



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

HISTORY

SOURCE-BASED TEST 2

28 AUGUST 2025

QUESTION PAPER

MARKS: 50

TIME: 1 hours

This question paper consists of 5 pages and an addendum of 6 pages.

INSTRUCTIONS AND INFORMATION

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

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: APARTHEID SOUTH AFRICA – HOW UNIQUE WAS APARTHEID?

SECTION B: ESSAY QUESTIONS

QUESTION 2: APARTHEID SOUTH AFRICA – HOW UNIQUE WAS APARTHEID?

2. SECTION A consists of ONE source-based questions. Source material that is required to answer these questions will be found in the ADDENDUM.
3. SECTION B consists of ONE essay questions.
4. Answer ONE question as follows: A SOURCE-BASED or an ESSAY
5. You are advised to spend at least ONE hour per question.
6. When answering questions, you should apply your knowledge, skills and insight.
7. You will be disadvantaged by merely rewriting the sources as answers.
8. Number the answers correctly according to the numbering system used in this question paper.
9. Write clearly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

Answer ONE question from this Section. Source material that is required to answer these questions can be found in the ADDENDUM.

QUESTION 1: HOW DID CIVILISED LABOUR POLICIES ENFOECE RACIAL SEGREGATION IN SOUTH AFRICA IN THE 1920s and 1930s?

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

1.1. Refer to Source 1A

- 1.1.1. Who, according to the source, promulgated (passed) a barrage of discriminatory laws and regulations to tightened state control over blacks? (3 x 1) (2)
- 1.1.2. According to the source, explain why the Land Act was regarded as the most important that was passed in 1913? (2 x 1) (2)
- 1.1.3. Define the concept *Bantustans* in your own words (1 x 2) (2)
- 1.1.4. Using the information in the source and your own knowledge explain why the Native Land Act led to massive urbanization? (1 x 2) (2)
- 1.1.5. What does 'the city a European area in which there is no place the redundant Native' imply with regard to restrictions of 1923 Natives (Urban Areas) Act? (2 x 2) (4)

1.2. Read Source 1B

- 1.2.1. What according to the source, was the main agenda of the Pact government (1 x 1) (1)
- 1.2.2. Identify TWO Acts in the source, which regulated conditions in the work field (2 x 1) (2)
- 1.2.3. Explain the concept '*affirmative action*' in the context of policy direction on segregation in the 1920s (1 x 2) (2)
- 1.2.4. How did the Wage Act clarify the Industrial Conciliation Act of 1924? (1 x 2) (2)
- 1.2.5. Using the information in the source and your own knowledge to explain how you think the Civilized Labour Policies raise barriers against black workers? (2 x 2) (4)

1.3. Study Source 1C

- 1.3.1. Explain the messages conveyed in the source regarding the segregation in South Africa (2 x 2) (4)

- 1.3.2. How useful can this source be to a historian studying issues of racism and segregation in the 1930s (1 X 2) (2)
- 1.4. Refer to Source 1D
- 1.4.1. List THREE incidents that were reflected upon by the Bantu Word (2 x 1) (2)
- 1.4.2. Who, according to the source, received special exemptions from the pass laws under the provisions of the Native Administration Act? (4 x 1) (4)
- 1.4.3. Why do you think the opinion articles welcome exemptions for those persons 'certified to be of good character'? (1 x 2) (2)
- 1.4.4. What does the 'welcome exemptions as well as for those persons 'certified to be of good character' tell you about the nature of protest against segregation in South Africa in the 1930s (2 x 2) (4)
- 1.5. Study Source 1C and 1D. How does information in Source 1C support evidence in Source 1D regarding how the pass laws affected Africans in the 1930s (1 x 2) (2)
- 1.6. Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words), explaining how the civilised labour policies enforced racial segregation in South Africa in the 1920s and 1930s? (6)
- [50]**

OR

SECTION B: ESSAY QUESTIONS

Answer at least ONE essay question in this section.

Your essay should be about THREE pages long.

QUESTION 2: Apartheid South Africa – how unique was Apartheid?

The Pact government under Hertzog's succeeded in laying foundations for apartheid in South Africa in 1920 and 1930s

Do you agree with the statement? Sustain your line of argument with relevant examples
[50]

TOTAL [50]



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ADDENDUM

This addendum consists of 6 pages.

QUESTION 1: HOW DID CIVILISED LABOUR POLICIES ENFORCE RACIAL SEGREGATION IN SOUTH AFRICA IN THE 1920s and 1930s?

SOURCE 1A

The source below explains the founding principles of segregation in South Africa in the 1900s

In the first two decades of Union (1910-1930), the governments of Louis Botha, Jan Smuts, and J. B. Hertzog promulgated (passed) a barrage of discriminatory laws and regulations that tightened state control over blacks. The most important law passed was the Natives' Land Act of 1913. This law reserved 93 percent (revised to 87 percent in 1936) of the land in South Africa for whites; it prevented Africans—two-thirds of the population at the time—from freely buying land. The small African “reserves” created by the Land Act were a forerunner of the apartheid-era “Bantustans” or “homelands.” Life in the rural reserves was harsh, with illnesses and malnutrition rife. For many Africans, especially young men and women, migration to wage-earning jobs in cities and mines became one of the only ways to pay colonial taxes and survive.

Massive urbanization was the most important social development between World War I and World War II. The number of city-dwelling Africans more than tripled in thirty years from 1904 to 1936. This urban growth occurred in a context of intensifying segregation. Africans in the cities lived in terrible conditions, with inadequate housing, poor health and transport services, and no electricity for many decades. Along with poverty came crime and fear for personal safety. Segregation also caused unprecedented gender imbalance, with more men working in urban areas than women. However, from 1921 to 1936 there was a 142 percent increase in the number of urban African women, many of whom came to the cities to be with their husbands but often lived a precarious life without legal residence rights. As more blacks moved to urban areas, whites came to view the city as “a European area in which there is no place the redundant Native,” in the words of the Native Affairs Commission of 1921. The 1923 Natives (Urban Areas) Act restricted African migration into towns, laying the foundations for urban residential segregation. Whites also sought to tighten control of black workers by passing laws in the 1920s that severely curtailed black economic freedom, including a prohibition on forming unions.

[From; [https://overcomingapartheid.msu.edu/unit.php?kid=163-571-2&page=3#:~:text=The%201923%20Natives%20\(Urban%20Areas,a%20prohibition%20on%20forming%20unions-](https://overcomingapartheid.msu.edu/unit.php?kid=163-571-2&page=3#:~:text=The%201923%20Natives%20(Urban%20Areas,a%20prohibition%20on%20forming%20unions-) Accessed on 20 August 2025.

SOURCE 1B

The source below is an extract from an article *Apartheid* by Thomas W. Hazlett. It highlights policies enacted by the Pact Government to endorse segregation in the work field

The Pact government, composed of Afrikaner nationalists (in the National Party) and white unionists (SALP), set an agenda of pro forma socialism that it dubbed the Civilized Labour Policy. Measures enacted in Western democracies as standard, off-the-shelf trade union legislation were adopted in South Africa, but with a racist twist. After the courts threw out the first Colour Bar Act in 1923 on a lawsuit by the Chamber of Mines, the Mines and Works Act of 1926 reestablished the Colour Bar. Like the earlier act, the new one used the pretext of "industrial safety" to keep blacks from moving into favorable job classifications. Despite the legalistic cover story, the government admitted its intent: to "counteract the force of economic advantages at present enjoyed by the native"

The Industrial Conciliation Act of 1924 authorized sector-by-sector labor union wage setting for the ostensible (presumed) purpose of securing labor peace. The following year, the Wage Act extended this to the non-unionized sector. These rules amounted to race-based syndicalism (favouritism).

Ironically, the labor market rules that were intended to raise barriers against black workers blocked the path for what were commonly called "poor whites," the lowest tier of the protected class. Hence, the final intervention of the Civilized Labour Policy was nationalization of businesses that employed large numbers of nonwhites. In a policy of "affirmative action," state-run railways and other huge state enterprises preferentially hired and promoted less skilled whites. In fact, many industries were nationalized just to impose racial preference. Merle Lipton reported that the perverse tendency toward the employment of whites was evident after the proclamation of the 1924 Civilized Labour Policy. Between 1924 and 1933 the number of whites employed by South African Railways rose from 4,760 to 17,783, or from 10 to 39 percent of employees, while the number of blacks fell from 37,564 to 22,008, or from 75 to 49 percent. In central and local government employment the proportion of whites rose from 45 to 64 percent while the number and percentage of blacks correspondingly fell.

[<https://www.econlib.org/library/Enc/Apartheid.html>- Accessed on 20 August 2025]

SOURCE 1C

The picture below is from Bantu World, *Occupational Segregation—The Enduring Legacy of Job Reservation in South Africa*. It explains the impact of The Mines and Works Amendment Act that provided certificates for competency required to perform skilled work on mines could not be issued to black and coloured people.



[From: <https://medium.com/@MthiyaneShandu/occupational-segregation-the-enduring-legacy-of-job-reservation-in-south-africa-9948b31a599e> Accessed on 20 August 2025]

SOURCE 1D

This is an article: *Traces of the Past: The Bantu World and Black South African Travel Mobilities in the 1930s*- Christian M. ROGERSON. It explains the reaction of Africans on the restrictions of the pass law

During the 1930s the content of *The Bantu World* reflected frequently upon these policy issues around Black mobilities and most especially the resentment and outrage which was expressed against the restrictions and operations of the pass laws. Reports in 1933 indicated that in the Union as a whole there were 42 000 convictions under pass laws of which 39 000 were recorded in the Transvaal. Under a headline 'Pass Laws Creating Criminals' it was stated that "if there were laws... that have made the Bantu people hate the White-man and be bitter against his rule, they are the pass laws". With the impact of economic depression in the 1930s another opinion piece on the pass laws proclaimed "they drive thousands to crime, and their rigid enforcement when the country is in the throes of acute unemployment is an injustice that makes one's blood creep" The repressive role of the pass laws and their impact in 'manufacturing criminals' was a constant theme in the 1930s. Particular objection was drawn to the demands made at railway station booking offices that passes be shown at the time of the purchase of tickets for travel

In 1937 once again calls were repeated for the repeal of the pass laws which were viewed as responsible for police harshness. The details included the introduction of special exemptions from the pass laws to "Africans in certain occupations and also to those of good character". Among the list of occupations for exemption were policemen, ministers of churches, local administrators, and chiefs and headmen appointed under the provisions of the Native Administration Act. Opinion articles welcomed such exemptions as well as for those persons 'certified to be of good character' and stressed that such policy changes might temper the hostility towards the pass law legislation. Another small concession was that from September 1936 it was reported that curfew hours were extended by one hour from 10pm to 11 pm on grounds that the earlier hour "created a hardship for a large number of respectable and law-abiding Natives who often exceeded that hour in returning home from meetings and social gatherings"

[https://www.ajhtl.com/uploads/7/1/6/3/7163688/article_17_13_2_359-366.pdf- Accessed on 20 August 2025]

ACKNOWLEDGEMENTS

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

<https://medium.com/@MthiyaneShandu/occupational-segregation-the-enduring-legacy-of-job-reservation-in-south-africa-9948b31a599e>

[https://overcomingapartheid.msu.edu/unit.php?kid=163-571-2&page=3#:~:text=The%201923%20Natives%20\(Urban%20Areas,a%20prohibition%20on%20forming%20unions](https://overcomingapartheid.msu.edu/unit.php?kid=163-571-2&page=3#:~:text=The%201923%20Natives%20(Urban%20Areas,a%20prohibition%20on%20forming%20unions)

https://www.ajhtl.com/uploads/7/1/6/3/7163688/article_17_13_2_359-366.

<https://www.econlib.org/library/Enc/Apartheid.html>-





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SOURCE-BASED TEST 2

28 AUGUST 2025

MEMORANDUM

MARKS: 50

This memorandum consists of 11 pages.

1. SOURCE-BASED QUESTIONS

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

Cognitive Levels	Historical skills	Weighting of questions
LEVEL 1	- Extract evidence from sources - Selection and organisation of relevant information from sources - Define historical concepts/terms	30% (16)
LEVEL 2	- Interpretation of evidence from sources - Explain information gathered from sources - Analyse evidence from sources	50% (20)
LEVEL 3	- Interpret and evaluate evidence from sources - Engage with sources to determine its usefulness, reliability, bias and limitations - Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions	20% (14)

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

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.
- Assessment procedures for source-based questions**
 - Use a tick (✓) for each correct answer.
 - Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 x 2) which translates to one reason and is given two marks (✓✓).
 - If a question carries 4 marks then indicate by placing 4 ticks (✓✓✓✓).

Paragraph question

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

- Read the paragraph and place a bullet (•) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.
- At the end of the paragraph indicate the ticks (✓) that the candidate has been awarded for the paragraph; as well as the level (1,2, or 3) as indicated in the holistic rubric and a brief comment e.g.



✓✓✓✓

Level 2

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the bottom margin to the right, e.g. 32

50

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

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

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

2.2 Marking of essay questions

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

2.3 Global assessment of the essay

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

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

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.



2.4.2 During the first reading of the essay ticks need to be awarded for a relevant introduction (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline).

For example in an essay where there are five (5) main points there could be about seven (7) ticks.

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

P	Point: The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
E	Explanation: 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	Example: 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	Link: Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

2.4.4 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised

Λ

- Wrong statement

- Irrelevant statement

|
|
|

- Repetition

R

- Analysis

A✓

- Interpretation

I✓

- Line of argument

LOA ⇅

2.5 The matrix

2.5.1 Use of the matrix in the marking of essays

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



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

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	} 26–27
P	LEVEL 3	



GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

PRESENTATION			LEVEL 7 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.		LEVEL 6 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.		LEVEL 5 Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.		LEVEL 4 Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.		LEVEL 3 Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.		LEVEL 2 Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.		LEVEL 1 Little or no attempt to structure the essay.	
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/irrelevant content selection.						30–33	28–29	26–27								
LEVEL 3 Content selection does not always relate. Omissions in coverage.							26–27	24–25	20–23							
LEVEL 2 Sparse content. Question inadequately addressed								20–23	18–19	14–17						
LEVEL 1 Question not answered. Inadequate content. Significant irrelevance									14–17	0–13						

***Guidelines for allocating a mark for level 1**

- Question not addressed at all/totally irrelevant content/no attempt to structure the essay = 0
- Questions 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

QUESTION 1: HOW DID CIVILISED LABOUR POLICIES ENFORCE RACIAL SEGREGATION IN SOUTH AFRICA IN THE 1920s and 1930s?

1.1

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

The governments of:

- Louis Botha,
- Jan Smuts, and
- J. B. Hertzog

(3 x 1)(3)

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

- This law reserved 93 percent (revised to 87 percent in 1936) of the land in South Africa for whites;
- It prevented Africans—two-thirds of the population at the time—from freely buying land

(2 x 1)(2)

1.1.3. *[Define concept from Source 1A- L1]*

- Areas established by the Apartheid Government for Blacks people to prevent them from living in the urban areas or mixing with white people
- Any other relevant answer

(1 x 2) (2)

1.1.4. *[Interpretation of evidence from the Source 1A – L2]*

- Life in the rural reserves was harsh, with illnesses and malnutrition rife.
- Migration to wage-earning jobs in cities and mines became one of the only ways to pay colonial taxes and survive.
- Any other relevant answer

(1 x 2) (2)

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

- The Native Land Act clearly disposed Africans from their land
- Blacks were completely remove blacks from any form of productive land
- Africans were cut off from the real world
- Any other relevant response

(2 x 2)(4)

1.2.

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

- an agenda of pro forma socialism that it dubbed the Civilized Labour Policy

(1 x 1) (1)

1.2.2. *[Extraction of evidence from Source 1B – L1]*

- Colour Bar Act in 1923
- Chamber of Mines, the Mines and Works Act of 1926
- Industrial Conciliation Act of 1924
- Wage Act

(Any 2 x 1)(2)

1.2.3. *[Explanation of concept from Source 1B- L2]*

- The decision by the government to employ poor whites over blacks on less skilled work in order to improve their living conditions
- Any other relevant answer

(1 x 2) (2)

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

- It extended the securing labor peace to non-unionized sector
- Any other relevant answer

(1 x 2) (2)

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

- It blocked the path for what were commonly called “poor whites,” the lowest tier of the protected class. Hence, the final intervention of the Civilized Labour Policy
- It nationalized businesses that employed large numbers of nonwhites.
- It established “affirmative action,” preferentially hired and promoted less skilled whites.
- It impose racial preference.
- Any other relevant answer

(2 X 2) (4)

13.

1.3.1 *[Interpretation of source 1C – L2]*

- The Civilised Labour policies segregated white labours against blacks
- The Afrikaner government caution white societies against blacks domination
- Any other relevant response

(2 x 2)(4)

1.3.2. *[Determine the usefulness of Source 1C – L3]*
Useful

- It shows that Hertzog and Smuts government used white civilisation policies to warn white societies against blacks, Swartgevaar
- Any other relevant response

(1 x 2) (2)

1.4

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

- Policy issues around Black mobilities
- The resentment and outrage which was expressed against the restrictions
- The operations of the pass laws.
- The 42 000 convictions under pass laws of which 39 000 were recorded in the Transvaal.

(2 x 1) (2)

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

- Policemen
- Ministers of churches,
- Local administrators,
- Chiefs
- Headmen

(any 4 x 1) (4)

1.4.3. *[Interpretation of evidence from the Source 1D – L2]*

- They stressed that such policy changes might temper the hostility towards the pass law legislation.
 - Any other relevant response
- (1 x 2) (2)

1.4.4. *[Interpretation of evidence from the Source 1D – L2]*

- The protest against segregation was not organised
 - The nature of protest was moderate
 - Any other relevant response
- (2 x 2) (4)

1.5. *[Interpretation of evidence from the Source 1C & 1D – L3]*

- Source 1C shows the Civilised Labour policies clearly demarcated the country into Whites and non-whites and source 1D reports in 1933 indicated that there were 42 000 convictions under pass laws of which 39 000 were recorded in the Transvaal.
 - Both the sources implied that blacks were segregated against
 - any longer other relevant answer
- (1 x 2)(2)

1.6 *[Interpretation, understanding and synthesis of evidence from Sources 1A, 1B, 1C and 1D – L3]*

Candidates should include the following aspects in their response:

- The governments of Louis Botha, Jan Smuts, and J. B. Hertzog promulgated (passed) a barrage of discriminatory laws and regulations that tightened state control over blacks. (Source 1A)
- Natives' Land Act of 1913 reserved 93 percent (revised to 87 percent in 1936) of the land in South Africa for whites; it prevented Africans from freely buying land (Source 1A)
- Native Urban Areas Act of 1923 was passed to separate the so-called location from White towns through the establishment of a separate, self-balancing, native revenue account. (1A)
- Colour Bar Act in 1923 and the Mines and Works Act of 1926 reestablished the Colour Bar created the "industrial safety" to keep blacks from moving into favorable job classifications (1A)
- The Pact government adopted a so-called 'civilised' labour policy to the effect of promoting the employment of White labour at the expense of Non-White interests (Source 1B)
- Though the Civilized Labour Policy employment in South African Railways rose from 4,760 to 17,783, or from 10 to 39 percent of employees
- Natives Land Act states that Blacks were reserves together amounted to about seven percent of South Africa's land.
- The Bantu World reflected frequently upon these policy issues around Black mobilities an (1D)
- Reports in 1933 indicated that in the Union as a whole there were 42 000 convictions under pass laws of which 39 000 were recorded in the Transvaal.
- Africans were denied ownership or access to land to farm for themselves
- The authorities evicted thousands of squatters from farms and forced them into increasingly overcrowded and impoverished reserves

- Any other relevant response.

Use the following rubric to allocate a mark:

 LEVEL 1	• Uses evidence in an elementary manner e.g. shows no or little understanding of how the civilised labour policies enforced racial segregation in South Africa in the 1920s and 1930s • Uses evidence partially to report on topic or cannot report on topic.	MARKS: 0–2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. shows an understanding of how the civilised labour policies enforced racial segregation in South Africa in the 1920s and 1930s • Uses evidence in a very basic manner.	MARKS: 3–4
LEVEL 3	• Uses relevant evidence e.g. demonstrates a thorough understanding of how the civilised labour policies enforced racial segregation in South Africa in the 1920s and 1930s • Evidence relates well to the topic. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS: 5–6

[50]

SECTION B: ESSAY QUESTIONS

QUESTION 3: NATIONALISM- AFRICAN NATIONALISMS

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

SYNOPSIS

Candidates should indicate whether the Pact government under Hertzog's succeeded in laying foundations for apartheid in South Africa in 1920 and 1930s

Candidates should use relevant examples to support their line of argument

MAIN ASPECTS

INTRODUCTION: Candidates need indicate whether the Pact government under Hertzog's succeeded in laying foundations for apartheid in South Africa in 1920 and 1930s

ELABORATION

- JBM Hertzog became Prime Minister of the Pact government in 1924
- He believed in 'SA First' and that SA was made up of white people only, especially Afrikaners.
- His segregation policies = aimed at protecting whites economically and politically.
- The moderate 'native' policies of Botha were replaced and segregation was entrenched even further:
- New legislation to protect the privileged position of white labour:
- 1924: Industrial Conciliation Act legalised white trade unions.
- 1925: Wages Act enabled minister of labour to force employers to give preference to hiring white workers.
- 1926: Mines and Works Amendment Act reinforced colour bar in mining industry.
- Hertzog's government also provided greater opportunities to whites: instituting higher protective tariffs to encourage local manufacturing opening up new trade relations overseas
- They established the state-owned ISCOR and the SA Railways and Harbours.
- Effects of the Great Depression after 1929 → increased migration of people into the urban areas seeking employment = viewed as a threat.
- 1932: Hertzog set up Native Economic Commission → recommended that blacks should live separately in reserves
- Hertzog's government passed laws → direct influence on apartheid legislation later:
Representation of Natives Act (1936) → blacks and whites should not be politically integrated.
- Native Trust and Land Act (No. 27 of 1936) extended territorial segregation in the Natives Land Act (No. 27 of 1913) 13% of the country was allocated to black people
- Native Laws Amendment Act of 1937 entrenched segregation by applying the pass laws more strictly. Factories, Machinery and Building Works Act of 1941
- Electoral Laws Amendment Act of 1940 = compulsory registration of white voters only
- Any other relevant response

Conclusion: Candidates should tie up their argument with relevant response