



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2017

**HISTORY P2
MARKING GUIDELINE**

MARKS: 150

This marking guideline consists of 20 pages.

1. SOURCE-BASED QUESTIONS

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

LEVELS OF SOURCE-BASED QUESTIONS.

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1 (L1)	<ul style="list-style-type: none"> Extract evidence from sources. Selection and organisation of relevant information from sources. Define historical concepts/terms. 	30% (15)
LEVEL 2 (L2)	<ul style="list-style-type: none"> Interpretation of evidence from sources. Explain information gathered from sources. Analyse evidence from sources. 	50% (25)
LEVEL 3 (L3)	<ul style="list-style-type: none"> Interpret and evaluate evidence from the 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 following information below indicates how source-based questions are assessed:

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

1.3 Assessment procedures for source-based questions

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

Paragraph question

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

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

√√√√
Level 2

Used mostly relevant evidence to write a basic paragraph

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

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 essays 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 answer.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learners will not be required to simply regurgitate 'facts' in order to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinion supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

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

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing essays.

2.4.2 During the first reading of the extended writing, ticks need to be awarded for a relevant introduction (indicated by a bullet in memorandum) each of the main points/aspects that is properly contextualised (also indicated by bullets in the memorandum) and a relevant conclusion (indicated by a bullet in the memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

2.4.3 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not contextualised



- Wrong statement
- Irrelevant statement
- Repetition
- Analysis
- Interpretation



2.5 The Matrix

2.5.1 Use of analytical matrix in the marking of essay

In the marking of essays, with reference to page 5, the given criteria shown in the matrix should be used. In assessing the extended writing note should be taken of 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 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 essay will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	}30–33
P	LEVEL 5	

MARKING MATRIX FOR ESSAY: TOTAL MARKS: 50

PRESENTATION  CONTENT 	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 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 fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does not relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20–23	18–19	14–17
LEVEL 1 Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

* **Guidelines for allocating a mark for Level 1:**

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- Question includes basic and generally irrelevant information; no attempt to structure the essay = 1–6
- Question inadequately addressed and vague; little attempt to structure the essay = 7–13

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: WHAT FACTORS LED TO THE RISE OF AFRIKANER NATIONALISM?**

- 1.1 1.1.1 *[Extraction of information from Source 1A – L1]*
- A kind of civil religion that combined the history of the Afrikaners, the formalised language (Afrikaans) and Afrikaner Calvinism as key symbols to govern themselves
 - Any other relevant response. (1 x 2) (2)
- 1.1.2 *[Extraction of evidence from Source 1A– L1]*
- Anti-British sentiments that grew strong among the Afrikaners after the Boer War.
 - Any other relevant response. (1 x 1) (1)
- 1.1.3 *[Interpretation of evidence from Source 1A – L2]*
- No – English-speaking citizens were excluded from Afrikaners.
 - Whites from other nationalities were also excluded
 - Any other relevant response. (1 x 2) (2)
- 1.1.4 *[Extraction of evidence from Source 1A – L1]*
- Broederbond
 - Nationalist Party
 - FAK
 - Institute for Christian National Education
 - White Workers' Protection Association. (Any 2 x 1) (2)
- 1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- Movement of Afrikaner Trekkers from the Cape to Transvaal and Orange Free State who refused to live under British rule
 - Any other relevant response. (1 x 2) (2)
- 1.2.2 *[Interpretation of evidence from Source 1B – L2]*
- To mould the Afrikaner identity
 - It led to the reawakening of Afrikaner nationalism
 - To remind Afrikaners of their history
 - Any other relevant response (Any 2 x 2) (4)
- 1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- Cape Town (Cape Colony) was a British colony
 - North refers to territories not occupied by the British
 - Trekkers wanted to govern themselves
 - Trekkers wanted to be free from British rule
 - Any other relevant response. (Any 2 x 2) (4)

- 1.2.4 [Extraction of evidence from Source 1B – L1]
- Young people were married alongside the vehicles
 - Couples christened their babies in the shade of the wagons
 - Streets were renamed after Voortrekker heroes (1 x 1) (1)
- 1.3 1.3.1 [Extraction of evidence from Source 1C – L1]
- Table Mountain (1 x 2) (2)
- 1.3.2 [Interpretation of evidence from Source 1C – L2]
- The Trek was well supported by Afrikaners
 - Afrikaner girls and boys were also part of the celebration -to inculcate pride from an early age
 - There is no clear evidence of other races supporting the Trek celebrations
 - Any other relevant response. (2 x 2) (4)
- 1.4 1.4.1 [Interpretation of evidence from Source 1D – L2]
- To keep the economy running during the war
 - Many whites were conscripted to fight in the war and had to leave their jobs
 - Any other relevant response. (Any 1 x 2) (2)
- 1.4.2 [Extraction of evidence from Source 1D – L1]
- They bent the colour bar
 - Allowed Black wages to rise faster than whites
 - Temporarily relaxed pass laws
 - Toyed with recognising African trade unions
 - Any other relevant response (Any 2 x 1) (2)
- 1.4.3 [Engage with sources to determine its usefulness, reliability, bias and limitations 1D – L3]
- Useful**
- NP – used UP policies to their advantage
 - NP – policy promoted Apartheid
 - NP – radical racial policies would ensure job protection and privileges for whites
 - NP – propaganda made Afrikaners/ and conservative whites to vote for them
 - Many Afrikaners voted for them because it offered them better opportunities in the economy
 - Any other relevant response. (Any 2 x 2) (4)
- 1.5 1.5.1 [Extraction of evidence from Source 1E – L1]
- Manual labourer
 - Mine worker
 - Railway worker
 - Bricklayer (Any 2 x 1) (2)

- 1.5.2 *[Interpretation of evidence from Source 1E – L2]*
- Competing with the woodcutters and merchants
 - Not enough jobs in the rural areas
 - Not skilled enough
 - Any other relevant response. (Any 2 x 2) (4)

- 1.5.3 *[Interpretation of evidence from Source 1E – L2]*
- Tried to put an end to British control of the economic system
 - Creating their own Afrikaner business
 - Afrikaner capital was utilised in setting up businesses such as Sanlam and Volkskas
 - Poor Afrikaners were employed in semi-skilled and skilled jobs
 - Any other relevant response. (Any 2 x 2) (4)

- 1.5.4 *[Extraction of evidence from Source 1E – L1]*
- Through group identification and co-operation (1 x 2) (2)

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

Candidates should include some of the following:

- Nationalism is a power that leads to seeking self-government (Source 1A)
- People with the same language, culture and colour wanting to govern themselves (Source 1A)
- Afrikaners against English-speaking whites as a result of their relationship to Britain
- Afrikaner nationalism does not include non-whites (Source 1A)
- Hatred towards Britain comes from Anglo Boer War (Source 1A)
- Strong nationalism by symbolic anniversary of Great Trek in 1938 (Source 1B)
- Celebrations enjoy widespread support and strengthen nationalism Source 1C)
- Party favours Afrikaners in their economic and political policies (Source 1D)
- Nationalism binds people of the same culture, language and race (Source 1D)
- Afrikaner wanted to govern themselves (Source 1D)
- Poverty was not restricted to urban areas (Source 1E)
- Broederbond and other organisations had to rescue the poverty of poor Afrikaners (Sanlam and Volkskas) (Source 1E)
- Volkskapitalisme was a possible solution to the improvement of the lives of poor Afrikaners (Source 1E)
- Any other relevant response. (6)

Use the following rubric to allocate a mark.

	CRITERIA	MARKS
LEVEL 1	<ul style="list-style-type: none">• Uses evidence in an elementary manner, e.g. show little or no understanding of the factors that led to the rise of Afrikaner nationalism.• Uses evidence partially to report on topic or cannot report on topic.	Marks: 0–2
LEVEL 2	<ul style="list-style-type: none">• Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows an understanding of the factors that led to the rise of Afrikaner nationalism.• Uses evidence in a very basic manner.	Marks: 3–4
LEVEL 3	<ul style="list-style-type: none">• Uses relevant evidence, e.g. demonstrates a thorough understanding of the factors that led to the rise of Afrikaner nationalism.• Evidence relates well to the topic.• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	Marks: 5–6

(6)
[50]

QUESTION 2: HOW DID THE SUEZ CRISIS OF 1956 CONTRIBUTE TO THE TENSIONS IN THE MIDDLE EAST?

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- Provide electricity to power new industries
 - Supply water to let farmers cultivate desert land (2 x 1) (2)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*
- Nasser was negotiating with the Soviet Union (1 x 1) (1)
- 2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- Her nationalised the Anglo-French Suez Canal
 - Any other relevant response (1 x 2) (2)
- 2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- British lost control over the Suez Canal
 - Loss of revenue from ships using the canal
 - Strategic importance of the canal
 - Britain wanted a shorter sea route to its empire and oilfields
 - Any other relevant response. (Any 2 x 2) (4)
- 2.2. 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- British and French (Suez Canal zone)
 - Israel (Sinai) (2 x 1) (2)
- 2.2.2 *[Extraction of evidence from Source 2B – L1]*
- Sinking of the ships in the canal
 - Closed all shipping in the canal (Any 1 x 1) (1)
- 2.2.3 *[Interpretation of evidence from Source 2B – L2]*
- Wanted his troops back from Sinai and defend the canal against the Anglo-French troops.
 - The safeguarding of the canal was more important than the war in Israel.
 - Any other relevant response. (1 x 2) (2)
- 2.2.4 *[Extraction of evidence from Source 2B – L1]*
- Cyprus
 - Malta (2 x 1) (2)
- 2.2.5 *[Interpretation of evidence from Source 2B – L2]*
- Stopped Russia from obtaining a strong hold in the Middle East and Africa
 - Stopped the war that could have lasted for many years causing many deaths
 - Prevented an escalation in refugees
 - Any other relevant response. (2 x 2) (4)

- 2.3 2.3.1 *[Definition of concept from Source 2C – L1]*
 • Place under state control, (1 x 2) (2)
- 2.3.2 *[Extraction of evidence from Source 2C – L1]*
 • Israel
 • Britain
 • France (Any 2 x 1) (2)
- 2.3.3 *[Interpretation of evidence from Source 2C – L2]*
 • They attacked Egypt.
 • Any other relevant response. (1 x 2) (2)
- 2.3.4 *[Interpretation of evidence from Source 2C – L2]*
 • UN was reluctant to act against the newly emerged superpowers / Russia
 • Russia invaded Hungary and UN did not intervene
 • Any other relevant response. (2 x 2) (4)
- 2.3.5 *[Engage with sources to determine its usefulness, reliability, bias and limitations – L3]*
 Useful:
 • It shows that the UN was afraid to address the Russian takeover of Hungary
 • Shows that UN could not / afraid of disciplining the newly formed superpowers after World War Two
 • America was against colonialism and wanted Britain to end their dominance over Egypt
 • The threat of Soviet intervention forced Britain and France to withdraw
 • UN punished the countries by sending a peace keeping force
 • Any other relevant response. (2 x 2) (4)
- 2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*
 • Egypt focussed on the destruction of Israel
 • British and French used aerial bombardment rather than ground attacks
 • Egyptians only defended in their own country and not risked fighting Britain and France in their country
 • Any other relevant response. (2 x 2) (4)
- 2.4.2 *[Extraction of evidence from Source 2D – L1]*
 • $16 + 10 = 26$ (1 x 1) (1)
- 2.4.3 *[Interpretation of evidence from Source 2D – L2]*
 • They fought a war on two fronts
 • British / Israeli / French had superior arms
 • Any other relevant response (2 x 2) (4)
- 2.4.4 *[Extraction of evidence from Source 2D – L1]*
 • French (1 x 1) (1)

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

Candidates should include some of the following:

- New president of Egypt wanted to build his own dams (Source 2A)
- Egypt negotiating with Russia (Source 2A)
- USA and Britain withdrew their financial support (Source 2A)
- Nasser's action to nationalise the canal made British and French governments very angry (Source 2A)
- Conflict between Britain and France against Egypt and Israel in the canal zone (2B)
- Stopped shipping in the canal to Anglo-French ships (Source 2B)
- Egypt fighting Israel on the one hand and saving the Suez Canal on the other hand (2C)
- UN decided to take action against Israel, Britain and France (Source 2C)
- UN forced to intervene to lessen the tension (Source 2C)
- Russia almost became involved / contributed to tension (Source 2C)
- Death and wounded figures and estimates indicating conflict between British, French and Egypt (Source 2D)
- British and French had fewer deaths than the Egyptians because of superior arms (Source 2D)
- Any other relevant response.

Use the following rubric to assess this paragraph.

	CRITERIA	MARKS
LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding how the Suez Canal Crisis of 1956 contributed to tension in the Middle East. • Uses evidence partially to report on topic or cannot report on topic. 	Marks: 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows an understanding on how the Suez Canal Crisis of 1956 contributed to tension in the Middle East. • Uses evidence in a very basic manner. 	Marks: 3–4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of how the Suez Canal Crisis of 1956 contributed to tension in the Middle East. • Evidence relates well to the topic. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	Marks: 5–6

(6)
[50]

QUESTION 3: WHAT WAS THE IMPACT OF APARTHEID ON BLACK SOUTH AFRICANS IN THE 1950s?

- 3.1 3.1.1 *[Extraction of information from Source 3A – L1]*
 • National Party (NP) (1 x 1) (1)
- 3.1.2 *[Definition of concepts from Source 3A – L1]*
 • Segregation of races politically, economically and socially
 • It's a rigid system of race classification
 • Focused on preserving the power and wealth of whites at the expense of non-whites
 • Any other relevant response. (1 x 2) (2)
- 3.1.3 *[Interpretation of evidence from Source 3A – L2]*
 • To segregate blacks politically, socially and economically
 • Policy of preserving and safeguarding the identity of the white race
 • Destroy the *swart gevaar* which the whites faced
 • Each must develop in his own designated territory
 • Any other relevant response (Any 2 x 2) (4)
- 3.1.4 *[Interpretation of evidence from Source 3A – L2]*
 • Segregation was the separation of races
 • Apartheid separated races in finer detail – every sphere of their lives
 • Any other relevant response. (Any 1 x 2) (2)
- 3.1.5 *[Interpretation of evidence from Source 3A – L2]*
 • The minority whites must dominate the majority blacks to remain in power or else the black man will take over
 • Whites must dominate over blacks for them to keep power
 • Whites will not have rights if the black man governs
 • Any other relevant response. (Any 1 x 2) (2)
- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
 • Meadowlands (1 x 1) (1)
- 3.2.2 *[Extraction of information from Source 3B – L1]*
 • Added cost when income was low
 • Longer distance meant increased fares
 • More time is spent on travelling (Any 2 x 1) (2)
- 3.2.3 *[Extraction of evidence from Source 3B – L1]*
 They had to make a choice of either leaving them in the reserve or bringing them to the city. (1 x 2) (2)

- 3.2.4 *[Interpretation of evidence from Source 3B – L2]*
- Only married men to occupy these houses
 - Only their spouses and biological children to occupy these houses
 - All details of occupants to be recorded
 - Any other relevant response. (2 x 2) (4)
- 3.2.5 *[Interpretation of information from Source 3B – L2]*
- Forced removals
 - Instructed by the government to destroy the buildings of the residents
 - They were forced to look for alternate accommodation
 - Left many people destitute
 - Any other relevant response. (2 x 2) (4)
- 3.3 3.3.1 *[Extraction of evidence from Source 3C – L1]*
- This act forbidden people of different races to marry
 - Any other relevant response. (1 x 2) (2)
- 3.3.2 *[Extraction of evidence from Source 3C – L1]*
- He was white and Diane was Coloured
 - Prohibition of the Mixed Marriages Act (1 x 2) (2)
- 3.3.3 *[Interpretation of evidence from Source 3C – L2]*
- The children were classified as Coloureds
 - They could not mix with other white groups
 - They were pretending to be white, therefore did home studying
 - Any other relevant response. (2 x 2) (4)
- 3.3.4 *[Extraction of evidence from Source 3C – L1]*
- Threw himself under a train (1 x 2) (2)
- 3.4 3.4.1 *[Extraction of evidence from Source 3D – L1]*
- Our children only learnt things that would make them good for what the government wanted
 - To work in the factories and so on
 - They must not learn properly at school like the white children (Any 2 x 1) (2)
- 3.4.2 *[Interpretation of evidence from Source 3D – L2]*
- Prepare blacks for servitude
 - To ensure constant supply of cheap black labour to farms/factories
 - Keep black uneducated to ensure they do not qualify for skilled jobs
 - Any other relevant answer. (2 x 2) (4)

3.4.3 *[Comparison of Sources 3A and 3D to determine similarities – L3]*

- Source 3D states that Bantu education prepared blacks for what the government wanted / Source 3A states that the blacks were subjected to government control which segregated education and employment of their lives
- Source 3D states that Bantu education was bad for black children / Source 3A states that segregation was there to keep blacks in a strictly subordinate role
- Source 3D states that the government passed the Bantu Education Act which the blacks did not want / Source 3A states that the white man must dominate or the black man take over
- Source 3D states that Blacks must not learn properly while 3A states that it will lead to the maintenance of white supremacy
- Any other relevant response. (Any 2 x 2) (4)

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

Candidates should include some of the following:

- Determined to ensure white supremacy for all time (Source 3A)
- To destroy the swart gevaar, the black peril they said white society faced. (Source 3A)
- Every facet of their lives – residence, employment, education, public amenities and politics – was regulated to keep them in a strictly subordinate role. (Source 3A)
- 'Either the white man dominates or the black man takes over' (Source 3A)
- Non-racial towns like Sophiatown replaced by Meadowlands (Source 3B)
- Problems of commuting, family ties and restrictions in Meadowlands (Source 3B)
- Buildings destroyed because forcefully removed (Source 3B)
- Prohibition of the Mixed Marriages Act (Source 3C)
- Education had to be done at home because of classification (Source 3C)
- History repeated itself with the son, Graham (Source 3C)
- Black parents not in favour of the Bantu Education Act (Source 3D)
- Black parents felt that their children were receiving inferior education compared to their white counterparts (Source 3D)
- Government spent less money on Black children compared to white children (Source 3D)
- Any other relevant response.

Use the following rubric to allocate a mark.

	CRITERIA	MARKS
LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of the impact that apartheid had on the lives of Black South Africans in the 1950's • Uses evidence partially to report on the topic or cannot report on topic. 	0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows an understanding of the impact that apartheid had on the lives of Black South Africans in the 1950's • Uses evidence in a very basic manner. 	3–4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e. g. shows a thorough understanding of the impact that apartheid had on the lives of Black South Africans in the 1950's • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	4–6

(6)
[50]

SECTION B: ESSAY QUESTIONS**QUESTION 4: NATIONALISM IN SOUTH AFRICA – AFRICAN NATIONALISM**

[Recall, interpretation and comprehension of historical knowledge]

SYNOPSIS

Candidates should focus on the factors that led to the rise of African nationalism from 1900 to 1953.

MAIN ASPECTS

Introduction: Candidates should state whether they agree with the statement or not and briefly explain why.

ELABORATION

- Started as a form of resistance to colonialism / segregation
- Formation of the APO in 1902 by Dr Abdurahman
- Protested against the exclusion of Blacks from the right to vote
- Delegation going to London in 1905 to achieve a non-racial franchise and end discrimination and the right to vote to Blacks – Britain ignored this request
- Formation of the SANNC in 1912 to oppose discrimination and to win political rights
- SANNC wanted to unite everyone who were oppressed by Whites
- SANNC sent delegation going to London in 1914 to appeal against the Native Land Act and not successful.
- In 1923 the SANNC changed its name to the ANC
- Formation of ICU in 1919 addressing the grievances of the black dock workers – fought against government policies
- ICU had mass support – ANC had the support of the elite blacks
- Formation of the SACP addressing black workers grievances.
- Spread of education (combined with growing awareness of 'Western' concepts of freedom, democracy, middle class Africans eager to bring about political change)
- The influence of World War Two – fought for freedom and democracy / Africans helped to see the end of discrimination after the war / Atlantic Charter supported self-determination
- Young members broke away from the ANC to form the Congress Youth League (Lembede and Mandela)
- CYL accused the ANC of representing the elite and not the masses
- 1953 saw the ANC Freedom Charter call for a democratic SA regardless of race – SA belongs to everyone who lives in it
- Pan Africanism aim was to free Black people all over the world / its influence led to the formation of the ANCYL

CONCLUSION

Candidates must tie up their argument by presenting a concluding remark that relates to the original statement of factors influencing African nationalism.

Use the matrix on page 5 to assess this essay.

[50]

QUESTION 5: NATIONALISM IN AFRICA – GHANA

[Recall, interpretation and comprehension of historical knowledge]

Candidates must show an understanding of British exploitation of Ghana's natural resources and show how this impacted on the realisation of independence of Ghana in 1957.

MAIN ASPECTS

Introduction: Candidates must indicate whether the statement is accurate or not.

ELABORATION

- Background – role played by WEB Du Bois, Marcus Garvey and George Padmore in spreading Pan Africanism ideas
- Early nationalism among the educated elite who knew concepts like democracy and nationalism
- Educated elite became critical of colonial rule
- Elite attached a socialist interpretation to their ideas about nationalism
- British companies like Cadbury exploited Ghana cocoa farmers
- Resistance tactics: 1937 nationwide strike of cocoa farmers
- Farmers supported by dock and transport workers – strike became a nationalist movement against British political control
- Strike was a success – encouraged further nationalist support
- The influence of World War Two on nationalism – urbanisation more people open to political ideas
- Many blacks fought in the war for democracy and freedom – questioned why it did not apply to Africa
- Many returning soldiers battled to find work – played leading role in fight for independence
- The Atlantic Charter promised democracy – gave hope to African independence aspirations
- Inflation increased after the war – many Africans dissatisfied with their economic situation – blamed colonial rule – supported nationalist movements
- After the Manchester Conference, the nationalist ideas became more militant to liberate Ghana
- Britain gave limited responsibility to the elite
- Led to formation of the UGCC – Nkrumah active role in organising boycotts against British rule
- Nkrumah broke away from moderate UGCC to form the Convention Peoples Party
- CPP had mass support adopted a policy of African socialism
- CPP organised strikes and boycotts – Britain gave limited powers of self-rule to Ghana
- CPP continued their struggle and won the 1957 election
- Nkrumah became president of the Gold Coast and renamed it Ghana
- Any other relevant answer.

CONCLUSION

Ghana became the first country in Africa to gain independence.

Use the matrix on page 5 to assess the essay.

[50]

QUESTION 6: APARTHEID SOUTH AFRICA – 1940s to 1960s

[Recall, interpretation and comprehension of historical knowledge]

SYNOPSIS

The resistance adopted a more aggressive and violent form of resistance in the 1960s to bring the apartheid government to its knees whilst the apartheid government reacted by using its power to crush the resistance.

Introduction: Learners should indicate to what extent they agree with the statement and support their argument with relevant historical evidence.

ELABORATION

- Split in the ANC.
- Formation of the PAC.
- March 1960 – ANC and PAC organised an anti-pass campaign.
- Planned to burn passes and be arrested.
- Protest in many townships.
- 21 March 1960–69 protestors shot at Sharpeville.
- Government ordered state of emergency.
- ANC and PAC banned.
- Thousands detained.
- ANC and PAC members went to exile.
- Adopted armed struggle.
- ANC formed MK (Spear of the Nation).
- PAC formed POQO.
- Government introduced harsher laws to crush opposition.
- Police raid on MK headquarters in Rivonia.
- Rivonia trial of MK leaders (e.g. Mandela).
- Sentenced to life in prison.

CONCLUSION

The government attempts to crush opposition seemed successful, but the resistance to apartheid did not stop or any other relevant conclusion.

Use the matrix on page 5 to assess the essay.

[50]

TOTAL: 150