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**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

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**HISTORY P2
MARKING GUIDELINE**

MARKS: 150

This marking guideline consists of 21 pages.

1. SOURCE-BASED QUESTIONS

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

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1	- Extract evidence from sources. - Selection and organisation of relevant information from sources. - Define historical concepts/terms.	30% (15)
LEVEL 2	- Interpretation of evidence from the sources. - Explain information gathered from the sources. - Analyse evidence from the sources.	40% (20)
LEVEL 3	- Interpret and evaluate evidence from sources. - Engage with sources to determine its usefulness, reliability, bias and limitations. - Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions.	30% (15)

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

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

1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2 × 2) which translates to two reasons and is given two marks each (✓✓ ✓✓); (1 × 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.

$\frac{32}{50}$

- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS**2.1 The essay questions require candidates to:**

- Be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion.

2.2 Marking of essay writing

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to 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 learner 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' opinions 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 the essay.

2.4.2 During the reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/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 properly contextualised ^
- Wrong statement _____
- Irrelevant statement |
|
|
- Repetition R
- Analysis A ✓
- Interpretation I ✓

2. The matrix

2.5.1 Use of the matrix in the marking of essays.

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

- (a) The first reading of essays 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 essays 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: 50

PRESENTATION  CONTENT 	LEVEL 7 Very well planned and structured. Good synthesis of information. Constructed an argument. Very good use of evidence to support the argument.	LEVEL 6 Well planned and structured. Synthesis of information. Constructed an argument. Evidence used to support the argument.	LEVEL 5 Writing structured. Constructed an argument. Evidence used to support argument.	LEVEL 4 Clear attempt to construct an argument. Evidence used to a large extent to support the argument.	LEVEL 3 Some attempt to organise the information into an argument. Evidence not well used in supporting the argument.	LEVEL 2 Largely descriptive/ with little some attempt to develop an argument.	LEVEL 1 Answer not at all well-structured.
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/irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Sparse content. Question inadequately addressed					20–23	18–19	14–17
LEVEL 1 Question not answered. Inadequate content. Significant irrelevance						14–17	0–13

***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 CONTRIBUTION DID STEPHEN BANTU BIKO MAKE TO THE FREEDOM STRUGGLE IN SOUTH AFRICA IN THE 1970s?**

- 1.1 1.1.1 *[Extraction of information from Source 1A – L1]*
- Welfare work
 - Medical programmes
 - Programmes of self-help
- (3 × 1) (3)
- 1.1.2 *[Extraction of evidence from Source 1A – L1]*
- To uplift the black community
- (1 × 2) (2)
- 1.1.3 *[Interpretation of evidence from Source 1A – L2]*
- Black people had to live under white domination all their lives
 - Black people lived to make a meagre living
 - They were living according to their means and affordability
- Any other relevant response
- (Any 2 × 2) (4)
- 1.1.4 *[Interpretation of evidence from Source 1A – L2]*
- Black man will not be alienated
 - He will have some dignity
 - He will uplift his community
 - To do things for himself
 - To stand up for his rights
- Any other relevant response
- (Any 1 × 2) (2)
- 1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- Humorous about the interrogation sessions
 - He had a far closer understanding of his interrogators' fears
 - He had a far closer understanding of his interrogators' motivations than they will ever know
- (3 × 1) (3)
- 1.2.2 *[Interpretation of evidence from Source 1B – L2]*
- Biko was prepared to die for what he believed in but he was not a man of violence
 - Biko was prepared to fight for equality but at the same time he advocated racial peaceful co-existence
- Any other relevant response
- (Any 1 × 2) (2)
- 1.2.3 *[Interpretation of evidence from Source – L2]*
- He wanted to deny police involvement into the killing
 - It was a closed case
 - The state was not responsible for Biko's death
- Any other relevant response
- (Any 2 × 2) (4)

- 1.2.4 *[Determining the usefulness of Source 1B – L3]*
- Shows that Biko died while in police custody
 - Shows that Biko was resilient in his efforts to gain equality for blacks
 - Gives insight into how political activists were interrogated and tortured in prison
 - Gives insight into how police tried to cover up their involvement in the killing of Biko
 - Shows that Biko was widely supported by political activists
- Any other relevant response (Any 2 × 2) (4)
- 1.3 1.3.1 *[Definition of historical concepts from Source 1C – L1]*
- (a) **Apartheid**
- Political, economic and social separation of races based on colour
- Any other relevant response (Any 1 × 2) (2)
- (b) **Oppression**
- Unfair/unjust treatment of people of different races
- Any other relevant response (Any 1 × 2) (2)
- 1.3.2 *[Interpretation and evaluation of evidence from Source 1C – L2]*
- Biko was dedicated to freedom, justice and equality
 - Biko's bravery became the symbol of the resistance to all blacks who were suffering under apartheid
 - He was able to fight the evil system of apartheid instead of being absorbed by the system
 - Biko's ideas helped to shape the new SA
 - Biko would have made a big contribution to the new South Africa by ensuring that social justice was implemented effectively
- Any other relevant response (Any 2 × 2) (4)
- 1.3.3 *[Extraction of evidence from Source 1C – L1]*
- His clear mindedness about the country and its people
 - His deep knowledge of the country and the people's real needs
- (2 × 1) (2)
- 1.4 *[Interpretation of evidence from Source 1D – L2]*
- Biko's legacy lives on
 - Steve Biko served as an inspiration for most South Africans
 - Steve Biko's ideas had a huge impact on South Africa
- Any other relevant response (Any 2 × 2) (4)
- 1.5 *[Comparing information in Source 1C and D to identify similarities – L3]*
- Both sources:
- honour Biko as a national hero
 - show the influence of the Biko on South Africa
 - show that Biko sacrificed his life for the new democratic South Africa
- Any other relevant response (Any 2 × 2) (4)

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

Candidates should include some of the following:

- Engaging in welfare work and programmes of self-help run by Blacks for Blacks (Source 1A)
- Instill a sense of dignity within the Black man (Source 1A)
- We believed that we teach people leading by example (Source 1A)
- Steve Biko was a man of peace. He was militant in standing up for his principles, yes, but his abiding goal was a peaceful reconciliation of all South Africans (Source 1B)
- Believed in humanity and equal rights for all (Source 1C)
- Dedicated to fight for the removal of oppression (Source 1C)
- Dedicated to freedom, justice and bravery (Source 1C)
- His clear-mindedness and deep knowledge of the country's and its people's real needs would have contributed to South Africa (Source 1C)
- Inspired black Africans to achieve national freedom (Source 1D)

Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner, e.g. shows little or no understanding of the contribution of Steve Biko to the freedom struggle in South Africa in the 1970s. • Uses evidence partially to report on topic or cannot report on topic.	Marks: 0–2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows an understanding of the contribution of Steve Biko to the freedom struggle in South Africa in the 1970s. • Uses evidence in a very basic manner.	Marks: 3–5
LEVEL 3	• Uses relevant evidence, e.g. demonstrates a thorough understanding of the contribution of Steve Biko to the freedom struggle in South Africa in the 1970s. • 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 2: DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) BRING ABOUT PEACE AND RECONCILIATION IN SOUTH AFRICA?

2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*

- Archbishop Desmond Tutu
- Alex Boraine (2 × 1) (2)

2.1.2 *[Extraction of evidence from Source 2A – L1]*

- Examine human rights abuses on all sides between 1960 and 1994
- Hear testimony from victims and perpetrators
- Grant perpetrators amnesty from prosecution/civil action where there was full disclosure and political motivation was clearly presented
- Suggest how victims could be compensated (Any 2 × 1) (2)

2.1.3 *[Explanation of concepts from Source 2A – L1]*

- Official pardon for people who had been convicted of political offences during apartheid era
- Any other relevant response (Any 1 × 2) (2)

2.1.4 *[Assessing usefulness of Source 2A – L3]*

Useful

- TRC's aim was to overcome the past through confession and forgiveness
- South Africans could be reconciled to each other to build a new nation
- The new constitution supported the idea of national unity based on reconciliation and the reconstruction of society

Any other relevant response

Not useful

- Perpetrators felt the TRC was biased and favoured one group of people over the other
- Some perpetrators did not want to face the TRC and ask for forgiveness
- They felt they could live as individuals rather than unite as South Africans

Any other relevant response (Any 2 × 2) (4)

2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*

- Numerous atrocities (killings) of the past have not been properly investigated
- There was an over-emphasis on the role of the former security forces
- The assassination of about 400 top IFP leaders has not been thoroughly probed
- There has not been an in-depth analysis of what many would call 'black-on-black' violence (Any 2 × 1) (2)

2.2.2 *[Extraction of evidence from Source 2B – L1]*

- We must now live in the spirit of the Constitution
- We must have Ubuntu instead of vengeance
- We should have reparation instead of retaliation
- Prosecutions must be even handed

Any other relevant response (Any 2 × 1) (2)

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

- We are an emerging democracy, accustomed to justice
- If crimes were committed in the past by whomever and no application for amnesty was made, then justice must prevail

(Any 1 × 1) (1)

2.2.4 *[Interpretation of information from Source 2B – L2]*

- De Klerk not in favour of the TRC/Ramaphosa in favour of the TRC
- De Klerk viewed the TRC as a witch-hunt/Ramaphosa saw the TRC as a tool that promotes reconciliation
- De Klerk saw the TRC as a ANC method to prosecute former NP officials/Ramaphosa emphasised TRC as a nation building exercise
- De Klerk suggested that the TRC was in favour of blanket amnesty/Ramaphosa stated that amnesty is open to anyone who committed political crimes during the apartheid rule

Any other relevant response (Any 2 × 2) (4)

2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*

- He was an informer

(1 × 1) (1)

2.3.2 *[Interpretation of evidence from Source 2C – L2]*

- She wanted to know how her son died
- She wanted to know why were they calling her son an informer
- She wanted to know who did this to her son
- She wanted perpetrators to come forward

Any other relevant response (Any 2 × 2) (4)

2.3.3 *[Interpretation of information from Source 2B – L2]*

Yes:

- In 1997 the TRC reached a verdict that Madikizela-Mandela was guilty and had played a role in the killing of Stompie Sepei
- The crime was committed by her bodyguards of the Mandela United Football Club
- Jerry Richardson, one of Winnie Mandela's bodyguards, was convicted of the murder
- Winnie Mandela was convicted of kidnapping and being an accessory to the assault of Stompie
- Her six-year jail sentence was reduced to a fine and a two-year suspended sentence on appeal

Any other relevant response (Any 2 × 2) (4)

- 2.4 2.4.1 *[Extraction of evidence from Source 2D – L1]*
- Cebekulu
 - Felati
- (2 × 1) (2)
- 2.4.2 *[Interpretation of evidence from Source 2D – L2]*
- They believed that Winnie Mandela was innocent
 - Stompie was a traitor to the liberation struggle
 - Stompie was a casualty of war because he betrayed his own people by collaborating with the white government
- Any other relevant response (Any 2 × 2) (4)
- 2.4.3 *[Interpretation of evidence from Source 2D – L2]*
- Informants disclosed the operations of the freedom struggle organisations
 - Informers disclosed the names of the leaders of the liberation struggle
 - Informers disclosed the hideouts/places that struggle leaders were hiding at
- Any other relevant response (Any 2 × 2) (4)
- 2.5 *[Comparison of sources 2C and 2D to identify similarities – L3]*
- Both sources show that he was an informer
 - Both sources show that Winnie Mandela was involved in the killing of Stompie
- Any other relevant response (Any 2 × 2) (4)

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

Candidates should include some of the following:

Yes

- To foster post-apartheid reconciliation (Source 2A)
- To build a culture of human rights (Source 2A)
- To prevent further human rights abuses (Source 2A)
- Offered perpetrators the chance to reveal the truth regarding political killings (Source 2A)
- Amnesty given to perpetrators (Source 2A)
- The TRC eradicated the hatred between black and white South Africans (Source 2B)
- F.W. De Klerk wanted the TRC to be unbiased (Source 2B)
- Ramaphosa reaffirmed that the TRC was not a witch hunt but was committed to justice (Source 2B)
- Offered victims to find closure (Source 2C)
- Victims given a chance to tell their side of the story (Source 2C)
- TRC was a healing process (Source 2D)

No

- Many perpetrators refused to testify
- Leading figures in the NP did not testify
- ANC perceived the TRC as an attempt to criminalise the liberation struggle
- Atrocities of the IFP were not investigated
- NP perceived the TRC as a witch-hunt

Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner, e.g. shows no or little understanding on whether the TRC was successful in bringing peace and reconciliation in South Africa. • Uses evidence partially to report on topic or cannot report on topic.	Marks: 0–2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows an understanding on whether the TRC was successful in bringing peace and reconciliation in South Africa. • Uses evidence in a very basic manner.	Marks: 3–5
LEVEL 3	• Uses relevant evidence, e.g. demonstrates a thorough understanding on whether the TRC was successful in bringing peace and reconciliation in South Africa. • 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)

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QUESTION 3: WHAT WAS THE IMPACT OF GLOBALISATION ON THE ECONOMIES OF DEVELOPING COUNTRIES AFTER 1989?

3.1 3.1.1 *[Extraction of information from Source 3A – L1]*

- Climate change
- Globalisation (2 × 1) (2)

3.1.2 *[Extraction of information from Source 3A – L1]*

- The combination of global and national economic changes (1 × 2) (2)

3.1.3 *[Interpretation of evidence from Source 3A – L2]*

Climate change

- Climate change is a long-term continuous change to average weather conditions e.g. more frequent and severe extreme storms

Any other relevant response

Climate variability

- It is the way climate fluctuates yearly above or below a long-term average

Any other relevant response (Any 2 × 2) (4)

3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*

- Poverty
- Hunger (2 × 1) (2)

3.2.2 *[Interpretation of information from Source 3B – L2]*

- Hard work by digging the ground/planting the crops/feeding the animals (lady on the left - agriculture)
- Reap the benefits by selling the crops/animals for money (lady on the right - social protection)

Any other relevant response (Any 1 × 2) (2)

3.2.3 *[Reliability of evidence from Source 3B – L3]*

NOT RELIABLE

- It focuses only on agriculture and social work
- Speaks of farmers as subsistence farmers (farming for themselves)
- Does not show the impact of weather on agriculture
- Does not show the impact of globalisation on African farmers

Any other relevant response (Any 2 × 2) (4)

3.2.4 *[Interpretation of information from Source 3B – L2]*

- It can alleviate credit constraints
- Poor small farmers can engage in small scale scientific farming methods that would increase production and profit
- Productive farming could increase demand and therefore create jobs

Any other relevant response (Any 1 × 2) (2)

3.3 3.3.1 *[Extraction of evidence from Source 3C – L1]*

- Trade
- Aid

(2 × 1) (2)

3.3.2 *[Interpretation of differences of information from Source 3C– L2]***Domschu**

- Low income countries could not easily integrate into global economy because of their chosen policies
- Many countries experienced high levels of poverty
- All countries should participate in the world economy
- Financial help should be given to poor countries

Any other relevant response

Kalytta

- Positive effect
- Global market for companies to trade their products
- Communication between countries allows for better understanding and broader vision
- European businesses could be outsourced to Asia as labour is cheaper

Any other relevant response

(Any 2 × 2) (4)

3.3.3 *[Interpretation of evidence from Source 3C – L2]*

- Low cost labour in Asian countries compared to other countries
- High rate of profit for the companies
- Europeans felt the pressure because they could not compete with cheap labour

Any other relevant response

(Any 2 × 2) (4)

3.4 *[Comparison of Sources 3B and 3C to identify similarities – L3]*

- Both sources indicate that even the poorest countries could benefit from globalisation
- Both sources state that all countries should be included in the world economy even with the financial help of the international community
- Both sources show that globalisation could reduce poverty
- Both sources state that countries could sell their products anywhere if they participate in the world economy

Any other relevant response

(Any 2 × 2) (4)

- 3.5 3.5.1 *[Extraction of information from Source 3D – L1]*
- Cities were reduced to garbage-dumps where all industrial waste is accumulated
 - Pollution levels went sky-high (Any 1 × 2) (2)
- 3.5.2 *[Extraction of evidence from Source 3D – L1]*
- McDonalds
 - KFC (2 × 1) (2)
- 3.5.3 *[Interpretation of evidence from Source 3D – L2]*
- Restaurants and eateries prepare and sell any meat products without considering the local people's religious beliefs
 - They are only interested in making money
 - In India the cow (beef) is considered a sacred animal and therefore cannot be eaten
- Any other relevant response (Any 2 × 2) (4)
- 3.5.4 *[Extraction of information from Source 3D – L2]*
- Corporate greed
 - Corrupt government (2 × 1) (2)

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

Candidates should include some of the following:

- Climate change had an impact on food systems and agricultural production (Source 3A)
- Developing countries were less vulnerable to climate change as a result of globalisation
- Globalisation exposed farmers to new and unfamiliar conditions (Source 3A)
- Government support had a direct effect on poor farmers (Source 3A and 3B)
- Globalisation could reduce poverty and create jobs (Source 3B and 3C)
- Globalisation could assist developing countries with trade and aid (Source 3C)
- Low income countries cannot integrate into the global economy because of their policies (Source 3C)
- Kalytta viewed globalisation having a positive effect (Source 3C)
- Communication allowed for better understanding and broader vision (Source 3C)
- Globalisation led to migration of labour to Asia
- Cities in developing countries become the dumping ground of junk food outlets
- The rich are getting richer and the poor are getting poorer (Source 3D)

Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner, e.g. shows no or little understanding of the impact that globalisation had on the economies of developing countries. • Uses evidence partially to report on topic or cannot report on topic.	Marks: 0–2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows an understanding of the impact that globalisation had on the economies of developing countries. • Uses evidence in a very basic manner.	Marks: 3–5
LEVEL 3	• Uses relevant evidence, e.g. demonstrates a thorough understanding that the impact of globalisation had on the economies of developing countries. • 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)

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SECTION B: ESSAY TYPE QUESTIONS**QUESTION 4: CIVIL RESISTANCE IN SOUTH AFRICA: 1970s TO 1980s**

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

SYNOPSIS

Candidates need to state whether they agree with the statement or not and explain the reasons for their stance.

MAIN ASPECTS

Candidates should include the following aspects in their essays:

INTRODUCTION: Candidates should agree or disagree and explain why

ELABORATION

- The Anti-Apartheid Movement (AAM) in Britain aimed to end apartheid through boycotts and isolating South Africa from the international community
- They held demonstrations outside: the South African Embassy in Britain and against companies who did business with South Africa
- The result of this action: Barclays Bank sold their holdings in South Africa
- They held a concert in Wembley to demand the release of Mandela
- (AAM) initiated sport, cultural, academic and economic boycotts that isolated South Africa internationally
- Sport Boycott:
 - AAM prevented South Africa from participating in international competitions:
 - The Gleneagles Agreement called on Commonwealth countries to cut all sporting ties with South Africa
 - South Africa was expelled from the International Olympics
- Cultural Boycotts:
 - British and American musicians refused to perform in South Africa
- Academic Boycotts:
 - South African academics were barred from attending international academic conferences
- Consumer Boycotts:
 - The general public were urged to boycott South African products
- Disinvestment - Chase Manhattan Bank cut its links with SA
- The European Economic Community banned new investments in South Africa in 1985
- In 1986 America banned all new loans and investments in SA
- Large companies like General Electric, Pepsi Cola, IBM General Motors and Mobil closed their operations in South Africa
- Sanctions:
 - The USA refused to buy South African agricultural products, iron and steel
 - The USA banned direct air travel between the countries
 - International trade unions called on the Anti-Apartheid movements to boycott South African goods and to support sanction and disinvestment initiatives
 - The Frontline states allowed ANC to establish bases and military training camps in their countries
 - From here the ANC was able to step up MK raids and intensify the armed struggle
 - By the late 1980s the South African economy was on the verge of collapse

- Sanctions and disinvestment led to increased unemployment and poverty
 - This led to increased internal resistance
 - All this made it very difficult for the NP to survive in power
 - It was external pressures that eventually led to the downfall of Apartheid
- Any other relevant answer

CONCLUSION: Candidates should tie up their argument with a relevant conclusion

Use the matrix on page 6 to assess this essay.

[50]

QUESTION 5: THE COMING OF DEMOCRACY IN SOUTH AFRICA AND COMING TO TERMS WITH THE PAST

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

SYNOPSIS

Candidates need to demonstrate how the release of Nelson Mandela in 1990 was a turning point South Africa's history.

MAIN ASPECTS

Candidates should include the following aspects in their essays:

INTRODUCTION: Candidates need to indicate how the process of negotiations paved the way for the establishment of a democratic South Africa in 1994

ELABORATION

- De Klerk comes to power in 1989 – brief background (De Klerk's speech)
 - The unbanning of political & civic organisations such as the ANC and SACP
 - De Klerk's decision to release Mandela from prison on 11 February 1990 which paved the way for negotiations
 - Violence that erupted in Sebokeng – April 1990
 - Groote Schuur Minute – 2 May 1990 (ANC and NP met, ANC delegation led by Nelson Mandela, NP delegation led by F.W. De Klerk)
 - Pretoria Minute – August 1990 (ANC agreed to suspend the armed struggle)
 - Third force violence in Natal between Inkatha, the ANC and the apartheid government
 - CODESA 1 (19 political parties minus AZAPO, CP and PAC/300 delegates)
 - Violence erupts in some parts of the country i.e. Transvaal and Natal
 - White's only referendum and its impact (March 1992)
 - CODESA 2 (2 May 1992) collapsed. Parties failed to agree on a new constitution-making body and interim government
 - NP wanted minority veto while ANC wanted an interim government for no longer than 18 months and simple majority rule
 - Boipatong massacre and its consequences (17 June 1992)
 - Bisho massacre nearly derailed the process of negotiations (7 September 1992)
 - Record of Understanding signed on 26 September 1992 between Roelf Meyer (NP) and Cyril Ramaphosa (ANC)
 - Assassination of Chris Hani (10 April 1993) and its impact on South Africa
 - Right-wing (AWB) attack on World Trade Centre and its consequences
 - Multiparty negotiating Forum
 - Sunset Clause introduced by Joe Slovo broke the negotiations deadlock
 - Shell House massacre and its consequences – March 1994
 - Election date – 27 April 1994 announced
 - ANC won elections and Mandela first black South African President
- Any other relevant response

CONCLUSION: Candidates should tie up their argument with a relevant conclusion

Use the matrix on page 6 to assess this essay.

[50]

QUESTION 6: THE END OF THE COLD WAR AND A NEW WORLD ORDER: 1989 TO THE PRESENT

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

SYNOPSIS

Candidates should critically discuss the impact that the collapse of the Soviet Union had on South Africa's political landscape.

MAIN ASPECTS

Candidates should include the following aspects in their essays:

INTRODUCTION: Candidates need to indicate how the collapse of the Soviet Union in 1989 contributed to the political transformation that occurred in South Africa and substantiate their line of argument

ELABORATION

- Economic conditions in Russia in the late 1980s
- Gorbachev's policies of Glasnost and Perestroika
- Gorbachev ends the nuclear arms race with the USA
- Gorbachev ends the war in Afghanistan
- USSR relinquishes her dominance over Eastern Europe
- The fall of the Berlin Wall
- Changes in the world contributed to the end of apartheid
- The collapse of the USSR deprived the ANC of its main source of support
- The ANC could not depend on the USSR to support it economically or with weapons anymore
- Gorbachev was also in favour of a peaceful transition of power in South Africa
- The National Party's claim that it was acting as a 'bulwark' against communist expansion in southern Africa became unrealistic
- The National Party's claim that it was protecting South Africa from a communist take-over was naïve
- Western world powers supported the move that South Africa resolved its problems peacefully and democratically
- It became clear that the National Party could no longer maintain white supremacy rule in South Africa anymore
- Influential National Party members started to realise that apartheid was not the answer to the needs of white capitalist development
- The Battle of Cuito Cuanavale and the independence of Namibia
- There was no doubt that the continued repression of black South Africans would not ensure political stability
- P.W. Botha suffered a stroke and was succeeded by F.W. De Klerk
- F.W. De Klerk started to accept that the black South Africans struggle against apartheid was not a conspiracy directed from Moscow
- This enabled De Klerk to engage in discussions with the liberation organisations
- On 2 February 1990 De Klerk announced 'a new and just constitutional dispensation'
- This signalled the end of apartheid rule

Any other relevant answer

CONCLUSION: Candidates should tie up their argument with a relevant conclusion

Use the matrix on page 6 to assess this essay.

[50]

TOTAL: 150