



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

**HISTORY P2
EXEMPLAR 2013
MEMORANDUM**

MARKS: 150

This memorandum consists of 19 pages.

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: HOW DID THE FREEDOM CHARTER PROMOTE A SENSE OF NATIONHOOD AMONGST ALL SOUTH AFRICANS?**

1.1

1.1.1 *[Extract evidence from Source 1A - L 1]*

- Land
- Schooling
- Freedom
- Food (implied by 'famine')
- Lower taxes (implied by 'let us speak of taxes')
- Freedom
- Any other relevant answer (any 6 x 1) (6)

1.1.2 *[Interpretation of information from Source 1A - L 2]*

- Black people did not have access to the majority of South African land indicated by the phrase: The narrow strips on which we toil.
- Blacks did not own land as indicated by the phrase: let us speak of brothers without land
- Cattle needed land on which to graze
- Any other relevant answer (any 2 x 2) (4)

1.1.3 *[Interpretation of information from Source 1A - L 2]*

- Mineworkers did not own the mines – they worked as wage slaves (ref to 'freedom').
- Miners worked in dark shafts – unsafe working conditions
- Miners stayed in cold compounds – far from their families
- Any other relevant answer (any 1 x 2) (2)

1.2

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

- Votes for all
- Better houses
- Freedom of speech
- Equal work for equal pay
- Better education
- Away with Passes
- Against unjust laws
- An end to forced removals (any 3 x 1) (3)

1.2.2 *[Interpret information of Source 1B - L 2]*

- Happy to display their demands – they are seen singing
- Committed to their demands – singing but with stern faces
- Demanding – as can be seen through people with firm faces and holding placards
- Any other relevant answer (any 1 x 2) (2)

- 1.2.3 *[Assess usefulness of Source 1B - L 3]*
- It is useful because it shows clearly what the people's demands were (seen in the placards)
 - It is useful because we can see what sort of people made up the delegation (men, women and children)
 - It is useful because it gives us a sense of the emotions during the march (expressions on faces)
 - It is useful because we can see the role of the ANC (flag in centre, people showing the ANC's thumbs up sign) at Kliptown
 - Any other relevant answer (any 1 x 3) (3)
- 1.3
- 1.3.1 *[Extract evidence from Source 1C - L 1]*
- (a) The Land Shall be Shared Among Those Who Work It
 - (b) The People Shall share in The Country's Wealth
 - (c) The Doors of Learning And Culture Shall Be Opened
 - (d) There Shall Be Houses, security And Comfort (4 x 1) (4)
- 1.3.2 *[Interpret information from Source 1C - L 2]*
- Clause 1: The people Shall Govern because it was opposed to the policy of racial segregation and white minority rule
 - Clause 3: The People Shall Share in The Country's wealth because it called for nationalization of mines, banks and industrial monopolies which were against the capitalist ideology
 - Clause 4: The Land Shall be Shared by those Who work It because it called for redistribution of land which meant the whites would lose their 87% ownership of land
 - Any other relevant answer (any 2 x 2) (4)
- 1.3.3 *[Interpret information from Source 1C - L 2]*
- AGREE
- Good schooling conditions were reserved for Whites only and not for Blacks
 - Blacks were denied opportunities through inferior education system
 - With levels of poverty in the country, some parents could not take their children to school
 - It would wipe out illiteracy in the country
 - Any other relevant answer
- DISAGREE
- To some section of Whites, Blacks were to remain hewers of wood and drawers of water and therefore had no need to be highly educated
 - It would not be good for the capitalist ideology that would thrive on unskilled cheap labour
 - Any other relevant answer (any 1 x 3) (3)

1.4

1.4.1 *[Interpret information from Source 1C - L 2]*

- They were against Clause 1, which stated that South Africa belongs to all who live in it instead of Africans
- They were opposed to the presence and influence of white members of the Communist party in the ANC
- Any other relevant answer (any 1 x 2) (2)

1.4.2 *[Interpret information from Source 1C - L 2]*

- To show how the Africanists in the ANC reacted to the clauses of the Freedom Charter
- To show the immediate results of the adoption of the Freedom Charter
- To show the formation of the PAC
- To highlight the split in the spirit of African nationalism
- Any other relevant answer (any 1 x 3) (3)

1.4.3 *[Interpret information from Source 1C - L 2]*

- The photograph shows members of the ANC referred to as Africanists who were ejected from the ANC meeting at Orlando Hall and who went on to establish the PAC
- Any other relevant answer (any 1 x 2) (2)

1.5 *[Comparing of information from Sources 1C and 1D - L2]*

- The PAC would be against certain clauses that are contained In Source 1C e.g. The People shall govern. These people were Africanist.
- Source 1D depicts Africanists being removed from the meeting of the ANC (2 x 2) (4)

1.6 *[Interpret, analyse and evaluate information from Source 1A, 1B and 1C - L 3]*

Candidates may use the following points to answer the question:

- It was called by an alliance that represented Whites, Coloureds, Indians and Blacks in South Africa.
- It brought all people of different racial groups against the White minority government that reserved human rights for themselves only.
- It invited inputs from all South Africans irrespective of their race, social-economic and political status.
- Its first Clause stated that South Africa belongs to all who live in it.
- It called for respect to human rights of people of South Africa
- Around 3000 people from different racial groups gathered in Kliptown (1955) to adopt the Freedom Charter
- Any other relevant answer

Use the following rubric to allocate a mark

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how the Freedom Charter promoted a sense of nationhood amongst all South Africans. • 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 how the Freedom Charter promoted a sense of nationhood amongst all South Africans. • Uses evidence in a very basic manner 	Marks: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of how the Freedom Charter promoted a sense of nationhood amongst all South Africans. • Evidence relates well to the topic • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic 	Marks: 6–8

(8)
[50]

QUESTION 2: HOW DID THE SIX-DAY WAR BETWEEN THE JEWS AND ARABS INTENSIFY TENSIONS IN THE MIDDLE EAST IN THE 1960s?

2.1

2.1.1 *[Extract relevant evidence from Source 2A – L1]*

- Israel had continued to build up its armed forces by purchasing supplies from Britain, France, the USA, and West Germany
- The Arab states were supplied by the USSR (1 x 2) (2)

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

NOT SUCCESSFUL

- Border skirmishes continued
- Al Fatah and PLO were a constant problem to the Israeli forces (1 x 2) (2)

2.1.3 *[Interpretation of evidence Source 2A – L2]*

- Israel's desire to have their own homeland
- Conflict over land (any 1 x 2) (2)

2.2

2.2.1 *[Interpretation of evidence from cartoon in Source 2B – L2]*

- Israel was surrounded by Arab military forces
- Arab league was united in their opposition to Israel
- Arab League was powerful as seen by the tanks
- Any other relevant response (any 1 x 2) (2)

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

(a) Israel

- Weak – seen by the fact it is drawn isolated, on its own
- Fragile – being pushed out of shape, lifted from ground by Arab forces (1 x 2) (2)

(b) The Arab league

- Strong
- United (1 x 2) (2)

2.2.3 *[Interpretation and evaluation of information from Source 2C – L3]*

BIASED

- Lebanese cartoonist – biased towards Arab League
- (shows Arab forces to be stronger than they were in reality + fails to show the external support that Israel had from Western countries esp. USA)

NOT BIASED

- Israel was fighting a battle against the Arab league on their own
- No support from other countries (1 x 3) (3)

2.3 *[Interpret and evaluate information from relevant Sources – L3]*

- In Source 2A mention is made that Groups such Fatah and the PLO were a constant problem to Israel and Nasser's preparation to defeat Israel
- In Source 2B the cartoonist has portrayed Israel as being attacked by the Arab League (2 x 2)

(4)

- 2.4 *[Extract relevant evidence from Source 2C – L1]*
- 2.4.1
- Israeli Mirage jets launched a surprise attack on Egyptian air bases
 - Flying low and maintaining strict radio silence, they destroyed Egyptian airfields and aeroplanes (1 x 2) (2)
- 2.4.2 *[Extract relevant evidence from Source 2C – L1]*
- Later that day another wave of Israeli jets knocked out the Jordanian, Syrian and Iraqi Air Forces
 - Although only one day old, the war was virtually over
 - With the Egyptian Air Force knocked out, Israeli land forces swept across the Sinai Desert
 - As Egyptian troops retreated they were ensnared at the Mitla Pass, where they were bombed by Israeli planes
 - Within six days Egyptian troops had been pushed back to the Suez Canal.
 - Elsewhere the Israelis met with the same stunning success
 - The West Bank and Jerusalem were taken from Jordan
 - Any other relevant answer (any 3 x 1) (3)
- 2.4.3 *[Extract relevant evidence from Source 2C – L1]*
- On the northern front Israel seized the Golan Heights from Syria
 - By 10 June the Arabs stood defeated and demoralised
 - For Israel the war had been a spectacular success
 - It had acquired more than 70000 square kilometres of territory and now had defensible borders
 - On the debit side, however, about 350 000 new refugees were created and Israel had to deal with the problem of governing another million Arabs
 - Any other relevant answer (any 4 x 1) (4)
- 2.5 *[Comparing of information from Sources 2B and 2C - L2]*
- Source 2B depicts Israel in a weak position and been defeated by the Arab league
 - Source 2C focuses on Israel's victory over the Arab states. (2 x 2) (4)
- 2.6
- 2.6.1 *[Interpretation of evidence Source 2D– L2]*
- (a) Soviet Union
- Requested the withdrawal of Israeli troops (1 x 2) (2)
- (b) USA
- Vetoed the passing of Russia's resolution
 - Passed Resolution 242 (1 x 2) (2)
- 2.6.2 *[Explaining historical concepts from Source 2D – L2]*
- Ruling
 - Motion
 - Decision (any 1 x 2) (2)

2.6.3 *[Interpretation of evidence Source 2D– L2]***GREAT EXTENT**

- USA was a permanent member in the Security Council of the UN
- Had the power to veto a decision
- Had the support of Britain (another member of SC with power of veto)

(2 x 2)

(4)

2.7 *[Interpret and evaluate information from relevant Sources – L3]*

Candidates may use the following points to answer the question:

- Israelis destroyed Egypt, Jordan and Syria's air force
- Egypt lost 286 of its 340 warplanes
- In six days the Israelis had destroyed the Arab armed forces and occupied Arab land on the Golan Heights
- Israel had increased her territory
- It had acquired more than 70000 square kilometres of territory and now had defensible borders
- On the debit side, however, about 350 000 new refugees were created and Israel had to deal with the problem of governing another million Arabs
- Israel's allies emerged stronger
- Any other relevant response

Use the following rubric to allocate a mark

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of whether the Six Day War could be regarded as a victory for the Jews • 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 whether the Six Day War could be regarded as a victory for the Jews • Uses evidence in a very basic manner 	Marks: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of the usefulness of whether the Six Day War could be regarded as a victory for the Jews Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 6–8

(8)

[50]

QUESTION 3: WHAT STRATEGIES DID LIBERATION ORGANISATIONS USE AGAINST THE APARTHEID REGIME AFTER THE 1950s?

3.1

3.1.1 *[Explain historical concepts from source 3A - L 2]*

(a)

- A non-violent intentional resistance by the oppressed in South Africa, against Apartheid South Africa in the 1950s.
- Any other relevant answer (1 x 2) (2)

(b)

- A non-violent and peaceful manner of resistance as a policy introduced by Gandhi
- Any other relevant answer (1 x 2) (2)

3.1.2 *[Extract evidence from Source 3A - L 1]*

- Non-violence was used as the situation demanded
- I called non-violent protest for as long as it was effective (any 1 x 2) (2)

3.1.3 *[Straightforward interpretation of Source 3A - L 2]*

- Government had become increasingly repressive during non-violent Defiance campaign.
- It could never overturn a white minority regime bent on retaining its power at any cost.
- Violence was regarded as the only weapon that would destroy apartheid (any 1 x 2) (2)

3.1.4 *[Extract evidence from Source 3A - L 1]*

- Violence (1 x 1) (1)

3.2

3.2.1 *[Interpret information of Source 3B - L 2]*

- Role played by women in resisting apartheid, 1956
- Unity of South African women across the racial divide in resisting apartheid
- South African women resisting apartheid through petitions in 1956
- A peaceful march of South African women to the Union Buildings in 1956
- Any other relevant answer (any 2 x 2) (4)

3.2.2 *[Interpret information of Source 3B - L 2]*

- J G Strijdom, as the Prime Minister was the highest authority of the government to take action regarding their demand
- To show the seriousness of their demands by marching to the highest office of the government
- To present the demands about their rights as South African women
- To contribute in the liberation struggle of South Africa
- Any other relevant answer (any 2 x 2) (4)

3.2.3 *[Interpret information of Source 3B - L 2]*

- (a) National Party supporters
- As a publicity stunt
 - Not as a threat since women's rights were undermined
 - Any other relevant answer

(b) ANC Women's League supporters

- As their heroes
- As leading and important members of South African women's federation movement
- As a show of unity among women of different racial groups
- As dedicated and true leaders for the cause of human rights
- Any other relevant answer (2 x 2) (4)

3.3

3.3.1 *[Interpret information from Source 2C - L 2]*

- To inform the Commissioner of the planned march of the PAC
- To call on the police not to intimidate the non-violent campaign
- Any other relevant answer (any 1 x 2) (2)

3.3.2 *[Extract evidence from Source 2C - L 1]*

- He had planned a disciplined, non-violent campaign
- He instructed members not to allow themselves to be provoked into a violent action by anyone
- He pleaded with police to also refrain from actions that may lead to violence (any 2 x 1) (2)

3.3.3 *[Extract evidence from Source 2C - L 1]*

- Brought up in racist hothouse of South Africa
- Champions of white supremacy
- Not seen as law officers
- Trigger-happy
- African-hating (5 x 1) (5)

3.4

3.4.1 *[Interpret information from Source 2D - L 2]*

- Happenings at the anti-pass march in Sharpeville, 21 March 1960
- Police shooting at the protestors
- Unarmed anti-pass protestors running away
- Police brutality
- The plea by Sobukwe for police not to shoot ignored
- Any other relevant answer (any 2 x 2) (4)

3.4.2 *[Compare interpretations between Source 2C and 2D - L 3]*

- They were not allowed to voice their demands
- They were shot at while they were disarmed (non-violent)
- They were not allowed to gather
- Their fundamental right to life was violated
- Any other relevant answer (any 2 x 2) (4)

3.5 *[Compare interpretations between Source 2C and 2D – L 3]*

- Source 3C highlights the plea for non-violent action from the police during a planned peaceful march while Source 3D shows the march turning violent (with police officers shooting)
- Source 3C politely asked the police to refrain from actions that could lead to violence but Source 3D depicts police committing violence
- Any other relevant answer (any 2 x 2) (4)

3.6 *[Interpret, analyze and evaluate information from Source 1A, 1B and 1C - L 3]*

Candidates may use the following points to answer the question:

- Non-violence
- Writing of petitions – women’s march
- Marching – women in 1956
- Demands – Freedom Charter
- Campaigns –
 - Anti-pass campaign
 - Defiance campaign
 - Submit oneself for arrest
- Any other relevant answer

Use the following rubric to allocate a mark

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of strategies that liberation organisations used against the apartheid regime after the 1950s. • 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 strategies that liberation organisations used against the apartheid regime after the 1950s. • Uses evidence in a very basic manner 	Marks: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding strategies that liberation organisations used against the apartheid regime after the 1950s. • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 6–8

(8)
[50]

SECTION B: ESSAY QUESTIONS**QUESTION 4: NASIONALISMS – SOUTH AFRICA**

- 4.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills - L1]*

SYNOPSIS

Candidates should discuss the rise of Afrikaner Nationalism in the 1930s by discussing the various important events and factors that caused a revival of Afrikaner nationalism. The rise of Afrikaner nationalism needs to be contextualised – socially, economically and politically.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to explain their line of argument and state how they intend to answer the question.

ELABORATION

- **Background:** Afrikaner nationalism developed in context of defeat by British in SA War and experience of British brutality/concentration camps – the ‘problem’ of poor landless whites had been an issue since end of SA War – 1924 Nationalist government comes into power – affirmative action for white workers particularly benefitted poor Afrikaners. Formation of Afrikaner unions during 1920s. During the 1930s depression large numbers of white Afrikaners were unemployed and sense of Afrikaner nationalism grew in context of economic crisis’.
- The **Afrikaner Broederbond** was a secret society formed in 1918, which was based at first in the Transvaal and Free State. In 1934 Dr Malan and other important Afrikaner political leaders joined the Broederbond. Members of the Broederbond soon got important positions in political, cultural, educational, and economic institutions. Broederbond exercised a strong ideological influence on large sectors of the Afrikaner people. It influenced the political and economic activities of the Afrikaner people.
- In 1929 the Broederbond formed the **FAK (Federasie van Afrikaanse Kultuur Verenigings)** as a "public" front organization. It functioned as an umbrella body that co-ordinated and guided the work of Afrikaner cultural groups. During the 1930's FAK grew into a large and influential organization with about 300 affiliates. Cultural bodies, youth and student organizations, church and educational groups operated within FAK. FAK committees also played an important role in developing the Afrikaans language.
- In 1938 the FAK organized a big celebration of the centenary (100th anniversary) of the **Great Trek**. Nine ox-wagons like those used by the Voortrekkers of 1838 travelled from Cape Town to Pretoria. They visited many towns along the way. In each town celebrations were held with the people dressing up as Voortrekkers and street names being named after Voortrekker leaders. This ox-wagon journey ended in a mass meeting of 100 000 people near Pretoria, where the foundation stone of

the Voortrekker Monument was laid on 16 December. General JC Kemp renamed Roberts Heights (the military headquarters in Pretoria) as Voortrekkerhoogte. In 1998 Voortrekkerhoogte was renamed to Thaba Tshwane.

- The Ox-wagon trek of 1938 contributed a great deal to revival of Afrikaner nationalism. Leading Afrikaners met in Bloemfontein and formed the **Ossewa-Brandwag (OB)**. Colonel CJ Laas became the first leader of OB. OB was a cultural organization that became very popular. OB came into operation with the following aims: Preserve the language and traditions of the Afrikaner nation. Keep alive the ideals of the Great Trek Foster patriotism and national pride among Afrikaners The OB called for a Christian national state. Members of the OB saw a connection between Hitler's Herrenvolk (master race) and their own white superiority ideas. Later it developed into a pro-Nazi organization during World War II
- In 1939 Dr Kestell formed the RDB **Reddingsdaadbond** to uplift Afrikaner poor whites and to promote Afrikaner business interests. Their main task was to create an 'economic consciousness' among the Afrikaner masses so that they would support Afrikaner owned banks, insurance companies, shops, and other businesses. Established trade and secretarial schools to teach skills to young Afrikaner workers were established. The RDB established an Employment Bureau to find work for young Afrikaners with Afrikaner companies.
- Any other relevant point
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

4.2 *[Plan and construct an argument based on evidence using analytical and interpretative skills – L2]*

SYNOPSIS

Candidates need to evaluate the rise of Afrikaner Nationalism, considering whether political issues had a more significant influence on Afrikaner unity than cultural issues.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should explain how they intend to answer the question and state their line of argument.

ELABORATION

- Background (Afrikaner hardship during the South African War (1899 – 1902))
- Definition of the notion 'Volk' in South Africa
- Volk and its relation to class and race
- Broederbond and Christian National Education
- Federasie van Afrikaanse Kultuurvereniging (FAK)
- Voortrekkers
- Centenary celebrations of the Great Trek
- Ossewa Brandwag
- Reddingsdaadbond
- Affirmative action for the Afrikaner volk
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

QUESTION 5: NATIONALISMS – AFRICA

5.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills - L1]*

SYNOPSIS

Candidates should explain various factors that led to Ghana attaining independence from the British colonial rule in 1957.

MAIN ASPECTS

- Introduction: Candidates should indicate the factors that led to Ghana's independence in 1957.

ELABORATION

- Impact of British colonial government – ignoring aspirations of the educated elite
- Regional nationalism–National Congress of British West Africa (NCBWA) (1920)
- Trade Unionism in 1920s
- Ghana Cocoa Boycott 1937 – 1938
- Influence of World War II
- Pan Africanism
- United Gold Coast Convention (UGCC) - 1946
- Universal Declaration of Human Rights – 1948
- Nkrumah break away from UGCC and formed CPP (Convention People's Party)
- Any other relevant answer

- Conclusion: Candidates should tie up their argument with relevant conclusion

[50]

5.2 *[Plan and construct an argument based on evidence using analytical and interpretative skills – L2]*

SYNOPSIS

Candidates should discuss the extent to which Pan-Africanism influenced the independence of Ghana in 1957.

MAIN ASPECTS

- Introduction: Candidates should indicate what Pan-Africanism was and how it contributed to Ghana's independence in 1957.

ELABORATION

- The few educated studying abroad (elite) – exposed to Pan-Africanism
- Influence of personalities of the African diaspora (Du Bois – encouraged the educated to lead in the liberation/ Garvey – encouraged unity of all Africans 'Africa for Africans' and Padmore – Nkrumah's advisor)
- The Fifth Pan African Congress (1945)
- Pan-Africanism as a movement of regional integration
- Nkrumah's call for African unity and pan-African common market (Nkrumah's idea of the United States of Africa)
- The First All-African People's Conference, Accra, 1958 – for independent states and liberation movements. The Second one in Tunis in 1960. The Third in Cairo (1961).
- Two regional pan-Africanist organizations: Pan-African Freedom Movement for Eastern, central and Southern Africa (PAFMECSA) and Ressemblment democratique africain (RDA)
- Any other relevant answer (candidates may discuss the other factors which influenced decolonization e.g.: Rise of African Working Class and role of Trade Unions during WWII which was seen as a threat by colonial powers, organization of Ghanaian people into a mass liberation movement under Nkrumah)
- Conclusion: Candidates should tie up their argument with relevant conclusion

[50]

QUESTION 6: APARTHEID SOUTH AFRICA 1940s–1960s

6.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills - L1]*

SYNOPSIS

Candidates should discuss the methods used by resistance organizations to oppose apartheid. They should focus of the different strategies that these organizations employed to resist apartheid during the 1950's.

MAIN ASPECTS

The candidate should include the following points in the response.

- Introduction: Candidates need to indicate the different methods that South Africans embarked on to resist apartheid.

ELABORATION

- In 1949 ANCYL called for a Programme of Action
 - They wanted mass mobilisation of South Africans to oppose apartheid
 - Alliances were formed to pressurise the government
 - The government passed more repressive laws (Separate Representation of Voters Act, Group Areas Act, Suppression of Communist Act, Bantu Authorities Act)
 - In June 1952, the ANC and South African Indian Congress organise a Day of Defiance to break Apartheid laws
 - Blacks were asked to leave passes at home, walked through 'Europeans Only' entrances, enter 'Europeans Only' rest rooms
 - The plan was to overcrowd jails so that government relent on discriminatory legislation
 - South Africa's apartheid struggle gained international support (United Nations set up commission to enquire into apartheid)
 - In 1954 the ANC, SAIC, South African Coloured People's Organisation and Congress Of Democrats formed the Congress Alliance
 - They met in 1955 in Kliptown- The Congress of the People was formed
 - They agreed to adopt the Freedom Charter
 - In 1956 the National Party wanted to force women to carry passes
 - FEDSAW and ANC Women's League started a campaign against passes
 - 20,000 women marched to Pretoria to protest against women carrying passes
 - Women's Day celebrated on 9 August
 - The Cato Manor (1959) resistance near Durban
 - The Alexander Bus Boycotts
 - The Peasant rebellions in Zeerust
 - The Beer hall boycotts in Natal
 - Any other relevant response
- Conclusion – Candidates should tie up their argument with a relevant conclusion.

[50]

6.2 *[Plan and construct an argument based on evidence using analytical and interpretative skills – L2]*

SYNOPSIS

Candidates should indicate whether they agree or disagree with the statement. If candidates agree with the statement, then they need to explain that it was the government's repression of the political aspirations of the majority of South Africans that transformed the nature of internal resistance to apartheid. If they disagree, they must substantiate their line of argument.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should state whether they agree or disagree with the statement and indicate how they intend supporting their line of argument

ELABORATION

AGREE

- On 21 March 1960 crowd gathered at Sharpeville police station to protest against passes (The police opened fire, 69 people died, 200 wounded; Many of those who were killed were shot in the back)
- The government declared state of emergency (The Unlawful Organisations Act was passed; ANC and PAC were banned; The ANC and PAC went underground)
- Members of both organisations left the country to continue their work in exile
- In this context and in response to govt. repression the ANC and PAC started arm struggle
- The ANC armed wing known as Umkhonto we Sizwe (Spear of the Nation)
- PAC armed wing known as Poqo ('pure' or 'alone' later APLA)
- The government passed the General Law Amendment Act of 1963 (Police can detain people for up to 90 days without charging them; Detainees had no access to a lawyer)
- The National Liberation Front armed wing was known as Yu Chi Chan Club
- Suspects held under the Ninety Day Detention Law were held in solitary confinement (Detainees were tortured)
- The raid on Lilliesleaf Farm-members of Umkhonto arrested (Seventeen Umkhonto leaders were sent to jail in the Treason Trial)
- South Africa became a police state
- The ANC and PAC started arm struggle and also responsible for violence (To perform acts of sabotage against the state; Their targets were economic, political and communication infrastructure like electricity pylons; Umkhonto tried to avoid loss of human life; Attacks began on 15 and 16 December 1961 in Port Elizabeth, Johannesburg and Durban; The ANC wanted to bring the government to its senses before it was too late; The aim of these attacks were to 'force' the government to change its policies; The ANC claimed that they wanted to prevent a civil war; During 18 months they had more than 200 attacks; Lives were lost when 'collaborators' were killed

- PAC armed wing were known as Poqo ('pure' or 'alone' later APLA); (Poqo embarked on a violent sabotage campaign; They intentionally killed whites and those blacks who were policemen and chiefs; This was an anti-white underground movement; They wanted to provoke mass terror among whites; Their attacks started on 22 November 1962 – it included a police station, a prison and shops; 17 Chiefs and headmen and a tourist were killed in the Eastern Cape
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion

If candidates disagree they should substantiate their answer with relevant examples

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TOTAL: 150