



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

VHEMBE EAST DISTRICT

GRADE 11

HISTORY

STANDARDISED TEST 2

QUESTION PAPER

20 AUGUST 2025

This Question Paper consists of 7 pages including the cover page

INSTRUCTIONS AND INFORMATION

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

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: APARTHEID SOUTH AFRICA FROM THE 1940s TO 1960s: LEGALISING APARTHEID

SECTION B: ESSAY QUESTIONS

QUESTION 2: APARTHEID SOUTH AFRICA FROM THE 1940s TO 1960s: RESISTANCE TO APARTHEID

QUESTION 3: APARTHEID SOUTH AFRICA FROM THE 1940s TO 1960s: RESISTANCE TO APARTHEID

2. SECTION A consists of ONE source-based question. Source material that is required to answer this question will be found in the ADDENDUM.

3. SECTION B consists of TWO essay questions.

4. Answer TWO questions as follows:

4.1 At least ONE must be a source-based question and at least ONE must be an essay question.

5. When answering questions, candidates should apply their knowledge, skills and insight.

6. A mere rewriting of the sources as answers will disadvantage candidates.

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

8. Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTION

SECTION A: SOURCE BASED QUESTIONS

Answer one question from this section. Source materials to be used to answer these questions are contained in the ADDENDUM.

QUESTION 1: HOW DID THE GROUP AREAS ACT OF 1950 AFFECT THE DIFFERENT RACIAL GROUPS IN SOUTH AFRICA?

1.1. Refer to Source 1A

- 1.1.1. When, according to the source, did the promotion of Bantu Self-Government Act create Bantustan? (1x1)(1)
- 1.1.2. Identify two pieces of evidence from the source in which the enforcement of Group Areas Acts was meant for? (2X1)(2)
- 1.1.3. What do you think was the purpose of Bantu Homelands? (1X2)(2)
- 1.1.4. What according to the source were the results of exploded population in a newly defined area? (2X1)(2)
- 1.1.5. Using the source and your own knowledge explain the impact of District Six forced relocation. (2X2)(4)
- 1.1.6. Why according to the source did the police descend on Sophiatown? (1X1)(1)

1.2. Use Source 1B

- 1.2.1. What according to the source woke up Victor Mokine early one morning? (2X1)(2)
- 1.2.2. Using the Source and your own knowledge, explain why the authorities arrived three days earlier than planned? (1X2)(2)

1.2.3 Identify four South African race groups from the source who were living in Sophiatown? (4X1)(4)

1.2.4 Define the term 'segregation' in your own words. (1X2)(2)

1.2.5 Comment on the statement, "It felt like a war situation". (2x2)(4)

1.3 Study Source 1C

1.3.1 What message does the photograph convey regarding the impact of Group Areas Act of 1950? (2x2)(4)

1.3.2 What mode of transport was used by the people in the photograph? (Use visual clues from the source) (1X1)(1)

1.4 Study source 1B and 1C. Explain how the evidence in Source 1C supports the information in Source 1B regarding the impact of Group Areas Act of 1950 on different racial groups in South Africa. (2X2)(4)

1.5 Refer to Source 1D

1.5.1 Identify two pieces of evidence from the source in which the Group Areas Act of 1950 affected different communities and people across South Africa. (2X1)(2)

1.5.2 Explain the word 'Squatters' in the context of Source 1D. (1X2)(2)

1.5.3 Explain the limitation of the source to a historian studying on how the Group Areas Act of 1950 affected different racial groups in South Africa. (2X2)(4)

1.6 Using the information in the source and your own knowledge, write a paragraph of about six lines (60 words) explaining how the Group Areas Act of 1950 affected the different Racial groups in South Africa? (6)

QUESTION 2: HOW DID THE DIFFERENT APARTHEID LEGISLATIONS/LAWS AFFECT THE LIVES OF ORDINARY BLACK SOUTH AFRICANS?

2.1. Refer to source 2A

- 2.1.1. When, according to the Source, did William's nightmare start? (1x2)(2)
- 2.1.2. According to the source, who were declared colored in William's home? (3x1)(3)
- 2.1.3. Mention THREE things which Williams had to accept. (3x1)(3)
- 2.1.4. According to the source, what bears testimony to William's superb record? (2x1)(2)
- 2.1.5. Using the information in the source and your knowledge, explain why Williams was ruled out from the Test cricket? (1x2)(2)

2.2. Refer to Source 2B

- 2.2.1. According to the Source, what did the Mixed Marriage Act prohibit? (2x1)(2)
- 2.2.2. What were South Africans required to do after the implementation of the Population Registration Act? (1x2)(2)
- 2.2.3. Using the information in the Source and your knowledge, explain why the Apartheid government proceeded to criminalize marriages between people of different racial groups? (2x2)(4)
- 2.2.4. Comment on why a number of South Africans were arrested and charged even though they knew that interracial marriages were prohibited. (1x2)(2)
- 2.2.5. What according to the source was the Prohibition of Mixed Marriages Act repealed by? (1x1)(1)

2.3. Refer to Source 2C

- 2.3.1. Define the concept "*inferior education*" in the context of Bantu Education. (1x2)(2)

- 2.3.2. Explain why the Act had far reaching implications for South African Society. (1x2)(2)
- 2.3.3. Comment on the statement "The Act caused a sharp decline in the quality of teaching in Black Schools". (1x2)(2)
- 2.3.4. Why did the Bantu education Act have a profound effect on the culture of South Africa? (1x2)(2)
- 2.3.5. Explain what is implied by the statement "it had a wide-ranging effect on the social and cultural aspect of South African life". (1x2)(2)
- 2.3.6. What according to the source, did Bantu education result in? (2x1)(2)
- 2.3.7. Explain why you think Bantu Education resulted in decreased educational opportunities for black students? (1x2)(2)

2.4. Refer to Source 2D

- 2.4.1. Explain the messages conveyed by this photograph. (2x2)(4)
- 2.4.2. Explain the Usefulness of this source to a historian researching on the impact the Apartheid signs had on ordinary South Africans. (1x2)(2)
- 2.5. Study Source 2A and 2B. Explain how the evidence in Source 2B supports the information in Source 2A regarding the Impact of Apartheid on ordinary South Africans. (1x2)(2)
- 2.6. Using the information in the source and your knowledge, write a paragraph of about six lines, explaining how different Apartheid laws affected ordinary South Africans. (6)

SECTION B: ESSAY

Answer **ONE** question from this Section

QUESTION 3: RESISTANCE TO APARTHEID IN SOUTH AFRICA 1940-1960.

The suppression of political aspirations of the majority of South Africans by the National Party government changed the resistance strategies against Apartheid during the 1960s.

Do you agree with this statement? Substantiate your line of argument by referring to the resistance strategies adopted by the ANC and PAC against the Apartheid government in the 1960s.

[50]

QUESTION 4: RESISTANCE TO APARTHEID SOUTH AFRICA.

Critically discuss how the resistance movements from 1940 to 1960 were suppressed by the Apartheid movement.

[50]



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

VHEMBE EAST DISTRICT

GRADE 11

HISTORY

STANDARDISED TEST 2

ADDENDUM

AUGUST 2025

This addendum consists of 9 pages including the cover page.

QUESTION 1: HOW DID THE GROUP AREAS ACT OF 1950 AFFECT THE DIFFERENT RACIAL GROUPS IN SOUTH AFRICA?

Source 1A

The source below explains how the National Party government enforced the Group Areas Act for the promotion of racial segregation.

The Group Areas Act restricted all ownership in the newly formed areas to the races that were designated to reside there. However, while Black South Africans were barred from doing business in white areas, white South Africans and government agencies continued to own much of the land in Black areas, being exempt from the language of their own law. In 1959 the Promotion of Bantu Self-Government Act created 8 (later expanded to 10) Bantu homelands, or Bantustans. These regions were granted some semblance of self-rule, which allowed the South African government to further ignore their needs and placed responsibility for infrastructure on the residents.

Enforcement of the Group Areas Acts meant that people were torn from their communities and families with little notice; those who defied the new racial borders were fined or imprisoned. Newly defined areas exploded in population. As a result, many South Africans, no longer having suitable accommodations, lived in makeshift homes. Relocation was enforced brutally. In one instance, in 1955 thousands of police officers descended on Sophiatown, a cosmopolitan and culturally significant, predominantly Black suburb of Johannesburg, and removed the Black residents. Some were taken in vans and left in the wilderness outside what is now Soweto. Another infamous instance of forced relocation involved the razing of District Six, a lively mixed-population neighborhood of Cape Town that in 1966 was designated by the government as an area only for the white population. At least 60,000 people were relocated; bulldozers cleared most of them to the barren outskirts of town, and the area.

[From <https://www.what%20was%20the%20impact%20of%20areas%20act%20on%20south%20africans%20killing..>
Accessed on 23 July 2025]

Source 1B

The source below outlines how Sophiatown, once known for its bohemian lifestyle and vibrant music scene, was cleared up to turn it into a white-only area.

The sound of horses' hooves and shouts from police woke 10-year-old Victor Mokine early one morning. It was February 1955, and Mokine lived with his family in Sophiatown, home to 65,000 people - black, white, mixed-race, Chinese, and Indian. "I could see policemen on horseback in our yard. Our parents told us to stay inside the house as they thought there would be violence," he says.

"They were armed with rifles, pistols, some with machineguns. We could hear the sound of rolling trucks that had arrived to carry people's belongings. "The residents of Sophiatown had been told that they were going to be moved to a new site ten miles to the west. But in order to pre-empt any resistance, the authorities arrived three days earlier than planned, while it was still dark, catching the residents unprepared.

When Mokine and his family eventually went outside, they realized that 2,000 police had descended on the sleeping neighbourhood. Sophiatown was one of the few areas in South Africa at the time where Black people were allowed to own land.

But the government used the Group Areas Act, which compelled different racial groups to live separately, to enforce its policy of segregation.

It had decided two years earlier that the people of Sophiatown should be moved to a new site called Meadowlands after residents in neighboring white suburbs started agitating for their removal. Over the next couple of days, the evictions began in earnest. "There was a great deal of fear. Some of the policemen simply kicked the doors in, while they shouted in Afrikaans at people to get outside. It felt like a war situation," says Mokine.

[From <https://www.bbc.com/news/magazine-31379211>. Accessed on 23 July 2025.]

Source 1C

The picture below was taken from Africamediaonline, depicts people packing belongings into a truck in preparation for moving out of District Six.



[From <https://sahistory.org.za/article/destruction-sophiatown>. Accessed on 23 July 2025]

Source 1D

The extract below explains how the Group Areas Act affected different communities across South Africa.

The GAA had immense effects on communities and people across South Africa. By 1983, over 600 000 people had been removed and relocated from their original homes. There were varying levels of consolidation of the Act in different regions. For example in Port Elizabeth by 1960, approximately 90% of the African population was housed within designated 'African' areas; by 1985 it was 96%. The fight for Indian occupation of Cato Manor in Durban was fierce. There were major clearances of the shack lands in Cato Manor by the government in 1951, when the government declared it to be a White zoned area. The GAA destroyed District Six, a crowded, racially mixed neighborhood with a unique, traditional character of its own. Many parts of the contemporary urban landscape in South Africa are still structured in the image of the GAA. Squatting, which became prevalent during the existence of the GAA, was a symptom of the massive housing shortage in the Cape. In 1977, the Government removed 15 000 squatters from Modder dam without alternative accommodation, many of the squatters had been displaced by the GAA in the first place

As the terms of the Native Urban Areas Act required local authorities to set aside areas for African occupation, they were not the worst hit in the rezoning of neighborhoods. Coloureds people suffered because housing schemes for them were often delayed due to plans for racial zoning. The GAA particularly hurt Indian South Africans because many of them had historically been present in other ethnic communities as traders and landlords. This is clearly documented by the South African Indian National Congress. In 1963, it was estimated that over a quarter of Indian men and women were employed as traders. Indians were also known as landlords, especially in Natal. For example, in Cato Manor Indian landlords allowed Africans to build shacks on their land for rent. Before the GAA, this method of housing was accepted because the city of Durban was unable to provide alternative housing. It was condemned for economic reasons by the Natal Indian Congress in 1955. [Sahistory.org.za/article group areas-act-1950](https://sahistory.org.za/article/group-areas-act-1950)

[From [https://sahistory.org.za/article/ group areas – act-1950](https://sahistory.org.za/article/group-areas-act-1950). Accessed on 23 July 2025]

QUESTION 2: HOW DID THE DIFFERENT APARTHEID LEGISLATIONS AFFECT THE LIVES OF ORDINARY BLACK SOUTH AFRICANS?

Source 2A

The source below is an extract from taken from the book “More than a Game,” written by Mogammed Ali. It explains how Williams Owen was affected by the Population Registration Act .

Williams said his nightmare had started shortly after his 12th birthday when the functionaries of South Africa's system of social engineering classified his mother, a sibling white; Williams and another brother and sister were declared colored.

“I don't know if you understand what this means,” he told the UK-based Sun newspaper in 1971.

“It means that I can only visit my mother after dark.

“She lives in a white area and so, if I am seen calling on her, it starts the neighbors talking, saying she must be colored. To save her, I stay away.

“It also means that I can't, for instance, meet my (white) brother in the city for a drink.”

And yet, in the midst of this personal anguish, he still found time to shine at cricket.

Williams is considered by many who had the privilege of seeing him play to have been one of the best left-arm spinners ever to come out of South Africa.

His superb record as a provincial cricketer in South Africa and in the Lancashire League bears testimony to that.

Sadly, when he was at the peak of his career in the 1960s, at a time when there was a dearth of top-class spinners in white South African competitions, apartheid ruled him out of Test cricket.

The immediate beneficiary of his superb bowling performances was not the South African Test side but tiny Radcliffe in the Lancashire League in England.

<https://io.co.za/Capetimes/news/2016-08-17the> tragedy of how race classification-law-tore-a-family-apart
Accessed on 6th June 2025]

Source 2B

The source below explains how the Prohibition of mixed marriage Act affected ordinary South Africans.

On July 1949, the Prohibition of Mixed Marriages Act, Act No 55 of 1949 that prohibited marriage or a sexual relationship between White people and people of other race groups in South Africa is passed. The law was introduced by the apartheid government and part of its overall policy of separateness. South Africans were required to register as members of one of four racial groups as set out in the Population Registration Act of 1950. The four groups were White, Colored, Indian, and Black. Using these categories, the apartheid government proceeded to criminalise marriages between people of different racial groups. Subsequent to the passing of this legislation, a number of people were arrested and charged for breaking its provisions. The law also nullified interracial marriages of South Africans that occurred outside of the country. It was eventually repealed in 1985 by the Immorality and Prohibition of Mixed Marriages Amendment Act that allowed inter-racial marriages and relationships.

<https://sahistory.org.za/dated-event/prohibition-mixed-marriage-act-commences>. Accessed on 6th June 2025]

Source 2C

The extract below explains the negative impact of Bantu Education Act on ordinary Black South Africans.

The Bantu Education Act of 1953 was a watershed moment in South African history. It established a separate and inferior educational system for black South Africans, effectively entrenching the apartheid system and its attendant inequalities. The Act had far-reaching implications for South African society, as it affected a generation of people, from the way they were educated to the careers and opportunities available to them.

The Act had a profound effect on the social and cultural aspects of South African life. It forced the segregation of education, creating a two-tiered system in which the quality of education for Black students was vastly inferior to that of white students.

The Act also caused a sharp decline in the quality of teaching in Black schools. Teachers were poorly paid, often lacked qualifications and had limited resources. This contributed to a poor standard of education, hindering the development of critical thinking skills, which in turn had a negative impact on the social and cultural development of black South Africans.

The Act was also detrimental to the culture of South Africa as a whole. It perpetuated the apartheid system, which denied black South Africans access to the same rights and privileges as white South Africans. This had a profound effect on the culture of South Africa, as it created a culture of oppression, inequality and racism.

The Bantu Education Act had a significant impact on the lives of South African citizens. It had a wide-ranging effect on the social and cultural aspects of South African life, resulting in decreased educational opportunities and a culture of oppression

[<https://aswica.co.za/how-did-the-bantu-education-act-affect-people-s/> Accessed on the 6th of August 2025]

Source 2D

The cartoon below shows an Apartheid sign displayed in English and Afrikaans in South Africa which restricted a specific area to a specific racial group





LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

VHEMBE EAST DISTRICT

GRADE 11

HISTORY

STANDARDISED TEST 2

stanmorephysics.com **MEMORANDUM**

AUGUST 2025 rephysics.com

This memorandum consists of 16 pages including the cover page.

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 organization of relevant information from sources - Define historical concepts/terms	30% (14)
LEVEL 2	- Interpretation of evidence from sources - Explain information gathered from sources - Analyze evidence from sources	50% (26)
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% (10)

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

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

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
	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 was 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.
LEVEL 7 Question has been fully answered. Content selection is fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection is relevant to a line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question 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

GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50***Guidelines for allocating a mark for level 1**

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

QUESTION 1: HOW DID THE GROUP AREAS ACT OF 1950 AFFECT THE DIFFERENT RACIAL GROUPS IN SOUTH AFRICA?

1.1.

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

- 1959

(1x1)(1)

1.1.2. [Extraction of evidence from source 1A-L1]

- People were thrown away from their communities and families were given little notice.

Those who cheated on the new racial border were fined and imprisoned.

(2x1)(2)

1.1.3. [Interpretation of evidence from Source 1A-L2]

- Divide and rule.
- To promote separation of South African race groups

To permanently segregate and control Black South Africans

- To ensure that Black South Africans were largely removed from white controlled areas.

(1x2)(2)

1.1.4. [Extraction of evidence from source 1A-L1]

- Many South Africans, no longer had suitable accommodation.
- Many lived in makeshift homes.

(2x1)(2)

1.1.5. [Interpretation of evidence from source 1A-L2]

- 60 000 people were forcibly removed and relocated.
- Bulldozers cleared most of them to the barren outskirts of town and the area.
- Any other relevant response .

(2x2)(4)

1.1.6. [Extraction of evidence from source 1C-L1]

- To remove the Black residents.

(1X1)(1)

1.2

1.2.1. [Extraction of information from source 1B- L1]

- Sound of horses' hooves
- Shouts from police

(2x1)(2)

1.2.2. [Interpretation of information from source 1B-L2]

- To pre-empt any resistance
- avoid confrontation (2x2)(4)

1.2.3. Extraction of evidence from source 1B-L1]

- black
- White
- Mixed race
- Chinese
- Indians (4x1)(4)

1.2.4 [Definition of a historical concept-L1]

- The policy of keeping one group of people apart from another and treating them differently, especially because of race, sex, or religion.
- Any relevant response (1x2)(2)

1.2.5 [Interpretation of information from source 1B-L2]

- Police were aggressive
- Ready to crush away resistance
- Any relevant response (2x2)(4)

1.3.1. [Interpretation of information from source 1C-L2]

- People were forcefully removed from their place of residence
- -People were forced to abandon their buildings
- -Some of the residents were compelled to leave their ancestors' graves behind.
- Any other relevant response (2x2)(4)

1.3.2 [Extraction of evidence from source 1C-L2]

- Truck /road transport (1x1)(1)

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

- Both Sources give information about forced removal of people as a result of group Areas of 1950

- Source 1B explains how the government used the Group Areas Act of 1950 to force different racial groups to live separately and the photograph in source 1C shows people forcefully removed out of District six.
- Any other relevant response (2x2)(4)

1.5.

1.5.1 [Extraction of evidence from source 1d-L1]

- By 1983 over 600 000 people had been removed and relocated from their original homes
- The GAA destroyed District six
- The Government removed 15000 squatters from Modder dam without alternative accommodation
- There was major clearance of the shack lands in Cato area. (2x1)(2)

1.5.2. [Explanation of information from Source 1D-L2]

- People who occupied /built houses without legal rights.
- An action of occupying an abandoned or unoccupied area of land or building without the owners' permission in Modder Dam. (1x2)(2)

1.5.3. [Determining the limitations of the source 1D-L3]

- Many of them had historically been present in other ethnic communities as traders and landlords.
- It forcibly relocated their homes.
- The act disrupted their communities and limited their economic opportunities.
- Any other relevant response (2x2)(4)

1.6 [Interpretation, evaluation and synthesis from relevant responses-L3]

- It restricted ownership of areas designed to reside [Source 1A]
- Black South Africans were barred from making business in white Areas [Source1A]

- People were torn from their communities and families with little notice. [Source 1A]
- Those who defied the Act were imprisoned. [Source 1A]
- Residents of Sophiatown were removed to Meadowlands [Source 1B]
- Different racial groups were forced to live separately.
- People were forcefully removed.[source 1C]
- Colored people housing schemes were delayed.[Source 1c]
- Any other relevant response

[6]

Level 1	Uses evidence in an elementary manner, eg has no understanding on how the Group Areas affected the different racial groups in South Africa.	MARKS 0-2
Level 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. the ways in which the Group Areas Act affected the different Racial Groups in South Africa. • Use evidence in a basic manner.	MARKS 3-4
Level 3	• Uses relevant evidence, e.g. demonstrates a thorough understanding on how the Group Areas affected the ordinary South African. • Evidence relates well to the topic. • Uses evidence very effectively in an organised paragraph that shows the understanding of the topic.	MARKS 5-6

[50]

QUESTION 2: HOW DID DIFFERENT APARTHEID LEGISLATIONS AFFECT THE LIVES OF ORDINARY SOUTH AFRICANS?

2.1.1. [Extraction of evidence in Source 2A-L1]

- Shortly after his 12th birthday (1x2)(2)

2.1.2. [Extraction of evidence in Source 2A-L1]

- Williams'
- Another brother
- Sister (3x1)(3)

2.1.3. [Extraction of evidence from Source 2A-L1]

- Can only visit the mother after dark
- Cannot meet the mother for a drink
- She cannot call on her mother because neighbors will start talking. (3x1)(3)

2.1.4. [Interpretation of evidence from source 2A-L2]

- his record as a provincial cricketer
- Lancashire league (2x1)(2)

2.1.5. [Interpretation of Evidence from Source 2A-L2]

- He was classified as a colored, and only whites were needed in the competition.
- Any other relevant response (1x2)(2)

2.2.

2.2.1 [Extraction of evidence in Source 2B-L1]

- Prohibited mixed marriage
- Sexual relationships (2x1)(2)

2.2.2. [Extraction of evidence from source 2B-L1]

- Register as members of one of the racial groups (1X1)(1)

2.2.3. [Interpretation of evidence from source 2B-L2]

- It wanted the South Africans to avoid interracial marriages
- It wanted to maintain white purity.
- Any other relevant response (2X2)(4)

2.2.4. [Interpretation of evidence from source 2B-L2]

- South Africans continued to be involved in interracial marriages, even when it was prohibited.
- Any relevant response (1X2)(2)

2.2.5 [Extraction of evidence in Source 2B-L1]

- 1985 Immorality and Prohibition of Mixed Marriages Amendment Act (1x1)(1)

2.3.

2.3.1. [Definition of a historical concept 2C-L2]

- A system of education designed to provide blacks with a substandard and limited education
- Any other relevant response (1x2)(2)

2.3.2. [Interpretation of evidence from source 2C-L2]

- It affected a generation of people from the way they were educated to the careers and opportunities that would be available to them.
- Any other relevant response (1x2)(2)

2.3.3. [Interpretation of evidence from source 2C-L2]

- Black learners were taught by educators who lacked qualifications
- Black schools lacked proper resources.
- Any other relevant response (2x2)(4)

2.3.4. [Interpretation of evidence from source 2C-L2]

- Created a culture of oppression and inequality among blacks.
- Any other relevant response (1x2)(2)

2.3.5. [Interpretation of evidence from source 2C-L2]

- It means that the policy did not just affect schooling, it reshaped society at large.

- Any other relevant response (1x2)(2)

2.3.6. [Extraction of evidence from Source 2C-I1]

- Decreased educational opportunities
- Culture of oppression (2x1)(2)

2.3.7 [Interpretation of evidence from source 2C-L2]

- Lack of funding and resources for black students
- Restrictive and inferior curriculum for black students
- Restricted access to higher education for Black students
- Any other relevant response (1x2)(2)

2.4.

2.4.1. [Interpretation of evidence from source 2D-L2]

- The area is only reserved for whites.
- It reinforces the idea that non-whites are allowed. (2x2)(4)

2.4.2. [Determining the Usefulness of Source 2D-L3]

- It is useful
- It is a primary source that shows how the Act was enforced in everyday life.
- Any relevant response (1X2)(2)

2.5. [Comparison of evidence from sources 2B and 2C]

- Both sources explain how the classification of races affected families. (1X2)(2)

2.6. [Interpretation, evaluation and synthesis from relevant sources-L3]

- Population Registration Act split families by declaring other members white and others nonwhites (Source 2A)
- Once a person was declared to be of a particular race they had to accept and live according to that principle. {own knowledge}
- People who were involved in interracial marriages were criminalized(Source 2C)
- A number of people were arrested for being involved in interracial marriages.(Source 2B)
- Blacks received inferior education which was of low quality (Source 2C)

- Black educators were poorly paid. (Source 2C)
- The best and neat places were reserved for whites. (2D)
- Black people were not allowed to share facilities with whites (Own Knowledge)

Level 1	Uses evidence in an elementary manner, eg. Has no understanding on how the different apartheid legislations affected the lives of ordinary South Africans. • Uses evidence partially to report on the topic.	MARKS 0-2
Level 2	• Evidence is mostly relevant and relates to a great extent to the topic, eg • Uses evidence in a basic manner.	MARKS 3-4
Level 3	• Uses relevant evidence, e.g. demonstrates a thorough understanding on how different Apartheid legislations affected South Africans. • Evidence relates well to the topic. • Uses evidence very effectively in an organised paragraph that shows the understanding of the topic.	MARKS 5-6

(6)

SECTION B: ESSAY WRITING

Answer ONE Question from this SECTION

QUESTION 3

Synopsis:

Candidates should indicate whether they agree with the statement or not. They should refer to the National Party government's oppression of the political aspirations of the majority of the South Africans, which brought a change in the resistance strategies against Apartheid during the 1960s.

Introduction:

Candidates must indicate that the National Party's oppression of the political aspirations of the majority of South Africans, forced them to turn to Internal resistance.

Elaboration:

In agreeing with the statement, candidates may include the following points in their answer

- March 21, 1960, Sharpeville police Station
 - Police opened fire
 - Government announced state of emergency
- ANC and PAC were banned
 - ANC and PAC went into exile
 - Operation at Liliesleaf farm
 - Members of Umkhonto we Sizwe were arrested
 - ANC and PAC armed struggle began
- POQO started sabotage campaigns
- Mass mobilization
- any other relevant response

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

QUESTION 4

Synopsis:

Candidates should critically discuss how the apartheid government severely suppressed the resistance movements in South Africa from the 1940s to 1960s.

MAIN ASPECTS

Introduction:

Candidates should show how the Apartheid government severely suppressed the resistance movement in South Africa from 1940 to 1960.

ELABORATION

- ANC's program of action
- ANC became more militant
- DEFIANCE CAMPAIGN
- Used boycotts, civil disobedience and uprisings
- May day stay away
- Enter white facilities
- Burn passes
- Refused to pay fines
- Some killed
- Some arrested
- Congress alliance
- 'Freedom charter
- Women's march to Pretoria(6 August 1956)
- Members of congress alliance were arrested
- Any other relevant response.

Conclusion: Candidates should tie up their line of Argument with relevant conclusion.

]

[50