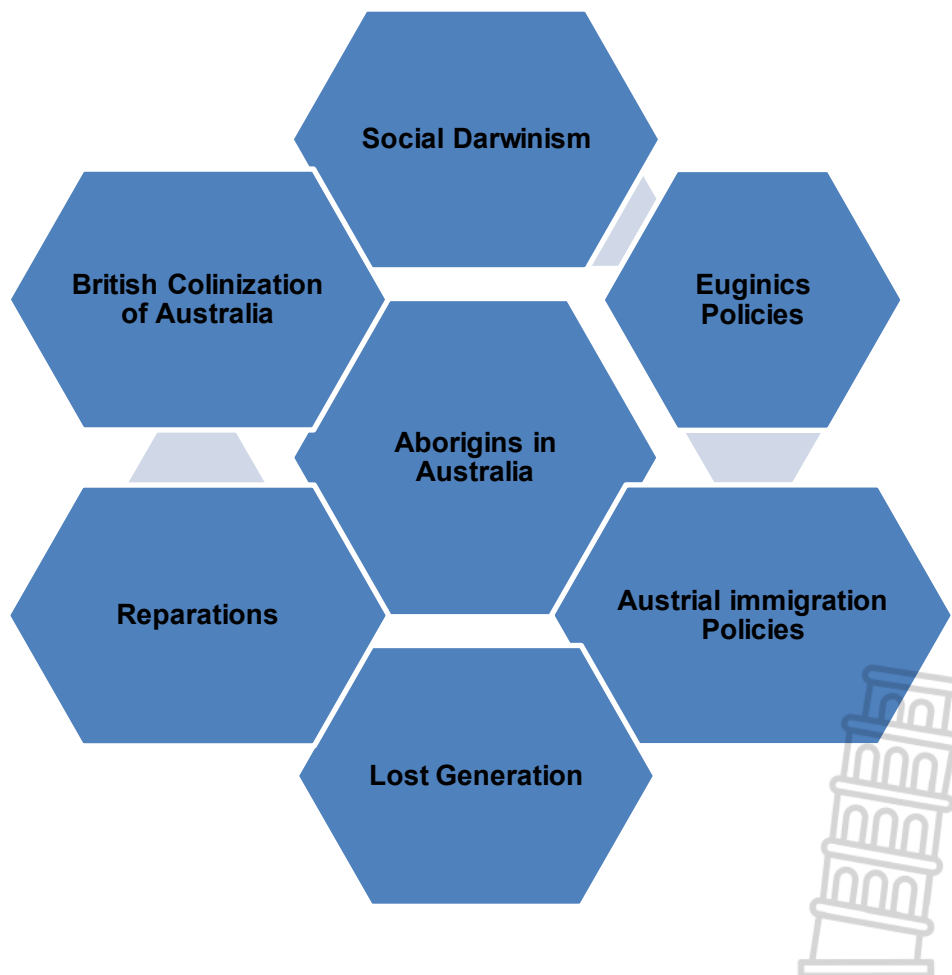
TOPIC 3: IDEAS OF RACE IN THE LATE 19TH AND 20TH CENTURIES

Australia and the indigenous Australians

Concept/ Term	Explanation
Social Darwinist theories	"Survival of the fittest" applies to human societies, suggesting that competition, inequality, and the dominance of the powerful over the weak are natural and justified.
Aboriginal people	The original inhabitants of Australia, representing the world's oldest surviving culture, have a history spanning over 60,000 years.
Eugenics policies	discredited, coercive social strategies aimed at "improving" human populations by encouraging reproduction among those deemed "fit" and preventing it among the "unfit."
transformed government policy	focuses on shifting from a discriminatory, control-oriented administration to a development-driven, inclusive, and accountable public service.
colonized	territories or peoples brought under the control of a foreign power, typically involving settlement, exploitation of resources, and the imposition of new political, social, and cultural systems.
'Primitive	preserving the character of an early stage in the evolutionary or historical development of something.
uncivilized'	behaviour lacking social refinement, polish, or moral restraint, often synonymous with barbaric, savage, rude, or primitive. It refers to actions, places, or people operating outside societal norms or modern development.
racial decay	refers primarily to a 1910 book by Octavius Charles Beale, which compiled evidence on declining birth rates, particularly in Australia and the UK, framing them as a "compilation of evidence from world sources" regarding national or racial decline.
racial suicide	It is an alarmist eugenicist theory predicting that a specific racial group would go extinct because its birth rate falls below its death rate.
racial purity	an assertion that certain human races are distinct, superior, and must remain unmixed to maintain their "ideal" nature.
mental defectives	an obsolete, often offensive, early 20th-century term for individuals with intellectual or developmental disabilities, often linked to now-discredited eugenics movements.
Immigration	The initial settlement of Indigenous Australians 50,000–65,000+ years ago, and the post-1788 European colonisation that initiated widespread dispossession, violence, and profound social, cultural, and demographic destruction for the existing Aboriginal populations.
Discrimination/ segregation	interconnected, unjust practices separating people based on race, ethnicity, or other grounds, typically creating systemic inequality.
racially contaminated	a phrase with deep historical roots in racist ideologies, particularly in Nazi-era Germany, where it was used to

	describe "tainted" blood or the supposed pollution of the "Aryan race."
'half-caste'	A racist term used to describe people of mixed Aboriginal and European heritage.
extinction	The complete disappearance of a species when its last members die, often driven by habitat loss and overexploitation.
Sterilization	a permanent form of contraception involving surgical procedures that prevent pregnancy by blocking or cutting the fallopian tubes.
Stolen Generation	refers to thousands of Aboriginal and Torres Strait Islander children forcibly removed from their families by Australian government agencies and church missions, mainly between 1910 and the 1970s.

MIND MAP



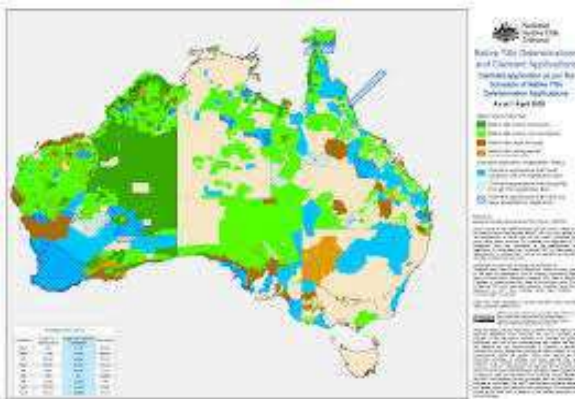


The acculturation of indigenous Australian children by the British officials

INTRODUCTION:

- Several scholars agree that race was part of the Enlightenment project that resulted from the desire to classify people into distinct categories.
- Racial classification certainly existed before this period, but the 'modern' application of race has much to do with Europe's interaction with the 'rest of the world'. Thus, central to the project of European colonialism was the crystallization of **Eugenic policies and a range of social Darwinist theories** in the late 19th and early 20th centuries.
- These theories, which later **transformed government policy** and law, rendered non-European peoples as subhuman and biologically inferior and thus should be dispossessed of their land and other vital resources and ultimately exterminated in society.

BRITISH COLONIZATION AND OCCUPATION OF AUSTRALIA



- After the **British colonized Australia** in the 18th century, the first one hundred and forty years of Australian colonial history were marked by conflict and dispossession.
- The arrival of **Lieutenant James Cook** and then **Arthur Philip in 1788** marked the beginning of '**white settlement**'. From 1788, Australia was treated by the British as a colony of settlement, not of conquest.
- **Aboriginal land** was expropriated by the British colonists on the premise that the land was empty (the terra nullius theory) and that the British colonists discovered it. This myth was applied across the colonial world to perpetuate and justify indigenous dispossession and genocide.

- Colonists viewed the indigenous Australians as **inferior and scarcely human**.
- Their way of life was seen as '**primitive and uncivilized**', and colonialists believed that their culture would eventually die out.
- This view justified the **colonial conquest of the Aboriginal people**.
- Social anthropologists from universities who 'studied' the way of life of the Aborigines reinforced this view.
- Firstly, this view added some 'scientific' credibility to observations about this 'primitive' society with the lowest level of kinship and the most 'primitive' form of religion.
- Secondly, it also added to the views of Australian eugenicists without deeply analyzing the complexities of Aboriginal life.

APPLICATION OF EUGENICS POLICIES ON THE ABORIGINES

- Eugenics associations were established in many states, e.g., New South Wales and Victoria.

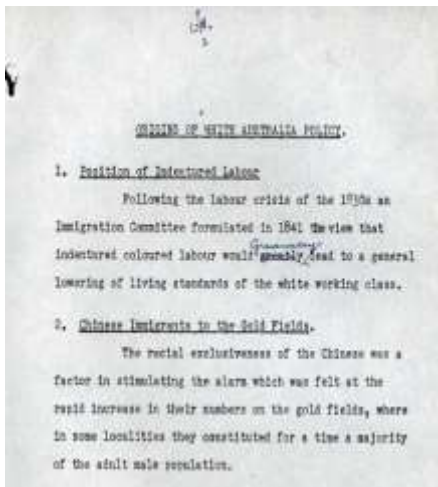


- In 1960, the **Racial Hygiene Association**, based in Sydney, became the Family Planning Association.
- A prominent eugenicist in Melbourne was **Prof Richard Berry**, who believed the Aborigines to be the most primitive form of humans.
- Berry studied and measured people's heads to prove his theory that white, educated people were the smartest, while the poor, criminals and Aboriginal Australians were the least so.
- Berry proposed a **euthanasia** chamber for so-called

mental defectives.

- Ideas of **racial decay** and **racial suicide** were aimed at strengthening the number of whites in society, especially in the North, where Asian populations were expanding.
- In 1901, the **Immigration Restriction Act** was passed (known as the White Australia Policy).
- White **racial unity** was promoted as a form of **racial purity**.
- Immigration** was encouraged from the UK in 1922 to swell European numbers and thousands of children were sent to keep Australia white.
- In 1912, white mothers were offered a £5 **childbirth bounty**, to grow the size of wealthy middle – class families, which tended to have fewer children than poorer, pauper families in society.
- This was partly in response to the debate around 'racial suicide'.
- It was thought that the middle class would die out because they were not having enough children.
- Decrease in the number of middle-class whites led to notions of 'racial decay'. It was assumed that '**racial poisons**' (e.g., TB, venereal disease, prostitution, alcoholism and criminality) would decimate whites with good stock (middle class).
- Plans were made to deal with '**racially contaminated**' and **misfits** to keep the middle class 'pure'.

AUSTRALIA IMMIGRATION POLICIES



- The White Australian policy of 1901 aimed at cohesion among the white population in the country.
- It enshrined **discrimination** and white superiority.
- Between 1920 and 1967, thousands of British children between the ages of 3 and 14 were sent to Australia and Canada to boost the size of the white population.
- These children came from poor backgrounds and were mostly in social care.
- Many of these children were cut off from their families and were often told they were orphans.
- In addition, a number of these children stayed in orphanages in Australia or became unpaid cheap labour on farms and in some instances were physically and sexually abused.
- The children who were forcibly migrated under the system

became known as the **Lost Generation**.

- The Catholic Church established homes to accommodate and assist migrant children. In 1987, the **Child Migrant Trust**, under the leadership of Margaret Humphreys, began to publicize the abuse of child migrants.

THE LOST GENERATION



- Children of mixed race were either viewed as inferior by some or as slightly more superior than other Aborigines.
- However, at the beginning of the 20th century, these '**half-caste**' children were viewed as a threat to the future of the white race in Australia.
- In 1913, W. Baldwin Spencer set up 13 proposals to manage the half-caste populations in and around the towns, mining housing and other sites of contact between 'races'.
- These included: **segregated living** areas in certain towns, **limits set on the employment** of indigenous population by white Australians, the **removal of Aboriginal people to a compound**, the **construction of a half-caste home** in one area, a **ban on interracial contact** and authority given to protectors in some areas **to remove 'half-caste' children from their families and place them in homes**.
- By the 1930s, the number of part-Aboriginal

population increased.

- Dr Cecil Cook and A.O. Neville believed that the white race was headed for **extinction**.
- They were responsible for **assimilation** programmes for '**breeding blackness out**.'
- About 100 000 'mixed-race' children were taken from their parents between 1910 and 1970 to breed out Aboriginal blood.
- Cook encouraged lighter-skinned women to marry white men and, in this way, 'breed out their colour'.
- In 1951, the new Minister for Territories, Paul Hasluck, claimed that assimilation would be the new policy to deal with the indigenous people and motivated this on the grounds of looking after the children's welfare.
- Policemen or government officials often took children from their sobbing mothers, and they were raised as orphans.
- Many of these children experienced abuse and neglect.
- Labels were used, e.g., quadroon, octaroon, to indicate how much 'white' blood they had.
- This policy only ended in 1971. These children are known today as the **Stolen Generation**.

REPARATIONS

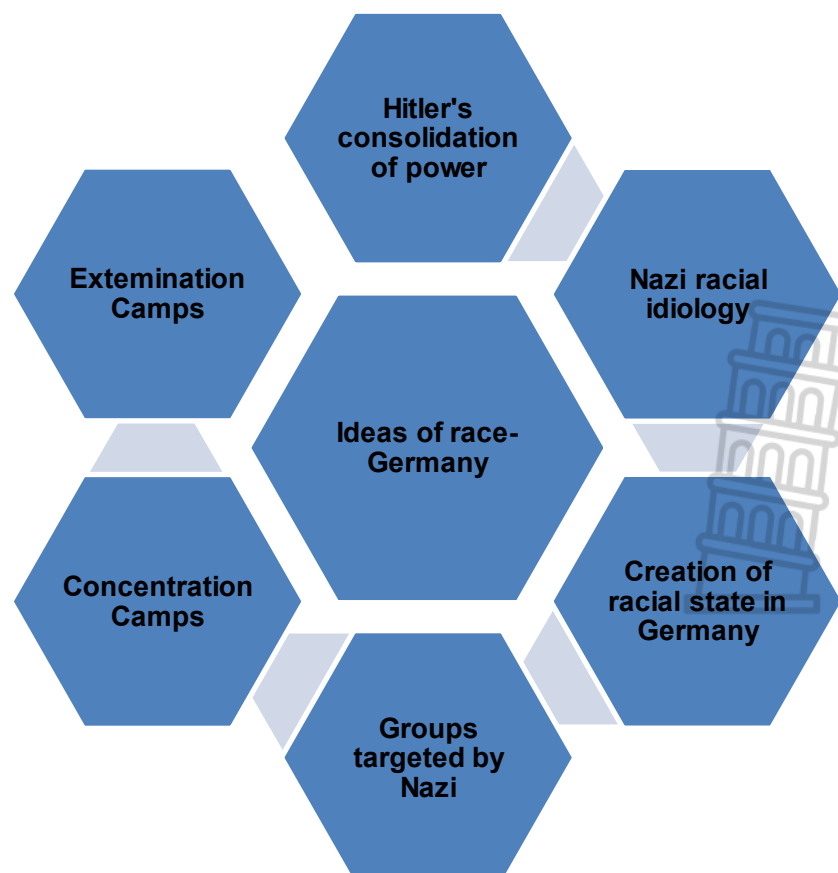
- The practice of removing Aboriginal children from their families was not spoken about until 1997.
- An official enquiry revealed consistent abuse and exploitation in the labour market, social dislocation that led to alcoholism, violence, and early death.
- In 2009, Prime Minister Kevin Rudd apologized in parliament for the laws and policies that inflicted grief, suffering and loss on them.
- He particularly mentioned the 'Stolen Generation' who had been removed from their families.
- In 2010, Rudd apologized to the 'Lost Generation' of children who were held in orphanages and other institutions between 1930 and 1970.

CONCLUSION

- Racial ideologies were not simply advanced by a conglomeration of nationalism, imperialism, Darwinism and Eugenics. In the early Twentieth Century, there became evidence of simple cultural racism that can be seen as running alongside the biological determinism that was largely prevalent.

Ideas of race in Germany: Hitler's consolidation of power from 1933 to 1934:

Terms/ Concepts	Explanation
SS couple"	refers to a marriage between a member of the Schutzstaffel (SS) and a woman deemed worthy by Nazi racial standards. These marriages were closely regulated by the state to advance Hitler's goals of creating a "racially pure" elite.
Atrocities	They are large-scale, systematic, and intentional acts of violence committed against civilian populations.
Totalitarian State	a form of government that exerts absolute, unreserved control over all aspects of public and private life, suppressing individual freedom and dissent through coercion, surveillance, and propaganda, led by a dictator or single party.
Stereotyping	The act of oversimplifying and generalizing beliefs about a group of people based on characteristics like race, gender, age, or culture, often ignoring individual uniqueness
Anti-semitism	prejudice, hatred, or discrimination directed against Jewish people, individuals, or their institutions, often based on harmful stereotypes and conspiracy theories.
Aryanization	"Aryanization" (in German, Arisierung) refers to the transfer of Jewish-owned property to non-Jews in Nazi Germany from 1933 to 1945.
Curfew	an official regulation requiring people to remain indoors, typically at night, to maintain safety, order, or control during emergencies.
Extermination	killing, especially of a whole group of people or animals.



NAZI GERMANY MINDMAP



Adolf Hitler addressing a rally in Germany in 1933

- The Great Depression had severe economic effects, which increased support for political parties that were extremists, such as the NSDAP (Nationalsozialistische Deutsche Arbeiterpartei = National Socialist German Workers' Party, which is popularly known as the **Nazi party** in English) on the right and the Communist Party on the left.
- In **1933**, **Hitler was appointed as Chancellor** by the then-President Von

Hindenburg.

- In power, the Nazis dominated the police force by utilizing them to break up meetings that opposition parties had and outlawed all forms of public meetings by justifying that these posed a 'threat' to public safety. on the 27th of February 1933, an arson attack occurred which burned the building which housed the German parliament, and this attack became known as the **Reichstag Fire**.
- After the Reichstag fire, Hitler got Von Hindenburg to pass a decree that suspended all articles in the constitution that guaranteed the people's key freedoms and liberty.
- This meant that political opposition was arrested and subsequently sent to concentration camps.
- The Nazis did not win a clear majority in the elections despite rigorous intimidation and propaganda.
- As a result, Hitler banned the **Communists** from the Reichstag party, which was supported by the Centre Party, a lay Catholic Party in Germany.
- Hitler then arranged to get the Reichstag to agree to pass the **Enabling Act**, which allowed him to make laws by decree.
- This made it possible for Hitler to centralize the government by taking away the powers of the state governments. In addition, Hitler destroyed the free trade union movements and banned the Social Democrats and the Communist Party.
- However, in 1934, an increasing number of left-wing elements within the Nazi Party were opposing Hitler's authority.
- The Sturmabteilung- Nazi Party's paramilitary wing, which was led by Ernst Rohm, was interested in the socialist elements of Nazism.
- On the 30th of June 1934, Hitler's **Schutzstaffel (SS)**- a major paramilitary organization under Adolf Hitler got rid of the Sturmabteilung, in which 400 of their members were murdered, including Rohm, their leader.
- The SS was now the new elite force, which aligned itself with Hitler's Nazi Party.
- Following the death of Von Hindenburg in 1934, Hitler merged the positions of president and chancellor and became known as the **Führer- leader**.
- Within this new leadership structure, total loyalty was demanded from all Germans. This also led to Germany becoming a police state- a **totalitarian state** controlled by a political police force that secretly supervises the citizens' activities.
- The SS were led by **Heinrich Himmler**, who was a ruthless leader who ran the labour and concentration camps, including the Gestapo- secret state police.
- Most Germans understood that to resist the rule of the Nazis would be futile.

THE CREATION OF A RACIAL STATE IN GERMANY: DEFINING THE GERMAN NATION IN RELATION TO THE 'OTHER':

- In Germany, the '**perfect German race**' came to be known as the **Aryan race**, which was perceived as the master race by the Nazi Party.
- The 'other' races which were perceived to be unproductive, asocial and undesirables, such as the gypsies and the Jews, which were viewed as coming from impure blood.
- The Aryan race was considered superior because of their ancestry, survival instinct, 'pure blood', intellect and perception that they had the capacity to work hard. In Hitler's Nazi state, antisemitism was blamed on race.
- Hitler hated Jewish people and thus, this hatred shaped his political philosophy. As a result, Jews became a **scapegoat** for Germany's problems and were thus hunted down to eradicate them.
- To identify 'others', **stereotyping** was used to judge and isolate them.
- This led to prejudice and gross discrimination, which sometimes even meant death.
- The Nazi Party's promotion of the idea to cleanse Germany of all its 'enemies' and because Hitler hated Jews, led to the mass killing of Millions of Jews.



An image showing Afro-German children from the Rhineland who were forcibly sterilized.

Applying racial and eugenic laws and policies- Purifying the nation:

- **Positive eugenics**- Refers to efforts that are directed at expanding desirable traits.
- **Positive eugenic Nazi programmes** thus encouraged the breeding of pure Aryans since they were viewed as the master race.
- In these programmes, women were central in creating this perceived pure nation.
- What this meant practically was that breeding between 'Aryan' women and genetically suitable 'Aryan' men, such as those who were part of the SS, was heavily encouraged.
- In 1936, the Lebensborn programme was established, in which SS couples who were deemed to be biologically, racially and hereditarily valuable families were selected to adopt suitable Aryan children.
- **Negative eugenics**- refers to effort which are directed to eliminate through sterilization, segregation, or other means those who are perceived or deemed to be physically, mentally, or morally 'undesirable'.
- Negative eugenics programmes and laws were passed to eliminate 'contaminating' elements of German society.
- These took many different forms, such as sterilization programmes.
- In July 1933, the **Sterilization law** was passed, which gave the Nazis the power to sterilize any person who suffered from diseases or hereditary conditions such as schizophrenia or feeble-mindedness.
- Approximately 350 000 people were sterilized as a result of this programme, including teenagers of mixed race. In 1933, the **Department of Gene and Race Care** was established and **Genetic health courts** helped enforce these laws.
- Concentration camps were established and by 1936, these camps were filled with prostitutes, alcoholics, beggars, homosexuals and juvenile delinquents.
- By 1938, around 11 000 were sent to these camps.



- Euthanasia (intentionally ending life to relieve pain and suffering) programmes were established.
- At the beginning of WWII, Hitler signed a decree which allowed for the systematic killing (**euthanasia**) in institutions of handicapped patients who were considered incurable.
- The name of the programme was called **Operation T4**.
- These killings were secretly carried out to prevent a negative reaction from the Catholic Church.
- These killings were ordered by doctors in special committees who decided who was going to be killed.
- Initially, these killings were done by lethal injection; however, carbon monoxide was later used.
- Nazi records show that 70 273 deaths were carried out by gassing at six different euthanasia centres. These euthanasia programmes were just a test for Jewish extermination later on.

GROUPS TARGETED BY THE NAZIS:

Jews:

- Under Hitler, policies in Germany were based on **anti-Semitism** as he regarded Jews as a separate race who were un-Godly and evil.
- At first, **discrimination** made life very uncomfortable for Jews in Germany.
- However, as the Nazi Party grew in power by having less and less opposition in Germany, Hitler's Party introduced stricter laws against Jews.
- Most German people chose to be bystanders when these atrocities were being committed.
- As a result of these laws, Jewish people were Segregated from political, economic, social and educational life in Germany.
- Between the years 1933 and 1934, Jewish professionals and businesses were being targeted, which resulted in them being excluded from civil services.
- In 1935, the **Nuremberg Laws** (antisemitic and racist laws that were enacted in Germany by the Nazi Party) were passed.
- The Nuremberg Laws meant that Jewish people were not considered German citizens and they forbade marriages between German citizens and Jewish Germans.
- However, these anti-Semitic laws were relaxed in 1936 because Germany hosted the Olympic Games, and thus had many visitors.
- The following year, in 1937, '**Aryanisation**' began again.
- When the Nazi Party annexed (The concept in international law in which one state forcibly acquires another state's territory) Austria in 1938, anti-Semitism spread there as well.
- In November 1938, a German diplomat was murdered in Paris, and as retaliation, Jewish shops, businesses, homes and places of worship were targeted throughout Germany.
- 20 000 Jews were sent to **concentration camps**, the majority of whom were killed.
- This event came to be known as **Kristallnacht** (Violent, state-mandated actions against Jews).
- This led to Jewish pupils being expelled from schools, Jewish businessmen forced to close their shops, Jewish valuables being confiscated and in 1939, a **curfew** was introduced for Jews.

Sinti and Roma:

- Gypsies in Germany, like the Jews, were targeted for extermination.
- At first, many were deported as the 'undesirables.' However, later, there were sterilization laws against the gypsies.
- A new law, termed "Fight against the Gypsy Menace," required that all gypsies register with the police.
- They were then forced into concentration camps and ghettos. In Europe, thousands of gypsy women and children were killed in various campaigns.
- A separate 'Gypsy family camp' was set up at Auschwitz-Birkenau, which saw many inmates die of exhaustion from hard labour, disease, malnutrition and gassing of children, which was done by

a Dr called Mengele. Alex Bandy, a Hungarian journalist, termed this campaign the 'forgotten holocaust'.

Other groups targeted by the Nazis:

- Political opponents such as Social Democrats, Communists and Trade union leaders were targeted by the Nazis.
- In addition, religious opponents such as Jehovah's Witnesses and Dissident priests (Catholic resistance to Nazi Germany) were also targeted by the Nazis.
- Those accused of 'asocial' crimes, such as criminals or homosexuals, were also targeted by the Nazi Party.

Choices that people made:

Perpetrators:



- Some of the perpetrators of the Nazi regime were secretaries, train drivers, and bureaucrats, while others actively took part in the killings.
- Other perpetrators were in the **Einsatzgruppen** (Extermination squads), while others ran the concentration camps.
- Many Nazi Party officials denied complicity and said that they were merely following orders.
- Some perpetrators even claimed that they were negatively affected by their violent actions. **Bystanders:**
- The vast majority of people, not just in Germany but

around the world, were bystanders.

- By choosing this stance of being a bystander and being different and passive witnesses, bystanders affirmed the perpetrators. Within the group of bystanders, others chose to become the perpetrators, while others chose to be resisters or rescuers.

Rescuers:

- Rescuers under the Nazi regime chose to courageously speak out against the regime or actively rescue victims.
- Many of these rescuers attributed their actions to their convictions and morality to resist evil.
- Many of them acted courageously based on their faith. Many hid Jews or smuggled them out of occupied areas.

Responses of the persecuted: exile, accommodation, defiance:

- Responses from being persecuted by the Nazi Party took many forms such as partisan activities such as **smuggling of secret messages, exchanging of food and weapons, military engagement, continued with their way of life such as cultural traditions, religious practices, creating music and art such as poetry** inside the concentration camps and ghettos, which sabotaged the Nazis attempt to persecute those they deemed undesirable.
- In addition, some of the victims **managed to escape or go into exile**. This caused underground resistance movements aimed at countering Nazi propaganda with anti-Nazi propaganda. The **determination for survival** was also a form of resistance by victims.

From persecution to mass murder: The Final Solution:



- The **Holocaust** (which was the genocide of European Jews during WWII) was carried out as the 'Final Solution' under the guise of war.
- The Einsatzgruppen followed German soldiers into invading other territories.
- They arrested everyone who resisted and killed those they thought could resist.
- The Nazis carried out forced removals of those they deemed sub-human or undesirables and carried out mass murders.
- In Poland, thousands of Polish citizens were sent to labour and

concentration camps. Jews were forcibly put in overcrowded ghettos, where many would die of inhumane conditions and starvation.

Labour and extermination camps:

- In 1941, the Einsatzgruppen followed invading troops into Russia, where thousands of Jews were rounded up in preparation to send them to concentration camps.
- 700 Jews were gassed in vans in Chelmo.
- This reinforced Hitler's desire for a '**Final Solution**' to the Jewish question.
- The death camps under the SS were established for this reason.
- Extermination centre sites were purposely located near railway lines so that there was efficient transportation.
- In 1942, there were mass deportations of Jews from the ghettos.
- A lot of them died along the way due to the unhygienic conditions, lack of food and heat in transportation.
- Gas chambers were created for the mass gassing of Jews using Zyklon-B pellets.
- Jewish bodies were cremated, and their ashes and bones were intended for fertilizers.
- Approximately **6 million Jews were killed** during the Holocaust.

Forms of justice: The Nuremberg Trials:

- Allied forces decided that the main perpetrators of the Holocaust should be put on trial.
- An international military tribunal was set up at Nuremberg, where 22 Nazi leaders were put on trial for crimes against humanity in addition to their other war crimes.
- Nazi records provided much of the evidence and details of the crimes the leaders committed.
- The accused did not deny having committed these crimes, but claimed that these crimes were not against humanity.
- Others argued that they were simply following orders. 13 different trials were set up in Nuremberg between the years 1945 and 1950 and 12 defendants were sentenced to death.
- In total, 199 Nazis were put on trial. This type of justice is called **punitive justice**, where the perpetrators get punished for their crimes.

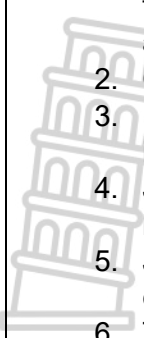
QUESTION 3: WHAT MEASURES DID HITLER IMPLEMENT TO PERSECUTE THE JEWS?

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

SOURCE 3A

This is an extract from the '*Law for the Protection of German Blood and German Honour* (15th September, 1935)' which formed part of the Nuremberg Laws, by *United States Holocaust Memorial Museum, Washington, DC*

Imbued (infused) with the insight that the purity of German blood is a prerequisite for the continued existence of the German people and inspired by the inflexible will to ensure the existence of the German nation for all times, the Reichstag has unanimously adopted the following law, which is hereby promulgated:

- 
1. Marriages between Jews and subjects of German or kindred blood are forbidden. Marriages nevertheless concluded are invalid, even if concluded abroad to circumvent this law.
 2. Only the state attorney may initiate the annulment suit.
 3. Extramarital intercourse between Jews and subjects of German or kindred blood is forbidden.
 4. Jews must not employ in their households' female subjects of German or kindred blood who are under forty-five years old.
 5. Jews are forbidden to fly the Reich and national flag and to display the Reich colours.
 6. They are, on the other hand, allowed to display the Jewish colours. The exercise of this right enjoys the protection of the state.

[From: <https://spartacus-educational.com>. Accessed on 10 April 2026.]

3.1 Study Source 3A.

- 3.1.1 What, according to the source, was the prerequisite for the existence of the German people? (1 x 1) (1)
- 3.1.2 Define the concept 'Anti-Semitism' in your own words. (1 x 2) (2)
- 3.1.3 Describe TWO ways in which the German blood could be kept pure. (2 x 1) (2)
- 3.1.4 Use your own knowledge to explain how the Nuremberg Laws affected Jews living in Germany. (2 x 2) (4)
- 3.1.5 What do you think was the impact of the Nuremberg Laws on Jews? (2 x 2) (4)

3.2 Refer to Source 3B.

SOURCE 3B

This is an extract from David Buffam's (*American Consul in Leipzig*) account of the *Kristallnacht* (Night of Broken Glass) in November, 1938.

The shattering (crushing) of shop windows, looting of stores and dwellings of Jews took place in the early hours of 10 November 1938, and was hailed in the Nazi press as a 'spontaneous wave of righteous indignation throughout Germany, as a result of the cowardly Jewish murder of Third Secretary von Rath in the German Embassy in Paris.'

.....
In one of the Jewish sections an 18-year-old boy was hurled from a three-story window to land with both legs broken on a street littered with burning beds. The main streets of the city were a positive litter of shattered plate glass. All of the synagogues were irreparably gutted by flames. One of the largest clothing stores was destroyed. No attempts on the part of the fire brigade were made to extinguish the fire. It is extremely difficult to believe, but the owners of the clothing store were actually charged with setting the fire and on that basis, were dragged from their beds at 6 a.m. and clapped into prison and many male German Jews have been sent to concentration camps.

[From: <https://spartacus-educational.com>. Accessed on 10 April 2026.]

- 3.2.1 What, according to the source, triggered the attack on Jewish shops on 10 November 1938? (1 x 2) (2)

- 3.2.2 List THREE targets of the Nazi attacks on the Jews. (3 x 1) (3)
- 3.2.3 Why do you think 10 November 1938 was known as the *Kristallnacht* (Night of Broken Glass)? (1 x 2) (2)
- 3.2.4 What was the impact of *Kristallnacht* on the Jews living in Germany? (2 x 2) (4)

3.3 Consider Source 3C.

SOURCE 3C

This source is an eye-witness statement by Rudolf Höss' (commandant of Auschwitz), who was known for killing the Jews at the Auschwitz death camp in 1942.

In the spring of 1942 the first transports of Jews, all earmarked for extermination, arrived from Upper Silesia.

It was most important that the whole business of arriving and undressing should take place in an atmosphere of the greatest possible calm. People reluctant to take off their clothes had to be helped by those of their companions who had already undressed, or by men of the Special Detachment.

Many of the women hid their babies among the piles of clothing. The men of the Special Detachment were particularly on the look-out for this, and would speak words of encouragement to the woman until they had persuaded her to take the child with her.

I noticed that women who either guessed or knew what awaited them nevertheless found the courage to joke with the children to encourage them, despite the mortal terror visible in their own eyes.

One woman approached me as she walked past and, pointing to her four children who were manfully helping the smallest ones over the rough ground, whispered: "How can you bring yourself to kill such beautiful, darling children? Have you no heart at all?"

One old man, as he passed me, hissed: "Germany will pay a heavy penance for this mass murder of the Jews." His eyes glowed with hatred as he said this. Nevertheless, he walked calmly into the gas-chamber.

[From <https://spartacus-educational.com>. Accessed on 18 May 2023.]

- 3.3.1 Explain the concept '*extermination*' in the context of the persecution of Jews in Germany. (1 x 2) (2)
- 3.3.2 Quote evidence from the source that indicates that it was not only Jewish men who were killed in the gas chambers. (2 x 1) (2)
- 3.3.3 Use the source and your own knowledge to explain Hitler's Final Solution. (2 x 2) (4)
- 3.3.4 Comment on the woman's statement to the soldier: "Have you no heart at all?" (2 x 2) (4)
- 3.3.5 Explain the reliability of this source to a historian researching the Final Solution. (1 x 2) (2)

3.4 Consult Source 3D.

SOURCE 3D

This source depicts the Jewish victims at the Auschwitz death camp between 1941 and 1945 by Kristen de Groot



[<https://penntoday.upenn.edu/news/remembering-auschwitz-eyes-present> Accessed: 11 April 2026]

- 3.4.1 Explain the symbolic representation of clothes in this photograph. (1 x 2) (2)
- 3.5 Compare Sources 3C and 3D. How does the information in Source 3C support the evidence in Source 3D about the Final Solution? (1 x 2) (2)
- 3.5 Using the information from the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining the measures Hitler implemented to persecute the Jews. (6)

ESSAY QUESTIONS: IDEAS OF RACE IN THE LATE 19th AND 20th CENTURIES

Case study: Australia and the indigenous Australians

QUESTION 1A

Explain to what extent Australia's assimilation policy during the 1930s was brutal and inhumane. Support your line of argument with relevant evidence. [50]

OR

QUESTION 1B

Critically discuss the effects of the policy of assimilation (integration) on 'half-caste' Australians during the 1930s. [50]

OR

QUESTION 1C

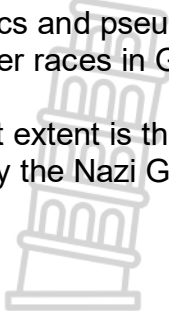
An Australian anthropologist argued that Australia's assimilation policy during the 1930s was brutal and inhumane.

Do you agree with this view? Use relevant evidence to support your line of argument in the context of how Australia implemented its policy of 'assimilation' [50]

QUESTION 2

‘Eugenics and pseudoscientific racism influenced Hitler to violate the human rights of Jews gypsies and other races in Germany from 1933 to 1945.’

To what extent is this statement accurate in relation to the treatment of the Jews, gypsies and other races by the Nazi German government? **[50]**



TOPIC 4: NATIONALISM - CASE STUDY 1: THE RISE OF AFRICAN NATIONALISM

CAPS OVERVIEW

Source -Based	Essay
• The establishment of the APO • The formation of the Industrial and Workers Union • The formation of the SANNC (ANC) & call to unite the African people of SA because of the Union of SA and the Land Act • The role of professionals and traditional leaders	• The influence of World War 2 – Atlantic Charter & AB Xuma's African Claims, as well as returning soldiers • Different types of African Nationalism & the split of the ANC and the PAC

4.1. MIND MAP



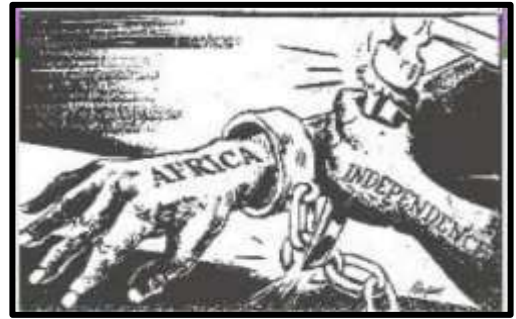
4.2 HISTORICAL TERMS

CONCEPTS/ HISTORICAL TERMS	EXPLANATION
Nationalism	A feeling of belonging to a nation, which then leads to loyalty or in some ways, patriotism.
African People's Organisation	The African Political Organisation, later known as the African People's Organisation (APO), was a Coloured political organisation in early-20th-century South Africa.
South African Native National Congress	South African Native National Congress, an organisation developed out of a situation of racial exclusion and discrimination under the new Union of South Africa. Renamed to ANC in 1923.
Freedom Charter	A document drawn up by the Congress Alliance stipulated that "the land belongs to all those who live in it, black and white."
Segregation	The action or state of setting someone or something apart from others.
Boycott	Refuse to use or buy as a form of protest.
Civil disobedience	Non- violent form of resistance involving ordinary citizens.
Defiance Campaign	A program of civil disobedience where large groups of people would peacefully but deliberately break the law.
Negotiation	Conversations and discussions to reach a point of agreement.
Militant	A radical or revolutionary person.
Apartheid	A policy or system of segregation or discrimination on grounds of race.
Reconciliation	Peace-making: to win someone's favour.
Solidarity	Working together to achieve something.
Repressive laws	Undemocratic laws that forbid and punish the opposition to the government.
Democracy	A system of government by the whole population or all the eligible members of a state, typically through elected representatives.
Exploitation	Being used or taken advantage of by others.

4.3 Case study: South Africa: The Rise of African Nationalism

Nationalism

➤ The nationalism that developed within the ANC gradually became inclusive. It aimed at replacing a white minority regime with a non-racial government. As black Africans were the majority of the population, a democratic system that represented all the people of the country would, in any case, mean rule by black Africans.



Some factors for the growth of African Nationalism in South Africa

- The role of the Christian religion, whose ideals encouraged Africans to fight for equality, as all people were equal to God.
- Exposure of Africans to severe economic exploitation, such as land alienation and causing them to be subjected to forced labour on Afrikaner farms.
- The influence of Pan-Africanism in South Africa dates back to the 19th century.
- The introduction of racial discrimination enshrined in the apartheid law of 1948 convinced Africans that only freedom could save them.
- The return of the ex-servicemen after the Second World War exposed the myth of white supremacy, making Africans ready to fight them.

4.3.1 The Formation of the African Peoples' Organisation (APO)

- The African Peoples' Organisation (APO) was formed in 1902 in Cape Town under the leadership of Dr Abdullah Abdurahman.
- It was the most influential Coloured pressure group in Southern Africa.
- It also consisted of educated Coloured, i.e. its leader was a medical doctor.
- It aimed at defending the social, political and economic rights of Coloured and to oppose any laws on racial discrimination.
- Its focus was to ensure that the voting rights of Coloured and black people in the Cape remained and would be extended to Natal and the two Boer Republics (Transvaal and Orange Free State).
- It played an important part in shaping black political thought and action during the first half of the 20th century.



4.3.2 The formation of the Industrial and Commercial Workers (ICU).

- The Industrial and Commercial Workers were formed in 1919, under the leadership of Clements Kadalie, as the trade union amongst Cape Town dockworkers. During the 1920s, it played a leading role in organizing protests and the policies of the government, and had branches throughout Southern Africa, mainly in rural areas.
- However, by the end of the 1920s, it began to decline. In contrast to the ICU, the ANC did not have mass support during this period.



- The ICU had suffered from inefficient management, including misuse of funds, ideological and personal differences.

4.3.3 The formation of the South African Native National Congress (SANNC)

- A new organization was formed by African nationalists in 1912 to fight for their rights.
- They believed that to form a black South African 'nation' was necessary for ideas of attachment to a particular language group to be replaced.
- The South African Native National Congress came into existence on 8 January 1912 in Bloemfontein.



- It aimed to unite Africans in the advancement of their political and socio-economic status. The SANNC's aims were expressed by one of the founding members, Pixley Seme. Seme called on all Africans to set aside their differences of the past and unite in one national organisation.
- Then in 1923, the organisation was renamed the African National Congress (ANC).

4.4 The effects of the 1913 Land Act on black South African



- In 1913, the Native Land Act was passed. These severely restricted African rights to buy, rent, or use land except in the specified reserves. The law created reserves for the black majority that were approximately 7 percent (later increased to 13 percent) of the total land in South Africa.
- People lost their land and were forced to live in overcrowded areas, causing poverty and starvation.

4.5 The role of professionals and traditional leaders

- The SANNC attracted traditional leaders and the educated elite together, including its first president, Dr J.L. Dube and Sol Plaatjie, its first general secretary
- The SANNC worked hard to bring all Africans together to defend their freedom and rights.
- The Union of South Africa was established as a self-governing state in 1910.
- The new government consisted of white men (Boer and British men).
- The British encouraged white South Africans to work together in the interests of economic efficiency.
- The African leaders were against the Union.
- Only white men were allowed to vote and could be members of parliament and a small number of coloured and black men.



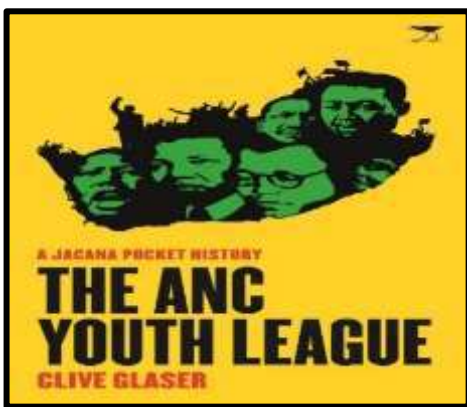
4.6 The influence of the Atlantic Charter and AB Xuma and the return of soldiers

- World War Two broke out in Europe in 1939.
- South African troops joined the war on the side of the British against Nazi Germany.
- Only white soldiers were allowed to fight the enemy, but many black, coloured and Indian men also volunteered. Most were used as porters, drivers and labourers.
- When these soldiers returned home to South Africa, they found that they were still considered inferior, although they had expected that their dedication to the South African war effort would be recognised, and they would be rewarded.
- In 1940, the ANC under the leadership of Dr AB Xuma entered a new chapter in its history.
- He improved the effectiveness of the ANC by making it more centralised.
- This boosted the confidence in the organisation and its membership grew.
- In 1944, Xuma was responsible for bringing the ANC Youth League (ANCYL) members into the executive.
- Young members of the organisation introduced a more militant approach to resistance, including Nelson Mandela, Govan Mbeki, Oliver Tambo, Walter Sisulu, and Anton Lembede.
- The fight for human rights in South Africa was boosted during the war with the Atlantic Charter (1941).
- The British and American leaders, Churchill and Roosevelt, promised to respect the rights of all people and to support those pursuing self-government.
- The ANC met in Bloemfontein in 1943 after being inspired by the charter and formed an Atlantic Charter Committee.
- They produced a politically significant document called 'African Claims in South Africa.'
- This document paved the way to an equal and racially integrated society in South Africa.
- The common ideas of the ANC, APO, and the Indian Congress gained popularity among young black, coloured, and Indian urban populations after the war.



4.7 Types of African Nationalism

In 1948, the National Party (NP) came to power in South Africa under its policy of apartheid, racial segregation and discrimination.



The ANCYL responded to these policies with a Programme of Action in 1949, calling for boycotts, strikes, and general defiance.

- The youth leaders realised that they needed to be more inclusive and engage with other anti-apartheid groups.
- The Defiance campaign of 1952 targeted certain Apartheid laws like the Population Registration Act, Group Areas Act and the Bantu Education Act.
- The campaign was crushed by the government.
- The ANC made a huge gain by mobilising the masses and this resulted in a significant increase.
- Anton Lembede, one of the ANCYL leaders, had a strong view that the ANC was for black Africans only.
- Nevertheless, other leaders like Oliver Tambo, and Walter Sisulu had gradually moved away from 'Africanism' to a more inclusive acceptance of all South Africans who did not support Apartheid.
- The term 'African' to them meant embracing anyone with a commitment to Africa.
- A multi-racial Congress Alliance was established in the early 1950s.
- The Congress Alliance came out with the Freedom Charter, which was approved by a Congress of the People in Kliptown in June 1955.
- They set a clear vision of a future democratic and non-racial state.

4.8 The split of the ANC and the formation of the Pan-Africanist Congress (PAC)

Robert Sobukwe, the leader of PAC



Members of the ANC were divided; some did not accept the non-racial vision of the Freedom Charter.

Those who were not satisfied broke away from the ANC in 1958 and formed the rival Pan-Africanist Congress in 1959.

- Robert Sobukwe was the first president of the PAC.
- They used the slogan 'Africa for Africans' and it gained popularity.
- In its early years, the PAC worked both to win power for Africans alone in South Africa and to unite all the African people of the continent.
- The Freedom Charter formed the basis of the ANC's inclusive

nationalism.

- It also formed a vision of national reconciliation and nation-building after Nelson Mandela's release in the 1990s.
- The reconstruction of a new sense of belonging and identity as South Africans could be seen as the positive face of nationalism.

1. INFORMAL ASSESSMENT ACTIVITIES

QUESTION 1: HOW DID THE IMPACT OF THE RISE OF AFRICAN NATIONALISM IN SOUTH AFRICA INFLUENCE THE WORKER'S PROTESTS IN THE 1920s?

SOURCE 1A

This source focuses on how the Industrial Workers of Africa (IWA) in 1917 laid the Foundation for the growth of African Nationalism.

A group of African workers, and a handful of white radicals, meet in a small room behind a general store. Reuben Cetiwe, a key African militant (revolutionary), outlines the purpose of the gathering: "We are here for organisation, so that as soon as all your fellow workers are organised, then we can see what we can do to abolish the capitalist system. We are here for the salvation of the workers. We are here to organise and to fight for our rights and benefits."

These workers enter the cities as conquered people, their lands under imperial authority, their chiefs colluding (planning) in labour recruitment to the mines. Weighed down with challenges such as, being forbidden to organise unions, locked in all-male compounds in the mines, or segregated in grim(unattractive) ghettos in the interstices (spaces) of the towns, their movement controlled by the internal passport, or "pass law" system that affects every black working man, their families forced to stay in the countryside: these men are the bedrock(pillars) of South African capitalism.

On 27 September 1917, the Industrial Workers of Africa was formed. The new generation's demands were simple, and uncompromising, summed up in its slogan: "Sifuna Zonke!" ("We want everything!"). It is the first trade union for African workers ever formed in South Africa. Years later, the Industrial Workers of Africa, the Industrial and Commercial Union and several other black unions merged to form the Industrial and Commercial Workers Union, or ICU.

[From <https://www.sahistory.org.za/archive/industrial-workers-africa-1917-1921-bikisha-media>
Accessed on 27 April 2025.]

- | | | |
|-------|--|-------------|
| 1.1.1 | Who, according to the source, was a key African militant? | (1 x 1) (1) |
| 1.1.2 | Define the concept <i>capitalist system</i> in your own words. | (1 x 2) (2) |
| 1.1.3 | Using the source and your own knowledge, explain the implications of the following statement: "The new general union's demands were simple, uncompromising, summed up in its slogan: | |

- 'Sifuna Zonke!' ("We want everything!"), in the context of the struggle for equality. (2 x 2) (4)
- 1.1.4 Explain the effects of the Industrial Workers Union (IWU) on African workers. (1 x 2) (2)
- 1.1.5 Explain why you think African workers were protesting. (2 x 2) (4)

SOURCE 1B

This source deals with the formation of the Industrial and Commercial Workers Union (ICU) in Cape Town, 1919 and how it influenced workers to fight for better working conditions.

The Industrial and Commercial Workers Unions' (ICU) efforts to organise African workers were met with considerable success in the Cape Town area for three principal reasons. First, all workers were concerned with the increased cost of living in the post-war era. Second, there was a shortage of unskilled labour during this period. Third, many skilled and semi-skilled Coloured workers in the Cape belonged to 'craft' unions composed mostly of white workers.

Kadalie began to organise the ICU in mid-1919. Less than six months later, the newly formed union led some 400 mostly African dockworkers out on strike. As a result of this strike the wages of dockworkers were increased. The ICU spread rapidly throughout South Africa, especially in the rural areas. In Port Elizabeth, Samuel Makama Masabalala, the ICU organizer in chief, "stressed the necessity of agitating (stir-up), educating and organising blacks and other non-European sections of the community if they want their grievances to be addressed. In October 1919, ICU leaders in Port Elizabeth threatened to call workers out on strike for a wage of 10 shillings a day.

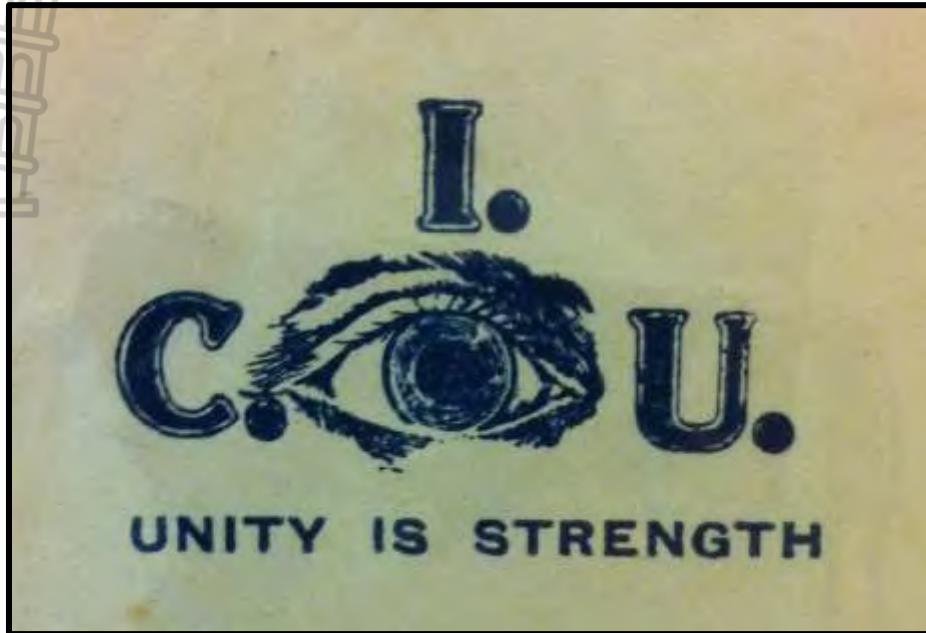
The authorities responded by arresting Masabalala. This led to a demonstration outside the police station where ICU members and supporters demanded his release. Police were called and started shooting at demonstrators. Hellman contends that the Port Elizabeth 'shooting' attracted Africans to the ranks of the ICU! She writes that "Within a short time, aided by events such as the shooting of African strikers in Port Elizabeth in October 1920, the organisation obtained the adherence (loyalty) of tens of thousands of workers, the majority of whom were Africans."

[From <https://www.sahistory.org.za/article/industrial-and-commercial-union-timeline-1919-1989>. Accessed on 1 May 2024.]

- 1.2.1 Give, from the source, THREE principal reasons of the Industrial and Commercial Workers Unions (ICU). (3 x 1) (3)
- 1.2.2 Quote ONE piece of evidence, from the source, indicating the success of the Industrial and Commercial Workers (ICU) in the mid-1919. (1 x 1) (1)
- 1.2.3 Using the information in the source and your own knowledge, comment on how the reaction of the police officers against African Nationalists influences the public opinion of the members of the ICU. (2 x 2) (4)
- 1.2.4 Explain what is implied by the following words, 'Within a short time, aided by events such as the shooting of African strikers in Port Elizabeth in October 1920, the organisation obtained the adherence (loyalty) of tens of thousands of workers, the majority of whom were Africans'. (2 x 2) (4)

SOURCE 1C

The source below is a poster showing details of the Industrial and Commercial Workers Union (ICU) and appeared in the *Workers Herald*.



[From <https://www.sahistory.org.za/sites/default/files/field/image/the-worker>. Accessed on 27 April 2024]

- 1.3.1 Comment on the significance of the words 'UNITY IS STRENGTH' in the context of the resistance against the exploitation of black workers. (2 x 2) (4)
- 1.3.2 What impact, do you think this poster would have had on the members of the Industrial and Commercial Workers Union? (1 x 2) (2)

SOURCE 1D

The source below is an extract from Selby Msimang's speech (president of the ICU), 23 July 1921 (published in *The Cape Times*). He appealed to all other Unions to throw in their lot with the ICU for the general uplift of downtrodden races and for the facilitation of such fortifying virtues as would induce them to assist, persist, and resist.

'Our first duty should be to organize all non-European workers, wherever they may be, and to educate them and make them understand and appreciate the obligations falling upon them as workers in safeguarding the interests which are theirs and inalienable (undeniable). Drive the point home that it is no fault of the employers to exploit them, but that it is their own fault and that they can only ward against exploitation by some distinct bond of comradeship...

On the other hand, they had the Union Government, evidently a club of incorrigible (hopeless) magnates, whose miserly hearts created a greed which Shakespeare had envisaged (foresee) in Shylock. They made such laws as would convert a Christian to Atheism (skepticism). Study the laws for the distribution of land, the pass laws, the humbug of segregation....

I fail to see why the pay of scale should be regulated by the colour of the skin. It was argued that the standard of wages should correspond with the standard of living, but that seems to me to be an absurd (meaningless) argument.....'

[From Keith Sorrenson. *Separate and unequal* Cultural interaction South Africa 1919 -1961, page 18.]

- 1.4.1 Name THREE duties of the Industrial and Commercial Workers (ICU), from the source. (3 x 1) (3)
- 1.4.2 Explain the term *exploitation* in the context of the workers' conditions during the 1920s. (1 x 2) (2)
- 1.4.3 Comment on what is implied by the statement, 'It was argued that the standard of wages should correspond with the standard of living.' (2 x 2) (4)
- 1.4.4 Explain the reliability of this source for a historian studying the Industrial and Commercial Workers (ICU). (1 x 2) (2)
- 1.5 Consider Sources 1C and 1D. Explain how the information in Source 1C supports the evidence in Source 1D regarding the Industrial and Commercial Workers (ICU). (1 x 2) (2)
- 1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about six lines (60 words) explaining how the rise of African nationalism in South Africa led to workers' protests in the 1920s. (6)

ESSAY QUESTIONS

1. Explain to what extent African Nationalism conscientized oppressed people to fight against racial discrimination in South Africa in the 1900s and 1950s. [50]
2. The Black South Africans developed a unity in order to achieve political, social and economic power in their birthland in South Africa from the early 1900s. Do you agree with the above statement? Use relevant evidence to support your line of argument. [50]
3. The Pan-Africanist Congress (PAC) believed that Africa was for Africans only, whilst the African National Congress (ANC) understood that Africa was for all those who live in it. This led to a split between ANC and PAC in 1959.
- Critically discuss this statement by using relevant historical evidence. [50]

Essay exemplar:

Keep the PEEL structure in mind when assessing an essay.

P	The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains a major point (line of argument) that was made in the introduction.
E	The candidate should explain in more detail what the main point is all about and how it relates to the question posed (line of argument).

E	The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

Introduction: Candidates need to take a stance by explaining to what extent the return of soldiers from World War 2 influenced black South Africans to fight for freedom. They should indicate how they would support their line of argument.

Some points learners should use:

- Black South Africans were influenced by many factors to see a need for unity
- Black South Africans played a role in World War II against Germany
- Blacks were not allowed to carry guns
- Even though blacks worked as drivers and trench diggers, they came to South Africa with the ideas of democracy
- WW2 led to an economic boom that led to a massive expansion of the urban labour force
- The number of African labourers increased as they replaced many whites who had gone to war
- Urbanisation had significant implications for African nationalism
- The USA and Britain signed the Atlantic Charter
- Promise to respect the rights of all people to self-determination
- Xuma used the Declaration of Rights to fight for African claims
- The New President of the ANC, Dr Alfred Xuma, analysed the Atlantic Charter, particularly the clauses that applied to Africa
- In 1943, the ANC adopted Xuma's document, African Claims in South Africa
- It included a Bill of Rights, which called for an end to racial discrimination and for the franchise to be extended to all adults, irrespective of race
- It demanded the fair distribution of land, freedom of trade for Africans, and the right to equal and free education for all African children, equal health facilities, and the abolition of all discriminatory labour practices
- Soldiers returning from the war influenced South Africans to fight for their rights
- Black South Africans were inspired by the ideas of freedom and democracy
- These ideas started because of their interaction with soldiers from foreign countries.
- Youth within the ANC became impatient with the conservatism of the ANC and the slow progress in getting freedom and democracy
- Young members of the ANC became more militant and formed the ANC Youth League
- ANCYL used other forms of protest to fight for democracy
- Youth League accused the ANC of representing the elite and not the masses
- ANC nationalism was called 'Charterism.'
- ANC moved from a moderate organisation to a mass movement of national liberation
- ANC Women's League was formed in 1943 with Madie Hall-Xuma as the president
- Some members of the ANC were unhappy with the cooperation with other national groups
- They felt Lembede's vision of African Nationalism was neglected
- They objected to the influence of communism as they saw Marxism as a foreign ideology
- PAC was formed in 1959 with Robert Sobukwe as president
- Any other relevant response

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

[50]

TOPIC 4: NATIONALISMS - SOUTH AFRICA - THE RISE OF AFRIKANER NATIONALISM

Caps overview:

- What were the reasons for the rise of Afrikaner nationalism?

Source Based	Essay
• Definition of the <i>Volk</i>, its relation to class and race issues in education, labour & religion • Nationalism in power – towards Apartheid	Factors that led to the rise of Afrikaner Nationalism • What were the reasons for the rise of Afrikaner nationalism? • The Afrikaans language movement, social and cultural movements • FAK, Broederbond, media and programme of economic affirmative action in the 1920s & 1930s.



HISTORICAL CONCEPTS

CONCEPT	EXPLANATION
Afrikaner	an Afrikaans-speaking white person in South Africa, especially one descended from the Dutch and Huguenot settlers of the 17th century
Afrikaner Nationalism	Is the idea that Afrikaners are the chosen people and that Afrikaners who speak their language should unite to fight off foreign influences from Jews, British-descended English-speaking settlers of South Africa, Black people and Indian people.
Reconciliation	Peace-making: to win someone's favour.
Concession	To give up in return for certain benefits.
Commemorated	To celebrate the memory, honour, and remember.
Extremists	People with radical political or religious views
Sabotage	Something was deliberately damaged for a political reason.
Volk	A nation or people. In South Africa, it refers particularly to the Afrikaner people.
Annex	To take control of territory by conquest or occupation without permission.
Centenary	Hundredth anniversary of an event.
Christian nationalism	The basic principle underlying all policies adopted by the Dutch Reformed Church and Afrikaner leaders. It saw the Volk as having a divine destiny. The Great Trek symbolized the Boer exodus to the 'promised lands' of the Boer Republics. According to Christian nationalism, Afrikaners had a divine right to be the guardians of other races in South Africa.
Afrikanerdom	The world of Afrikaners
Anglicize	To make something more English
Bondage	State of being a slave
Mobilize	Making people politically active
Influx	Flow
Entail	involve
Urbanization	Movement of the people from the countryside to the cities

NOTES

The rise of Afrikaner nationalism and the definition of the Volk.

The rise of Afrikaner nationalism and the 'Volk'

- It was only in the 20th century that the term 'Afrikaner' came to be used to describe a group of people who spoke Afrikaans. At this time, the National Party created a form of exclusive ethnic nationalism to protect the Afrikaner 'people' or volk.
- It is important to remember that before the 20th century, Afrikaners in the Cape Colony were often disunited and fractured. This was shown by the splintered trekker parties during the Great Trek.
- By the end of the 19th century, Britain's attempts to expand into the interior had aroused strong nationalist feelings in the Boer states. The discovery of mineral wealth (first diamonds and then gold) in the Boer territories led to an influx of foreigners (particularly British) into the interior.
- As a result, the British decided to annex the South African Republic (ZAR) in 1877. The sense of national identity was further strengthened amongst the Afrikaners when they challenged the British in the two Anglo-Boer Wars (1880 – 81; 1899 – 1902).
- The second Anglo-Boer War, or South African War, was a particularly important factor in building Afrikaner nationalism as Afrikaners witnessed the pain and suffering of their women and children in the British concentration camps.



The rise of the Afrikaans language movement

- In 1910, South Africa gained political independence from Britain. Boer leaders dominated the new government. Louis Botha and Jan Smuts were both ex-Boer generals.
- Botha became the first prime minister of South Africa and Smuts was his deputy and both were committed to reconciling white English and Afrikaans-speaking South Africans.
- In 1914, exclusivist Afrikaners gained a political voice for the future when the National Party was formed under General J.B.M. Hertzog.
- Hertzog, as leader of the Pact coalition government (National Party and Labour Party) in the 1920s, set about formalizing Afrikaans culture and language. In 1925, Afrikaans replaced Dutch as an official language and the Bible was translated into Afrikaans.



Afrikaner social and cultural movements: The Afrikaner Broederbond

- The Afrikaner Broederbond (AB) was a 'secret' organization. Its name meant the League of Afrikaner brothers.
- It was formed in 1918 and played a key role in protecting and promoting Afrikaner identity and nationalism. Its members were young professionals, teachers and ministers of the Dutch Reformed Church.
- Its main aim was to further Afrikaner nationalism in South Africa through culture, to promote Afrikaner businesses and to take control of government.
- The Afrikaner Broederbond supported
- Hertzog and the National Party initially threw their support behind D.F. Malan and the Purified



Figure 1: Broederbond

National Party (PNP), which was formed in 1934. Afrikaner Broederbond members dominated the membership of Malan's new party.

- Every prime minister and state president of South Africa between 1948 and 1994 was a member of the Afrikaner Broederbond.
- In the 1930s, the Broederbond worked closely with an umbrella organization known as the Federasie van Afrikaans Kultuurvereniginge (FAK – Federation of Afrikaans Cultural Societies) to promote Afrikaans culture.

The Media

- *Die Burger* newspaper was started in Cape Town on 26 July 1915 to promote Afrikaner nationalism, with D.F. Malan as its editor.
- In 1937, *Die Transvaaler* newspaper was established in the Transvaal, also with the aim of promoting Afrikaner nationalism. H.F. Verwoerd was the editor.
- The Great Trek centenary celebrations, a significant event in 1938, were the celebration of the centenary of the Great Trek, which helped to promote Afrikaner unity and pride in their culture.
- Strong feelings of patriotism were inspired in many Afrikaners as they witnessed re-enactments of the Great Trek on the streets of Pretoria. People dressed in Voortrekker clothes and drove ox-wagons from Pretoria to the Voortrekker Monument, which had been built to mark the occasion.



Economic affirmative action in the 1920s and 1930s

- The Great Depression had a big impact on South Africa and many Afrikaners were forced off their land and into the cities. As many of them were unskilled, they found that only low-paying manual labour jobs were open to them.
- The 1932 Carnegie Commission of enquiry into white poverty found that between 200 000 and 300 000 whites were 'poor whites'.
- Most of them were Afrikaners and it became hugely important for the future of the Volk that these poverty-stricken Afrikaners be rescued.
- The Afrikaner Broederbond and the FAK stepped in, along with Afrikaner businesses, to resolve the poor white problem and to promote social upliftment through Afrikaner unity. Economic upliftment was assisted by two new organizations: the Federale Volksbeleggings (FVB) and the Reddingsdaadbond (RDB, or Rescue League).
- These institutions aimed to mobilize capital and encourage businessmen, workers, and Afrikaner commercial farmers to pool their financial resources and regain control of their savings. Financial institutions like Volkskas and Sanlam were established for this purpose.
- The Broederbond also promoted volkskapitalisme (people's capitalism), which aimed to take control of the economy and bring it into line with the needs of the Afrikaners. Its great achievement was that it accomplished this social and economic upliftment without using state resources.
- All "proper Afrikaners" had 10 duties. Among these were: every Afrikaner must become a shareholder in an Afrikaans credit organization; every Afrikaner must be a policyholder of an Afrikaans insurance company; and every Afrikaner must save and invest in an Afrikaans institution.

Definition of the Volk (background)

- The "Volk" is the Afrikaans word for "people". The Volk of the National Party meant white Afrikaans-speaking South Africans. In Afrikaner nationalist ideology, the "Volk" as a whole was more important than the individual.
- The Afrikaner "Volk" ideology aimed to unite Afrikaners based on race and language. They did not interpret history along class lines. They regarded the Volk as a 'nation' as more important than the Afrikaners' economic or social position in society.

Volk in relation to class and race issues in education.

- The National Party government wanted to improve the education of the Volk (all Afrikaners - both middle class and working class). There were many working-class Afrikaners and the National Party made laws that stated that they were to be educated in whites-only schools.
- They were taught in Afrikaans, by Afrikaans-speaking teachers, from Afrikaans textbooks. Education was aimed at creating unity of the Volk as a 'race'. Heroic stories of the Great Trek and suffering during the South African War were taught in History lessons.
- The Bantu Education Act (1953) created a separate and unequal education system in government schools. Bantu education served the interests of white supremacy.
- It denied black people access to the same educational opportunities and resources enjoyed by white South Africans.
- A racist educational system meant that black children were schooled to become labourers for whites. The children of the Afrikaner Volk were equipped to take up skilled and professional jobs.

Volk in relation to labour

- Many Afrikaner farmers were forced off the land during the economic depression after the First World War and the Great Depression in 1929, by being moved with their families into the towns. They were not skilled to find well-paying jobs.
- Many South Africans were living in poverty, but special aid was prioritised for white poverty, which contradicted the ideology of racial superiority. "The Poor White Problem in South Africa: Report of the Carnegie Commission" (1932) recommended that special protection should be given to white labour. After 1948, the National Party continued to rescue poor Afrikaners as they were part of the 'volk'.

New Afrikaner trade unions were formed

- The Afrikaner Bond van Mynwerkers (Mineworkers) and the Spoorbond were created to look after Afrikaner workers in the railways. These were efforts to bridge the gap between rich and poor Afrikaners.

Volk in relation to religion

- Afrikaner religion comes from Protestant practices of the Dutch Reformed Church of Holland. They believed that the Dutch Reformed Church should influence government policy and that the Volk should remain 'pure and separate'.
- Afrikaner nationalists believed that the Volk were chosen by God to bring civilization and Christianity to 'uncivilized' and 'heathen' black people

Constitutional independence from Britain, but still part of the British Empire

- Recognition of Afrikaans and the flag question in 1924, when Hertzog, leader of the NP, became Prime Minister, who was a fierce fighter for Afrikaner nationalism.
- South Africa's sovereign independence was established with the Balfour Declaration at the Imperial Conference in 1926. Role of the "Volk" promoted the exclusive interest of "true" Afrikaners, highlighted events of history.
- Centenary celebration – bind and strengthen Afrikaner nationalism – led to the formation of Ox Wagon Sentinel.
- Second World War – South Africa fought on the side of Britain – many Afrikaner nationalists did not support this and used violent methods to block South Africa's participation.
- 1948 elections – Afrikaner nationalists



appealed to Afrikaner voters to vote for the NP – Apartheid.

NATIONALISM IN POWER: TOWARDS APARTHEID

- The National Party under D.F. Malan, was determined to recover the Afrikaner pride in the 1930s and 1940s by taking control of the political future of Afrikaners.
- Afrikaner nationalism was based on the principles of Christian nationalism.
- The National Party promoted racial segregation as a desirable and beneficial ideology. It is intended for each 'racial group' to develop separately.



The 1948 election and the move towards Apartheid

- White labour shortages during World War Two encouraged the growth of an urban black labour force, which competed with Afrikaners for jobs.
- 'Swart gevaar' (black danger) was the slogan used by the National Party in the 1948 elections. When the National Party won the elections, its policy of Apartheid was introduced and was used for complete geographic, social, educational, and workplace separation of all races.

QUESTION 1: HOW WAS AFRIKANER NATIONALISM PROMOTED IN SOUTH AFRICA DURING THE 1930s TO 1940s?

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

SOURCE 1A

The source below was taken from *South African History Online*. It describes the reasons for the rise of Afrikaner Nationalism.

It was resentment (anger) over the unequal distribution of status, wealth, political control and the fear of cultural absorption into an English-oriented society, which aroused Afrikaner Nationalism. Their remarkable recovery from defeat has been a decisive fact in twentieth-century South African history, with far-reaching consequences not only for the composition and character of the white elite but also for those excluded from ordinary civil rights.

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

The treks to the cities, coupled with the Boers' defeat at the hands of the British were the two forces that decisively moulded (shaped) Afrikaner Nationalism. Beginning with the mineral revolution, industrialisation turned the Boers into an urban proletariat (worker) in the employment of a foreign, capitalist class. The fact that English speakers monopolised (controlled) finance, commerce and mining, persuaded Afrikaners that their national and class enemy was one and the same. Afrikaner Nationalism therefore launched a three-pronged (split) struggle: cultural, economic and political.

[From https://www.ecexams.co.za/2020_November_Gr_11_Exemplars.htm. Accessed on 10 April 2025.]

Refer to Source 1A.

- | | | |
|-------|---|-------------|
| 1.1.1 | What, according to the source, are some of the factors that gave rise to Afrikaner Nationalism? | (2 x 1) (2) |
| 1.1.2 | Use your own knowledge to name the population group | |

that was excluded from ordinary civil rights in South Africa.

(1 x 2) (2)

1.1.3

Comment on the implication of the following statement, "The Afrikaner David slaying the British Goliath", about the rise of Afrikaner Nationalism.

(2 x 2) (4)

1.1.4

Name the TWO factors that decisively molded Afrikaner Nationalism.

(2 x 1) (2)

SOURCE 1B

The extract below is taken from *South African History Online*. It describes how the Band of Brotherhood (Broederbond) contributed to the promotion of Afrikaner Nationalism.

The Afrikaner- Broederbond's aim is the promotion of the Afrikaner's political, cultural and economic interests. The Afrikaner Broederbond is an extremely exclusive, secret Afrikaner nationalist organisation that in a symbiotic (co-operative) relationship with the National Party has played a determining role in the political development of South Africa.

Membership of the Afrikaner Broederbond is limited to men. The Broederbond demands high cultural, family-related, religious, moral and political standards from its members. To qualify, a person must meet the following requirements: he must be a member of one of the traditional Afrikaans churches, must have attended an Afrikaner school, must have married an Afrikaans-speaking wife and he must support the 'right' party, the National Party. Definite disqualifications are being divorced and irregular church attendance.

Although the constitution of the Afrikaner Broederbond excludes party politics from its activities, it has become clear over the years that the organisation does have significant political clout (influence). It was increasingly used as a 'think tank' (resource person) and subsequently as "legitimator" (legalizing person) of new policy directions undertaken by the National Party. It established numerous support organisations to broaden Afrikaner interest and made it its business to appoint, promote and protect the "right man." An important strategy is that of gaining control of school committees, school boards, church councils and board of directors in order to achieve its aims.

[From <https://omalley.nelsonmandela.org/omalley/index.php/site0.htm>. Accessed on 15 March 2025.]

1.2.1

What, according to the source, was the aim of the Afrikaner Broederbond?

(1 x 2) (2)

1.2.2

Why, do you think, the Afrikaner Broederbond was regarded as an extremely exclusive, secret Afrikaner organisation?

(2 x 2) (4)

1.2.3

Comment on why the Afrikaner Broederbond did not remain an anti-political organisation.

(2 x 2) (4)

1.2.4

Quote evidence from the source that indicates not all Afrikaans-speaking whites could become members of the Afrikaner Broederbond.

(2 x 1) (2)

SOURCE 1C

This source below was taken from *South African History Online*. It depicts the role played by the National Party in consolidating Afrikaner Nationalism.

The present-day National Party emerged from the Purified National Party (PNP). This faction of the original National Party of 1914 was built on deep-seated Afrikaner Nationalism. The birth of the NP was not only the result of a power struggle between English and Afrikaans-speaking communities but also of an anti-imperialist attitude among Afrikaners. The Afrikaners wanted to play a more significant political role in society and government. They also had a clear aim to physically, socially, and politically separate South African blacks, Coloureds and Indians.

The NP was increasingly seen by Afrikaners as the institution which would further their group interest. The party was complemented by cultural, social, economic and religious organisations created exclusively for Afrikaners. Along with Nasionale Pers, the Afrikaner-Broederbond, Sanlam, AVBOB, the Voortrekkers, FAK, Helpmekaar, KWV and Volkskas, the NP became a growing Afrikaner power group. The party organised Afrikaner interest in a coordinated manner, making itself felt in every sphere of South African society.

The year 1938 was important for the PNP for another reason. It was the centenary (anniversary) of the Great Trek and Afrikaner sentiments were heightened as a result. It was also time for Malan to strengthen his racial policies for the benefit of Afrikanerdom and strive for a resurgent (increasing) Afrikaner Nationalism. From now on, mixed marriages would be punishable, to put an end to racially mixed residential areas and to implement both economic and political segregation between whites and “non-whites”. Malan also aimed to guard his country against the outside external influences of capitalism and communism.

[<https://omalley.nelsonmandela.org/omalley/cis/omalley/OMalleyWe>. Accessed on 15 March 2025.]

- | | | |
|-------|--|-------------|
| 1.3.1 | Explain the term <i>political segregation</i> in the context of consolidating Afrikaner Nationalism. | (1 x 2) (2) |
| 1.3.2 | Why, do you think, there was a strong anti-imperialist (British) attitude amongst Afrikaners? | (2 x 2) (4) |
| 1.3.3 | Name any TWO organisations that were exclusively created for Afrikaners. | (2 x 1) (2) |
| 1.3.4 | Comment on how the interests of Afrikaners were promoted by the National Party. | (2 x 2) (4) |

SOURCE 1D

The source below is a poster designed by the National Party during the 1938 elections. The aim was to encourage the Afrikaners to vote for the party during elections.



[Accessed from https://www.ecexams.co.za/2020_November_Gr_11_Exemplars.htm]. Accessed on 10 April 2025.]

1.4.1	Explain the significance of the poster in the promotion of Afrikaner Nationalism by the National Party.	(2 x 2) (4)
1.4.2	Name any TWO strange elements that the voters are being warned of. (Use visual clues from the poster to answer the question.	(2 x 1) (2)
1.4.3	Comment on the reliability of the source to the historian studying the role of Afrikaners in promoting Afrikaner nationalism.	(1 x 2) (2)
1.5	Comparing Sources 1C and 1D. Explain how the information in Source 1C supports the evidence in Source 1D regarding the manner in which the National Party played a role in the promotion of Afrikaner Nationalism.	(1 x 2) (2)
1.6	Using the information from the relevant source and your own knowledge, write a paragraph of approximately SIX lines (60 words) explaining how Afrikaner Nationalism was promoted in South Africa from the 1930s to the 1940s.	(6)

ESSAY QUESTION EXEMPLAR

Explain to what extent the use of social and cultural movements, as well as economic programmes that were developed to build the spirit of Afrikaner nationalism were successful in South Africa between 1930 and 1948.

Use relevant evidence to support your line of argument.

QUESTION ANALYSIS

Commanding statement	Explain to what extent
Content focus	Afrikaner nationalism ... social and cultural movements as well as economic programmes ... to build the spirit of Afrikaner nationalism
Context of the content	
Period	between 1930 and 1948.

EXEMPLAR INTRODUCTION

The use of social and cultural movements, as well as economic programmes, was successful to a greater extent because Afrikaners were able to form their own organisations, such as Broederbond, The Federasie van Afrikaanse Kultuurvereniging(FAK), and economic programmes such as Volkshuis and Sanlam, which built the spirit of Afrikaner nationalism.

Exemplar Body

- 'Afrikaner' is described as a group of people who speak Afrikaans
- Afrikaners developed as a group after integrating several European nationalities at the Cape
- The sense of national identity strengthened amongst Afrikaners during the two Anglo-Boer wars
- May 1910 – South Africa gained constitutional independence from Britain
- SA was still part of the British Empire

- Role of Hertzog's Pact coalition government (sovereign independence from Britain, issues such as the Afrikaans language and the flag)
- The role of the Broederbond (AB), the FAK, in ensuring the survival of the Afrikaans language and culture
- National Press – published Afrikaner nationalist newspapers, Die Burger and Die Transvaler
- Celebration of the centenary of The Great Trek promoted Afrikaner unity and pride in their culture
- 1932 – Carnegie Commission of enquiry into white poverty
- Economic upliftment assisted by the FVB and RDB
- The creation of Sanlam, Santam, and Volkskas Bank
- Afrikaner 'Volk' ideology aimed to unite Afrikaners based on race and language
- Education created unity of the Volk as a 'race.'
- Religion determined 'pure and separate.'
- Afrikaner trade unions were formed
- The impact of World War II on Afrikaner nationalism
- The 1948 election – run-up and aftermath
- Any other relevant response

EXEMPLAR CONCLUSION

Conclusively, the evidence given above shows that the Afrikaner programmes were successful in promoting and building the spirit of unity among Afrikaner nations in South Africa between 1930 and 1948.

EXEMPLAR ESSAY QUESTION 1

'Nationalism could be either a force for uniting a group of people or dividing them.'

Critically discuss this statement with reference to the rise of Afrikaner Nationalism. Use relevant evidence to support your line of argument. **[50]**

EXEMPLAR ESSAY QUESTION 2

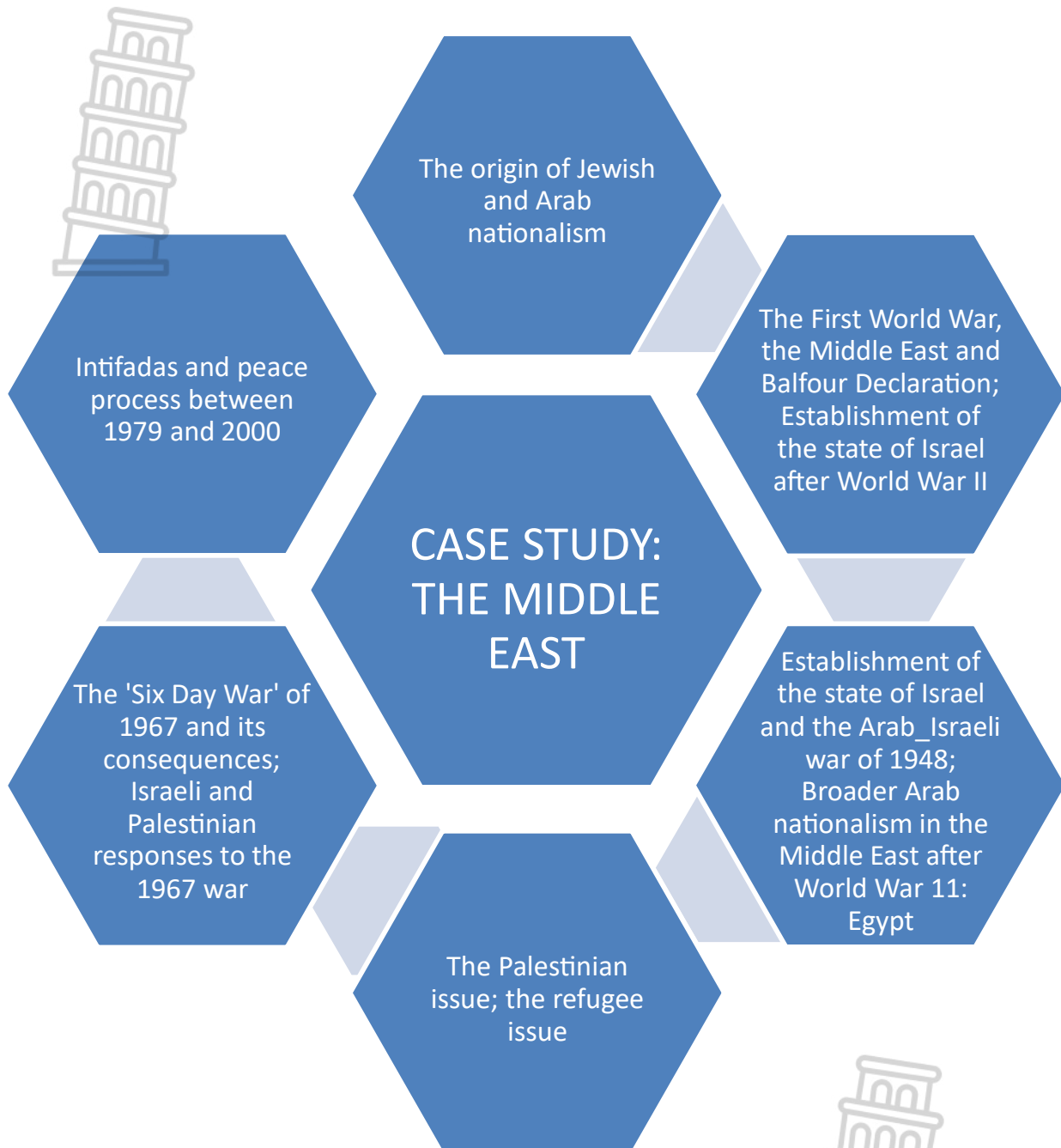
'Afrikaner Nationalism led to the rise of Afrikaner Nationalist Parties, which eventually ended in apartheid.'

Do you agree with this statement? Support your line of argument with relevant historical evidence. **[50]**

EXEMPLAR ESSAY QUESTION 3

Explain to what extent the use of social and cultural movements, as well as economic programmes that were developed to build the spirit of Afrikaner nationalism, was successful in South Africa between 1930 and 1948. **[50]**

TOPIC 5: NATIONALISM IN THE MIDDLE EAST



Historical Concepts

Nationalism	a strong sense of pride, identity, and loyalty to a nation, often with the goal of: • Self-rule (independence) • Unity among people with shared culture, language, or religion
Arab Nationalism	The belief that all Arab people should unite. Based on: • Shared language (Arabic) • Culture

	History
Zionism	Movement for a Jewish homeland in Palestine

NATIONALISM IN THE MIDDLE EAST
GRADE 11 HISTORY

"The desire for self-rule, unity, and identity" shaped the modern Middle East."

WHAT IS NATIONALISM?
Nationalism is a strong feeling of pride and loyalty to a nation. It often leads people to fight for:

- SELF-RULE (INDEPENDENCE)
- UNITY AMONG PEOPLE
- SHARED IDENTITY (LANGUAGE, CULTURE, RELIGION)

In the Middle East, nationalism grew as people wanted freedom from foreign control and to create their own states.

BEFORE NATIONALISM: THE OTTOMAN EMPIRE

- Ruled much of the Middle East for over 600 years.
- Included Arabs, Turks, Kurds, and many other groups.
- People were divided by religion, not nationality.
- There was no strong national identity.

KEY IDEA: People identified more with their religion or tribe than with a nation.

WORLD WAR I AND THE BREAK-UP
The Ottoman Empire sided with Germany in World War I. They lost the war, which led to the collapse of their empire in 1918.

SECRET AGREEMENTS, BIG CONSEQUENCES
During WWI, Britain and France made secret promises about the Middle East.

SYKES-PICOT AGREEMENT (1916)
Britain and France secretly divided the Middle East into "spheres of influence". It ignored the people who lived there.
Result: Anger and betrayal

BALFOUR DECLARATION (1915-1918)
Britain promised to support a "national home for the Jewish people" in Palestine. This increased tension in the region.
Result: Future conflict in Palestine

THE RISE OF ARAB NATIONALISM
Arab nationalism is the belief that all Arab people should be united. It is based on shared language, culture, and history.

THE ARAB REVOLT (1916-1918)
Arabs fought with Britain a "national Ottomans the helping for all" independence after the war.

KEY FIGURE: HUSEIN BIN ALI
He led the Arab Revolt against the Ottomans.

BUT...
They were betrayed by the Sykes-Picot Agreement and did not get full independence.

THE MANDATE SYSTEM (COLONIAL CONTROL)
Instead of freedom, the League of Nations gave Britain and France control of Middle Eastern territories. They were supposed to prepare people for self-government, but it was really colonial rule.

FESTAIN: This made people feel controlled and increased the desire for independence.

ZIONISM AND JEWISH NATIONALISM
Zionism is the movement that aimed to create a Jewish homeland in Palestine.

KEY FIGURE: THEODORE HERZL
He believed Jews needed their own state to be safe.

WHAT HAPPENED?

- Jewish people started moving to Palestine.
- Arabs were already living there.
- Both groups claimed the same land.

This led to tension, violence, and a conflict that continues today.

TURKISH NATIONALISM

KEY LEADER: MUSTAFA KEMAL ATATÜRK
He led the Turkish War of Independence and founded the modern Republic of Turkey in 1923.

WHAT HE DID:

- ✓ Rejected foreign control and the old Ottoman system.
- ✓ Modernised Turkey.
- ✓ Created a secular (non-religious) state.
- ✓ Focused on Turkish identity, not Arab unity.

Atatürk's reforms turned Turkey into a modern, independent nation.

CAUSES OF NATIONALISM IN THE MIDDLE EAST

- POLITICAL:** Collapse of the Ottoman Empire (European control/mandates)
- ECONOMIC:** Foreign powers controlled oil and resources.
- SOCIAL:** People began to see themselves as nations.
- CULTURAL:** Shared language, religion, and history created a sense of unity.

CONSEQUENCES OF NATIONALISM

- ✓ POSITIVE:**
 - Inspired independence movements.
 - Led to the creation of new countries.
- ✗ NEGATIVE:**
 - Conflict between different groups.
 - Borders were drawn without considering the people.
 - Ongoing instability in the region.

THINK AND DISCUSS

- Why do you think people in the Middle East felt betrayed after World War I?
- Do you think nationalism brought more unity or more conflict?
- How do the legacies of these events still affect the Middle East today?

THE MIDDLE EAST NOTES

The Sykes-Picot Agreement

- Britain's position in the Middle East was further complicated by a secret agreement it had made with the French in 1916.
- The Sykes-Picot Agreement planned to divide the Arab provinces of the crumbling Ottoman Empire after the war and place them under British and French control.
- The Russian tsarist government had played a minor role in the Sykes-Picot Agreement.
- Embarrassingly for the British, the terms of the agreement became public knowledge when the Bolsheviks published them after the Russian Revolution.

- In the midst of growing Arab nationalism, the Arabs felt betrayed by the Sykes-Picot agreement.

The Balfour Declaration

- At the start of World War 1, the Zionists did not have a very strong case to justify a Jewish state in Palestine.
- In 1914, only 12 % of the population of Palestine was Jewish. Nonetheless, the promise Zionists needed came in 1917.
- The influential British Zionist, Dr Chaim Weizmann, realised that the territorial future of the Middle East did not lie in the hands of its inhabitants.
- Instead, the real power in determining the fate of Palestine lay with the British.
- Britain already controlled the Suez Canal and Egypt.
- In 1916, a new British government under the Prime Minister David Lloyd George and Foreign Secretary Arthur Balfour, adopted a different approach to the Middle East, which was intended to ensure British control over Palestine.
- Realising this, Weizmann set about getting a guarantee from the British that they would support a Jewish state in Palestine.
- A letter sent by Balfour to a leading British Zionist, Lord Rothschild, became known as the "Balfour Declaration".
- The letter set out Britain's commitment to supporting the creation of a Jewish state in Palestine.

The United Nations Partition Plan, 1947

- Britain was heavily in debt after the war and could no longer afford to deal with Arab and Jewish aggression in Palestine.
- In April 1947, it handed the problem over to the United Nations to resolve.
- In May, the UN set up the UN Special Committee on Palestine to investigate the question of Palestine.
- Members of the committee visited the Middle East and spoke to Arabs and Jews.
- Based on the evidence they found, they drew up a report that suggested that the British mandate should end and that Palestine should be partitioned into a Jewish state and an Arab state.
- They also recommended that Jerusalem become an international zone under UN control.
- The proposal was put to the UN General Assembly and President Truman persuaded the UN to adopt the proposal.
- On 29 November 1947, the UN voted in favour of Resolution 181, also known as the UN partition plan for Palestine. This aimed to divide Palestine into THREE parts: a Jewish state, an Arab state and the area in and around Jerusalem to be governed by an international trusteeship.

The establishment of the state of Israel

- On 14 May 1948, Britain withdrew its soldiers from Palestine.
- David Ben Gurion immediately declared the part of Palestine allocated to the Jews by the UN partition as the independent state of Israel.
- Ben Gurion became Israel's first prime minister, while Chaim Weizmann was its first President.

- The Zionists had been preparing for their own state throughout the British mandate period and so they were far more organised than the Palestinian Arabs.
- The surrounding Arab nations of Egypt, Transjordan, Syria, Lebanon and Iraq immediately declared war on Israel.
- In 1949, the UN finally managed to arrange a ceasefire. By this time, the Israelis had extended their territory, leaving Jordan with the West Bank, Egypt with Gaza and Jerusalem divided.
- Hundreds of thousands of Palestinians had fled or had been driven out.

The Suez Canal Crisis

- The Suez Canal is an artificial waterway in Egypt, connecting the Mediterranean Sea and the Red Sea.
- It was opened in 1869 after ten years of construction work. It allows ships to travel between Europe and Asia without sailing through Africa.
- The Suez Canal was controlled by an international company in which Britain and France had large investments.
- Nasser had approached the West for financial assistance to build the Aswan Dam on the River Nile.
- At the same time, he developed closer relations with the USSR through an arms deal in 1955 and this angered the West.
- America withdrew its offer of a loan to build the Aswan Dam. This annoyed Nasser intensely.
- He knew that if Egypt controlled the Suez Canal, it could use the dues that ships had to pay to use the Suez Canal to generate the money needed to build the dam.
- On 16 July 1956, Nasser nationalised the Suez Canal as a sign of defiance to the West and to finance the Aswan Dam scheme. Britain and France both protested and Israel was very alarmed.
- At least half of the total amount of oil used in Europe was brought there on tankers using the canal. Egypt seemed to be threatening this vital supply.
- The British, French and Israelis decided to act collectively against Egypt. On 29 October 1956, Israeli troops crossed the Egyptian border and seized the Gaza Strip.
- They advanced further and defeated the Egyptian army in the Sinai Peninsula.
- Britain and France issued an ultimatum demanding the withdrawal of Egyptian forces to ten miles either side of the Suez Canal.
- The Egyptians refused to accept the ultimatum and so British and French troops parachuted into Port Said to regain control of the Canal.
- The UN strongly condemned the Anglo-French aggression and called for a ceasefire.
- In the face of international pressure, Britain and France were humiliated and forced to withdraw their forces from Egypt. Israel reluctantly withdrew from the Gaza Strip and the Sinai Peninsula in March 1957.
- The Suez Canal remained the property of the Egyptian government. Nasser became a popular hero of Arab Nationalism and Egypt retained its Leadership of the Arab states.

The refugee issues

- The 1948 Arab Israeli war caused a long-term problem for Israel in the form of the Arab refugee issue.
- During the 1948 war, more than one million Palestinian Arabs fled from their homeland into neighbouring Arab states.

- Some Palestinians left their homes in search of safety, fearing battles between the invading Arab armies and the Hagenah. Others were driven out by the Israelis.
- When the war ended, the Israeli Government refused to let the Palestinian refugees return to their homes.
- The refugees had to live in miserable camps just outside Israel's borders, in the neighbouring Arab countries of Egypt, Jordan and Lebanon.
- Across the barbed wire fences that marked Israel's border, the refugees could see Israeli farmers working land they believed was rightfully theirs. Within a few years, one-third of Israel's Jewish population was living on land once owned by Arabs.
- The UN General Assembly Resolution 194 of 11 December 1948 demanded the return of all Palestinians. It also called for the protection of and free access to all holy places, including Jerusalem.
- Implementation of Resolution 194 was made a condition for the acceptance of Israel into the UN as a peace-loving nation in 1949. Israel has never implemented Resolution 194, despite numerous requests from the UN to do so.

The 1967 'Six-Day War' and its consequences

- Tensions between the Arab states and Israel continued to simmer and in 1967, they boiled over in a major conflict in 1967.
- Nasser had built up unity between Egypt and other Arab nations neighbouring Israel and drew heavily on the USSR for military supplies.
- Then, in 1967, he took three steps which could only mean that he was preparing for war:
- He requested the removal of UN troops from the Suez Canal zone. The UN agreed to this.
- He then closed the Straits of Tiran to Israeli ships, blocking their access to the Red Sea.
- He encouraged Fatah to increase its guerrilla attacks on Israel from Syria [with bases on the Golan Heights] and Jordan. It carried out dozens of raids against civilian targets.
- The Israelis, seeing what was coming, attacked first. In a lightning campaign between 5 and 10 June 1967, Egypt was decisively beaten.
- The main reason for Israel's success was that it had destroyed most of Nasser's air force in a surprise attack at the start of the war.
- Israeli troops then advanced into the Sinai Peninsula, shattering the Egyptian army. Israel's other attacks against the Syrians and Jordanians proved equally successful.
- In one short week, Israel seemed to have removed its external threats and ensured its survival.
- Some important consequences of the Six-Day War included:
- Egyptian military power and its status in the Arab world were damaged.
- Israel occupied the Sinai Peninsula.
- Israel occupied the West Bank, Golan Heights, East Jerusalem and the Gaza Strip.
- Arab nationalism suffered a humiliating defeat.

The 1973 Arab Israeli War

- Another Arab Israeli war broke out in 1973 when Syria and Egypt attacked Israel without warning.
- The Israeli military was caught off guard. Egyptian and Syrian forces entered the Israeli-occupied Sinai Peninsula and the Golan Heights, which had been captured and occupied since the 1967 Six-Day War.

- The USA sided with Israel and American weapons were airlifted to help Israel turn the tide.
- The USSR sided with Syria and Egypt and threatened military intervention.
- During the 1970s, the tension in the Cold War between the USA and the USSR meant that a nuclear war was always a possibility.
- It was therefore important to keep the peace in the Middle East. The USA managed to secure a ceasefire between the Arab and Israeli sides in the war.
- After the 1973 war:
 - The Arabs felt psychologically stronger because of their early successes in the conflict.
 - People in Israel no longer felt sure that their country could be defeated.

The First Intifada [1987-1991]

- Riots broke out in the West Bank and the Gaza Strip after 20 years of Israeli occupation.
- Palestinians' youth attacked Israeli soldiers with stones and petrol bombs. This led to larger-scale uprisings, including burning barricades in streets, boycotts of Israeli products and strikes.
- The Israeli government responded with an iron fist policy and suppressed the uprising with extreme force.
- Israeli soldiers shot protestors with live ammunition and imposed a curfew on towns that participated in the uprising. The UN Security Council condemned Israel's response as a violation of human rights.

The Second Intifada [2000-2004]

- Conflict broke out between the Israeli Defence Forces [IDF] and the Palestinian civilians on 28 September 2000 after Israeli Defence Minister Ariel Sharon visited the Temple Mount, a sacred area on both Jews and Muslims.
- Palestinians participated in similar ways to the first intifada. They took part in mass protests and strikes and attacked Israeli soldiers, security forces, police and Jewish settlers.
- They launched Qassam rockets into Israeli territory, and some even became suicide bombers.
- Israel set up checkpoints to restrict Palestinian movements and imposed curfews. The intifada lost momentum after the death of Yasser Arafat in 2004.
- Israel eventually withdrew from West Bank towns after the new Palestinian President, Mahmoud Abbas, declared that violence would come to an end.

The 1978 Camp David Accord

- President Carter of the USA invited President Sadat of Egypt and Prime Minister Menachem Begin of Israel to Camp David, a presidential retreat in the USA.
- He offered to act as mediator between Israel and Egypt

Talks at Camp David lasted for 133 days and led to TWO agreements:

- **A framework for peace between Egypt and Israel:** This led to an Egyptian-Israeli peace treaty being signed on 26 March 1979 in Washington. It formally ended 31 years of war between Egypt and Israel.
- **A framework for the resolution of the Middle East crisis, especially the Palestinian question:** It was proposed that Palestinians would have autonomy in the West Bank and the Gaza Strip, and that a local administration be installed for five years. After five years, the final status of the territories would be negotiated. This agreement

did not establish an independent Palestinian state, nor did it guarantee that Israel would withdraw permanently from Palestinian areas captured in 1967 and 1973.

- *Most of the Arab world rejected the process and only the first agreement was implemented.*

The Madrid Conference of 1991

- After the Gulf War of 1991 [between the USA and Iraq], the USA wanted to stabilise its position in the Middle East by resolving the Arab Israeli conflict.
- It therefore invited Israel, Syria, Lebanon, Jordan and the Palestinians to a conference on 30 October 1991 in Madrid, Spain.
- The USA wanted Israeli Prime Minister, Yitzhak Shamir, to open the negotiations with the Palestinians and the Arab states.
- Shamir eventually agreed to negotiate as long as the PLO [which it regarded as a terrorist organisation] was excluded from the talks, and that the Palestinian demand for independence and statehood not be directly addressed.
- The US accepted these conditions. Palestinians were represented at the Madrid Conference by individuals from the West Bank and Gaza Strip who were not associated with the PLO.
 - ***The conference played an important part in the peace process because it addressed issues such as water, environment, arms control, refugees and economic developments for the entire Middle East region.***
- This conference led to further talks and eventually the Oslo Peace process.

The Oslo Accords of 1993

- Israel and the PLO had 14 secret meetings in London between December 1992 and July 1993.
- Later, these meetings moved to Oslo, Norway. President Bill Clinton played an important role in these peace talks, which resulted in the Israel-PLO Declaration of Principles, signed in Washington on 13 September 1993.
- The Declaration of Principles was based on the mutual recognition of Israel and the PLO.
- It stated that:
 - Israel would withdraw from the Gaza Strip and the city of Jericho within 2 months and would withdraw from other areas of the West Bank over the next five years.
 - The Israeli forces would be replaced by a Palestinian police force.
 - Within 9 months, the PLO would form a Palestinian Authority [PA] with self-governing powers in the areas occupied by Israeli forces.
 - Israel would retain control of external relations and foreign affairs.
- The Palestinians objected to the Oslo Accords because:
 - They wanted an independent Palestinian state, and the Israelis were only offering autonomy.
 - It was not clear how much land they were being offered under the agreement.
 - They had to wait 5 years for self-governance.
 - Security issues regarding Israel were not fully addressed, and they were afraid of their safety during a transition from autonomy to an independent Palestinian state.
- During the drawn-out period of the Oslo process, Israel built new settlements in the occupied territories, expanded its existing settlements and built bypass roads to enable Israeli settlers to travel from their settlements to Israel without passing through Palestinian inhabited areas.

- The Palestinians saw this activity as the Israelis marking out territory that they intended to annex in the final settlement. The Oslo Accords contained no way to block these actions, or Israel's violations of Palestinian human and civil rights in areas under its control.

Camp David 2000 Summit

- In 2000, US President Bill Clinton convened a peace summit between Palestinian President Yasser Arafat and Israeli Prime Minister Ehud Barak.
- It was the first major attempt to negotiate a comprehensive final status agreement between Israel and the Palestinians.
- On 11 July, the Camp David 2000 Summit convened.

There were **FOUR principal** obstacles to agreement:

- **TERRITORY-** Israel offered to withdraw from over 90% of the West Bank, exclusive of Jerusalem, but wanted to annex parts of the West Bank and Gaza Strip with major Jewish settlements.
 - **JERUSALEM AND THE TEMPLE MOUNT-** Israel would hand over suburbs of East Jerusalem for the capital of a Palestinian municipal autonomy in parts of East Jerusalem, but would not surrender sovereignty of East Jerusalem to the Palestinians.
 - **REFUGEE AND THE RIGHT TO RETURN-** Palestinians demanded the right to return of all refugees and their descendants displaced by Israel's creation in 1948 and an admission by Israel of responsibility for their plight.
 - **ISRAELI SECURITY CONCERNS-** the Israeli negotiators proposed that Israel be allowed to set up radar stations inside the Palestinian state and to use its airspace. Israel also wanted water resources in the West Bank to be shared by both sides and remain under Israeli management. One of Israel's strongest demands was that Arafat declare the conflict over.
- *The summit ended on 25 July 2000, without solutions having been reached on the four principles that would satisfy both Israeli and Palestinian demands, even under US pressure.*

INFORMAL ACTIVITY

KEY QUESTION: HOW DID BRITISH ACTIONS CONTRIBUTE TO THE ARAB-ISRAELI CONFLICT?

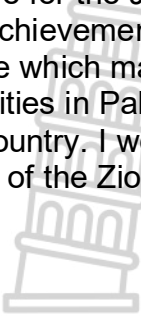
SOURCE 1A Below are the three apparently conflicting agreements Britain made

The Sykes-Picot Agreement	The McMahon Letters	The Balfour Declaration
In May 1916, Britain and France secretly arranged the partition of the Ottoman Empire into British and French zones. These arrangements were agreed on by the Tsarist government	During 1915-16, there was an exchange of letters between Sir Henry McMahon, High Commissioner for Egypt and Sherif Hussein. McMahon indicated that Britain was prepared to recognise and support the independence of the	This was a letter written by Balfour in 1917 to Lord Rothschild, a banker and member of the Jewish community. In it, he indicated the support of the British government for a national home for the Jewish people in Palestine.

	Arabs. The correspondence set out the basis of a future independent Arab state, but Palestine was not specifically mentioned. Assured of British support, the Arabs drove the Turks from Arab lands by 1919. They expected Britain to honour the agreement in the McMahon pledge.	
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1.1	Refer to Source 1A.	
1.1.1.	List the year in which the British and the French arranged the partition of the Ottoman Empire.	(1x2) (2)
1.1.2.	What, according to the source, were the important provisions of the Balfour Declaration?	(1x2) (2)
1.1.3.	Explain the significance of the Balfour Declaration in the history of the Middle East.	(2x2) (4)

SOURCE 1B - Below is an extract from a letter from Mr Balfour to Lord Rothschild

2 November 1917 Dear Lord Rothschild	I have much pleasure in conveying to you, on behalf of His Majesty's Government, the following declaration of sympathy with Jewish Zionist aspirations which has been submitted to and approved by the Cabinet. His Majesty's Government's view with favour the establishment in Palestine of a national home for the Jewish people, and will use their best endeavours to facilitate the achievements of the object, it being clearly understood that nothing shall be done which may prejudice the civil and religious rights of existing non-Jewish communities in Palestine or the rights of and political status enjoyed by Jews in any other country. I would be grateful if you would bring this declaration to the knowledge of the Zionist Federation.
Yours Sincerely Arthur James Balfour [British Foreign Secretary]	

1.2.	Read Source 1B	
1.2.1.	Who, according to the source, approved the declaration of sympathy letter?	(1x2) (2)
1.2.2.	Explain the term 'zionist' in the context of the Arab-Israeli conflict.	(1x2) (2)

SOURCE 1C

The following is an article from Britain's Palestine Project.

The letter from Sir Henry McMahon to Sherif Hussein of Mecca, dated October 25, 1915, is a pivotal document in the McMahon-Hussein correspondence. In the letter, McMahon expressed his commitment to support the independence of the Arabs within the territories proposed by Hussein. The letter included the promise to recognize and support the independence of the Arabs in all the regions within the limits demanded by the Sherif of Mecca. McMahon also guaranteed the inviolability of the Holy Places and expressed his willingness to assist the Arabs in establishing suitable forms of government in the territories. This letter was part of a broader agreement where the British government agreed to recognize Arab independence in a large region after World War I in exchange for the Sharif of Mecca launching the Arab Revolt against the Ottoman Empire.

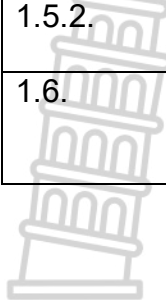
The McMahon-Hussein correspondence had a significant influence on Middle Eastern history, leading to a dispute over Palestine and the eventual partition of the region. The correspondence's terms were later contradicted by the Sykes-Picot Agreement and the Balfour Declaration, which were secret agreements between Britain and France that conflicted with the McMahon-Hussein correspondence. The correspondence's interpretation and its implications for the future of Palestine and the Arab world have been a subject of ongoing debate and controversy. The letter from Sir Henry McMahon to Sherif Hussein remains a crucial document in understanding the complex history of the region and the role of the British and Arab leaders during World War I.

1.3.	Consult Source 1C.	
1.3.1.	What was expressed by McMahon according to the article?	(1x2) (2)
1.3.2.	Define the concept ' <i>independence</i> ' in your own words.	(1x2) (2)
1.4.	Explain how source 1C supports source 1B regarding the letter that was written by Mr Balfour to Lord Rothschild	(2x2) (4)

SOURCE 1 D

An extract from the newspaper article from the *Daily Herald*.

1.5.	Study Source 1D.	
1.5.1.	Comment on the statement “we have resolved to finish it”	(2x2) (4)
1.5.2.	Explain why you would regard this source as reliable to a historian researching the Arab-Israeli conflict.	(2x2) (4)
1.6.	Using all the relevant sources and your own knowledge, write a paragraph between six lines (60 words) explaining how British actions contributed to the Arab Israeli Conflict.	(6)



Types of essay questions:

1. Critically discuss the role of Gamal Abdel Nasser in promoting Arab nationalism in Egypt during the 1950s and 1960s. **[50]**

OR

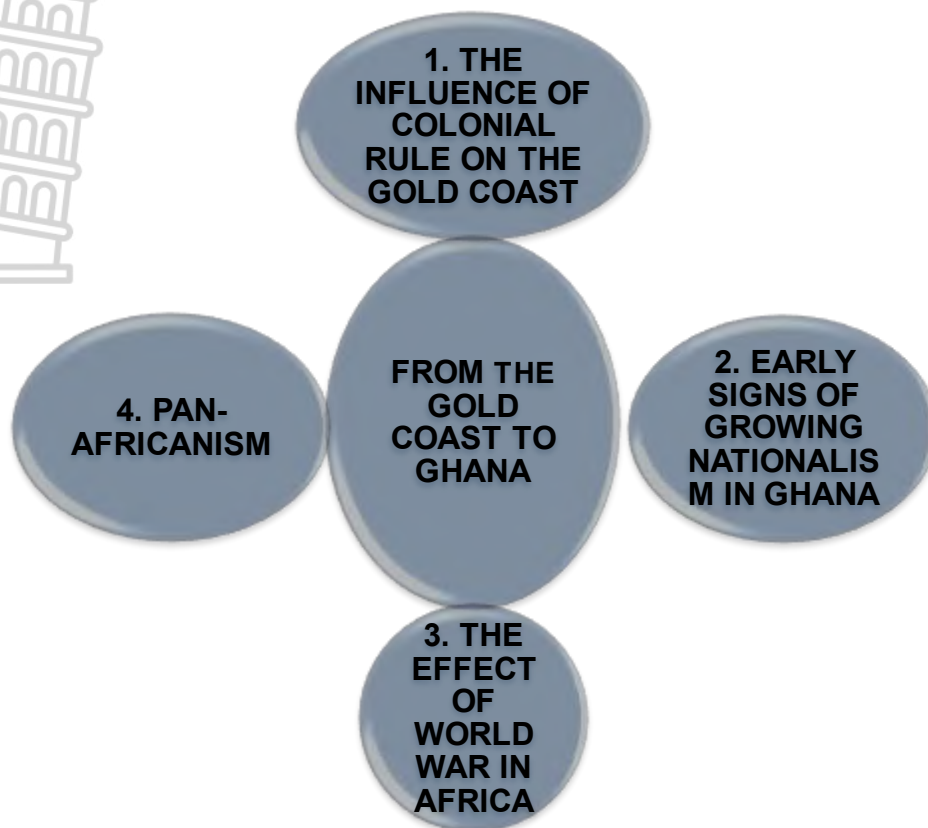
2. “Arab nationalism in the Middle East failed to achieve unity among Arab states.” Do you agree? Substantiate your answer with relevant evidence. **[50]**

OR

3. Explain to what extent Western intervention contributed to the rise of nationalism in the Middle East. **[50]**



CASE STUDY: FROM GOLD COAST TO GHANA



HISTORICAL CONCEPTS:

African Nationalism	The desire of Africans to have the freedom to rule themselves.
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KEY FIGURES:

1. **Kwame Nkrumah**- Leader of the CPP and the first president of independent Ghana.
2. **W.E.B. du Bois**- American writer and civil rights leader involved with the Pan-African Movement.
3. **Marcus Garvey**- American writer and activist.
4. **George Padmore**- Pan-Africanist who became Nkrumah's advisor.

Background: The Gold Coast under Colonial Rule

- Ghana was formerly known as the Gold Coast, a British colony in West Africa.
- The British controlled trade (gold and cocoa) and governed through indirect rule.
- Africans were excluded from decision-making and high-level positions.
- Western-educated Africans began demanding greater participation.

Early Nationalism (Pre-World War II)

- Led by educated elites such as lawyers and teachers.

- Focused on constitutional reforms and representation.
- Methods included petitions and delegations.
- Key organisation- United Gold Coast Convention (UGCC), formed in 1947.
- Limitation- elitist and slow progress.

Impact of World War II

- African soldiers expected freedom after fighting for Britain.
- Increased awareness of democracy and self-determination.
- Economic hardships led to unrest.
- **1948 Accra Riots** increased nationalist sentiment.

Rise of Kwame Nkrumah and Mass Nationalism

- Kwame Nkrumah promoted mass mobilisation.
- Formed the Convention People's Party (CPP) in 1949.
- Advocated 'Self-government now!'
- Mobilised workers, youth and farmers.

Positive Action Campaign (1950)

- Included strikes, boycotts and civil disobedience.
- Nkrumah was imprisoned but gained popularity.
- CPP support increased.

Steps Towards Independence

- 1951 elections: CPP victory.
- Nkrumah became Leader of Government Business.
- Further elections in 1954 and 1956 strengthened the CPP.

Independence (1957)

- Ghana became independent on 6 March 1957.
- First sub-Saharan African country to gain independence.
- Inspired other African nations.

Factors Leading to Nationalism

- **Political:** exclusion from governance.
- **Economic:** exploitation and rising costs.
- **Social:** education and urbanisation.
- **External:** WWII and Pan-Africanism.

Role of Pan-Africanism

- Encouraged unity among Africans globally.

Influenced leaders like Nkrumah.





Pan Africanism

- Started in the USA.
- Believed in the common heritage of all Africans.
- IT grew from the desire of Africans to rediscover their identity.
- Aimed to free Africans from colonialism and racism.
- Was led by educated individuals who were authors, politicians and leaders.

PAN AFRICANISM AND THE INFLUENCE OF VARIOUS WRITERS

Marcus Garvey

- His strong beliefs influenced the strong thinking of Nkrumah. These beliefs can be summed up as follows:
- Africans should be proud of their heritage and should put aside cultural and ethnic differences. Africans should join as one and claim Africa for Africans.

W.E.B du Bois

- He was a writer and civil rights leader. HE believed that Africans should support Pan-Africanism and make every effort to attend the inaugural Conference in Paris in 1919.

George Padmore

- Was born in Trinidad and educated in America. HE believed that it was important to support the Pan-African Movement. He moved to Ghana after independence in 1957 and became advisor to President Nkrumah.

Methods of Nationalism

- Early: petitions, negotiations, elite-led.
- Mass: strikes, boycotts, widespread support.

Importance of Ghana's Independence

- Inspired independence movements across Africa.
- Strengthened African identity.

What were the steps to Ghana's Independence?

STEP ONE: The 1949 Convention Peoples Party is formed:

- Led by Kwame Nkrumah.
- He was inspired by the socialist writings of Karl Marx and Lenin as well as Marcus Garvey.
- Elements of African Nationalism were incorporated into his policies.
- The Party was based on radical youth groups, ex-servicemen, market mammies, trade unionists and farmers.
- Became the most influential nationalistic group.
- They called for independence now.



STEP TWO: 1952 Boycott of British Goods

- Led to riots and two deaths.
- Nkrumah and other leaders of the CPP were imprisoned in Accra.
- Imprisonment made Nkrumah a hero and martyr in the eyes of the people.

STEP THREE: 1951 General Election

- The CPP won the majority of the seats.
- Nkrumah was released and became the first Prime Minister of Ghana.

STEP FOUR: Ghana gained independence:

- Nkrumah became President in 1960 when Ghana became a republic.
- A major landmark in the history of Africa.
- Socialism was introduced and state involvement in the economy.
- The state took over control of the administration and involvement of businesses.
- Promised to control the cocoa and gold trade to regulate prices.
- Ghana became a one-party state; corruption flourished.
- Nkrumah encouraged the cult of personality.
- Nkrumah was overthrown in 1966 and replaced by a military government.

SOURCE ACTIVITY: INFORMAL

SOURCE 1A:

This source describes early nationalism in the Gold Coast before World War II.

The early nationalist movement in the Gold Coast was led mainly by educated African elites, including lawyers, teachers, and merchants who had received Western education. These individuals believed that through negotiation and cooperation with the British colonial government, gradual political reform could be achieved. They formed organisations such as the United Gold Coast Convention (UGCC) in 1947, which aimed to secure self-government in the shortest possible time. However, their approach relied heavily on petitions, formal appeals, and delegations sent to Britain.

Despite their efforts, the progress of early nationalism was slow, and many ordinary people felt excluded from the movement. The leadership was criticised for being too moderate and disconnected from the needs of the wider population. This created tension between the elite leaders and younger, more radical nationalists. Many people began to question whether constitutional methods alone would be enough to achieve independence, especially in the face of continued economic hardship and political exclusion under colonial rule.

- 1.1. Study Source 1A.
- 1.1.1. What organisation was formed in 1947, according to Source 1A? (1x2) (2)
- 1.1.2. Identify TWO methods in the source used by early nationalists. (2x1) (2)
- 1.1.3. Explain why early nationalism was criticised. (2x2) (4)
- 1.1.4. Comment on the usefulness of this source to a historian researching early nationalism in Ghana (2x2) (4)

SOURCE 1B

This source explains the impact of World War II on nationalism in Ghana.

World War II played a crucial role in transforming the nature of nationalism in the Gold Coast. African soldiers who fought alongside British troops returned home with new ideas about freedom, democracy, and self-determination. They expected that their sacrifices during the war would be rewarded with greater political rights and improved living conditions.

However, upon returning, many ex-servicemen faced unemployment, poverty, and neglect from the colonial government. This led to growing frustration and anger among the population. In 1948, a peaceful protest by ex-servicemen in Accra turned violent when colonial police opened fire on the demonstrators. The riots that followed marked a turning point in the nationalist struggle, as they exposed the weaknesses of colonial rule and increased support for more radical forms of protest. The events also led to the arrest of key nationalist leaders, further intensifying resistance to British authority.

1.2. Use Source 1B.

1.2.1. What event, according to the source, took place in Accra in 1948? (1x2) (2)

1.2.2. Explain how World War II influenced nationalism. (2x2) (4)

1.2.3. Why do you think the riots increased resistance to colonial rule? (2x2) (4)

SOURCE 1C

This source focuses on Kwame Nkrumah and mass nationalism.

Kwame Nkrumah emerged as a key figure in the struggle for independence in the Gold Coast. Unlike earlier nationalist leaders, Nkrumah believed in mobilising the masses, including workers, farmers, and young people, to demand immediate independence. After breaking away from the UGCC, he formed the Convention People's Party (CPP) in 1949 with the slogan 'Self-government now!' Nkrumah introduced the strategy of Positive Action, which included strikes, boycotts, and non-violent resistance to colonial rule. Although he was arrested and imprisoned for his role in organising protests, his popularity continued to grow among the people. The CPP gained widespread support and won the 1951 elections, leading to Nkrumah's release and eventual leadership of the government. His leadership marked a shift from elite nationalism to mass nationalism, which played a crucial role in achieving independence for Ghana in 1957.

1.3. Refer to Source 1C.

1.3.1. Who, according to the source, led the CPP? (1x2) (2)

1.3.2. Explain the significance of 'Positive Action'. (2x2) (4)

1.3.3. Evaluate the role of Nkrumah in achieving independence. (2x2) (4)

SOURCE 1D

This is a poster showing mass nationalism in Ghana.

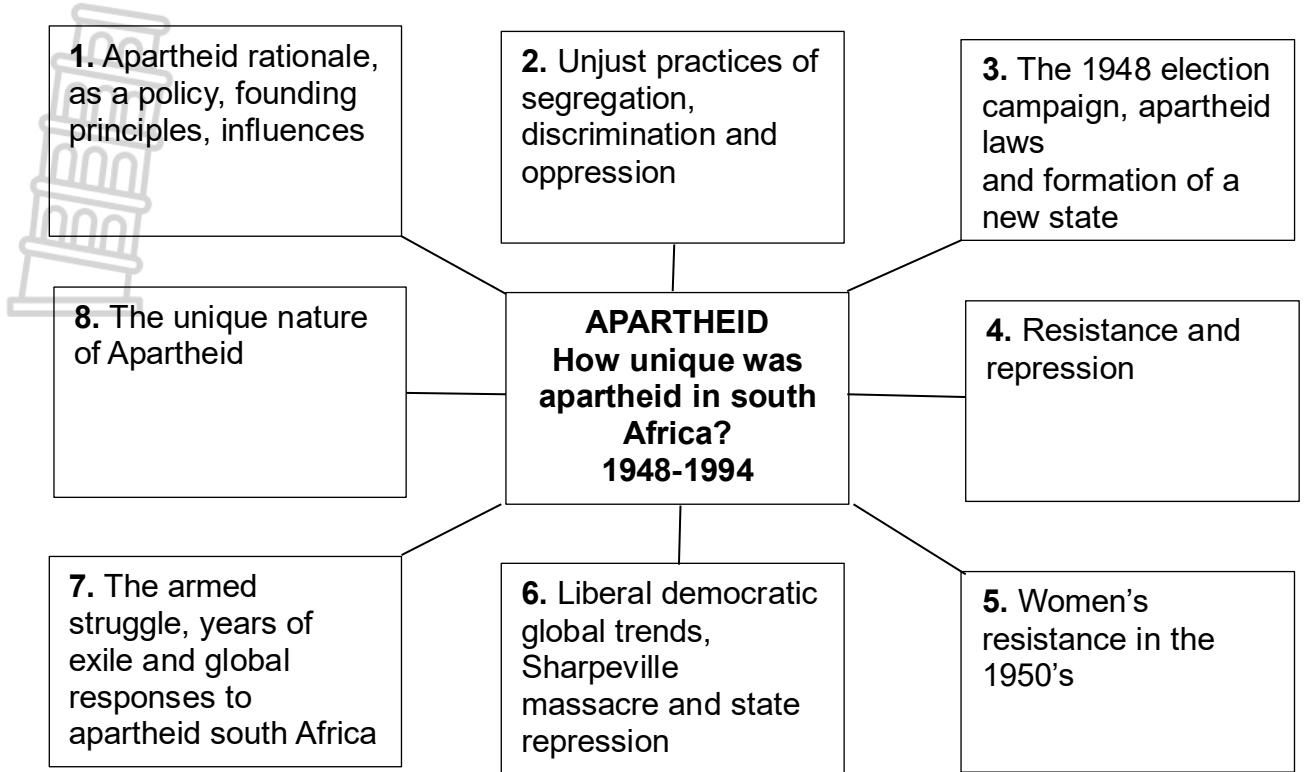


- 1.4. Study at Source 1D.
- 1.4.1. What message is shown in the photograph? (1x2) (2)
- 1.4.2. Explain how the photograph shows mass nationalism. (2x2) (4)
- 1.4.3. Comment on the limitation of this visual source. (1x2) (2)
- 1.5. Compare Sources 1A and Source 1C. Explain how Source 1A differs from Source 1C in their views on nationalism. (1x2) (2)
- 1.6. Using all the relevant sources and your own knowledge, write a paragraph of about SIX lines (60 words) explaining how nationalism developed in Ghana. (6)

Types of essay questions:

1. Critically discuss the role of Kwame Nkrumah in the rise of mass nationalism in the Gold Coast between 1945 and 1957. [50]
- OR
2. "Mass nationalism in the Gold Coast was mainly driven by ordinary people rather than political leaders." Do you agree? [50]
- OR
3. Explain to what extent the Second World War contributed to the growth of mass nationalism in the Gold Coast. [50]

TOPIC 6: APARTHEID IN SOUTH AFRICA



Timeline and sequence of events

<u>±1900</u>	<u>(1910/1913)</u>	<u>1948</u>	<u>1955</u>
• Injustice • Discrimination • Segregation • Oppression		• Apartheid rationale • Racial/economic competition • 1948 election	• Apartheid legislation • Resistance • Defiance campaign • Women's march • Freedom charter
<u>1960</u>	<u>1965</u>	<u>1970±</u>	
• Liberal democracy • Sharpeville massacre • Repression	• Armed struggle • Repression • Global responses	• Isolation • Sanctions • Resistance	

Concepts used in this section

Concepts	Explanation
Apartheid:	state policy in South Africa between 1948 and 1994, enforcing inequality between race groups
Segregation:	The policy of keeping population groups separate from others
Discrimination:	Treating people differently based on certain features and characteristics
Oppression	subjecting people to unjust practices influenced by a particular reason
Scientific racism:	using pseudoscience (scientific studies, beliefs and practices) to justify racist discriminatory practices
Underground:	conducting political activities in secret
Natives:	people born in a particular place of origin
Reserves:	areas of occupation set aside for black Africans by the 1913 Land Act
Swart gevaar:	imminent danger possibly posed by the native population
Afrikaner nationalism:	a strong feeling of allegiance and loyalty towards one's racial group, influenced by socio-cultural features (language, religion and ancestry)
African nationalism:	a strong anti-colonial feeling influenced by Pan-Africanism, which extended to anti-segregation and discrimination, resulting in the formation of African nationalist movements
Political domination:	political control and influence over others
Eradicate:	to do away with something
Social status:	position in society amongst race groups, ranging from high to low
Pass book:	a special identity permit enforced on Africans by the apartheid state
Manipulate:	to control or influence a particular cause
Divide and rule:	a strategy applied by the apartheid state to separate black for to achieve easier control of the black population
Indoctrination:	manipulating minds to influence perception and opinion
Defiance campaign:	An organised joint mass resistance campaign targeting Apartheid Laws
Stayaway:	a deliberate act of absenteeism from work
Satyagraha	The principle of peaceful non-violent resistance and protest to injustice and anti-colonial rule was initiated by Mahatma Ghandi
Alliance:	An agreement by different groups to work together

Rand:	an area or district of the Witwatersrand
Detain:	keeping individuals in custody
Forced removals:	forcing people to migrate or move from their places of residence
Programme of Action:	A set of activities to be adopted and implemented, aimed at intensifying resistance to the apartheid state
FEDSAW	Federation of South African Women (multi-cultural and multi-racial women's organisation protecting and promoting women's rights and interests)
Freedom Charter:	A document produced through mass resistance outlining a democratic South Africa
Repression	The use of violent force and strict control to stop nationalist liberation movements
Treason	to overthrow a legitimate government
Sabotage	The act of targeting and destroying state infrastructure
Guerrilla warfare	The use of hit-and-run tactics and ambushes against an enemy or target
Banning	An official order from the state prohibiting communication in public spaces
State of emergency	When special powers are granted to law enforcement agencies for social control purposes.
Infiltrate	to enter a country without being detected or illegally
Isolation	to exclude a country from participating in certain structures or activities
Sanctions	a formal economic policy to cut trade relations between countries
Human right	universal right (legal status) afforded all humans as declared by the United Nations Declaration of Human Rights document.
Political right	the right (legal opportunity) to participate in political affairs within a country
Poqo	armed wing of the Pan-Africanist Congress, meaning "Stand alone."
Umkhonto WeSizwe	The armed wing of the ANC, meaning "Spear of nation"
ANC	African National Congress
PAC	Pan-Africanist Congress

How unique was apartheid

Apartheid: a South African government policy of holistic state administration and development aimed at enforcing and securing separate racial group existence for all citizens, with the white race group enjoying privileges and advantages over all other racial groups.

(Whites/Indians/coloureds/blacks/black African) resulting in (whites/non-whites)



- Informed by **scientific racism** and ideas of race
- Motivated by a unique South African political experience (Afrikaner settlers, white English speakers and native population)
- Based on **discrimination** and **segregationist** practices
- Implemented for 46 years, 1948-1994
- Discrimination and segregation existed for much longer
- Minority openly discriminated against the majority
- Formalised by the **National Party** victory in the 1948 elections
- Legalised discrimination, segregation, oppression, white domination and supremacy.
- Advocated for violent brutality on the non-white population through various legislation

Aims and objectives of the policy of apartheid

- Ensure white **social status** (supremacy) and **political domination**
- **Eradicate black African nationalism** in the 1900's
- Secure future prosperity and development

Segregation

- The colonised indigenous population had been denied political rights and economic participation
- Subjected to discriminatory practices constantly
- Workplace/army/urban areas/land ownership/political systems/legal and administrative systems
- Apartheid solidified and crystallised segregation

National Party 1948 election campaign "threats to the white population and die Swart gevaar"

- Broad-based **African nationalism**
- Economic competition/dominance
- Poor whites' social class concern
- Retaining political power
- Called for a stricter/tougher approach to non-whites
- Separation of races the only solution (socially/culturally/economically/politically)

Apartheid: "according to the doctrine... each race had its own distinct identity. To fulfil its potential, each had to be kept separate and pure, and free from contact which would corrupted destroy it. Based on this belief, each 'race' should have its own separate territory in which to develop along its own path. Social contact, and more especially, sexual contact between races should be prevented.

- A strong belief in non-integration in society
- An ideology strongly supported by the Dutch reformed church and Afrikaner intellectuals
- A God-given mission and right to preserve the white race
- Complete division and separation necessitated apartheid

Basic founding laws of the apartheid state

- Population Registration Act (1950)
- Group Areas Act (1950)
- Prohibition of Mixed Marriages Act (1949)
- Bantu Education Act (1953)
- Separate Amenities Act (1953)
- Bantu Labour Settlement of Disputes Act (1953)
- Pass Laws Act (1952)
- Suppression of Communism Act (1950)
- Separate Universities Act (1959)

Resistance and repression

- Internal resistance by the masses/passive resistance
- Petitions/Congress Youth League/ **Programme of Action** by ANC/strikes/ boycotts/non-violent protests
- **Defiance campaign** (1952)/ challenging of all apartheid laws/over 8000 arrested or detained
- Passive resistance influenced by “**satyagraha**”- **Ghandi's principle** of holding on to the truth- “**a moral approach to injustice.**”
- ANC membership reaches 100 000
- Formation of the Congress of the People, 1952, an invitation to a plan for a future democratic South Africa
- Congress alliance- ANC/SAIC/SACTU/ Coloured People's Congress/ Congress of democrats
- **Freedom Charter** 26 June 1955 Kliptown- a democratic/ non-racial/ equal economic wealth distribution/ social security and education for all in South Africa.



Women's resistance

- **FEDSAW**
- Women's march on 9 August 1956, prompted by the extension of the pass laws
- Community resistance throughout-rand & Eastern Cape/Alexandra/Cape Town torch commando ex-servicemen
- Rural resistance in the Eastern Cape 1958-60 (Bantu authorities act (1951)

Global trends

- Universal Declaration of Human Rights, 1948
- Civil rights movement-USA
- Pan-Africanism
- Decolonisation era



Repression

- Greater awareness of communism
- Restriction orders
- Banning orders
- House arrest
- Detention
- Forced removals
- Treason trial
- Sharpeville 21 March 1960
- Cape Town- Nyanga/Langa townships
- State of emergency
- General Laws Amendment Act (1963) – detention without trial
- Banning of liberation movements
- Liberation movements operate in exile and underground



Armed struggle

- Formation of Umkhonto we Sizwe (June 1961) neighbouring states
- **Pogo** operates from Maseru
- Assassinations of liberation fighters
- **Guerrilla warfare** and activities of sabotage

Global responses

- International criticism of apartheid- United Nations/ liberal Western countries
- Anti-apartheid movement in Britain
- Isolation
- Sanctions
- Chief albert Luthuli, Nobel peace prize 1960
- Commonwealth withdrawal

The unique nature of apartheid

- Legal state policy
- System legalised and justified injustice
- Minority oppressed and discriminated against the indigenous majority
- Characteristic feature: harsh brutality that escalated
- Contradicted global trends moving towards liberal democratic societies
- Glorified prejudice, segregation and discrimination
- Nullified and vilified anti-apartheid international voices and awareness campaigns



QUESTION 1: WHAT WAS THE AFTERMATH OF THE POWERFUL STRUGGLE AGAINST THE APARTHEID REGIME IN SOUTH AFRICA DURING THE 1960s?

SOURCE 1A

This extract was taken from the Encyclopaedia history archives. The source describes the reasons for the formation of Umkhonto we Sizwe (MK) by the ANC, which was launched on 16 December 1961.

The 1960s period marked an important watershed in South Africa's struggle against Apartheid. The aftermath of the Sharpeville Massacre and the declaration of the subsequent State of Emergency in March 1960 signalled the beginning of a brutal and intensive phase of state repression.

The intensification of repressive laws by the Apartheid regime made the African National Congress (ANC) and the Pan Africanist Congress (PAC) the first casualties in an era of banishment. Forced underground, the ANC, PAC and other liberation organisations had to consider new tactics. In 1958 and 1959 key ANC and South African Communist Party (SACP) leaders were talking seriously about a move to armed struggle, concluding that peaceful methods had proved fruitless. The ANC created an underground military wing, called Umkhonto we Sizwe (MK) or the 'Spear of the Nation', which was launched on 16 December 1961. In the words of MK's founding document, "The time comes in the life of any nation when there remain only two choices: submit or fight. That time has come now to South Africa."

The first MK operations were set for 16 December 1961. MK deliberately chose that date as it was the anniversary of the Voortrekker defeat of the Zulu in the Battle of Blood River and the day was revered (respected) by South Africa's white Afrikaner population. For the next two years, MK sabotage campaigns were successfully carried out in various South African towns and cities. MK limited its targets to railways, police stations and other key buildings associated with the administration of apartheid. Its attacks were carefully planned to avoid any deaths or injuries. In total, from 1961 to 1963, more than 190 acts of sabotage were carried out by MK, causing great economic damage, but never harming any citizens.

[From <https://www.britanica.com>. Accessed on 11 April 2026]

- 1.1.1 Quote evidence from the source that highlights violence during the state of emergency in the 1960s. (1x1) (1)
- 1.1.2 Identify TWO liberation organisations from the source that experienced the first casualties. (2x1) (2)
- 1.1.3 Define the term *repressive laws* in your own words. (1x2) (2)
- 1.1.4 Using the information from the source and your own knowledge, comment on why African National Congress (ANC) and South African Communist Party (SACP) leaders were talking seriously about a move to armed struggle. (2x2) (4)
- 1.1.5 Explain the usefulness of the source to a historian researching the reaction of Mkhonto Wesizwe (MK) against the apartheid government (1x2) (2)

SOURCE 3B

The following extract was produced by Andrew Mokete Mlangeni who was an ANC activist. The source below explains how the police arrested the members of the ANC on Liliesleaf farm on 11 July 1963, which led to the Rivonia Trial.

In the early 1960s the South African Communist Party (SACP) and the MK High Command purchased an isolated farm, called Liliesleaf, in Rivonia. It was agreed that Arthur Goldreich and his family would live in the main farmhouse, while the outhouses would be used as a meeting place. It also proved perfect as a hide-out for banned activists of the ever-present and highly efficient police and security services.

Lieutenant van Wyk and his informant were a week into their search for what the informant insisted was the hide-away of the ANC and members of its military wing. On 11 July 1963, fourteen police officers and a police dog, piled (loaded) into a laundry-van entered Liliesleaf. When the police came through the door, they found a group of men studying 'Operation Mayibuye.'

Hundreds of incriminating documents (concrete evidence) were found. The police carted (carried) letters, pamphlets, communist literature, maps, a radio transmitter and a duplicating machine away. When the raid was over the police arrested eight suspects: Goldberg, Rusty Bernstein, Raymond Mhlaba, Bob Heppie, Govan Mbeki, Arthur Goldreich, Ahmed Kathrada and the man the police considered their prize catch of the day, ANC leader, Walter Sisulu. The prosecution's case in the Rivonia trial would to a large extent be built around what was found in the Rivonia raid. Authorities announced to the nation the Rivonia raid in exultant (happy) tones.

[From <https://www.sahistory.org.za/article/rivonia-trial-1963-1964>. Accessed on 11 April 2026]

- | | | |
|-------|--|-----------|
| 1.2.1 | Identify the meeting place for the ANC activists, according to the source. | (1x1) (1) |
| 1.2.2 | Explain the relevance of the liberation organisations during the resistance against the apartheid system. | (1x2) (2) |
| 1.2.3 | Why do you think it was vital for activists to have Hundreds of incriminating documents? | (1x2) (2) |
| 1.2.4 | Explain the limitations of this source to a historian studying the arrest of the activists, which led to the Rivonia Trial. | (1x2) (2) |
| 1.2.5 | Study sources 1A and 1B. Explain how the evidence in source 1A supports the information in source 1B regarding the response of apartheid police officers to political activists. | (1x2) (2) |

SOURCE 3C

This extract was taken from the foundation of Nelson Mandela, mobilising the legacy by a historian.

The extract below explains how events unfolded during the Rivonia Trial at the Palace of Justice in Pretoria, 30 October 1963.

In a segregated courtroom was filled on the one side with plain-clothed police officers and on the other side with relatives and friends of the accused. The prosecutor, Percy Yutar, called the case the “State versus the National High Command and Others.” He then produced an indictment (charge) charging the eleven defendants with two counts of sabotage and two counts of conspiracy.

The specific charges the accused faced were: recruiting persons for training in the preparation and use of explosives and in guerrilla warfare for the purpose of violent revolution and committing acts of sabotage, to aid foreign military units when they invade the Republic, acting in these ways to further the objects of communism, and receiving money for these purposes from sympathisers in Algeria, Ethiopia, Liberia, Nigeria, Tunisia and elsewhere, in the context

Often referred to as “the trial that changed South Africa,” Mandela made a speech that was arguably the most profound (intense) moment in the trial. “... During my lifetime I have dedicated myself to this struggle of the African people. I have fought against white domination and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It was an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die.”

The trial ended on 12 June 1964, with the court sentencing eight of the convicted to life imprisonment. Mandela, Sisulu, Mbeki, Motsoaledi, Mlangeni and Goldberg were found guilty on all four counts.

[From <https://www.famous-trials.com/nelsonmandela/691-home>. Accessed on 11 April 2026]

- 1.3.1 Who, according to the source, filled the courtroom during the Rivonia Trial? (1X1) (1)
- 1.3.2 Define the term *communism* in your own words. (1X2) (2)
- 1.3.3 Explain the term *Guerrilla warfare* in the context of the resistance against oppression during the apartheid era. (1x2) (2)
- 1.3.4 Explain the significance of the assistance by the African countries to activists in the struggle against apartheid. (1X2) (2)
- 1.3.5 Explain what Nelson Mandela implied by the words, ‘... During my lifetime, I have dedicated myself to this struggle of the African people. I have fought against white domination and I have fought against black domination...’ in the context of overcoming apartheid. (2X2) (4)
- 1.3.6 List FOUR countries that sympathized with activists in achieving democracy for all (4X1) (4)
- 1.3.7 Name THREE activists who received life imprisonment from the Rivonia Trial. (3X1) (3)
- 1.3.8 Explain the Reliability of the source to a historian researching the proceedings from the Rivonia Trial. (2X2) (4)

SOURCE 3D

This is a photograph of the supporters at the Rivonia Trial led by Gertude Shope and other activists outside the Palace of Justice in Pretoria in October 1963.

[From *Pretoria News Library*. Accessed on 11 April 2026]



SENTENCE OR NO
SENTENCE, WE STAND
WITH OUR LEADERS

WE ARE PROUD OF OUR
LEADERS

MILESTONES TO FREEDOM HAS
BEEN REACHED

1.4.1 What can be understood from the symbolic representation of different racial groups in the Rivonia Trial? (2X2) (4)

1.4.2 What impact, do you think, this photograph had on the resistance in fighting against the apartheid system? (1x2) (2)

1.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about eight lines (about 80 words) explaining the aftermath of the powerful struggle against the apartheid regime in South Africa during the 1960s. (6)

ESSAY QUESTIONS

Question 2

The segregation ensured that only indigenous South Africans lived in the inferior environment, whilst whites remained privileged during the 1920s and 1930s.

Do you agree with the above statement? Support your line of argument with relevant historical evidence. [50]

Question 3

Explain to what extent Racism was formed by the segregation policies in the country after the union of South Africa and black people were victims of Racism from the 1920s and 1930s. [50]

Question 4

Apartheid laws were introduced to promote the superiority of whites and ensured that indigenous blacks remained inferior in order to depend on white people for survival during the 1940s and 1950s.

Critically discuss this contention by using the relevant historical evidence to support your line of argument. [50]

