

HISTORY CONTENT TERM 3

Turning points in modern South African History since 1948

<p>ASSESSMENT</p> <ul style="list-style-type: none"> • Turning points in modern South African History since 1948 <p>Project = 50 Marks</p>	
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Vocabulary	Meaning
Apartheid	Official document that lasted from 1948 to 199 to separate Black and white south Africans
Africanist	Ideology that says black people should determine their own ideology.
Alliance	Where different groups with common interest join together in order to achieve a common goal.
banned	forbidden
“Born frees”	South Africans born after the end of Apartheid 1994.
Bantustan	A negative word for reserves where black people were located.
Colonialism	A system when a country take control of another country for their benefits
Contradiction	Two opposite situations
coup	Overthrow of a government
Defiance Campaign	A Programme of civil disobedience/ Actions to break the la.
Ethnic groups	People who share a particular language and culture
Extermination	Killing
Freedom Charter	A document based on the collective demands of the people.
Ideology	Set of beliefs
inscription	Message engrave on a stone or object
Justified	To give enough reasons
Militant	Aggressive action
Myth	A story that is not true
“Natives”	Discriminatory term for Black South Africans
opposition	A group of people disagree with you.
Persecute	Made to suffer
Propaganda	brainwashing
Pass laws	Act implemented for African people to carry a book to control movement.
Racism	The false idea that certain group of people are better than others
Repression	Force or intimidation which prevents people from protesting or rising up.
Resistance	To come against a situation/ not to participate/
Sabotage	A deliberate action to destroy property or to disrupts services
SACP	South African Communist Party
Segregation	The practice or policy to create apart/ separation
State of Emergency	The government suspends the rule of law and uses special power to rule the country
Solidarity	Joining to support a belief /something
Treason	To overthrow the government
Turning point	What brought changes / what is different
Underground	Secret.
Wing	A part of an organisation

Baseline Assessment / Class discussion. Not to be Assess.

The universal declaration of Human rights after World War II

1. What are human rights?
2. Why were these rights set? Explain why the Apartheid Government of South Africa did not sign the UDHR.
3. Why was the UDHR signed after WWII?
4. Who was the person setting these rights?

Racism

5. Define the term racism?
6. Define the term Evolution?
- 7 What was Charles Darwin theory on ancestry?
8. What was the Apartheid Ideology?
9. What was the myth behind Apartheid?
10. What is the meaning of "Apartheid?"
11. How was the South African population divided?

Activity 1

Date: _____

1948 National Party and apartheid main apartheid laws in broad outline

1. Define the term segregation?
2. Define colonialism?
3. Explain the Native land Act of 1913.
4. Define the word Native.
5. When did the National Party came in to power?
6. What was the reason for implementing the Apartheid laws?
7. List and describe the main Apartheid laws.

Additional Questions.

8. What human right was violated by the Pass System?
9. Explain how the system called "job reservation" worked?
10. How were people segregated in urban areas?

Group Areas Act

Date: _____

Activity 2

Source A



Source B



Source C

Ooo, don't talk to me about that, please talk to me. I will start to cry. I will cry over again. That when the trouble started... when they chucked us out of Cape Town. My whole life has changed. What they took away from us they can never give back to us. I cannot explain how it was when I moved out of Cape town and I came to Manenberg. They destroyed us, they made our children ruffians.
Smith with Gadija Davids :1995

Study the Source A, B and C and answer the questions.

1. Which apartheid law does Source A illustrate?
2. What strikes you about the photograph in Source B?
3. What apartheid law does source C illustrate?
4. What impact does this law have on Mrs David in source C?
5. Read all the information in the sources and write down a sentence on Apartheid.
6. What was the purpose of identity cards in the apartheid system?
7. What was the "Bantu education"?
8. How did the Homelands systems take away people's political rights?

Paragraph writing.

6. Read all the apartheid laws.
- 6.1 Which law do you think have the most impact on South Africa today?
 - Write a paragraph of 6-8 lines explaining your point of argument.

Activity 3

Date: _____

Case study: Group Areas Act: Sophiatown forced removal

Case Study

Source D

By early 1950, the apartheid government was making plans for destruction of Sophiatown and for the removal of its residents. Residents, and political activists who protested against the removal, resisted the government's plans.

The African National Congress (ANC) led an anti-removal campaign. It held public rallies which attracted thousands of people. They chanted the slogan " Ons dak nie, ons phola hier" (we won't move, we live here)

But, 1955, 2000 policemen armed with guns, knobkieries and rifles began to move the community of Sophiatown out of their homes. Africans were move to newly constructed township of Meadowlands in Soweto, many miles to southwest of Johannesburg. The coloured people moved to Eldorado park, South of Johannesburg; the Indian community to Lenasia and Chinese people to central Johannesburg



Source G

The Government's scheme was not slumclearance but robbery: robbery carried out in the interest of and under pressure from neighbouring white suburbs.

Father Trevor Huddleston, Doubleday 1956

Source E

My mind recoiled with anger and little with fear. I had not realised the scope of destruction,; it was a wasteland...

Bloke Modisane 1963: Thames and Hudson

Source F

Study the case study and answer the questions that follow.

1. What law had been passed in 1950 which gave the government the power to move people out of Sophiatown?
2. Look at the photograph in Source D. What does it tell you about the population of Sophiatown?
3. Write two negative things that the author tells us about the situation in Sophiatown when this law was implemented.
4. According to Source E, why did the National Party want to destroy Sophiatown?
5. Read Source F. How did the author feel about the destruction of Sophiatown?
6. What do you notice about the photograph in Source G?
7. Why do you think the apartheid government renamed Sophiatown "Triomf"?

1950s: Repression and non-violent resistance to apartheid

Date: _____

- SACP banned
- ANC programme of action

Activity 4



1. What does the term SACP stand for?
2. Look at the logo of the SACP. What are the sickle and the hammer used for?
3. From which party does this logo have its origin?
4. Why was the SACP banned in 1950?
5. Why was the National Party against any communist party?
6. Which year was the African National Congress formed?
7. What form of action did the ANC use before 1949 to resist Apartheid?
8. Why are the Programme of Action of the ANC seen as a turning point in South Africa?

Brief biography:

Albert Luthuli, his role in the ANC and resistance to apartheid

Date: _____



Albert Luthuli



Walter Sisulu

Activity 5

1. Write a short biography of Albert Luthuli?
2. What was his role in the ANC?
3. Write a short biography of Walter Sisulu?
4. What role did he play as a member of the ANC?
5. What did Walter Sisulu do to build democracy in South Africa?

Defiance Campaign

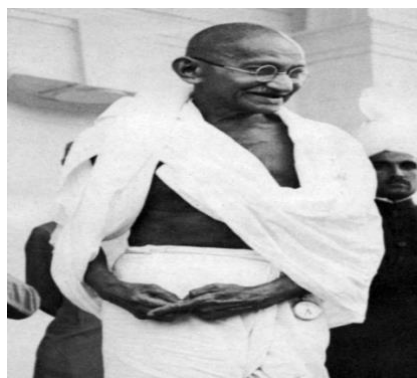
and the influence of Mahatma Gandhi

Date: _____

Activity 6



Nelson Mandela during the Treason Trail



Mathatma Gandhi

The executive committees of the African National Congress and the South African Indian Congress met in conference on the 29th of July 1951 to discuss the difficulties and problems facing the non-white people of South Africa. After discussing the means of overcoming these problems the conference declared its firm conviction that all the people, irrespective of race, colour or creed, have the inalienable right to participate directly and equally in the governing councils of the state. In pursuance of this objective it...

- (a) declared war on pass laws and stock limitation regulations, the Group Areas Act, the Separate Representation of Voters Act, the Suppression of Communism Act and the Bantu Authorities Act;
- (b) resolved to embark on a mass campaign for the repeal of these oppressive measure; and
- (c) established a Joint Planning Council to co-ordinate the efforts of the national organisations of the African and Indian peoples in this mass campaign

1. What was the purpose of the Defiance Campaign?
2. Give a definition of the **state of emergency** and explain why you think the state felt it needed to have the power to declare one?
3. What role did Mahatma Gandhi played during the Defiance campaign?
4. How did Gandhi's ideas influence the ANC?
5. What activities took place during the Defiance Campaign?
6. How did the apartheid government rested to the Defiance Campaign?
7. In what ways can you say the Defiance campaign was a success?
8. Which resistance organisation was established after the defiance campaign?
9. What was the thinking behind Gandhi's "satyagraha" system?

Freedom Charter and Treason Trial

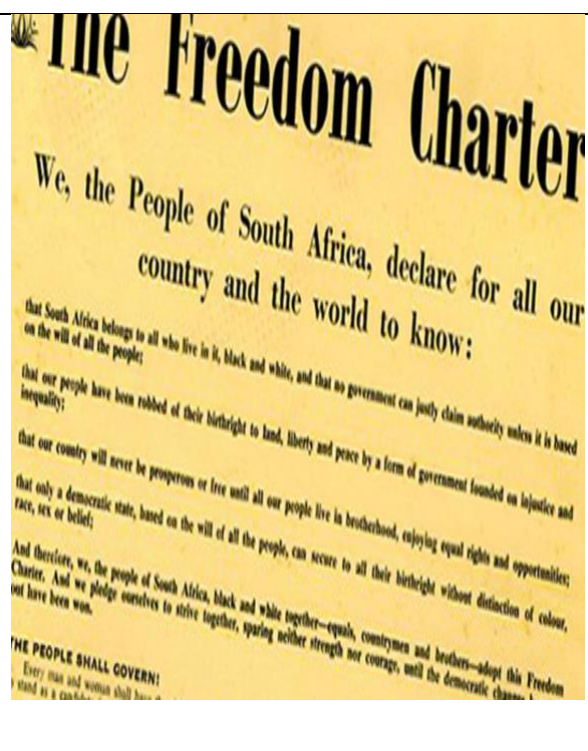
Date: _____

Source H

We the people of South Africa, declare for all our country and the world to know:
That South Africa belongs to all who live in it, black and white, and that no government can justly claim authority unless it is based on the will of the People
Therefore we, the People of South Africa, black and white together - equals, countrymen and brothers - adopt this Freedom Charter. And we pledge ourselves to strive together, sparing neither strength nor courage, until the democratic changes here set out have been won.

- The people shall govern!
- all national groups shall have equal rights!
- the people shall share in the country's wealth!
- the land shall be shared among those who work it!
- all shall be equal before the law!
- all shall enjoy equal human rights!
- there shall be work and security!
- there shall be houses, security and comfort!
- the doors of learning and of culture shall be opened

The Freedom Charter. 26 June 1955



Activity 7

1. What was the Congress Alliance and why was it important to write the Freedom Charter?
2. Which area was the Freedom Charter drawn up?
3. What was the treason trial?
4. Why was the government not in favour of the treason trial?
5. Identify 5 ANC leaders that were arrested for the treason trial?

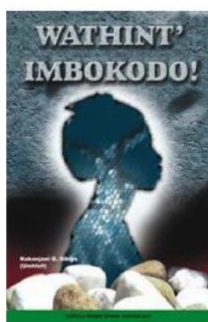
The Women March of 1956

Date: _____

o Brief biographies: Helen Joseph and Lillian Ngoyi and their roles in resistance to apartheid



Source I



Source J



Source K

Activity 8.

1. What was the reason for the women March in 9 August 1956?
2. Explain why FEDSAW was formed and why was it important?
3. Who was the South African Minister at that time of The Women's march?
4. Why is National Women Day important in South Africa?
5. What is the meaning of "Imbokodo", why was it used?
- 6 Study Source J. Why do you think the women choose the stones as a symbol?
7. Explain how the lives of Helen Joseph and Lillian Ngoyi were good examples to show women's resistance to apartheid in the 1950s
8. Who were Helen Joseph and Lillian Ngoyi?
9. Study information regarding Helen and Lillian Ngoyi. (See CAPS textbook)
What characteristics did they have in common?
10. What is the legacy each one left for South Africa?
11. Name a few other women who contributed to the struggle against Apartheid?
12. In what way was the Women's march a success? In what way was it a failure?

Activity 9.

Paragraph Writing

Write a paragraph of 6-8 lines.

9.1 Choose one Apartheid law and explain how it affected people's lives and how people responded. (8 marks)

9.2 Write a paragraph that explains the reasons for the Women's March. (8 marks)

Activity 10

Write an essay of 1-1½ pages.

Choose any one of the following topics

10. 1 Describe the experience of a black South African under Apartheid. (20 marks)

Or

10.2 What is your understanding of Apartheid and how it affected the lives of South Africans? (20 marks)

HISTORY MEMORANDUM

TERM 3

The universal declaration of Human rights after World War II

1. All humans are born equal and must be treated the same. Rights belong to all everyone , to all people everywhere .
2. During this time South Africa was entering the most racist time in history. During this time the National Party was in power and they put into practice racial discrimination, namely apartheid. The National party implemented apartheid laws. Black South Africans were denied basic rights.
3. After WWII THE UDHR (Universal Declaration For Human Rights) set a standard how humans must behave towards one another so that everyone human dignity is respected.
4. Eleanor Roosevelt
5. To discriminate based on race/ethnic group/ the false idea that certain group of people are better than others
6. Human evolution shows us that all humans share common ancestry – we are all Africans in the sense that we all descended from ancestors who lived in Africa.
8. Apartheid Ideology used skin colour and other physical characteristics of South Africa to classify people into race groups.
9. Apartheid said that light skinned people were more superior to dark skinned people.
10. Apartheid means apartness – Black South Africans were separated from white South Africans.
11. Non Whites were divided into –“Native” or “bantú”, “coloured and Indian” People,

Activity 1

1. Segregation- the practice or policy of creating spate facilities within the same society.
2. When a country take control over another country.
3. **Native Land Act of 1913**- allowed African people to own 13% of the land. This was called reserves which was widely scattered pieces of land especially in the eastern side of the country.
The rest of the land was to be kept for white ownership and occupation. The Unequal access to land was one of the main ways that African people were kept spate.
4. Native referred to the black African- which is insulting terms
5. 1948
6. Laws were implemented to separate whites form Black south Africans.
- 7.

Separate Amenities Act	Beaches, parks , toilets and nearly allpublic amenities were segregated. Whites were allowed to use the best facilities.
Bantu Education Act	Black children received an inferior education
Group Areas Act	Special Areas were set aside as residential and business areas for particular race. Many people wer force to move to other areas.
Population Registration Act	The law classified all South Africans into Whites (Europeans) Coloured, Indians and Africans
Passes Act	All African men had to carry reference books or pass books. The passes were used to control the movement of African male workers between rural and urban areas
Prohibiting of the Mixed marriages act	The law forbade marriages between blacks and whites, and made illegal for black and white to have sexual relations with each other.
Bantu Self Government Act	This set up home land for Africans
The suspension of Communism Act and the Terrorism Act	The law banned any political organisation that was not in favoured by the national Party,

8. Passes Act- Black male workers had to carry a pass book for movement control.
9. Certain jobs are reserved for a particular group – job colour bar gave white people jobs rather than black people.
10. People had to stay in separated areas according race or colour.

Group Areas Act

Date: _____

Activity 2

Group Areas Act

Activity 2

1. Group Areas Act
2. Beaches, toilets and other amenities were segregated. Beaches and certain public toilets were only meant for white people.
3. Group Areas Act.
4. Ms David becomes emotional and bitter when she remembered what happened during the time they were evicted from their home. The act changed their lives as the children in the community even became gangsters.
5. Separate Amenities Act- Blacks were not allowed to share the same facilities as whites.
Group Areas Act. Blacks were removed from their homes and forced to live in areas assigned by the National Party. (Any other relevant)
6. The cards classified all South Africans into Whites (Europeans) Coloured, Indians and Africans
7. Education for Blacks which was an inferior education system.
8. The 1913 act forces them to locate in reserves/homelands that were put aside for them. Blacks only owned 13% of land while the rest of the country is reserved for White people. The unequal access to land was one of the main ways that African people were kept separate.

9.1 Paragraph writing.

See learner's response to the question.

Level 1	Uses evidence in an elementary manner e.g. shows little or no understanding. 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. Uses evidence in a very basic manner.	MARKS: 3-5
Level 3	Uses relevant evidence e.g. demonstrates a thorough understanding <input type="checkbox"/> Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS: 6-8

Activity 3

1. Group Areas Act
2. Population group are Africans. People are free. Graffiti on a wall which states that they will not move.
3. 2000 policemen armed with guns, knobkerries and rifles began to move the community of Sophiatown out of their homes.
People were moved far away from the town or CBD area.
4. National Party wanted to reserve the area for whites as it is located near the CBD area.
5. Person was angry and fearful. The destruction and demolishing of properties became a wasted land.
6. People were forcefully removed by police.

Activity 4

1. South African Communist Party.
2. The logo of the SACP was based on the Soviet Union's symbol of the hammer and the sickle.
3. USSR/ Soviet Union
4. The SACP was banned because it operated underground (in secret.) Any organisation who opposed the government or are a communist.
5. The beliefs and ideology of a communist party differ. Communist system has the interest of all the people as a whole and all business and industries are owned by the state. The National party wanted private properties, personal wealth.
- 6.. in January 1912.
7. They took action by forming a Youth league and turned it into a mass based organisation. The ANC then took a more aggressive stand against government.
8. The Programme has changed the course of events in South Africa as well how people lived or behave thereafter. It impacted the abolishment of Apartheid.

Activity 5

1. Albert Luthuli was a Zulu chief, a committed Christian, a school teacher, a writer and a farmer. He was a member of the ANC and became leader in 1952.
2. Albert Luthuli played a leading role in the non-violent resistance against apartheid during 1950s.
3. ANC activism. **Sisulu** was a political networker and **had** a prominent planning role in the militant Umkhonto we Sizwe ("Spear of the Nation"). He was made secretary general of the ANC in 1949, displacing the more passive older leadership, and held that post until 1954. He also joined the South African Communist Party.
4. He was made secretary general of the ANC in 1949.
5. At this time, an umbrella organisation that led opposition to the white minority government in South Africa. Luthuli ended up serving until his accidental death- fighting against Apartheid.

Activity 6

1. Planned programme of civil disobedience. A large group of Africans will act peacefully but would deliberately break the law. They aimed to get arrested and flooded the country's prison.
2. The government suspends the rule of law and use special powers to rule the country. Government introduced even harsher laws.
3. Mahatma led a movement to change the unfair laws on behalf of Indians in South Africa. He challenges the law which he called *Satyagraha* – a form of resisting injustice without using violence.
4. He influenced the ANC to adopt the Defiance Campaign.
5. People broke the laws. They walk through white only entrances, sat in parks. Some people lost their jobs during that time. Some were arrested during defiance campaign. People like Nelson Mandela burned the passports. Black people go t into “Whites only” train carriages
6. The government implemented harsher laws and declare a state of emergency.
7. The defiance campaign led to the formation of resistant organisations, It also initiated an international solidarity movement. They received support from other overseas countries.
8. The coloured People congress
 - The Congress of White Democrats
 - The congress Alliance
9. A form of resisting injustice without using violence.

Activity 7

1. Congress Alliance was other liberation groups who opposed apartheid. This included the South Africa Indian Congress, The coloured Congress, The South African Congress of Trade unions(SACTU) and The Congress of Democrats.
2. Kilptown South of Johannesburg in 26 June 1955
3. The congress was charged for treason- which means they were trying to overthrow the government.
4. The government believed that Freedom Charter promoted treason. People arrested was 156 which lasted for four years. Government could not handle all cases. Eventually the accused were found not guilty.
5. Nelson Mandala, Oliver Tambo, Walter Sisulu, Albert Luthuli, Yusuf Cachalia.

Activity 8

1. The government declared that African women had to carry passes. They began to implement the law in 1956 and women in the Congress Alliance decided to protest. They planned this in the form of a march to the Union Buildings in Pretoria, the offices of the Apartheid government.
 2. The Federation of South African Women (**FEDSAW**) was a political body group formed in 1954. At **FEDSAW's** inaugural conference, a Women's Charter was adopted. Its founding was spear-headed by Lillian Ngoyi.
 3. Prime minister Strijdom
 4. The importance of the events of 1956 is remembered every year on August, the day on which Women marched to Pretoria. This day is celebrated as a holiday a part of our new democracy.
 5. Imbokodo is the Zulu word for grinding stone, It is used by women to grind maize.
The imbokodo was a symbol of women's strength during times of hardship.
 6. Stones symbolise the strength the women use to protest against apartheid
 7. Appalled by the plight of black women, she played a pivotal role, along with Lillian Ngoyi, in the formation of the Federation of **South African** Women. With its leadership, she spearheaded a March of 20,000 women on August 9, 1956, to the Union Buildings in Pretoria to protest against the pass laws.
 8. **Helen Joseph** is one of South Africa's greatest anti-apartheid freedom fighters and women's rights advocates. She devoted her life to fearlessly campaign for democracy, equal rights, and uniting the people of South Africa. At her funeral in 1993, her close friend Nelson Mandela described her as "a figure which has helped to shape our destiny and an indelible part of our history."
- Lilian Masediba Matabane Ngoyi, "Mma Ngoyi", (25 September 1911 – 13 March 1980), was a South African anti-apartheid activist. She was the first woman elected to the executive committee of the African National Congress, and helped launch the Federation of South African Women. She was the woman who knocked on the prime minister Strijdom's door to hand over the Petition.*
9. **Helen Joseph and Lillian Ngoyi, are** South Africa's greatest anti-apartheid freedom fighters and women's rights advocates. Both helped to launch the Federation of South African Women.
 10. **Helen Joseph** will be remembered as a dedicated woman who opposing apartheid. See leaves an inspiration, symbol of defiance, integrity and courage for all in South Africa.
- Lillian Ngoyi** will be remembered as a woman opposing apartheid. As a factory worker and a seamstress was tough and a compassionate person. In her political role she is known as a strong orator and fiery inspiration to her colleagues in the ANC.
11. Albertina Sisulu, Sophia Williams, Ruth First, Raheema Moosa
 12. Positive affects-Women from all race participated in the women march. All joined the march in solidarity. Resistance irritated and embarrassed the apartheid government. The level of national

organisations was impressive and showed that women from all over the country be mobilised against apartheid.

Negative affects- Women activists were arrested in 1956. They were banned and restricted in terms of movement.

The campaign by the women march was defeated and by 1960 nearly four million women had registered for their pass books.

Activity 9

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Activity 10.

Marking grid of an essay

See GET CAPS Amended document circular S page 121-123

Essays must have a formal structure that includes an introduction, which introduces the point of view or explanation of the topic.

A main body, which develops an argument; and a conclusion (conclude the line of argument). Credit will be given for this structure.

Each paragraph represents an idea. The line of argument must form a thread throughout the essay.

When answering essay questions, learners should discuss, explain or assess (prove) the accuracy of a statement if required to do so, or to express an opinion.

Through essays, teachers should assess learners' ability to demonstrate or communicate thorough knowledge and understanding of the topic and use relevant information to answer the question.

Marking essay questions

Teachers must be aware that the content of the answer will be indicated as a synopsis in the marking guidelines.

Learners may have 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.

The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualized: ^
- Wrong statement: _____
- Irrelevant statement: |
- Repetition: R
- Analysis: A
- Interpretation: 1

HISTORY MEMORANDUM

TERM 3 2020

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Pre- test/ Baseline Assessment

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Group Areas Act

Date: _____

Activity 2

Group Areas Act

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6. In January 1912.
7. They took action by forming a Youth league and turned it into a mass based organisation. The ANC then took a more aggressive stand against government.
8. The Programme has changed the course of events in South Africa as well how people lived or behave thereafter. It impacted the abolishment of Apartheid.

Activity 5

1. Albert Luthuli was a Zulu chief, a committed Christian, a school teacher, a writer and a farmer. He was a member of the ANC and became leader in 1952.
2. Albert Luthuli played a leading role in the non-violent resistance against apartheid during 1950s.
3. ANC activism. **Sisulu** was a political networker and **had** a prominent planning role in the militant Umkhonto we Sizwe ("Spear of the Nation"). He was made secretary general of the ANC in 1949, displacing the more passive older leadership, and held that post until 1954. He also joined the South African Communist Party.
4. He was made secretary general of the ANC in 1949.
5. At this time, an umbrella organisation that led opposition to the white minority government in South Africa. Luthuli ended up serving until his accidental death- fighting against Apartheid.

Activity 6

1. Planned programme of civil disobedience. A large group of Africans will act peacefully but would deliberately break the law. They aimed to get arrested and flooded the country's prison.
2. The government suspends the rule of law and use special powers to rule the country. Government introduced even harsher laws.

3. Mahatma led a movement to change the unfair laws on behalf of Indians in South Africa. He challenges the law which he called *Satyagraha* – a form of resisting injustice without using violence.
4. He influenced the ANC to adopt the Defiance Campaign.
5. People broke the laws. They walk through white only entrances, sat in parks. Some people lost their jobs during that time. Some were arrested during defiance campaign. People like Nelson Mandela burned the passports. Black people go t into “Whites only” train carriages
6. The government implemented harsher laws and declare a state of emergency.
7. The defiance campaign led to the formation of resistant organisations, It also initiated an international solidarity movement. They received support from other overseas countries.
8. The coloured People congress
The Congress of White Democrats
The congress Alliance
9. A form of resisting injustice without using violence.

Activity 7

1. Congress Alliance was other liberation groups who opposed apartheid. This included the South Africa Indian Congress, The coloured Congress, The South African Congress of Trade unions(SACTU) and The Congress of Democrats.
2. Kilptown -South of Johannesburg in 26 June 1955
3. The congress was charged for treason- which means they were trying to overthrow the government.
4. The government believed that Freedom Charter promoted treason. People arrested was 156 which lasted for four years. Government could not handle all cases. Eventually the accused were found not guilty.
5. Nelson Mandela, Oliver Tambo, Walter Sisulu, Albert Luthuli, Yusuf Cachalia

Activity 8

1. The government declared that African women had to carry passes. They began to implement the law in 1956 and women in the Congress Alliance decided to protest. They planned this in the form of a march to the Union Buildings in Pretoria, the offices of the Apartheid government.
2. The Federation of South African Women (**FEDSAW**) was a political body group formed in 1954. At **FEDSAW's** inaugural conference, a Women's Charter was adopted. Its founding was spear-headed by Lillian Ngoyi.
3. Prime minister Strijdom
4. The importance of the events of 1956 is remembered every year on August, the day on which Women marched to Pretoria. This day is celebrated as a holiday a part of our new democracy.
5. Imbokodo is the Zulu word for grinding stone; it is used by women to grind maize.
The imbokodo was a symbol of women's strength during times of hardship.
6. Stones symbolise the strength the women use to protest against apartheid

7. Appalled by the plight of black women, she played a pivotal role, along with Lillian Ngoyi, in the formation of the Federation of **South African Women**. With its leadership, she spearheaded a March of 20,000 women on August 9, 1956, to the Union Buildings in Pretoria to protest against the pass laws.

8. **Helen Joseph** is one of South Africa's greatest anti-apartheid freedom fighters and women's rights advocates. She devoted her life to fearlessly campaign for democracy, equal rights, and uniting the people of South Africa. At her funeral in 1993, her close friend Nelson Mandela described her as "a figure which has helped to shape our destiny and an indelible part of our history.

Lilian Masediba Matabane Ngoyi, "Mma **Ngoyi**", (25 September 1911 – 13 March 1980), was a South African anti-apartheid activist. She was the first woman elected to the executive committee of the African National Congress, and helped launch the Federation of South African Women. She was the woman who knocked on the Prime Minister Styjdom's door to hand over the Petition.

9. **Helen Joseph and Lillian Ngoyi, are** South Africa's greatest anti-apartheid freedom fighters and women's rights advocates. Both helped to launch the Frederation of South African Women.

10. **Helen Joesph** will be remembered as a dedicated woman who opposing apartheid. See leaves an inspiration, symbol of defiance, integrity and courage for all in South Africa.

Lillian Ngoyi will be remembered as a woman opposing apartheid. As a factory worker and a seamstress was tough and a compassionate person. In her political role she is known as a strong orator ad fiery inspiration to her colleagues in the ANC.

11. Alertina Sisulu, Sohia Willians , Ruth First, Raheema Mooosa

12. Positive affects-Women from all race participated in the women march. All joined the march in solidarity. Resistance irritated and embarrassed the apartheid government. The level of national organisations was impressive and showed that women from all over the country be mobilised against apartheid.

Negative affects- Women activists were arrested in 1956. They were banned and restricted in terms of movement.

The campaign by the women march was defeated and by 1960 nearly four million women had registered for their pass books.

Activity 9

Level 1	Uses evidence in an elementary manner e.g. shows little or no understanding. 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. Uses evidence in a very basic manner.	MARKS: 3-5
Level 3	Uses relevant evidence e.g. demonstrates a thorough understanding <input type="checkbox"/> Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS: 6-8

Activity 10.

Marking grid of an essay

See GET CAPS Amended document circular S page 121-123

Essays must have a formal structure that includes an introduction, which introduces the point of view or explanation of the topic.

A main body, which develops an argument; and a conclusion (conclude the line of argument).

Credit will be given for this structure.

Each paragraph represents an idea. The line of argument must form a thread throughout the essay.

When answering essay questions, learners should discuss, explain or assess (prove) the accuracy of a statement if required to do so, or to express an opinion.

Through essays, teachers should assess learners' ability to demonstrate or communicate thorough knowledge and understanding of the topic and use relevant information to answer the question.

Marking essay questions

Teachers must be aware that the content of the answer will be indicated as a synopsis in the marking guidelines.

Learners may have 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.

The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualized: ^
- Wrong statement: _____
- Irrelevant statement: |
- Repetition: R
- Analysis: A
- Interpretation: 1