



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

Stanmorephysics.com
HISTORY

STANDARDISED TEST 2

05 SEPTEMBER 2024

QUESTION PAPER

MARKS: 100

TIME: 2 hours

This question paper consists of 7 pages and an addendum of 10 pages.

INSTRUCTIONS AND INFORMATION

1. 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.

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 – 1940s to 1960s**

QUESTION 2: **APARTHEID SOUTH AFRICA – 1940s to 1960s**

SECTION B: ESSAY QUESTIONS

QUESTION 3: **RESISTANCE IN SOUTH AFRICA – 1940s TO 1960s**

QUESTION 4: **RESISTANCE IN SOUTH AFRICA – 1940s TO 1960s**

2. SECTION A consists of TWO source-based questions. Source material that is required to answer these questions 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. 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 WHAT WAS THE IMPACT OF THE GROUP AREAS ACT ON SOPHIATOWN DWELLERS IN THE 1950s?

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

1.1. Refer to Source 1A.

1.1.1 How, according to the source, did the Group Areas Act of 1950 form the legal basis for many South African forced removals? (2 x 1) (2)

1.1.2 Mention TWO the best-known locations, according to the source, where forced removals took place under the Group Areas Act (2 x 1) (2)

1.1.3 Which act, according to the source, formed the basis for the so-called homelands that were set aside for black ethnic groups 1959? (1 x 2) (2)

1.1.4 Using the information in the source and your own knowledge, comment on the statement 'Black South Africans had to get temporary permits to work in white areas.' (2 x 2) (4)

1.2. Read Source 1B.

1.2.1 What, according to the source, explain resistance to Sophiatown removal? (1 x 2) (2)

1.2.2 Define the *apartheid* in your own words (1 x 2) (2)

1.2.3 Explain List TWO problems for residents commuting between Meadowlands and Johannesburg (2 x 1) (2)

1.2.4 What impact did forced removals have on single males in Sophiatown and their extended families in the reserves? (1 x 2) (2)

1.2.5 Use the source and your own knowledge to explain the impact of the influx control regulation on residents that were relocated to Meadowlands. (2 x 2) (4)

1.3. Consult Source 1C.

1.3.1 What message is the photographer trying to convey about the implementation of this law? (1 x 2) (2)

1.3.2 Use the source and your own knowledge and explain how this source can be useful to a historian studying the forced removals. (1 x 2) (2)

1.4. Read Source 1D.

1.4.1 What does the arrival of bulldozers in Sophiatown at five o'clock on the morning of 9 February, 1955, tell you about the forced removal (2 x 2) (4)

1.4.2 According to the source, what was in the piles of papers carried by the police commander to evict people to 15 kilometres away on the northern edge of Soweto? (2 x 1) (2)

1.4.3 Explain the concept "*urban apartheid*" in the context of the implementation of the Group Areas Act (1 x 2) (2)

1.4.4 How, according to the source, did the African National Congress respond to the evictions? (2 x 1) (2)

1.4.5 Using the source and your own knowledge to explain the "And then suddenly, I'm the only person in the whole street ... and there the trucks go." (1 x 2) (2)

1.4.6 Comment on the impact the evictions to Sophiatown dwellers (1 x 2) (2)

1.5. Refer to Sources 1C and 1D. Explain how information in source 1C support evidence in source 1D other regarding the nature of eviction (1 x 2) (2)

1.6. Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 60 words) explaining the impact of the Group Areas Act on Sophiatown dwellers in South Africans in the 1950s (6)

[50]

QUESTION 3: HOW DID THE PASS LAW SYSTEM LEAD TO THE SHARPEVILLE MASSACRE IN THE 1960s?

Study Sources 2A, 2B, 2C and 2D to answer the questions that follow.

2.1. Read Source A.

2.1.1 Define the concept *apartheid* in your own words. (1 x 2) (2)

2.1.2 Explain why you think rights and freedom were denied to black South Africans (1 x 2) (2)

2.1.3 According to the information in the source, who elected the National Party? (1 x 2) (2)

2.1.4 Comment on the impact of the pass system on the lives of black South Africans. (2 x 2) (4)

2.2. Study Source 2B.

2.2.1 What, according to the information in the source, was the slogan of the Pan Africanist Organisation (PAC)? (1 x 2) (2)

2.2.2 Why do you think the crowd was cheerful and not seem to be afraid during the march? (2 x 2) (4)

2.2.3 Quote evidence from the information in the source that indicates the police used live ammunition to disperse the crowd. (2 x 1) (2)

2.2.4 Explain how reliable this source will be to a historian studying the protest march of 21 March 1960. (1 x 2) (2)

2.2.5 Comment on how the action taken by the police, was a violation of human rights. (2 x 2) (4)

2.3. Consult Source 2C.

2.3.1 Comment on the message of the caption, "REMEMBER SHARPEVILLE", in the context of the struggle against apartheid. (2 x 2) (4)

2.3.2 How many casualties, according to the photograph was there on 21 March 1960? (2 x 1) (2)

2.4. Refer to Sources 2B and 2C. Explain how information in source 2B support evidence in source 2C other regarding the effects of the pass law (1 x 2) (2)

2.5. Read Source 2D

2.5.1 Name the TWO anti-apartheid leaders who burnt their passes in solidarity with the Sharpeville Massacre. (2 x 1) (2)

2.5.2 Comment on the reasons why Dr Verwoerd praised the police for their actions. (2 x 2) (4)

2.5.3 Define the concept state of emergency in the context of the repression measures taken by the government. (1 x 2) (2)

2.5.4 Comment on what Nelson Mandela implied with the following statement, "We believe that the will of the people shall be the basis of authority of the government, and for us to accept the banning was the equivalent of accepting the silencing of Africans for all time." (1 x 2) (2)

2.5.5 Quote a sentence that indicates the significance of the Sharpeville Massacre (1 x 2) (2)

2.6. Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how the pass law system led to the Sharpeville Massacre in the 1960s (6)

SECTION B: ESSAY QUESTION

QUESTION 3 RESISTANCE IN SOUTH AFRICA – 1940s TO 1960s

Explain to what extent the Defiance Campaign was the most powerful weapon that disrupted the newly established apartheid South Africa in the 1950s'

[50]

QUESTION 4 RESISTANCE IN SOUTH AFRICA – 1940s TO 1960s

Critically discuss the different non-violent protests that contributed to the fight against apartheid in the 1950s and 1960s.

Use relevant historical evidence to support your line of argument.

[50]

TOTAL [100]





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ADDENDUM

This addendum consists of 10 pages.

QUESTION 1 **WHAT WAS THE IMPACT OF THE GROUP AREAS ACT ON SOPHIATOWN DWELLERS IN THE 1950s?**

The source explains the forced removal of non-white people within South Africa was a frequent occurrence during the era of apartheid.

The Group Areas Act of 1950 formed the legal basis for many South African forced removals. It allowed the white-dominated government to proclaim an urban district to be a white area. Only whites were then allowed to live in such an area, and all others were forced to move out. From 1960 to 1983 about 3.5 million black and coloured (mixed-race) people were forced to relocate.

Two of the best-known locations where forced removals took place under the Group Areas Act were Sophiatown and District Six. Sophiatown was a suburb of Johannesburg where many black South Africans lived. They were forced out in the 1950s, and their homes were destroyed. District Six was an area of Cape Town where different groups had lived together since 1838. The houses of the residents were demolished in the 1970s. Most families were forced to move to the Cape Flats.

Forced removals also took place in South Africa under the Promotion of Bantu Self-Government Act of 1959. The law formed the basis for the so-called homelands that were set aside for black ethnic groups. Black people from the cities were forced to move to these remote areas. The areas were very poor and crowded, with few opportunities for employment. Black South Africans had to get temporary permits to work in white areas. They often had to travel long distances to their jobs.

<https://kids.britannica.com/students/article/forced-removals/607287>- Accessed on 17 August 2024

SOURCE 1B

This source below deals with the implementation of the Group Areas Act in Sophiatown

Some historians tend to explain resistance to Sophiatown removal in terms of the desire to preserve a non-racial community from being destroyed by the apartheid government. Others argue that relocation to Meadowlands posed serious problems for many employed in Johannesburg. Commuting (travelling) between Meadowlands and Johannesburg implied added cost at the time when incomes were low. Secondly, the longer distance would also result in numerous other challenges, including increased fares and more time spent commuting between home and workplace.

Another, more compelling reason appears to have been the impact the forced removal would have on single males in Sophiatown and their extended families in the reserves. As noted earlier, the majority of single males entering Sophiatown in the 1930s, 1940s and early 1950s were predominantly, though not exclusively, from the reserve areas of the North, East and Western Transvaal. While they were single males when in Johannesburg, these men were heads of families back home. Typically, many were in polygamous (many) unions, with several wives and children. Faced with the prospect of removal from Sophiatown these men had to decide whether they would be joined in the city by their families.

Many saw relocation to Meadowlands as providing access to a house with three rooms. Unlike in Sophiatown where a single room could be shared with just about anyone, houses in Meadowlands were meant specifically for families. Influx control regulation measures prescribed that only married men were allowed to occupy the houses in Meadowlands along with their spouses and biological children. Details of all members of the family were recorded in the house permit.

SOURCE 2C

The source below is extracted in 1955, it is about the forced removal of people from Sophiatown to Meadowlands



[Taken from: Top Class by P. Ellis et- Accessed on 14 August 2024]

SOURCE 1D

The source below is extracted from an article 'Chicago of South Africa'. It confirms the apartheid's brutal suppression of black upward mobility.

The bulldozers arrived in Sophiatown at five o'clock on the morning of 9 February, 1955. Behind them in the darkness, police commanders lined up with piles of paper – lists of names and addresses, eviction notices, and assignments to new plots in the Meadowlands suburb, 15 kilometres away on the northern edge of Soweto.

Behind the commanders, an army of 2,000 police carried rifles and batons, ready to enforce the eviction and clear Sophiatown of its black residents. "*Maak julle oop!*" they shouted in Afrikaans. "Open up!"

By sunrise, 110 families had been forced to remove all belongings from their homes, pile into police trucks and move out to the Meadowlands, where hundreds of matchbox homes awaited them.

The Group Areas Act, sought to purge black South Africans from developed neighbourhoods and establish "urban apartheid". And the suburb fought hard to preserve this community. For months, the African National Congress and 5,000 of its freedom volunteers had been organising, petitions and marches through Sophiatown's Freedom Square. "*Asihambi!* We are not leaving!" the people chanted. Throughout the town, across homes and churches and cinemas, residents painted their protest: "We Won't Move."

But the march of apartheid was swift. Within two decades, more than three million black South Africans around the country were forcibly removed from their homes and neighbourhoods. Sophiatown would become Triomf, Afrikaans for triumph – the brutal triumph of apartheid over black upward mobility in Johannesburg.

"Some were leaving behind family, others were leaving behind friends and lovers. And I cried. I cried because my friends were going," Mattera remembered. "And then suddenly, I'm the only person in the whole street ... and there the trucks go."

<https://www.theguardian.com/cities/2016/apr/11/story-cities-19-johannesburg-south-africa-apartheid-purge-sophiatown-> Accessed on 14 August 2024

QUESTION 2: HOW DID THE PASS LAW SYSTEM LEAD TO THE SHARPEVILLE MASSACRE IN THE 1960s?

SOURCE 2A

This source below explains the reasons why there was resistance against the apartheid government in South Africa..

The Sharpeville Massacre occurred in a South Africa that denied the rights and freedoms of anyone who was not considered “white” under a system called apartheid. Apartheid means ‘apartness’ in the Afrikaans language. The concept was endorsed, legalised and promoted by the National Party, which was elected in South Africa in 1948 by a minority, exclusive white electorate.

Apartheid laws placed all South Africans into one of four racial categories: white/European, Native/black, Coloured (people of mixed race) and Indian/Asian. White people – 15 percent of the South African population – stood at the top, wielding power and wealth. Black South Africans 80 percent of the population – were relegated (downgraded) to the very bottom. Apartheid laws restricted every aspect of black South African lives.

Some of the most racist laws were the pass laws, which forced black South Africans to carry a pass at all times. Such laws had existed before apartheid, but under apartheid they became worse. The government used the pass laws to control the movement of black South Africans, restricting where they could work and live.

[From <https://humanrights.ca/story/sharpeville-massacre>. Accessed on 26 August 2024]

SOURCE 2B

The extract below is an eyewitness account by Humphrey Tyler, assistant editor of Drum magazine on how events unfolded on 21 March 1960.

"We went into Sharpeville the back way, behind a grey police car and three armoured vehicles. As we drove through the fringes (borders) of the township many people shouted the Pan-Africanist slogan, 'Izwe Lethu' which means 'Our Land,' or gave the thumbs-up 'freedom' salute and shouted 'Afrika!'

They were grinning (laughing), cheerful and nobody seemed to be afraid. There were crowds in the streets as we approached the police station. There were plenty of police too, wearing more guns and ammunition than uniforms. An African approached and said he was the local Pan-Africanist leader. He told us his organisation was against violence and that the crowd was there for a peaceful demonstration. It never crossed our minds that they would attack us or anybody.

There were sudden shrill (high-pitched) cries of 'Izwe Lethu' – women's voices it sounded – from near the police. Then the shooting started. We heard the chatter of a machine gun, then another, then another. There were hundreds of women, some of them laughing. They must have thought the police were firing blanks. One woman was hit not far from our car. Her companion, a young man, went back when she fell. He thought she had stumbled. Then he turned her over and saw that her chest had been shot away. He looked at the blood on his hands and said, 'My God, she's gone!' Hundreds of kids were running too.

Most of the bodies were strewn (scattered) on the road and through the field. One by one the guns stopped. Before the shooting, I heard no warning to the crowd to disperse. When the shooting started it did not stop until there was no living thing in front of the police station. The police claimed that the crowd was armed with ferocious (vicious) weapons. While I was there, I only saw shoes, hats and a few bicycles left among the bodies."

[From sahistory.org.za/article/Sharpeville-massacre-21march-1960. Accessed on 26 August 2024]

SOURCE 2C

This photograph below depicts the scene after the Sharpeville Massacre of 21 March 1961.

REMEMBER SHARPEVILLE



21 MARCH 1960
69 KILLED
180 WOUNDED

[From [https:// www.blackpast.org>global-african-history>sharpeville-massacre](https://www.blackpast.org/global-african-history/sharpeville-massacre) Accessed on 26 August 2024]

SOURCE 2D

The source below explains the consequences that the Sharpeville Massacre had on the political scene in South Africa.

Away from Sharpeville however, many people did express their outrage both inside and outside South Africa. To protest the massacre, Chief Albert Luthuli, the President-General of the African National Congress (ANC) burned his own pass. Nelson Mandela and other ANC members also burned their passes in solidarity. Shortly afterwards, on 30 March, approximately 30 000 protestors marched to Cape Town to protest the shooting. Dr Verwoerd, however praised the police for their actions.

After Sharpeville, South Africa's government had become increasingly isolated, but the government refused to abandon its policies of apartheid and racial discrimination. First the government declared a state of emergency and detained around 2 000 people. Then, on 8 April 1960, both the ANC and PAC were banned – it became illegal to be a member of these organisations.

Many members of both organisations decided to go underground. Nelson Mandela was among those who became outlaws. He would later say: 'the will of the people shall be the basis of authority of the government and for us to accept the banning was the equivalent of accepting the silencing of Africans for all time.' Mandela and others no longer felt they could defeat apartheid peacefully. Both the ANC and the PAC formed armed military wings and began a military struggle against the government. Many long years of struggle and suffering lay ahead – but Sharpeville was the beginning of the end for apartheid.

[From: michigantheworld.history.lsa.umich.edu/antiapartheid/exhibits/show/exhibits/origins/Sharpeville-
Accessed on 26 August 2024]

ACKNOWLEDGEMENTS

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

michigantheworld.history.lsa.umich.edu/antiapartheid/exhibits/show/exhibits/origins/Sharpeville

[https:// www.blackpast.org>global-african-history>sharpeville-massacre](https://www.blackpast.org/global-african-history/sharpeville-massacre)

[sahistory.org.za/article/Sharpeville-massacre -21march-1960.](http://sahistory.org.za/article/Sharpeville-massacre-21march-1960)

[https://humanrights.ca>story>sharpeville-massacre.](https://humanrights.ca/story/sharpeville-massacre)

<https://www.theguardian.com/cities/2016/apr/11/story-cities-19-johannesburgsouth-africa-apartheid-purge-sophiatown>

Top Class by P. Ellis et

<https://kids.britannica.com/students/article/forced-removals/607287>





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HISTORY

STANDARDISED TEST 2

05 SEPTEMBER 2024

Stanmorephysics.com **MEMORANDUM**

MARKS: 100

This memorandum consists of 16 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% (15)
LEVEL 2	- Interpretation of evidence from sources - Explain information gathered from sources - Analyse evidence from sources	40% (20)
LEVEL 3	- Interpret and evaluate evidence from sources - Engage with sources to determine its usefulness, reliability, bias and limitations - Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions	30% (15)

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. $\frac{32}{50}$
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

- Be able to structure their argument in a logical and coherent manner. They need to select, 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 ^
- Wrong statement _____
- Irrelevant statement |
- Repetition R
- Analysis A✓



- Interpretation IV
- Line of argument LOA $\updownarrow$

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 → CONTENT	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.	LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	LEVEL 4 Question recognisable in answer. Some omissions/irrelevant content selection.	LEVEL 3 Content selection does not always relate. Omissions in coverage.	LEVEL 2 Sparse content. Question inadequately addressed.	LEVEL 1 Question not answered. Inadequate content. Significant irrelevance.
	47–50	43–46					
	43–46	40–42	38–39				
	38–39	36–37	34–35	30–33	28–29		
			30–33	28–29	26–27		
				26–27	24–25	20–23	
					20–23	18–19	14–17
						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

WHAT WAS THE IMPACT OF THE GROUP AREAS ACT ON SOPHIATOWN DWELLERS IN THE 1950s?

1.1

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

- It allowed the white-dominated government to proclaim an urban district to be a white area.
- Only whites were then allowed to live in such an area, and all others were forced to move out.
- From 1960 to 1983 about 3.5 million black and coloured (mixed-race) people were forced to relocate (2 x 1) (2)

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

- Sophiatown and
- District Six (1 x 2) (2)

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

- Promotion of Bantu Self-Government Act of 1959. (1 x 1) (1)

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

- The act shows the cruelty and forcibly separated people.
- The act severely disadvantage the majority of people.
- Punish those who disagreed. (2 x 2) (4)

1.2

1.2.1. [Extraction of evidence from Source 3B – L1]

- The desire to preserve a non-racial community from being destroyed by the apartheid government (1 x 2) (2)

1.2.2. [Define historical concept from Source 1A – L1]

- The separate development of the different racial groups in South Africa.
- Any other relevant answer. (1 x 2) (2)

1.2.3. [Extraction of information from Source 3B – L1]

- Added cost at the time when incomes were low.
- Secondly, the longer distance would also result in numerous other challenges, including increased fares
- More time spent commuting between home and workplace (2 x 1) (2)

1.2.4. [Extraction of evidence from Source 3B – L1]

- It divided families.
- Any other relevant response (1 x 2) (2)

1.2.5. *[Interpretation of evidence from Source 3B – L2]*

- The influx control regulation changed family structures
- It subjected people to match-box houses
- It black South Africans into “urban apartheid
- Any other relevant response.

(2 x 2) (4)

1.3

1.3.1 *[Interpretation of information from Source 1C – L2]*

- To show the forced removal of people from Sophiatown to Meadowlands
- Any other relevant answer

(1 x 2) (2)

1.3.2 *[Explore the usefulness of information from Source 1C – L3]*

Useful

- It show the police forcibly removing people from Sophiatown to Meadowlands
- Any other relevant answer

(1 x 2) (2)

1.4

1.4.1. *[Interpretation of information from Source 1D – L2]*

- The presence of army trucks and police suggests that the move was anything, but not voluntary
- The forced removal was insensitive
- Any other relevant response

(2 x 2) (4)

1.4.2 *[Extraction of evidence from source 1D – L2]*

- Lists of names
- Addresses,
- Eviction notices, and
- Assignments to new plots in the Meadowlands

(2 x 1) (2)

1.4.3. *[Explain the concept in context of Source 1D- L2]*

- The forced removal of Black South Africans for Sophiatown (mixed race area) to Meadowlands
- Any other relevant response

1.4.4. *[Extraction evidence from Source 1D – L3]*

- ANC volunteers had been organising,
- Petitions
- Marches through Sophiatown’s Freedom Square.
- “Asihambi! We are not leaving!” the people chanted

(Any 3 x 1) (3)

1.4.5. [Interpretation of information from Source 1D – L2]

- The forced removal caused pain to many Sophiatown dwellers
- Any other relevant response (1 x 2) (2)

1.4.6. [Interpretation of information from Source 1D – L2]

- It showed the brutal triumph of apartheid over black upward mobility in Johannesburg.
- Any other relevant response (1 x 2) (2)

1.5 [Comparison of Source 1B and Source 1D to determine similarities- L3]

- Source 1C shows police removal of people from Sophiatown to Meadowlands and Source 1D says an army of 2,000 police carried rifles and batons, enforced the eviction and clear Sophiatown of its black residents
- Any 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 Group Areas Act of 1950 formed the legal basis for many South African forced removals (1A)
- Two of the best-known locations where forced removals took place under the Group Areas Act were Sophiatown and District Six
- Forced removals also took place in South Africa under the Promotion of Bantu Self-Government Act of 1959. (1A)
- The relocation to Meadowlands posed serious problems for many employed in Johannesburg (1B)
- Some saw the relocation to Meadowlands as providing access to a house with three rooms (1B)
- The police brutally removed of people from Sophiatown to Meadowlands and Source 1C & D)
- The act forcefully moved people from Sophiatown to Meadowlands (1C)
- The act destroyed integration of races (1D)

Use the following rubric to allocate marks:

 LEVEL 1	• Uses evidence in an elementary manner, e.g. shows little or no understanding of the impact of the Group Areas Act on Sophiatown dwellers in South Africans in the 1950s • Uses evidence partially to report on topic or cannot report on the topic.	MARKS: 0–2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows an understanding the impact of the Group Areas Act on Sophiatown dwellers in South Africans in the 1950s • Uses evidence in a very basic manner.	MARKS: 3–4
LEVEL 3	• Uses relevant evidence, e.g. demonstrates a thorough understanding of the impact of the Group Areas Act on Sophiatown dwellers in South Africans in the 1950s • Evidence relates well to the topic. • Uses evidence very effectively in an organised paragraph that shows understanding of the topic.	MARKS: 5–6

[50]

QUESTION 2: HOW DID THE PASS LAW SYSTEM LEAD TO THE SHARPEVILLE MASSACRE IN THE 1960s?

2.1

2.1.1 [Definition of historical concepts from Source 2A – L1]

- The political, economic and social segregation of races based on their skin colour
- Any other relevant response

(1 x 2) (2)

2.1.2 [Interpretation of evidence from Source 2A – L2]

- They were regarded as second-class citizens of South Africa
- They were oppressed and discriminated against
- The apartheid government believed they exercised their political rights in the homelands
- South Africa belonged to the white minority
- Any other relevant response

(Any 1 x 2) (2)

2.1.3 Extraction of evidence from Source 2A – L1]

- A minority, exclusively white electorate

(1 x 2) (2)

2.1.4 [Interpretation of evidence from Source 2A – L2]

- It humiliated them
- It controlled the movements of black South Africans
- It restricted where they could work and live
- They could be arrested
- Any other relevant response

(Any 2 x 2) (4)

2.2

2.2.1 [Extraction of evidence from Source 2B – L1]

- "Izwe Lethu"/ Our Land

(1 x 2) (2)

2.2.2 [Interpretation of evidence from Source 2B – L2]

- The police commissioner of Sharpeville was informed by Robert Sobukwe of the upcoming protest
- The protest will be non-violent
- People were willing to get arrested for not carrying passes
- Any other relevant response

(Any 2 x 2) (4)

2.2.3 [Extraction of evidence from Source 2B – L1]

- Then he turned her over and saw that her chest as been shot away
- He looked at the blood on his hands
- "My God, She's gone"

(Any 2 x 1) (2)

2.2.4[Evaluate the reliability of the evidence from Source 2B – L3]

This source is RELIABLE because:

- This source gives an eyewitness account – first-hand information about the Sharpeville Massacre

- It indicates what actually happened between the police and the march at Sharpeville
- The event can be collaborated with other sources
- Any other relevant response (Any 2 x 2) (4)

2.2.5 [Interpretation of evidence from Source 2B – L2]

- The police did not instruct the protestors to disperse
- The police used live ammunition
- Many protestors were shot in the back
- Protestors were unarmed
- Any other relevant response (Any 2 x 2) (4)

2.3.

2.3.1 [Interpretation of evidence from Source 2C – L2]

- People have died for the liberation of South Africa
- It indicated the repressive measures used by the apartheid government
- Any other relevant response (2 x 2) (4)

2.3.2. [Extraction of evidence from Source 2C – L1]

- 69 killed
- 180 wounded (2 x 1) (2)

1.4. [Comparison from Source 2B and 2C – L3]

- Source 2B says most of the bodies were strewn (scattered) on the road and through the field and Source 2C shows the scene after the Sharpeville Massacre of 21 March 1961
- Any other relevant answer (1 x 2) (2)

2.5.

2.5.1 [Extraction of evidence from Source 2D – L1]

- Chief Albert Luthuli
- Nelson Mandela (2 x 1) (2)

2.5.2. [Interpretation of evidence from Source 2D – L2]

- They upheld the policies of apartheid
- The police protected the minority government
- Dr Verwoerd thought that it would silence the resistance movements
- Any other relevant response (Any 2 x 2) (4)

2.5.3 [Definition of historical concepts from Source 2D – L2]

- All public meetings were banned
- Anti-apartheid leaders and activists were arrested and detained
- The ANC and PAC were banned
- Any other relevant response (Any 1 x 2) (2)

2.5.4 [Interpretation of evidence from Source 2D – L2]

- The people shall govern
- That all South Africans should have a say in the government (political rights)
- The people of South Africa will not be silenced
- The struggle against apartheid will continue
- Any other relevant response

(Any 1 x 2) (2)

2.5.5 [Extraction of evidence from Source 2D – L1]

- “Sharpeville was the beginning of the end of apartheid” (1 x 2) (2)

2.6 [Interpretation, comprehension and synthesis of evidence from sources – L3]

Candidates could include some of the following in their response:

- The most racist law was Pass Laws (Source 2A)
- Abolition of Passes and Coordination Act caused anger and protest amongst South Africans (own knowledge)
- Pass Laws controlled the movement of black South Africans (Source 2A)
- It restricted where they could work and live (Source 2A)
- The anti-pass campaign led to the Sharpeville Massacre (Source 2B)
- Black South Africans refused to carry passes (Source 2B)
- Black South Africans were shot and killed without warning (Source 2B and Source 2C)
- Chief Albert Luthuli and Nelson Mandela burned their passes in public (Source 2D)
- The Massacre also sparked protest throughout the country (own knowledge)
- Resistance to apartheid became more violent (Source 2D)
- Led to the formation of MK and POQO (Source 2D)
- Any other relevant response

Use the following rubric to assess this paragraph.

LEVEL 1	• Uses evidence in an elementary manner i.e. shows no or little understanding of how the pass law system led to the Sharpeville Massacre in the 1960s.. • 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 pass law system led to the Sharpeville Massacre in the 1960s. • Uses evidence in a very basic manner.	MARKS: 3-4
LEVEL 3	• Uses relevant evidence e.g. demonstrates a thorough understanding of how the pass law system led to the Sharpeville Massacre in the 1960s. • Evidence relates well to the topic. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS: 5-6

SECTION B: ESSAY QUESTIONS

Answer at least ONE question in this section.

Your essay should be about THREE pages long.

QUESTION 3: APARTHEID SOUTH AFRICA –1940s to 1960s

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

SYNOPSIS

Candidates need to explain to what extent the Defiance Campaign was the most powerful weapon that disrupted the newly established apartheid South Africa in the 1950s'

MAIN ASPECTS

Introduction: Candidates need to explain to what extent the Defiance Campaign was the most powerful weapon that disrupted the newly established apartheid South Africa in the 1950s'

ELABORATION

- ANC's programme of action
- May Day Strike
- Defiance campaign
- Congress Alliance (Kliptown)
- Freedom Charter
- Woman's march to Pretoria
- Treason TRIAL

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

[50]

[50]

QUESTION 4: APARTHEID SOUTH AFRICA - OVERCOMING/RESISTANCE TO APARTHEID

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

SYNOPSIS

Candidates need critically discuss the different non-violent protests that contributed to the fight against apartheid in the 1950s and 1960s.

MAIN ASPECTS

Candidates could include the following aspects in their essay:

- Introduction: Candidates need critically discuss the different non-violent protests that contributed to the fight against apartheid in the 1950s and 1960s.

ELABORATION

- Background information – A brief overview of the nature of apartheid laws, which oppressed South African masses.
- ANC's programme of action
- It was a more militant action calling for strikes, boycott and civil disobedience and accepted by the ANC in 1949
- -Defiance campaign of 1952
- It was organised by the ANC and the South African Indian Congress on 26 June 1952
- The aim was to break apartheid laws, people left their passes at home, walked through Europeans only entrances, stood at European only counters, entered Europeans only waiting rooms with the aim be arrested and overcrowd the jails
- The defiance campaign was a success to the ANC because membership increased from 20 000 to 100 000
- Response by the National party with repressive laws- Public Safety Act
- Freedom Charter-1955
- Freedom charter was drawn by the Congress Alliance in June 1955 detailing how South Africa should be governed
- Woman's march to Pretoria-1956
- Woman's march was protesting against the pass laws
- Government was forcing women to carry passes
- They marched to the Union building

- Government response to congress of the people-Treason trial
- Sharpeville massacre
- PAC organised a protest against pass laws on 21 March 1960.
- Protesters gathered with a plan to ban the passes
- Police fired on the protesters, killing 59 people and 200 wounded
- Sharpeville massacre led to the increase repression
- Government declared a state of emergency, and unlawful Organisation Act was passed which led to the banning of the ANC and the PAC
- Resistance continued underground, some of the PAC and ANC left the country and continued with the struggle in exile
- Sharpeville led to growth of international pressure on the government of South Africa
- Any other relevant response
- CONCLUSION: Learners should tie their argument with relevant conclusion

[50]