GRADE 12

History P2

SELF STUDY GUIDE BOOKLET

basic education
Department: Basic Education
REPUBLIC OF SOUTH AFRICA

Second Chance Matric Support Programme

2030 NDP

NATIONAL EDUCATION COLLABORATION TRUST

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WOZA MATRICS 2021 CATCH UP

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1. INTRODUCTION

The declaration of COVID-19 as a global pandemic by the World Health Organisation led to the disruption of effective teaching and learning in many schools in South Africa. The majority of learners in various grades spent less time in class due to the phased-in approach and rotational/ alternate attendance system that was implemented by various provinces. Consequently, the majority of schools were not able to complete all the relevant content designed for specific grades in accordance with the Curriculum and Assessment Policy Statements in most subjects.

As part of mitigating against the impact of COVID-19 on the current Grade 12, the Department of Basic Education (DBE) worked in collaboration with subject specialists from various Provincial Education Departments (PEDs) developed this Self-Study Guide. The Study Guide covers those topics, skills and concepts that are located in Grade 12, that are critical to lay the foundation for Grade 12. The main aim is to close the pre-existing content gaps in order to strengthen the mastery of subject knowledge in Grade 12. More importantly, the Study Guide will engender the attitudes in the learners to learning independently while mastering the core cross-cutting concepts.

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2. HOW TO USE THIS SELF-STUDY GUIDE

This Self-Study Guide is designed to assist **YOU** in revising the critical content and skills covered during the year. The purpose is to prepare you to understand the key concepts and to provide you with an opportunity to establish the required standard and the application of the knowledge necessary to succeed in the NCS examination.

The Study-guide covers the following topics:

Topic 1: Civil Resistance in South Africa 1970s to 1980s:

- **Internal Resistance (Source-Based Question)**
- **Challenges to apartheid - BCM (Essay)**

Topic 2: The end of the Cold War and a new world order

- **Globalisation (Source-Based Question)**
- **the impact of Gorbachev's reforms on the disintegration of the Soviet Union and the impact on South Africa (Essay)**

Topic 3: Broad overview of the Coming of Democracy in South Africa and Coming to terms with the past

2.1. STRUCTURE OF THE STUDY- GUIDE

This Study Guide that should be used in conjunction with textbooks and other resources.

- Cognitive Levels of questions
- How to prepare for source-based questions
- Skills in answering source-based questions
- Essay writing skills
- Examination Guidelines (2021 – 2023)
- A mind map to give you the summary of the topic
- A timeline and a list of concepts you must know
- Content
- Sources with different levels of questions and answers
- Essays questions

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3. EXAMINATION GUIDELINES

The **prescribed topics** for 2021 to 2023 will be assessed as follows:

SECTION A: SOURCE-BASED QUESTIONS PAPER 1 (ONE question per topic will be set)	SECTION B: ESSAY QUESTIONS PAPER 1 (ONE question per topic will be set)
1. The Cold War Question focus: The origins of the Cold War • End of Second World War (introduction); why did a Cold War develop? • USSR and USA and the creation of spheres of interest (Installation of Soviet friendly governments in satellite states; USA's policy of containment; Truman Doctrine; Marshall Plan; The Berlin Crises 1949-1961; Opposing Military alliances: NATO and Warsaw Pact • Who was to blame for the Cold war?	**1. The Extension of the Cold War – Case Study: Vietnam** Question focus: The Stages in the war: • 1957–1965 Struggle in Vietnam between the South Vietnamese army and communist-trained rebels (also known as the Viet Cong) • 1965 –1969 North Vietnamese - USA struggle (include the nature of the Vietnamese war against the USA) • The War from a Vietnamese and USA perspective • The War as a global issue • 1969 –1975 USA withdrawal from Vietnam (impact on USA politics' student movements)
2. Independent Africa Question focus: Africa in the Cold War: Case study: Angola • Angola: colonialism and independence • Outbreak of civil war in 1974 (MPLA, FNLA and UNITA) • Reasons for and nature of involvement in Angola (USSR, USA, Cuba, China, South Africa); impact on regional stability • Significance of the Battle of Cuito Cuanavale 1987 and 1988	**2. Independent Africa** Question focus: How was independence realised in Africa in the 1960s and 1970s? Case study: The Congo • What were the ideas that influenced the Congo? • Political (type of leader, legacies of colonialism, type of government, political stability and instability) • Economic (type of economy) • Social and cultural successes/ challenges that the Congo faced (benefits of independence, education, Africanisation)
3. Civil society protests from the 1950s to the 1970s Question focus: The US Civil Rights Movement • Reasons and origins of Civil Rights Movement in the USA • Role, impact and influence of Martin Luther King Jr; The influence of passive resistance (Gandhi) on Martin Luther King Jr	**3. Civil society protests from the 1950s to the 1970s** Question focus: The Black Power Movement • Reasons for the Black Power Movement • Formation of the Black Panther Party • Roles of Malcolm X, Stokely Carmichael, Huey Newton and other African American activists

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• Forms of protest through civil disobedience: Montgomery Bus Boycott; Sit-ins; Freedom Rides; campaigns and marches including Birmingham Campaign, the march to Lincoln Memorial, Freedom Summer and the Selma-Montgomery marches • School desegregation: case study Little Rock Arkansas (As part of forms of protests OR as a case study) • Short-term and long-term gains	• Short-term and long-term gains
PAPER 2 **(ONE question per topic will be set)**	**PAPER 2** **(ONE question per topic will be set)**
1. Civil Resistance, 1970s to 1980s: South Africa Question focus: The crisis of apartheid in the 1980s • Government attempts to reform apartheid (the 1982 Urban Bantu Authorities Act; the tricameral system) • Internal resistance to reforms • Growing power of the Trade Union Movement from 1973 • Response to Botha's 'reforms' – new methods of mobilisation (labour's 'rolling mass action', roles of civics, UDF, Mass Democratic Movement and End Conscription Campaign and Black Sash)	**1. Civil Resistance, 1970s to 1980s: South Africa** Question focus: The challenge of Black Consciousness to the apartheid state • The nature and aims of Black Consciousness • The role of Bantu Stephen Biko • Black Consciousness Movement (BCM) • The challenge posed by the ideas of Black Consciousness to the state • The 1976 Soweto uprising–briefly, relating to the influence of BCM on the students • The legacy of Black Consciousness on South African politics

2. The coming of democracy to South Africa and coming to terms with the past
Question focus: The Truth and Reconciliation Commission (TRC)
• Reasons for the TRC: (Establishment and formations of sub-committees)
• Various forms of justice (retributive and restorative)
• The debates concerning the TRC
  ○ Positive aspects of the TRC
  ○ Amnesty provisions and problems with amnesty
  ○ Focus on gross human rights violations of the 1980s
  ○ Reparations
• Responses of political parties to the TRC and the final report of the TRC
	2. The coming of democracy to South Africa and coming to terms with the past
	Question focus: Negotiated settlement and the Government of National Unity
	• Beginning of negotiations 1989 -1991
	• Breakdown of negotiations
	• Multi-party negotiation process resumes
	• Ongoing violence: attempts to derail negotiations
	• Final road to democracy in 1994 (27 April 1994 election; the Government of National Unity (GNU))

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• **Focus on various case studies, victims and perpetrators**	
3. The end of the Cold War and a new order 1989 to the present <u>Question focus</u>: A new world order • What is globalisation? • Balance of power and impact on Africa • Dominance of global capitalism • Emerging economies and different forms of capitalism: BRICS • Responses to globalisation	**3. The end of the Cold War and a new world order** <u>Question focus</u>: The impact of Gorbachev's reforms on the Soviet Union and South Africa • Gorbachev's reforms in the Soviet Union • Eastern Europe (overview or in broad outline): (events in Poland; significance of these events on the Soviet Union's influence in the Eastern Europe; Germany; The fall of the Berlin Wall) • The disintegration of the Soviet Union • Turning point in South Africa (the collapse of the Soviet Union and its impact on South Africa)

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4. EXAMINATION REQUIREMENTS

REMEMBER

You are required to answer THREE questions which could be:
TWO Source-based Questions from Section A and ONE Essay Question from Section B = 150 Marks

OR

TWO Essay Questions from Section B and ONE Source-based Question from Section A – 150 Marks

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5. COGNITIVE LEVELS OF QUESTIONS:

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS	TYPICAL QUESTIONS
LEVEL 1	• Extract evidence from sources • Selection and organisation of relevant information from sources • Define historical concepts/terms	**30% (15)**	• What information in the source tells you about...? • Quote TWO reasons from the source... • What do you understand by the term...?
LEVEL 2	• Explanation of historical concepts/terms (in the context of ...) • Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	**40% (20)**	• What message does the cartoonist convey regarding...? • Explain in your own words ... • Why do you think...?
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)**	• Explain to what extent the evidence in Source 1A... • Compare the evidence in Sources 2A and 2B and explain how you would account for the differences... • Comment on the usefulness/ limitations/ reliability of the information in Sources 3C and 3D...

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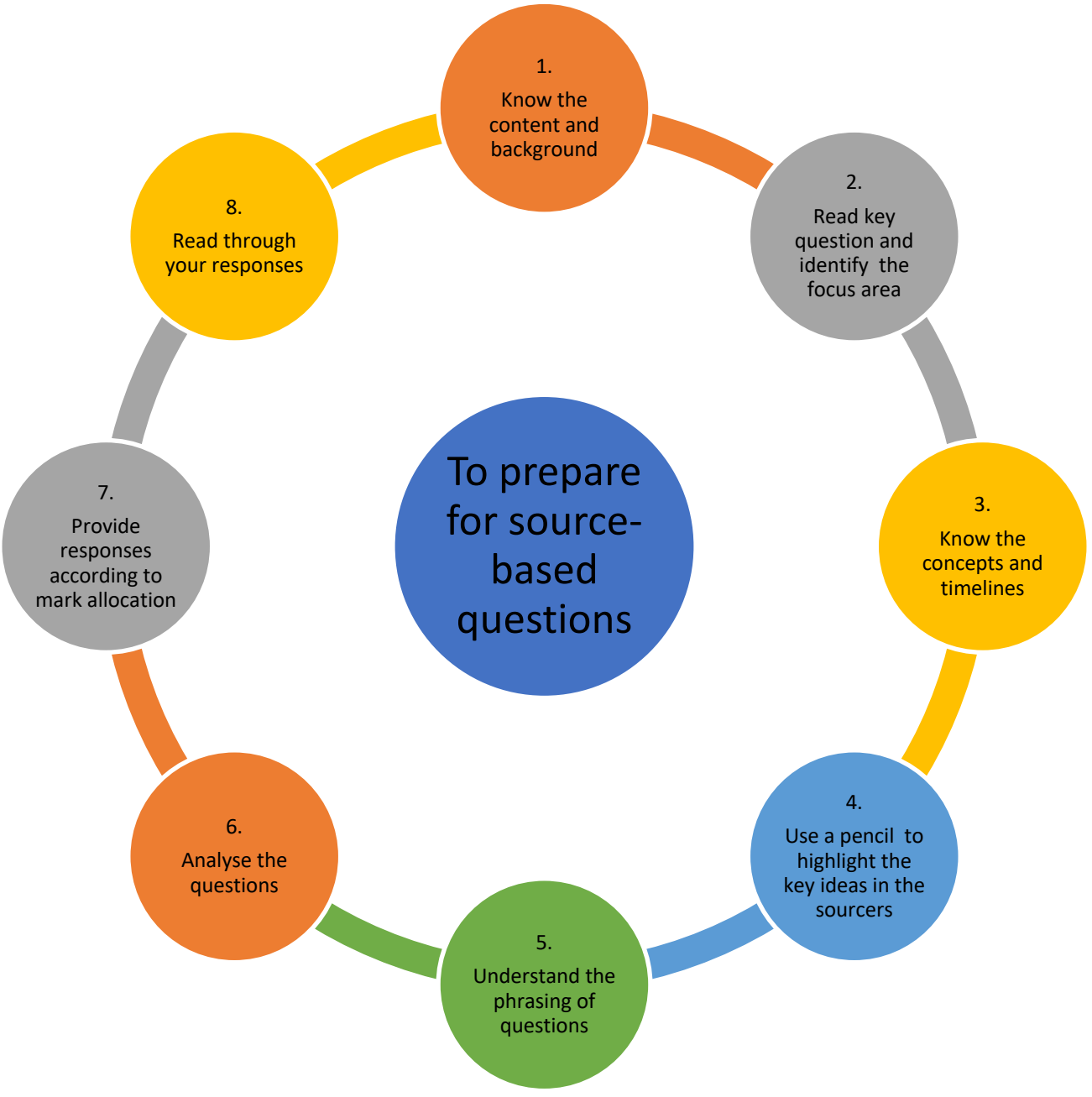
6. HOW TO PREPARE FOR SOURCE-BASED QUESTIONS

When preparing for source-based questions remember the following:



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6.1. HOW TO ANSWER SOURCE-BASED QUESTIONS

Remember!!

- ✓ The **key question** provides the focus of the content in the sources.
- ✓ It will also be asked as the **paragraph question**.
- ✓ Make **brief notes** about each source you could include in the paragraph.

1. The source will be labelled e.g. Source 1C

2. The source will be **contextualised** – it will indicate **what** the source is about, **why** it was written, **who** wrote (owner of) the source, **when** it was written and **where** the event took place.

3. Read the source with understanding.

4. Highlight concepts / terms. In this source e.g., communism/amnesty

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6.2. MARK ALLOCATION

- The **mark allocation** will indicate how much information you are required to provide in your response.
- Your responses should be clear, concise and be guided by the mark allocation.

	(2 x 1) (2)	Write 2 short responses from the source (extraction of information)	Response 1…√ Response 2…√
	(1 x 2) (2)	Write 1 complex response e.g., definitions or explanations	Response 1…√√
	(2 x 2) (4)	Write 2 complex responses Interpretation / explanation	Response 1…√√ Response 2…√√

6.3. SKILLS IN ANSWERING SOURCE-BASED QUESTIONS

RELIABLE

The following questions will help you to answer a question on reliability …

- What type of source is it? (Is it a primary or secondary source?)
- Who created the source? (Author)
- When was it created? (Date)
- Why was it produced? (Purpose)
- Where was it produced?

WHAT MAKES A SOURCE UNRELIABLE?

- A biased source only gives that
- person's perspective on the
- event in question.
- If a source contains a lot of emotional language
- If there is a hint that it might be exaggerated.

USEFUL

The following questions will help you to answer a question on usefulness…

- What does the source tell you?
- (Validity)
- Who created the source?
- When was it created? (Date)
- Look at the purpose – is it informative (fact) or opinionated is the source positive or negative? (Bias)

- Do you agree with what the source is showing?
- Would it be 'typical' at the time? (Relevance)
- What does the source not show us that we need to know? (Limitations)
- Can you relate this source to another? (Corroboration)

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GUIDELINES ON ASCERTAINING THE RELIABILITY OF A SOURCE

- Remember: No source is 100% reliable
- A source is likely to be more reliable if it was created at the time of an event in question (primary source that gives first-hand information).
- Sources created by people who were directly involved in an event can be more reliable
- These sources will usually be biased but they show us how a key role-player experienced the event in question.
- Sources written by historians are also considered more reliable, however, be aware of the context in which they were written (e.g., is the historian biased?)

WHAT ARE THE LIMITATIONS OF A SOURCE

- One sided view
- Bias
- Facts are deliberately omitted/exaggerated
- Propaganda

BIAS

Bias is when the creator's perspective is so strongly for or against something that the information in the source is clearly unbalanced or prejudiced. All sources contain some degree of bias, but it is not always possible to detect it.

Bias can either be extremely positive or extremely negative.

- If extremely positive, it is described as "pro-", or "in favour of", etc.
- If extremely negative, it is described as "anti-", or "strongly against", etc.
- If you cannot detect a bias, it is described as a "balanced" source.

How do I detect bias in a source?

Look for times in a source where any of the following happen:

- When describing people or events, the language is too positive and does not admit anything negative
- When describing people or events, the language is too negative and does not admit anything positive
- The source fails to mention very important information of which you are aware
- The source provides clearly incorrect information

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POLITICAL CARTOONS

- All political cartoons rely heavily upon a very simple visual 'code' rather than relying solely on words to convey their message.
- Once we learn how this visual code works, we can use it to 'decode' the specific message of a cartoon.

Caricature (Exaggeration)

- Cartoonists intentionally draw people or characters with physical features that are larger than they naturally are.
- They do this in order to make a point.
- Usually, the point is to highlight something about the character of a person.

Symbolism

- Cartoonists use simple objects, or symbols, that the general public would be familiar with.
- These symbols are used to represent important concepts or ideas.
- While you're interpreting a cartoon identify any symbols and try to work out what concept the image is meant to represent.

Labelling

- To help their audience understand what each person represents in their drawings, cartoonists often write a name on the major figures.
- So, when you're interpreting a cartoon, look for the labels.

MESSAGES

What message…:

- To answer these questions, you are required to explain and/or clarify information in a source, i.e. interpret the message that the creator is trying to expose.
- In some instances, you could be asked to expose the creator's message by using evidence to substantiate your response.
- In the case of a visual source (cartoon, poster or photograph), you will have to explain what you see in the picture – literal meaning, as well as the symbolic meaning of what

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COMPARING OF SOURCES

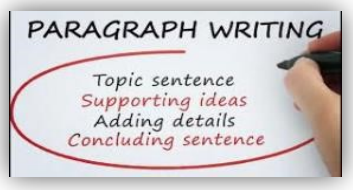
Comparing information from different sources: When you are asked to compare information from sources, whether it be similarities or differences, you are expected to gather information from both sources which correspond or differ to each other.

- For example, you will say “Source A says…” and “Source B confirms this by saying…”.

The mark allocation will be as follows:

Source A says…

Source B confirms this by saying… √√



- Remember to write only ONE paragraph.
- A paragraph question will always instruct you to use the information in the relevant sources, as well as your own knowledge to write a paragraph.
- This means that you read and analyse the sources and see what information/evidence they give you regarding the key question.
- Use the information in the sources to guide you into answering the question.
- The ‘own knowledge’ should only be used to help you elaborate on the information that the source gives.

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7. HOW TO PREPARE FOR ESSAY QUESTIONS

7.1. HINTS IN ESSAY WRITING

1. Read the essay question carefully to understand the focus.
2. Underline the instruction ***verb, question focus, direction given to the content focus (context of the content) and timeframes.***
3. Use the key words in the question to draw a mind-map which will assist in the planning of the essay.
4. You need to take note of the format of an essay namely: Introduction, Body (in paragraphs) and conclusion.
5. The essay should be written in ***chronological order*** (the order in which events unfolded)
6. The introduction should be a direct response to the question. You are expected to take a stance, explain it and outline the main content /evidence that will be used to support your stance.
7. In the body of the essay, structure the content/ evidence to link and support the stance taken in the introduction.
8. The conclusion must restate the main point taken in the introduction. No new information must be presented. Present one or two general sentences which accurately tie up the argument taken in the introduction.

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7.2. HISTORY ESSAY WRITING FRAME

This writing frame will assist you to structure your responses to the Essay Questions

Question: (Write the Essay Question in the space below) • **Underline the Key 'instruction' words?** • **Any terms/names/dates need explaining.**
Introduction: (Write your introduction below) Your introduction should respond directly to the question posed.
PARAGRAPH 1:
(A) First sentence of first paragraph (Point) Check: Have you made your key point?)
(B) Development/explanation of point? (Explanation)
(C) Evidence to support your argument? (Evidence/Elaboration) **1.** **2.** **3.**
(D) Check: Have you referred back to the question/linked the point explicitly to the question? YES? NO
(E) Link to the Line of argument (Link)
CONCLUSION:
This essay writing frame can be used for structuring any History essay. **Use it with the paragraph structuring frame (Point > Explain >Example >Link) and guidelines for writing introductions and conclusions.** **Learners can adapt this frame to include as many paragraphs as they need.**

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7.3. DIFFERENT TYPES OF ESSAY QUESTIONS

HINT: Essay questions will be phrased in the following ways:

Do you agree with the statement?

A statement will be given. Candidates will be asked to take a stance.

Critically discuss …

Provide evidence with both positive and negative arguments, supports or contradicts an argument.

Explain to what extent …

To state the degree to which something is or is believed to be the case: this type of question calls for a thorough assessment of the evidence.

7.4. DON'TS IN ESSAY WRITING

- Do not use the personal pronoun "I". Instead of saying 'I think that….' Say 'It can be argued that…...'
- Do not call historical figures by their first names. For example, don't refer to Martin Luther King as Martin; Nelson Mandela as Nelson; Cyril Ramaphosa as Cyril.
- Do not write personal notes for the person marking your paper, you will just irritate him or her.
- Do not colour in, highlight or draw little "smileys" in your work.
- Do not make comments or value judgements that are not directly asked for in the question.
- Do not use 'etc'. 'Etc' usually indicates that you can't think of anymore examples. If you said 'Peas, carrots and potatoes, etc…' the reader knows that you know many other examples of vegetables. But, in a History essay, if you say Martin Luther King Junior, Phillip Randoplh, Rosa Parks, Malcom X leaders of the Civil Rights Movement etc. It usually means that you do not know any more names.
- Do not use sub- headings and bullets in answering essays.

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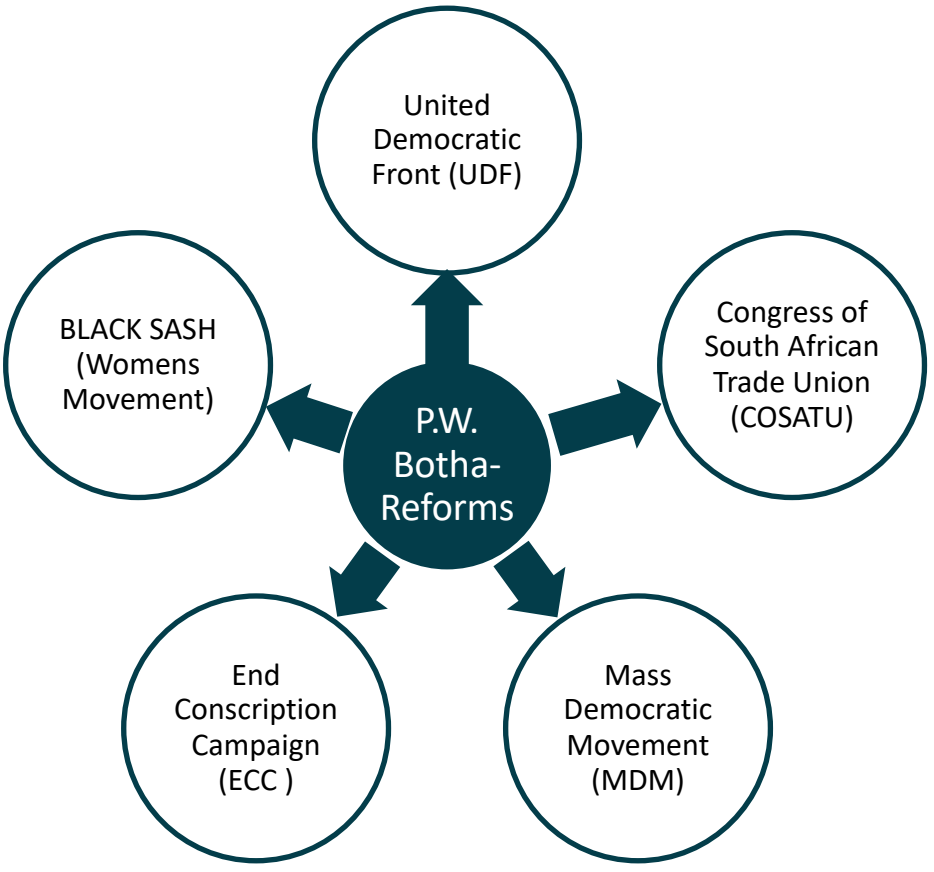
8. TOPIC 4: CIVIL RESISTANCE IN SOUTH AFRICA 1970S TO 1980S – INTERNAL RESISTANCE [QUESTION 1 – SOURCE-BASED]

8.1. MIND MAP



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8.2. TIMELINE

1980	Botha implementation of reforms to the Apartheid State
1982	The Black Local Authorities Act introduced – which give Black Urban Communities the ability to elect their own Councillors.
1983	South African Constitution Act – Resulting to the introduction of the Tricameral parliament.
1983	Formation of the United Democratic Front – Opposing the Tricameral parliament.
1984	Abolishment of job reservation – certain categories of jobs were no longer reserved for whites only.
1985	Formation of The Congress of South African Trade Unions - played a significant role in the freedom struggle.
1985	Private schools were Desegregated
1985	State of Emergency declared for the first time
1985	End Conscription Campaign – 800 men conscripted to the army had failed to report for the January call-up.
1985	Black SASH – Women movement committed to giving humanitarian and practical help to victims of Apartheid laws.
1986	COSATU May day strike
1988	The Mass Democratic Movement – a loose coalition of anti-apartheid organizations which followed the Freedom Charter
1988 – 1990	Rolling Mass Action – Where a large number of people take action in a similar way, such as striking, but as individuals and without any co-ordination

8.3. KEY CONCEPTS & ABBREVIATIONS

Concept	Explanation
Reforms	slight Constitutional changes without really moving away from the principal idea
Referendum	A special election held by government where the entire or specific groups can vote for a particular issue.
Total onslaught	Botha believed that there was a total communist attack on South Africa from outside and within the country
Total strategies	Botha's policy to make minor reforms to apartheid system to repress all opposition.

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Abbreviations

FOSATU	Federation of South African Trade Unions
COSATU	Congress of South African Trade Unions
CUSA	Council of Unions of South Africa
NECC	National Education Coordinating Committee
SACP	South African Council of Churches
UDF	United Democratic Front
MDM	Mass Democratic Movement
ECC	End Conscription Campaign
SASM	South African Students Movement
SANCO	South African National Civic Organization.
AZASO	Azanian Student Organization

8.4. CONTENT

In the 1980s the NP believed that there was a Total Onslaught against the NP government. The NP implemented their Total Strategy policy – they would make minor reform to the apartheid system and repress (crush) all opposition.

8.4.1 Tricameral parliament

- The NP created a cosmetic Tricameral Parliament.
- It made provision for: House of Assembly (Whites); House of Representatives (Coloureds) and House of Delegates (Indians)
- It gave limited representation to Coloureds and Indians. Blacks were excluded.
- Blacks had to exercise their political rights in the 'homelands'. Real political power would remain concentrated in the House of Assembly, the representatives of the 'White' minority. Voters on separate ethnic voter's roles would elect the members of each chamber of parliament:

8.4.2 The United Democratic Front (UDF)

- The United Democratic Front was a non-racial alliance of about 400 national, regional and local organisations and based on the Freedom Charter.
- The UDF was supported by the African National Congress (ANC) in exile.
- It launched a massive nationwide campaign to dissuade Coloured and Indian voters from participating in the elections for the Houses of Representatives and Delegates. Coloured and Indian voter turnout was extremely low.

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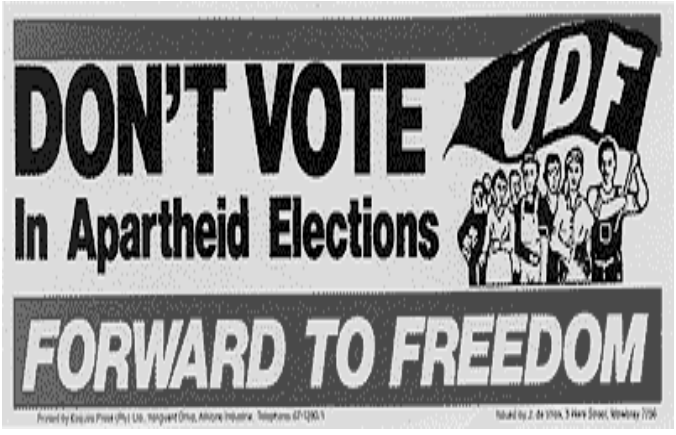
- Those who participated in the Tricameral system were called 'sell-outs', collaborators and 'puppets'. In reaction to these political developments, mass action campaigns swept through the country. These included strikes, mass protests and school, rent and consumer boycotts.
- The government responded by banning the UDF and declaring a State of Emergency that lasted for much of the 1980s.



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8.4.3 The role of Civics

- Civics tackled 'bread and butter issues' such as rent, municipal services, public transport and poor recreational and child-care facilities.
- Civics sought to improve the quality of life of township residents, and played a major role in the resistance of the 1980s.
- There were frequent, violent confrontations with the security forces. Black Councillors and black police officers were forced to flee the townships, forced to resign, or faced violent deaths.
- Protests against poor services took the form of boycotts, in which residents refused to pay rent or service fees to the municipality. By 1987, the amount owing to the government due to boycotts was in the region of RI77 million.

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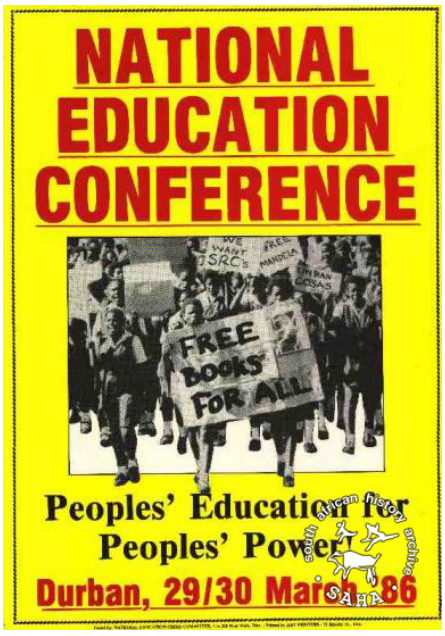
8.4.4 The role of the National Education Coordinating Committee

- The NECC was formed in March 1986. The NECC united students, parents and teacher structures in an effort to build democracy in schools and eliminate the Bantu Education curriculum. The NECC adopted the slogan 'Education for liberation.'
- The coordination and influence of the NECC led to heightened students activism especially in 1987.
- In 1988, the apartheid government responded harshly by restricting and banning the NECC together with 16 other organisations.
- *This poster was produced by the NECC in 1986, Johannesburg. This poster advertises a conference that was held to address the education crisis in black schools at a time when students were boycotting around the city. The text reads: "National Education Conference : Peoples' Education for Peoples' Power! : Durban 29/30 March '86".*



https://www.saha.org.za

8.4.5 The South African Council of Churches

- The SACC fought for social justice, and challenged the apartheid laws.
- Their leaders included Desmond Tutu, Beyers Naude and Frank Chikane.
- In 1985, SACC issued the Kairos Document (Moment of Truth). The Kairos document called for the church to stand up for the poor and the oppressed, and stand against the injustices of apartheid. The document said Christians should serve the needs of the struggle for liberation, and mobilise its members to work and plan for a change in government. It also supported civil disobedience.

8.4.6 Trade Unions

- They campaigned for the rights of black workers and played a pivotal role as they put pressure on the government to make changes to its apartheid policies.
- Links between work issues and broader community grievances in the apartheid state became inseparable.
- The Federation of South African Trade Unions (FOSATU) was formed in 1979 and the Council of Unions of South Africa (CUSA) was formed in 1980. It was influenced strongly by the ideas of Black Consciousness and wanted to work to ensure black leadership of unions

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- In 1985 the Congress of South African Trade Unions (COSATU) was formed, which followed the non-racial policies of the (banned) ANC. A strike was a powerful weapon used by workers.
- In 1981, 342 strikes took place in South Africa. In 1986, the number of strikes had risen to 780.
- Resistance during the 1980s, which included school boycotts, strikes and guerrilla action of MK, made South Africa increasingly ungovernable and was one of the forces that led to the collapse of the apartheid government

https://images.app.goo.gl/PGqXBzkkCj6ukusB6

8.4.7 Mass Democratic Movement

- The UDF was banned in 1988. The Mass democratic Movement was formed to replace the UDF.
- The MDM was a loose coalition of anti-apartheid organisations which adhered to the Freedom Charter.
- In 1989, the MDM organized a campaign of civil disobedience to defy all oppressive laws. Protesters entered ‘whites-only’ hospitals and beaches.
- People of all races marched peacefully in several cities to protest against police brutality and repressive laws. By 1989 it was clear that the civil disobedience was effective and that the government could not control it.

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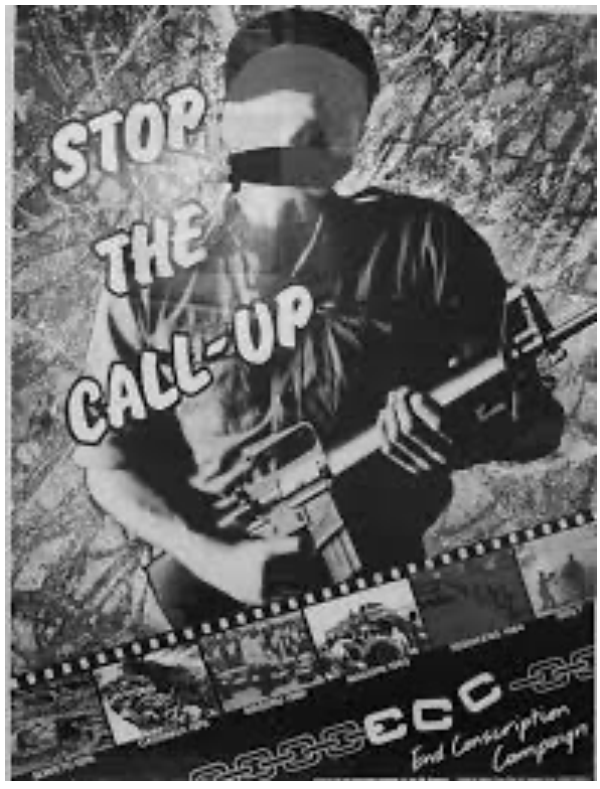
8.4.8 The End Conscription Campaign

- The SADF was used:
  - To enforce the government's racist policies
  - To act against the banned liberation movements within South Africa, as its neighbouring countries
  - To repress anti-apartheid activities
- For these reason, all white South African men were conscripted into military service in the SADF.
- In 1983, the End Conscription Campaign (ECC) was formed.
- Conscientious objectors supported the ECC to oppose the conscription of all white South African men into military service in the SADF.
- White men who refused to do military service fled the country, faced imprisonment, went AWOL or failed to turn up for their basic training.
- By 1985, the number of conscripts who failed to report for so-called National Service was increasing rapidly.
- By 1988, the ECC was undermining the apartheid state to such an extent that the Minister of Law and Order, Adriaan Vlok, banned the organisation.



https://images.app.goo.gl/RleTRuae6BFHou19

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8.4.9 Black Sash

- Was a liberal white organization who wanted to end apartheid.
- They wore black sashes to demonstrate their opposition against apartheid.
- They demonstrated peacefully against the discriminatory laws.

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8.5. ACTIVITIES

HOW DID THE UNITED DEMOCRATIC FRONT (UDF) RESPOND TO BOTHA'S REFORMS IN THE 1980s?

SOURCE 1A

This source explains the constitution that PW Botha introduced 1983. It was meant to reform apartheid but was unacceptable to the majority of Africans in South Africa.

In 1983 P W Botha introduced a new constitution for South Africa, which gave limited parliamentary representation to coloureds and Indians. There was to be a new parliament. The new constitution allowed coloureds and Indians to vote for their own representatives who would sit in their own chambers of parliament, Africans were still denied the right to vote. Their interests would be represented by black local community councils.

The whites, coloureds and Indian chamber each handed laws that related to their own affairs', this meant that issues relating to education, health and community affairs were dealt with separately by each chamber. For example, the House of Representatives – the coloured chamber of parliament – would make decisions about education.

All matters that related to wider issues of governing the country, such as defense, taxations, and industry were called 'general affairs'. The cabinet which included representatives of all three chambers, made decisions on these. Under the new constitution P.W. Botha became state president. He had far greater powers than any previous head of state and could decide which matters were 'general' and which were own affairs.

People saw the 1983 Constitution for the sham democracy that it was. Not only was the Tricameral Parliament racially segregated, but it excluded Africans altogether.

[From *Via Africa History* by G.Weldon et al]

1.1 **Use Source 1A**

1.1.1 State TWO provisions of the constitution introduced by PW Botha in 1983. (2 x 1) (2)

1.1.2 Who, according to the source, would represent the interest of Africans? (1 x 1) (1)

1.1.3 Why do you think Botha's government made a clear distinction between own affairs and general affairs in his new constitution? (2 x 2) (4)

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SOURCE 1B

This source focus on the formation of the UDF and its response to the formation of the Tricameral Parliament in 1983

On 20 August 1983 the UDF was formed in a community hall in Rocklands Mitchells Plain in Cape Town. The formation was actually the results of a changes that been taking place on a social, economic and political level since the Soweto Uprising.
A new, and more militant culture had emerged, that led to the formation of many civic, youth, students, workers, women and other organizations. There was also increased support for charterists (those that have adopted the Freedom Charter) and a move towards mass organization. The immediate reason for the formation of the UDF was to fight the introduction of the Tricameral Parliament.

The first campaign undertaken by the UDF was the 'Don't Vote Campaign' which aimed to discourage coloureds and Indians from participating in the elections for the tricameral parliament. This campaign was a success as very few voters went to the polls. 30% of coloured voters and 20% of Indians actually voted in the tricameral – elections.

The UDF then launched the 'Million Signature' Campaign in 1984. Activist went from door to door with petitions against Apartheid. The aim of the campaign was not only to get a million signatures but also to make people aware of the need to organize and actively resist Apartheid.

The UDF were involved in popular uprising that swept through the African townships in 1994.

[From https//www.sahistory.org.za/article/apartheid-early-1980s. Accessed on 22 April 2021.]

1.2 Study Source 1B

1.2.1 Why, according to the source, was the UDF formed in 1983? (1 x 2) (2)

1.2.2 What, according to the source, did the UDF want to achieve with its first campaign in 1983? (1 x 2) (2)

1.2.3 Using information from the source and your own knowledge, explain how the UDF managed to influence many ordinary people against apartheid.(2 x 2) (4)

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Source 1C

This source explains how PW Botha's government reacted to United Democratic Front (UDF)'s opposition to his reforms.

The government reacted to the increased unrest and organization (UDF) in the same way it always had – through banning people and organizations, though violence and suppression and eventually through a state of emergency. A state of emergency gives the police and state special powers over the people, and people can be arrested without trail. During a state of emergency the state affords itself the special powers and bypasses normal laws that protect the human civil rights.

The government initially introduced a state of emergency in only some areas of the country in 1985, but soon this was extended to the whole country and renewed on an annual basis until 1990.

This resulted in thousands of people being arrested during this period of time, many being tortured in detention and hundreds of people being killed – either in detention, on the streets by police or through 'black on black' violence.

This black on black violence was the result of some black people working together with the police as spies, and these traitors were often killed. The police, who even provide weapons, often supported such violence.

[From https//www.sahistory.org.za/article/apartheid-early-1980s. Accessed on 22 April 2021.]

1.3 Consult Source 1C

1.3.1 State THREE ways through which PW Botha's government reacted to increased unrest emanating from his reforms. (3 x 1) (3)

1.3.1 Explain the concept, *state of emergency,* in your own words. (1 x 2) (2)

1.3.2 Comment on the existence of 'black on black' violence during the 1980s and early 1990s. (2 x 2) (4)

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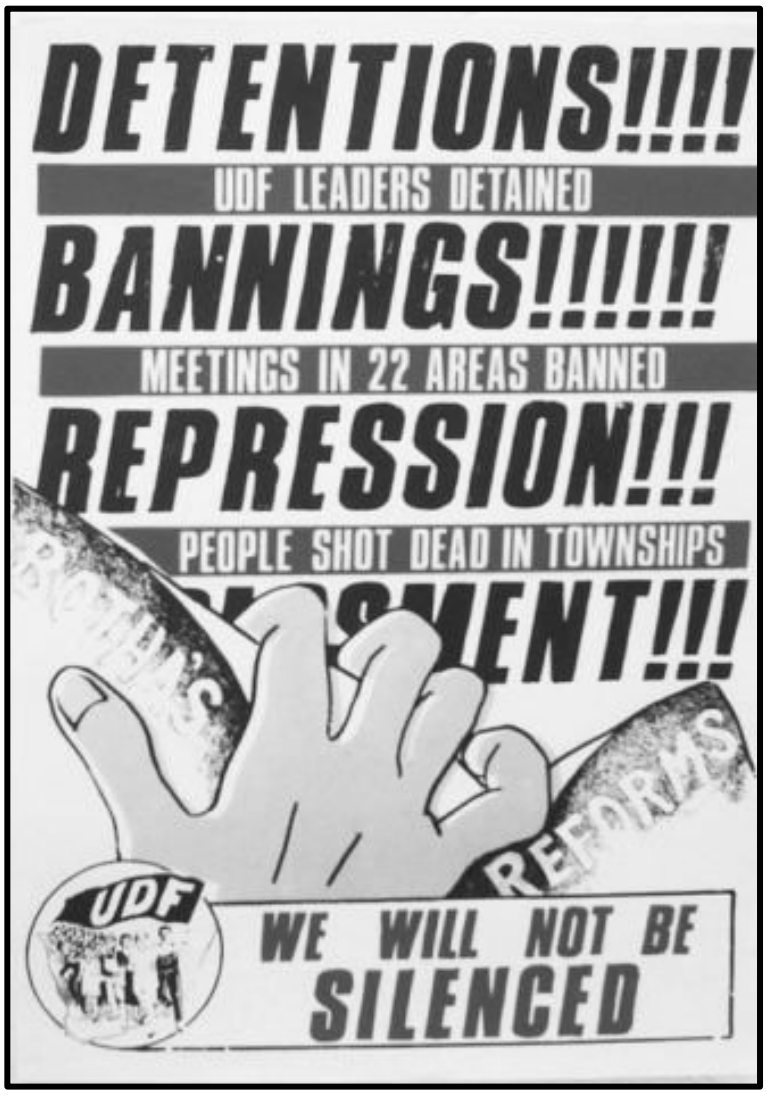
Source 1D

This is a UDF poster created by the Anti-President Council Committee Transvaal and Riverlea Human Rights Committee. It portrays how PW Botha's government dealt with the UDF. Its date is unknown.



[From www.saha.org.za/udf/detentiond_bannings_repression_harassment_we_will_not_be_silenced.htm Accessed on 22 April 2021.]

1.4 Refer to Source 1D

1.4.1 Quote THREE measures that the PW Botha government took against the UDF. (3 x 1) (3)

1.4.2 Comment of the significance of the phrase '**WE WILL NOT BE SILENCED'** in the context of the UDF's reaction to PW Botha's government. (2 X 2) (4)

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1.5 Refer to Sources 1C and 1D. Explain how the two sources support each other regarding PW Botha's government as the oppressor and the UDF as the oppressed. (2 x 2) (4)

1.6 Using information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the reaction of the UDF to Botha's reforms during the 1980s. (8)

8.6. RESPONSES

1.1 Source 1A

1.1.1 *[Extraction of information from Source 1A – L1]*

- Gave limited parliamentary representation to coloureds and Indians.
- Allowed coloureds and Indians to vote for their own representatives who would sit in their own chambers of parliament. Africans were still denied, the right to vote. (2 x 1) (2)

1.1.2 *[Extraction of information from Source 1A – L1]*

- Black Local Community councils (1 x 1) (1)

1.1.3 *[Interpretation of information from Source 1A – L2]*

- Botha wanted to ensure that he still holds power in government through general affairs
- To have control over important issues that would maintain the policy of apartheid throughout the whole country
- To maintain racial division in term of own affairs that does not interfere with crucial matters of bring about change in the country
- To maintain segregation through own affairs
- Any other relevant response (2 x 2) (4)

1.2 Sources 1B

1.2.1 *[Extraction of information from Source 1B – L1]*

- The results of changes that had been taking place on a social, economic and political level since the Soweto Uprising
- To fight the introduction of the Tricameral Parliament (any 1 x 2) (2)

1.2.2 *[Extraction of information from Source 1B – L1]*

- To discourage Coloureds and Indians from g in the elections for the Tricameral parliament. (1 x 2) (2)

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1.2.3 *[Interpretation of information from Source 1B – L2]*

- It had membership from Coloureds, Indians and Black South Africans
- Workers, student, women organizations were all part of the UDF making it easy to recruit members from university students, workers and other organizations
- It operated from local communities (townships)
- Any other relevant response (any 2 x 2) (4)

1.3 Source 1C

1.5.1 *[Extraction of information from Source 1C – L1]*

- banning people and organizations
- violence and suspension
- state of emergency. (3 x 1 (3)

1.3.2 [Explanation of a historical concept in Source 1C – L1]

- A situation of national danger or disaster in which a government suspends normal constitutional procedures in order to gain control
- Any other relevant response (1 x 2) (2)

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

- Black on black violence was a concept created by the state when police were recruiting black people as spies and supply them with guns to be used on other blacks
- Violence amongst black South Africans due to cultural differences between political parties - which was propagated by the state
- Any other relevant response (2 x 2) (4)

1.4 Source D

1.4.1 *[Extraction of evidence from Source 1D – L1]*

- Detentions
- Bannings
- Repression
- People shot.
- Bannishment (any 3 x 1) (3)

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

- It indicates that the UDF leaders will proceed with fighting the government on all fronts although Botha's government is banning and killing them.
- That they are prepared to sacrifice their own lives for the struggle
- Any other relevant response (2 x 2) (4)

1.5. *[Comparison of evidence from Sources 1C and 1D – L3]*

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- Both sources refer to the activities of the UDF in opposing the Botha's government
- Both sources refers to the police brutality that Botha's government used to silence the UDF members
- Both sources shed light on the brutality of PW Botha's government
- Any other relevant response (2 x 2) (4)

1.6 [Interpretation, evaluation and synthesis of information from relevant sources – L3]

Candidates could include the following aspects in their responses:

- The introduction of the new constitution by Botha's government led to the establishment of the UDF (Source 1A).
- This tricameral parliament excluded black South Africans and therefore inspired black people to resist the Botha's government (Source 1A).
- The UDF organized a "Don't Vote" campaign where coloured and Indians were asked not to participate in the tricameral parliament elections of 1984 (Source 1B).
- The UDF also took part in a 'Door to Door' campaign to get 'one million signatures', and to encourage people to organized themselves to fight the hardships experience in the townships (Source 1B).
- UDF activist were jailed and killed during the state of emergency because they were protesting (Source 1C).
- UDF attacked people suspected to be spies collaborating with the state (own knowledge)
- UDF activists committed themselves not to be silenced by the state (Source 1D).
- The activities of the UDF led to "rolling mass action" in all the townships of the country which made the country ungovernable in the 1980's (own knowledge)
- Any other relevant response (8)

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of explaining how the UDF reacted to Botha's reforms during the 1980s.** • Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to the topic e.g. **shows some understanding of explaining how the UDF reacted to Botha's reforms during the 1980s.** • Uses evidence in an elementary manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence e.g. **demonstrates a thorough understanding of how the UDF reacted to Botha's reforms during the 1980s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

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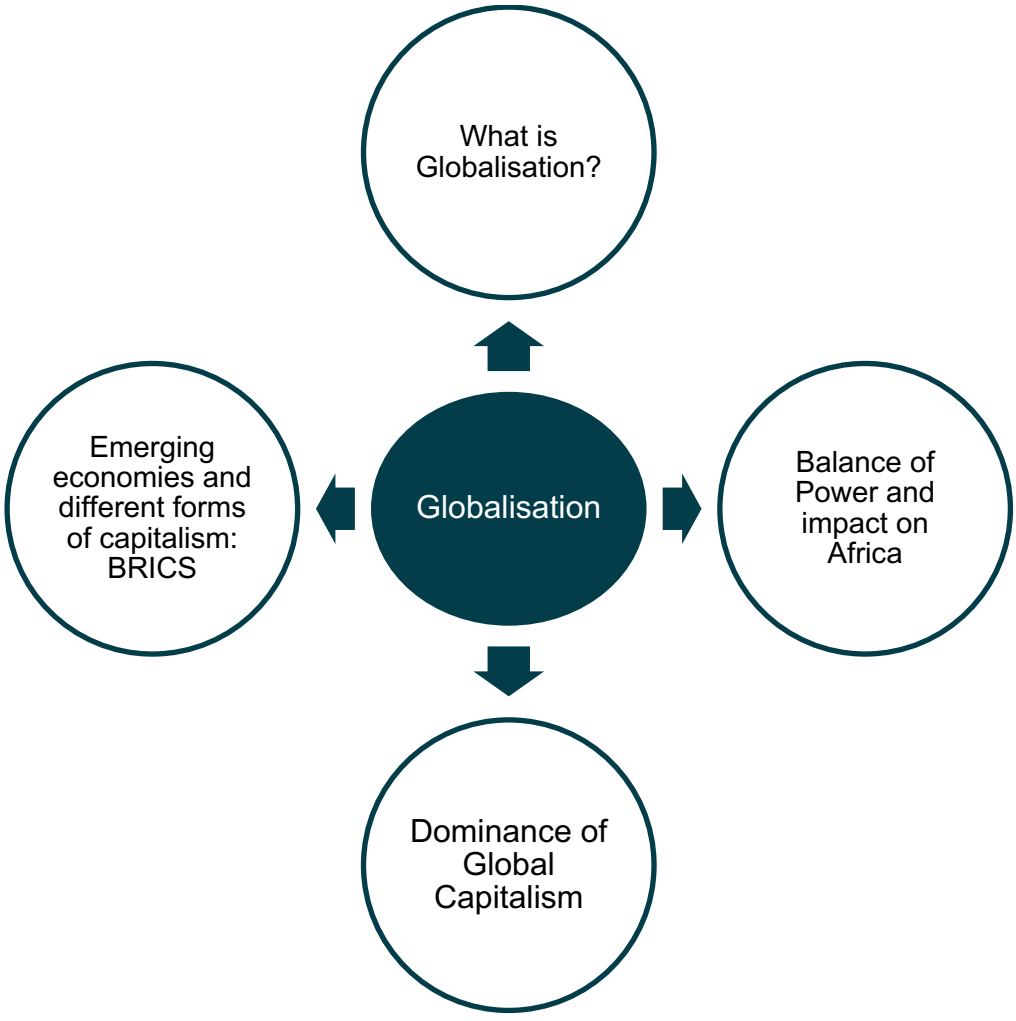
9. TOPIC 6: THE END OF THE COLD WAR AND A NEW WORLD ORDER 1989 TO THE PRESENT – GLOBALISATION [QUESTION 3 = SOURCE-BASED]

9.1. MIND MAP



9.2. TIMELINE

Year	Event
Nov 1989	Fall of Berlin Wall
Dec 1989	Announcement of reunification of Germany and Berlin
1991	Warsaw Pact ends & the USSR dissolves
1995	World Trade Organisation (WTO) established
2001	Al-Qaeda bombs World Trade Centre
2009	BRICS formed
2010	SA joins BRICS
2011	Dilma Rousseff elected as first woman Prime Minister of Brazil

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9.3. KEY CONCEPTS & ABBREVIATIONS

Concept	Explanation
Globalisation	The process of international integration involving the interchange of world views, products, ideas and aspects of culture in four main dimensions: economic, socio-cultural;
Capitalism	An economic system wherein investment of capital, use of labour and resources are used by privately owned entities to make profit
Communism	A political theory derived from Karl Marx, advocating class war and leading to a society in which all property is publicly owned and each person works and is paid according to their abilities and needs
Mixed economy	Economic system combining private and public enterprise
Emerging markets	Nations with social or business activity in the process of rapid growth and industrialisation
First world countries	Developed countries mostly in the northern hemisphere
Third world countries	Developing countries mostly in the southern hemisphere
Non-aligned movement	A grouping of chiefly developing countries pursuing a policy of neutrality towards the superpowers in world politics.
North Atlantic Treaty Organisation	An intergovernmental military alliance made up of Western powers formed in 1949 whereby its member states agree to mutual defence in response to an attack by any external party
Multi-national corporations	Companies that have expanded to other countries
North-south relations	Exchange of resources, technology and knowledge between the developed north and the developing south hemisphere
South-south relations	Exchange of resources, technology and knowledge in the Southern hemisphere

ABBREVIATIONS

IMF	International Monetary Fund
BRICS	Brazil, Russia, India, China and South Africa
WTO	World Trade Organisation
GATT	General Agreement on Tariffs and Trade
FSAP	Financial Sector Assessment Program
SDRM	Sovereign Debt Restructuring Mechanism
GDP	Gross Domestic Product
SAP	Structural Adjustment Programs

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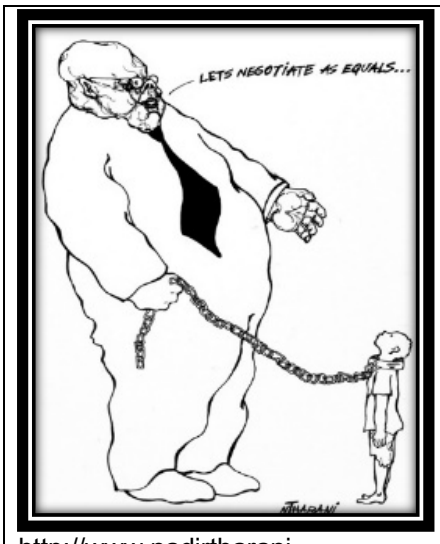
9.4. CONTENT

9.4.1 Explanation of the concept, globalisation:

Globalisation usually refers to:

- the technological, political and economic changes, which resulted in the world functioning in a different way from what it did twenty to thirty years ago.
- The term is often explained in different ways but usually refers to the system of interaction among the countries of the world in order to develop the global economy.

9.4.2 Impact of globalisation on North–South relations:

 http://www.nadirtharani .co.tz/cartoons/north-south-relations.html	• North (First World or developed countries) • South (Third World and developing countries) ✓ Their relations were based on: • The belief that the wealthy (developed) should share with the poor (developing) – through flow of aid in various ways • Feeling of guilt (from the First world) over effects of colonialism • Third world countries were protected for their support to either side of the super-powers during the cold war. ✓ Led to an atmosphere of peace & democracy (multi-party democracy)

9.4.3 Impact of globalisation on South–South relations:

- Countries in the South started to turn to one another (to break the economic hegemony over them from the North)
- China became a promoter and supporter for South-South Co-operation
- Developed countries in the South supporting developing countries

9.4.4 Dominance of global Western capitalism:

- The collapse of the USSR (end of Cold War) implied Western economies began to dominate the global market place
- USA remained the biggest global economy
- The Bretton Woods Institutions (IMF & World Bank) controlled the economic system since WW II
- The WTO (1995) – determined rules/policies that supported trade between countries

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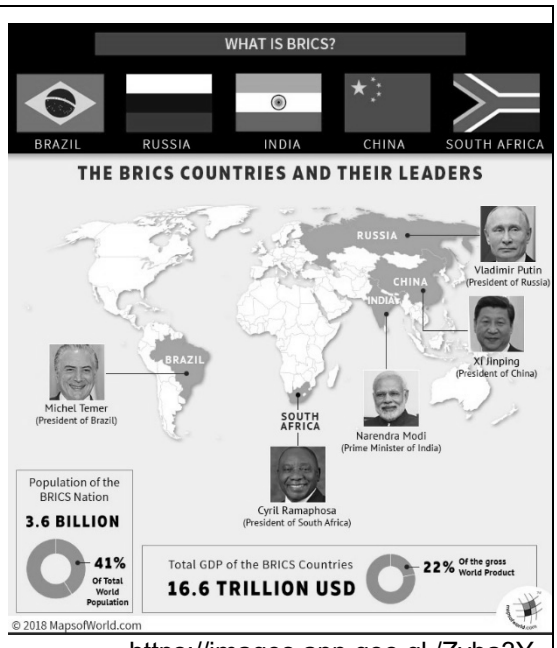
- Globalisation accelerated and spread even to remote areas because of the IT (Information technology) mainly through computers and internet
- Resistance to global capitalism (critics of Bretton Woods Institutions): globalisation as a source of conflict between the rich and their poor. Led to anti-globalisation demonstrations by amongst others: People's Global Action (against free trade & the WTO) and Friends of the Earth International (environmental network)

9.4.5 Emerging Economies (BRICS)

• First BRIC meeting 16 June 2009 (Brazil, Russia, India & China) focused on improving and reforming the global economy; co-operate with each other • SA officially joined on 24 December 2010 • Together, the four original BRIC countries, Brazil, Russia, India and China comprise more than 2.8 billion people or 40% of the world's population, cover more than a quarter of the world's land area over three continents and account for more than 25% of global GDP. With SA they play an increasingly important role in global economy.	 https://images.app.goo.gl./Zvba3Ye46sgZ8Y1A9

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9.5. ACTIVITIES

QUESTION 3: WHAT IMPACT DID GLOBALISATION HAVE ON DEVELOPING AFRICAN COUNTRIES IN THE 1990s?

SOURCE 3A

The source below is an address given by Mr T. T. Mboweni, Governor of the South African Reserve Bank at a Gala Banquet of the Independent News & Media International Advisory Board, Cape Town.

In December last year, I was invited to give evidence on globalisation before the Economic Affairs Sub-Committee of the House of Lords, Westminster. I was naturally pleased with the invitation and took advantage of the occasion to engage the Lords and Ladies about how globalisation impacts on the fortunes of developing countries or the so-called emerging markets. All of us use the term globalisation every day and so do the Lords and Ladies at the House of Lords. Everyone has their understanding of what the term is all about and how globalisation impacts on all of us. The Lords and Ladies wanted to know from me what the positives and negatives of globalisation were on South Africa.

"This evening, at this gala banquet for such a gathering of eminent persons of the International Advisory Board of the Independent media group, I can only highlight certain aspects of globalisation in order to contribute to the table discussions, fully aware that after such intensive meetings all of us want a relaxed evening. I have of late often wondered what the difference in substance is between globalisation and imperialism. After some casual analysis, it seems that the two differ with respect to colonisation, division of the world into spheres of influence and the intensity and level of the dominance of finance capital in the world economy.

…Although these markets still do not form a global village, they have become so interdependent that they are changing the environment in which economic activity takes place. This new economic environment has, however, also brought about certain disadvantages, such as large reversals in international capital flows and financial contagion even on those countries with sound economic fundamentals. These developments have led to protests against "global capitalism".

[From http://www.resbank.co.za/en/home/publications/publication-detail-pages/speeches-by-governors/2002/199. Accessed on 22/04/2021.]

3.1 Refer to Source 3A.

3.1.1 Define the term *globalisation* in your own words. (1 x 2) (2)

3.1.2 State TWO issues that the Lords and Ladies wanted to know from Tito Mboweni, regarding the impact of globalisation in South Africa. (2 x 1) (2)

3.1.3 Quote TWO disadvantages that the new economic environment (globalisation) has brought about in South Africa. (2 x 1) (2)

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3.1.4 Explain why a historian would find this source reliable when doing research on the impact of globalisation in developing African countries. (2 x 2) (4)

SOURCE 3B

The source below is a product of research that appeared in an African Journal of Business Management. It explains the negative impact of globalisation of Africa.

After centuries of colonization, slavery, exploitation, marginalization and excruciating (painful) poverty, African politicians have yet to grasp the nature of manipulable globalisation. Years of relative economic retrogression (sliding backward) have taken a horrendous (unpleasant) toll on all parts of the African economy. To add insult to injury, the African continent inadvertently welcomes with open arms a colossal dose of the negative impacts of globalisation. The nature of the African economy itself continues to limit gains from the enormous opportunities in the liberal globalisation. Clearly, globalisation by all odds has enabled the African continent to be used as a tolerating and warm-welcoming place for natural resource exploitation and industrial waste dumping. Economies lacking innovation and value creation are largely to blame for these huge miscalculations, and the lopsided relationships.

Globalisation has taken deep roots in this 21st century that has benefited many countries and enhanced the well-being of their citizens. Nevertheless, globalisation has had both negative and positive impacts, and it has appeared that historically Africa has embraced mostly the negative sides – from dumping to exploitation.

[From 2012 African Journal of Business Management DOI: 10.5897/AJBM12.828. Accessed on 17 April 2021.]

3.2 **Study Source 3B.**

3.2.1 Identify any two challenges from the source that Africans have experienced over a number of years. (2 x1) (2)

3.2.2 What, according to the source, is to blame for huge miscalculations, and the lopsided relationships of African economies? (2 x 1) (2)

3.2.2 Using the information in the source and your own knowledge, explain how globalisation has had both negative and positive impact on African countries. (2 x 2) (4)

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SOURCE 3C

The article below focuses on the impact that trade liberalisation had on Hammarsdale's economy. Hammarsdale is located in the Mpumalanga township in KwaZulu-Natal. The title of the article is *'Death of a Town'* which was written by P Harper. It appeared on the *NEWS 24* website on 5 February 2014.

Located towards Durban's western boundary, Hammarsdale was the home of KwaZulu-Natal's textile industry from the 1950s, with the Mpumalanga township having been set up by the apartheid government to house workers brought in to work in the factories. But, from the late 1980s, the inflow of cheap textiles from countries such as China and the movement of employers to areas with lower labour costs began to eat away at Hammarsdale's economy. Massive employers, such as the textile giant the Frame Group, pulled out of the town, shedding thousands of jobs.

Mthetheleli Mjilo, a local landscaping contractor and a leader of the Hammarsdale Business Forum, grew up in the area and saw it during its heyday. 'When I grew up here, there were jobs in the textile industry. In 1994, when Nigeria played in the Soccer World Cup, my older brother was working in the factory here that made their shirts. This place had jobs,' he says. Mjilo adds that the level of prosperity in the area has gradually declined …

In 2005 Mjilo noted that 'the area cannot take much more of this'. He stated that, 'The textile industry went first. For every job that is lost, you can say another six people are going to bed with nothing to eat. That's another 7 000 people going hungry in this area. We have a very big problem here. This is the last kick of a dying horse for Hammarsdale. We already have thousands of young people who are finishing school and who cannot get jobs locally.'

[From https://www.news24.com/South Africa/News/death-of-atown-20170204. Accessed on 5 August 2018.]

3.3 **Use Source 3C.**

3.3.1 What impact, according to the source, did cheap imports from China have on people living in Hammarsdale? (2 x 1) (2)

3.3.2 Comment on Mjilo's views regarding Hammarsdale's economy in the:
(a) 1990s (1 x 2) (2)
(b) 2000s (1 x 2) (2)

3.3.3 Explain what you think is implied by `the last kick of a dying horse` in relation to the economic situation in Hammarsdale (2 x 2) (4)

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SOURCE 3D

The source below shows workers at a clothing and textile factory in KwaZulu-Natal that was later closed as a result of the policy of trade liberalisation. It appeared on the *Independent Online news website* on 28 January 2013.

450 KZN FACTORIES FACE CLOSURE

[From: https://www.iol.co.za/news/south-africa/kwazulu-natal/450-kzn-factories-face-closure-1459954. Accessed on 4 August 2018.]

3.4 **Study Source 3D.**

3.4.1 Quote evidence from the source that suggests that peoples jobs were under threat (1 x 2) (2)

3.4.2 Explain how trade liberalisation affected female workers, as shown in the photograph. (2 x 2) (4)

4. Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the impact that globalisation had on developing African countries in the 1990s. (8)

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9.6. RESPONSES

3.1.1 *[Definition of a historical concept from Source 3A - L1]*

- Globalisation refers to the technological, political and economic change, which have resulted in the world functioning in a different way from what it did 20 years ago (1 x 2) (2)

3.1.2 *[Extraction of evidence from Source 3A - L1]*

- 'to engage the Lords and Ladies about how globalisation impacts on the fortunes of developing countries (1 x 2) (2)

3.1.3 *[Extraction of evidence from Source 3A - L1]*

- 'Large reversals in international capital flows and financial contagion' (1 x 2) (2)

3.1.4 *[Ascertaining the reliability of evidence from Source 3A]*

The source is reliable because:

- It is a first-hand account of a person who was directly involved with issues related to globalisation.
- The speech was presented by Tito Mboweni who was a Governor of South African Reserve Bank.
- Any other relevant response (2 x 2) (4)

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

- 'colonization'
- 'Exploitation'
- 'marginalization'
- 'excruciating poverty' (any 2 x 2) (4)

3.2.2 *[Extraction of evidence from Source 3B - L1]*

- 'economies lacking innovation and value creation' (1 x 2) (2)

3.2.3 *[Interpretation of evidence from Source 3B - L2]*

Negative

- Globalisation has been manipulative
- Has enabled African countries to be used as welcoming place for natural resources and exploitation

Positive

- Globalization has enhanced technological advances
- Globalisation has benefited many African countries and enhanced the well-being of their citizens
- Any other relevant response (2 x 2) (4)

3.3

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

- 'began to eat away at Hammarsdale's economy'
- 'massive employers, such as the textile giant the Frame Group, pulled out of the town/ shedding thousands of jobs' (2 x 1) (2)

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3.3.2 *[Interpretation of evidence from Source 3C - L2]*

(a) 1990

- Growing/flourishing economy which affected the community positively
- Jobs were available
- Any other relevant response (any 1 x 2) (2)

(b) 2000

- The economy was in decline and contributed to severe socio-economic challenges
- Any other relevant response (any 1 x 2) (2)

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

- More than half of the residents in Hammarsdale became unemployed
- Hammarsdale experienced an economic recession
- 7000 residents went to bed without food
- Many school leavers were not able to find employment in town
- The community faced several socio-economic challenges
- Any other relevant response (any 2 x 2) (4)

3.4

3.4.1 *[Extraction of evidence from Source 3D -L1]*

- '450 KZN factories face closure (1 x 2) (2)

3.4.2 *[Interpretation of evidence from Source 3D – L2]*

- The flood of cheap imported goods led to a lack of demand which resulted in them being retrenched
- It would lead to them being unemployed
- Unemployment would have serious economic and social consequences on their families/households
- Any other relevant response (any 2 x 2) (4)

4. [*Interpretation, evaluation and synthesis of evidence from relevant sources -L3*]

The following aspects could be included in the response

- Globalisation has had both positive and negative impact (Source 3A)
- Has eased international trade and commerce (Source 3A)
- Facilitated foreign investment
- It has increased flow of goods, capital and finance across the economies (Source 3A)
- Technological progress has improved transportation and communication (Source 3A)
- Has facilitated the extinction of the indigenous development of technology
- Distorted patterns of production
- Reversals in international capital flows and contagion
- Has enabled African continent to be used as a tolerating and welcoming place for natural resource exploitation (Source 3B)
- The demand for African clothing and textile products started to decline (Source 3C)

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- The economy in Hammarsdale declined as a result of trade liberalization (Source 3C)
- There was a possibility of clothing and textile factories closing down (Source 3D)
- Young people could not get jobs as a result of closure of factories
- Erosion of sovereignty on economic and financial matters by IMF, World Bank and World Trade Organization
- Economic marginalization of African economies
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in a very elementary manner e.g. **shows no or little understanding of what impact globalisation had on developing African countries in the 1990s.** • Use evidence partially or cannot write a paragraph.	**Marks: 0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. **shows some understanding of what impact globalisation had on developing African countries in the 1990s.** • Use evidence in a very basic manner to write a paragraph.	**Marks: 3 – 5**
LEVEL 3	• Uses relevant evidence e.g. **demonstrates a thorough understanding of what impact globalisation had on developing African countries in the 1990s.** • Use evidence very effectively in an organised paragraph that shows an understanding of the topic.	**Marks: 6 – 8**

(8)

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Topic 4: **Civil Resistance in South Africa 1970s to 1980s**

Question focus: The challenge of Black Consciousness to the apartheid state – BCM (Question 4 = Essay)

10. TOPIC 4: CIVIL RESISTANCE IN SOUTH AFRICA 1970S TO 1980S – CHALLENGES TO APARTHEID (BCM) [QUESTION 4 = ESSAY]

Key Focus areas:

- **The nature and aims of BC**
- **The impact of BC on Labour**
- **The impact of BC on Political Organisations**
- **The impact of BC on the 1976 Soweto Uprisings**
- **The impact of BC on Community Programmes**

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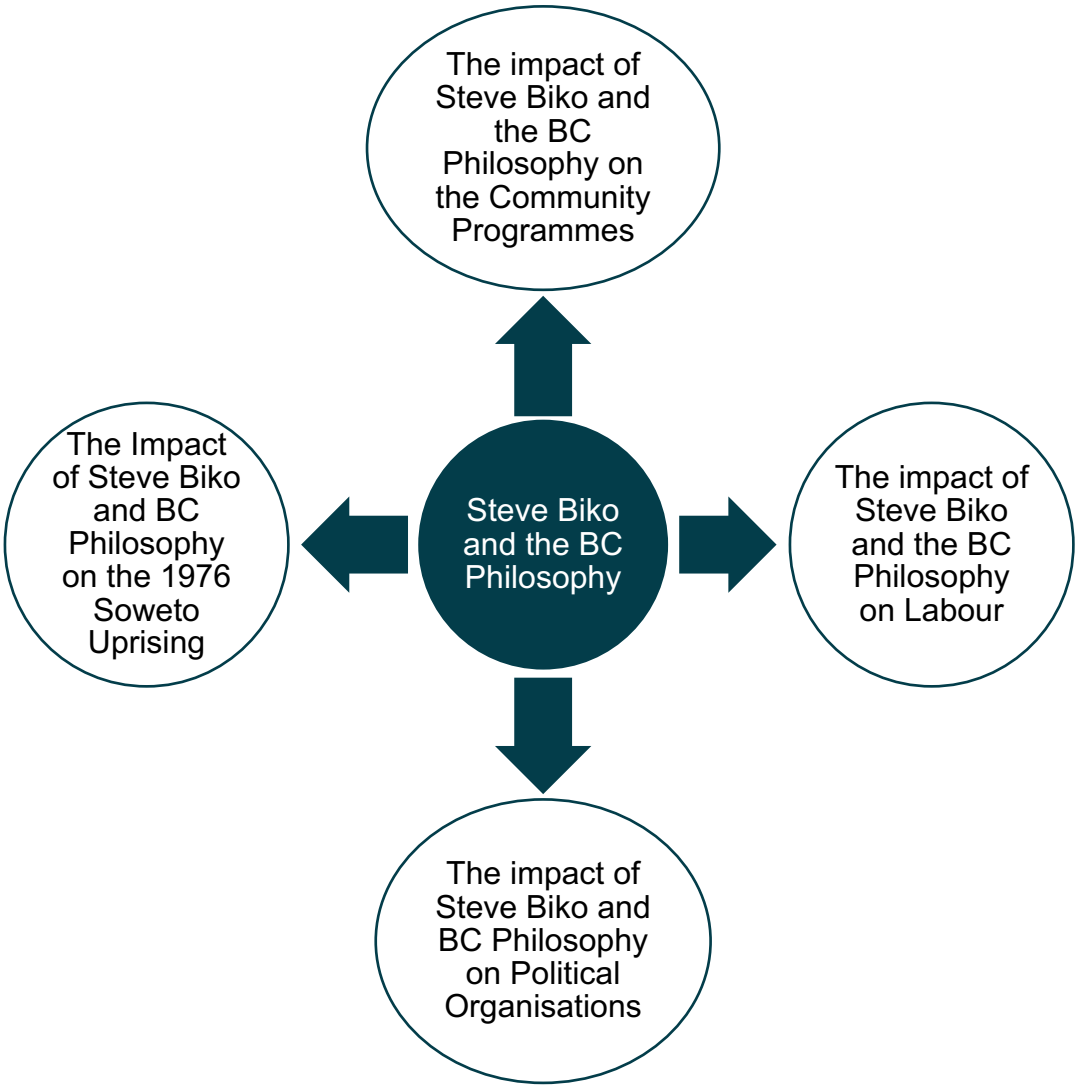
10.1. MIND-MAP



10.2. TIMELINE

Year	Event
1946	The birth of Bantu Steve Biko
1966	Admission to the University of Natal Non-European Section (UNNE)
1967	NUSAS Conference at Grahamstown where black students were accommodated separately from their white counter-parts
1968	University Christian Movement Conference at Stuttterheim where black students were accommodated separately from their white counter-parts
1968	Formation of the South African Council of Churches
1968	Steve Biko and others leave NUSAS and forms SASO
1969	Barney Pityana expelled from his law studies at Fort Hare
1969	Steve Biko is elected President of SASO
1972	Onkgopotse Tiro is expelled from the Turfloop University
1972	BPC is formed

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1972	Death of Mthuli Shezi
1972	South African Students Movement (SASM) formed after its predecessor African Students Movement was enlarged
1972	The start of Black Community Programmes under Bennie Khoapa
1973	Steve Biko and other BC leaders are banned by the government
1973	The Durban Workers Strike organized/fueled by SASO
1974	The Frelimo rallies organized by SASO, South Africans should take inspiration from the example of Mozambique, If the people of Mozambique struggled successfully for their independence, what is stopping the Black South Africans
1977	Arrest of Steve Biko
1977	Death of Steve Biko in detention
1978	Formation of AZAPO by the supporters of BC

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10.3. KEY CONCEPTS & ABBREVIATIONS

Concepts	Definition
Black Consciousness	The Philosophy that advocated Black pride and wanted liberation for all Blacks
Conscientise	Raise the level of awareness
Durban Moment	The strike by the coronation brick and tile factory influenced by the BC
Medium of Instruction	A language used for teaching and learning.
Uprising	An act of resistance or rebellion
Liberation/Black Theology	Theology that focused on the injustices of the poor
Bantu Education	An apartheid system of education that condemned Blacks to inferior education
Ideology	A belief system. A set of ideas which shape ones actions
Civil Society Protest	Opposition to government policies by ordinary members of the society
Resistance	When a group or even one person works against domination
Black Communalism	An economic policy based on the principle of sharing and emphasized communal ownership of property and wealth.

ABBREVIATIONS

Abbreviation	What it stands for
NUSAS	National Union of South African Students
SASO	South African Students` Organisation
UCM	University Christian Movement
UNNE	University of Natal Non-European Section
SSRC	Soweto Students Representative Council
SACC	South African Council Of Churches
BPC	Black Peoples Convention
ASM	African Students Movement
BCP	Black Community Programmes
SASM	South African Students Movement
NAYO	National Youth Organisation
BC	Black Consciousness
BCM	Black Consciousness Movement
AZAPO	Azanian Peoples Organization
Frelimo	Front for the liberation of Mozambique
NTCC	Northern Transvaal Council of Churches
BPA	Black Parent's Association
BAWU	Black Allied Workers Union
UBJ	Union of Black Journalists

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10.4. CONTENT

10.4.1 Reasons for the emergence of Black Consciousness in the 1970s.

- The struggle for liberation in South Africa was the domain of liberation movements like the African National Congress and the Pan Africanist Congress of Azanian but this was to change in the 60s and 70s.
- Political inactivity came about as a result of the government`s harsh reaction to the events of Sharpeville in 1960.
- The resulting lull in political activity and opposition to the Apartheid government allowed the government to further entrench repression due making opposition to its policies difficult.
- Arrests and harassment of leaders were to be intensified leading to a state of political apathy in South Africa
- Experiences of Biko and others within white led organizations like NUSAS and the University Christian Movement.
- Among the many issues that fueled discontent among Black members of NUSAS was its apparent condonation of the status quo: Separate accommodation was arranged for students from different racial groups during the NUSAS conference of 1967 in Grahamstown and that of UCM at Stuttterheim in 1968

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10.4.2 Aims of Black Consciousness

- Biko and others who followed him believed that the struggle of Black Students was their responsibility and that they should not depend on other races who were sympathetic to their course.
- This is why Biko and those who supported him felt that `*The Blacks are tired of standing at the touchline to witness a game they should be playing. They want to do things for themselves all by themselves*`.
- The repressive Apartheid system seemed to have beaten Black people into submission and BC aimed to revive them and wake them from the long sleep.
- There seem to have been a realization that for Blacks to be able to launch an attack on the repression imposed on them by the Apartheid government they first have to realise that something was wrong and needed to be challenged.
- Black Consciousness aimed to work towards the following, among others:
  - Infuse the black community with a newfound pride in themselves, their efforts, their value system, their culture and their outlook to life

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- Promoted pride, black identity, culture and history.
- Instilled feelings of self-reliance, self-esteem and to fight for own rights.
- Instilled a feeling of pride amongst black South Africans.
- Encouraged black South Africans to overcome the feeling of self-pity, self-alienation and domination by external forces.
- To achieve mental liberation and emancipation.

To this end, BC stated that` as a prelude whites must be made to realise that they are only human, not superior. Same with Blacks, they must be made to realise that they are also human, not inferior`

10.4.3 Political Organisations

- The early evidence of the impact of BC on political organisations became evident when Steve Biko and other leaders broke away from NUSAS in 1968 and formed SASO
- SASO focused on students at tertiary institutions students. Several Universities and Colleges were established after the passing of the extension of University Education Act of 1959. Among the Universities that were to be fertile ground for the spread of BC ideology were the following: University of Durban Westville, Fort Hare University, University of Zululand and the University of the North, Turfloop
- Formation of Black Peoples Convention as a political vehicle for BC ideas. Having established SASO for the students and SASM for those at school, BC followers wanted a broader and bigger voice to articulate the demands and aspirations of Black people.
- Several unions and organisations aligned to BC was formed to give action to the ideology of BC. These included, among others, the following: Black Parents Association, Black Allied Workers Union, Azanian Peoples Organisation and others.
- The `Viva Frelimo Rallies` of September 1974 were organized by the BC and SASO and took place regardless of the ban placed by the government.
- The theme of these celebrations was the achievement of the independence by the people of Mozambique
- The arrest of BC leaders and the ensuing courts cases served to heighten the level of political activism and consciousness in South Africa.

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10.4.4 Impact on labour

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- Influence of BC through SASO extended to labour resulting in the famous strike by the tile and factory workers in Durban(Durban Moment)
- The influence of BC did not end with the workers in 1973 but it emerged again with the 1976 Soweto Uprising
- The Black Allied Workers Union was among the labour formations that were formed through the influence of BC
- This was a watershed moment in trade unionism in South Africa because after his event many similar protests were to occur in South Africa.

10.4.5 Black Community Programmes

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- Steve Biko was to be banished to King William`s Town and this led to the diverted focus to Black Community Programmes (BCP)
- Having been banned the focus of Biko now turned to the BC and the Black Community Programmes BCP
- To undertake projects for themselves e.g. The Zanempilo Community Centre
- Established various projects and trust funds were established to entrench the believe that blacks can achieve self-sufficiency
- These included the following: Publications and leadership training, Zanempilo Community Health Centre, Solempilo Community Health Centre, Ithuseng Community Health Programme, Zimele trust and Winter School Project

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Black Community Programmes and the service they rendered

Project	Focus
Publications and leadership training	Revival of cultural, political and literary (writing) activity
Zanempilo Community Health Centre	The first primary health care centre situated at Zinyoka outside King William`s Town . One of the first primary health care initiatives outside of the public sector in South Africa which provided much needed community health education. It was also in this clinic where a successful production of leather goods was facilitated.
Solempilo Community Health Centre	A primary health care facility opened on the south coast of Natal
Ithuseng Community Health Programme	Women empowerment programme, encouraged women to establish vegetable gardens and other economic initiatives in Linyenye.
Zimele trust fund	Established by Biko in 1975 working together with religious leaders. Provided assistance to political prisoners and their families. Supported those who were detained, imprisoned, banned, banished or just released from prison. Those who had difficulty in finding jobs because they were perceived to be troublemakers were assisted. The fund had particular success with a brick-making scheme in Dimbaza near King William's Town.
Winter School Project	Tutors were paid by the Northern Transvaal Council of Churches (NTCC), for the teaching of the Standard 10 learners during winter holidays.

10.4.6 1976 Soweto Uprising

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- The government plan was to enforce the language policy that promoted Afrikaans to be the medium of instruction in Black schools
- These efforts to enforce Afrikaans as a medium of instruction came to people who have been exposed to the teachings of Biko and BC and it was going to be difficult for the government to have its way
- Even though the government was ultimately forced to back down on its language policy the killings, arrests and imprisonment continued
- Many young South Africans skipped the country to swell the ranks of the ANC and the PAC in exile.
- More repressive laws were passed and the anti-apartheid organisations with links to Black Consciousness were banned (SASO, SASM, BPC AND SSRC)

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10.4.7 Biko's death

- Biko was re-arrested in 1977 and later died in police custody
- The ideas that Biko stood for survived his death and this was true to his statement that` It is better to die for an idea that will live, than to live for an idea that will die`

RAND Daily Mail

No sign of hunger strike—Biko doctors

A 'Mail' special investigation

'Brave little soldier' blows himself up

https://images.app.goo.gl/YQcLu9LHjopBFxci9

10.5. ACTIVITIES

Examples of essays using the common essay question verbs:

Do you agree with the statement…?
To what extent...?
Critically discuss…?

10.5.1 <u>Activity 1</u>

Explain to what extent Steve Biko and Black Consciousness played a significant role in mobilising black South Africans against the Apartheid regime during the 1970s

Support your line of argument with relevant evidence **(50)**

10.5.2 <u>Activity 2</u>

`Steve Biko and the philosophy of Black Consciousness had played a major role in reviving political activism and organisations in South Africa in the 1970s`

Do you agree with this statement? Use relevant evidence to support your line of argument **(50)**

10.5.3 Activity 3

Critically discuss how the philosophy of Black Consciousness influenced the Soweto uprising of 1976.

Use relevant evidence to support your line of argument **(50)**

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10.6. RESPONSES

10.6.1: Activity 1

Explain to what extent Steve Biko and Black Consciousness played a significant role in mobilising black South Africans against the Apartheid regime during the 1970s

Support your line of argument with relevant evidence.

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

SYNOPSIS

Candidates needs to explain to what extent Steve Biko and Black Consciousness played a significant role in mobilising black South Africans against the Apartheid regime during the 1970s

MAIN ASPECTS
Candidates could include the following aspects in their response:

- INTRODUCTION: Candidates needs to explain to what extent Steve Biko and Black Consciousness played a significant role in mobilising black South Africans against the Apartheid regime during the 1970s. They need to demonstrate how they intend answering the question

ELABORATION

- **Background information**: The Sharpeville massacre (1960) led to the banning of the ANC and PAC
  - Resulted in a lull (vacuum) of political activity and opposition to the Apartheid government
  - allowed the government to further entrench repression for making opposition to its policies difficult.
  - BCM emerged to fill up the vacuum
- **The emergence of the BC philosophy**
  - Steve Biko and other leaders broke away from NUSAS and form SASO
  - SASO focused on students at tertiary institutions students. Several Universities and Colleges were established after the passing of the extension of University Education Act of 1959.
  - Among the Universities that were to be fertile ground for the spread of BC ideology were the following: University of Durban Westville, Fort Hare University, University of Zululand and the University of the North.

- **The essence of the Philosophy to prepare black South Africans to change their lives**

  - Black South Africans should not depend on other races who were sympathetic to their course.

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- This is why Biko and those who supported him felt that `The Blacks are tired of standing at the touchline to witness a game they should be playing. They want to do things for themselves all by themselves`
- BC is an ideology that plans to infuse the black community with a newfound pride in themselves, their efforts, their value system, their culture and their outlook to life (instilled a feeling of pride, self-reliance & self-esteem amongst black South Africans)
- Encouraged black South Africans to understand the power of mental emancipation
- Encouraged black South Africans to overcome the feeling of self-pity, Self-alienation and external forces

- **Mobilisation through Political organisations**
  - Establishment of SASO (from NUSAS)
  - Formation of Black Peoples Convention (BPC) as a political vehicle for BC ideas.
  - Having established for the students and SASM for those at school, BC followers wanted a broader and bigger voice to articulate the demands and aspirations of Black people.
- **Mobilising workers**:
  - Influence of BC through SASO extended to labour resulting in the famous strike by the tile and factory workers in Durban(Durban Moment)
  - Formation of BAWU
  - This was a watershed moment in trade unionism in South Africa because after his event many similar protests were to occur in South Africa.
- **Mobilizing through Community Programmes:**
  - Steve Biko was to be banished to King William`s Town and this led to the diverted focus to Black Community Programmes (BCP)
  - BC and the Black Community Programmes BCP – for self empowerment
  - To undertake projects for themselves e.g. The Zanempilo Community Centre
  - Various projects and trust funds were established to entrench the believe that blacks can achieve self-sufficiency
- **Mobilising students**
  - efforts to enforce Afrikaans as a medium of instruction came to people who have been exposed to the teachings of Biko and BC and it was going to be difficult for the government to have its way
  - Afrikaans laid fertile ground for the Soweto Uprising
  - The Soweto uprising (16 June 1976)
  - Even though the government was ultimately forced to back down on its language policy the killings, arrests and imprisonment continued
  - Many young South Africans skipped the country to swell the ranks of the ANC and the PAC in exile.
- Conclusion: Candidates should sum up their argument with a relevant conclusion.

(50)

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10.6.2: <u>Activity 2</u>

`Steve Biko and the philosophy of Black Consciousness had played a major role in reviving political activism and organisations in South Africa in the 1970s`

Do you agree with this statement? Use relevant evidence to support your line of argument

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

SYNOPSIS
Candidates need to indicate whether they agree or disagree with the statement that Steve Biko and the philosophy of Black Consciousness played a major role in reviving political activism and organisations in South Africa in the 1970s

MAIN ASPECTS
Candidates could include the following aspects in their response:
Introduction: Candidates need to indicate whether they agree or disagree with the statement that Steve Biko and the philosophy of Black Consciousness played a major role in reviving political activism and organisations in South Africa in the 1970s. They need to demonstrate how they intend answering the question

ELABORATION

- Political vacuum left by the banning of liberation movements (the African National Congress and the Pan Africanist Congress of Azanian) opened the way for the establishment of the BCM
- Experiences of Biko and others within white led organisations like NUSAS and the University Christian Movement
- Steve Biko and other leaders broke away from NUSAS and formed SASO because the feeling was that NUSAS was not vocal in its fight against the injustices suffered by the Black Students.
- SASO focused on tertiary institutions students. Several Universities and Colleges were established after the passing of the extension of University Education Act of 1959. Among the Universities that were to be fertile ground for the spread of BC ideology were the following: University of Durban Westville, Fort Hare University, University of Zululand University of the North, Turfloop
- Several organisations and unions were formed through the influence of BC and SASO to put pressure on the government from various directions (Union of African Journalists, Black Allied Workers Union, Black Parents Association and others)
- Formation of Black Peoples Convention as a political vehicle for BC ideas. Having established SASO for the students and SASM for those at school, BC followers wanted a broader and bigger voice to articulate the demands and aspirations of Black people.
- Influence of BC through SASO extended to labour resulting in the famous strike by the tile and factory workers in Durban(Durban Moment)

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- This was a watershed moment in trade unionism in South Africa because after his event many similar protests were to occur in South Africa.
- Steve Biko was to be banished to King William`s Town and this led to the diverted focus to Black Community Programmes (BCP)
- To undertake projects for themselves e.g. The Zanempilo Community Centre
- Various projects and trust funds were established to entrench the believe that blacks can achieve self-sufficiency
- The role of SASM and the Soweto Students Representative Council in the 1976 Soweto Uprising
- More repressive laws were passed and the anti-apartheid organisations with links to Black Consciousness were banned (SASO, SASM, BPC AND SSRC)
- Biko was re-arrested in 1977 and later died in police custody
- The ideas that Biko stood for survived his death and this was true to his statement that` It is better to die for an idea that will live, than to live for an idea that will die`
- Conclusion: Candidates should sum up their argument with a relevant conclusion.

If candidates disagree with the statement, they must support their line of argument with relevant evidence

(50)

10.6.3: <u>Activity 3</u>
Critically discuss how the philosophy of Black Consciousness influenced the Soweto Uprising of 1976.

Use relevant evidence to support your line of argument

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

SYNOPSIS
Candidates should critically discuss how the philosophy of Black Consciousness influenced the Soweto Uprising of 1976. Focus should be on how the philosophy was transmitted from structures at universities to those in schools.

MAIN ASPECTS
Candidates should include the following aspects in their response:
- Introduction: Candidates should critically discuss how the philosophy of Black Consciousness influenced the Soweto Uprising of 1976 and show how black South African students were inspired to fight for their freedom. They need to demonstrate how they intend answering the question.

ELABORATION
- Reasons for Black Consciousness and the role of Steve Biko
- Steve Biko became active in the activities of NUSAS

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- Biko was convinced that black students needed their own organisation in which they could speak for themselves instead of relying on whites to help their cause
- Biko outlined plans for the South African Students Organization (SASO)
- SASO became a successful organisation in 1968
- The concept of Black Consciousness had special appeal to the youth because it inspired them to fight against white domination
- Poor quality of Bantu Education, e.g. unequal government expenditure, poor quality of school buildings, shortage of classrooms and overcrowding in classrooms
- SASO began influencing high school students
- The South African Student's Movement (SASM) was set up by young activists
- Learners were exposed to the ideas of Black Consciousness and became
- mobilised to fight for their rights
- In 1975 the Minister of Education introduced a policy that made Afrikaans
- compulsory as a medium of teaching and learning
- Black youth were conscientised by the philosophy of Black Consciousness (black dignity and self-esteem/ poor living conditions, rising unemployment among parents and grinding poverty also made made youth militant)
- The issue of Afrikaans became the final spark that led to the Soweto uprising
- On 16 June 1976 students mobilised against the apartheid government
- An important turning point against the apartheid government was reached
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(50)

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Topic 6: The end of the Cold War and a New World Order

Content focus: The the impact of Gorbachev's reforms on the disintegration of the Soviet Union and the resulting political changes in South Africa (Question 6 = Essay)

11. TOPIC 6: THE END OF THE COLD WAR AND A NEW WORLD ORDER – THE IMPACT OF GORBACHEV'S REFORMS ON THE DISINTEGRATION OF THE SOVIET UNION AND THE IMPACT ON SOUTH AFRICA [QUESTION 6 = ESSAY]

QUESTION FOCUS: The end of the Cold War: The events of 1989

- Gorbachev's reforms in the Soviet Union
- The disintegration of the Soviet Union
- The impact of the collapse of the Soviet Union on South Africa

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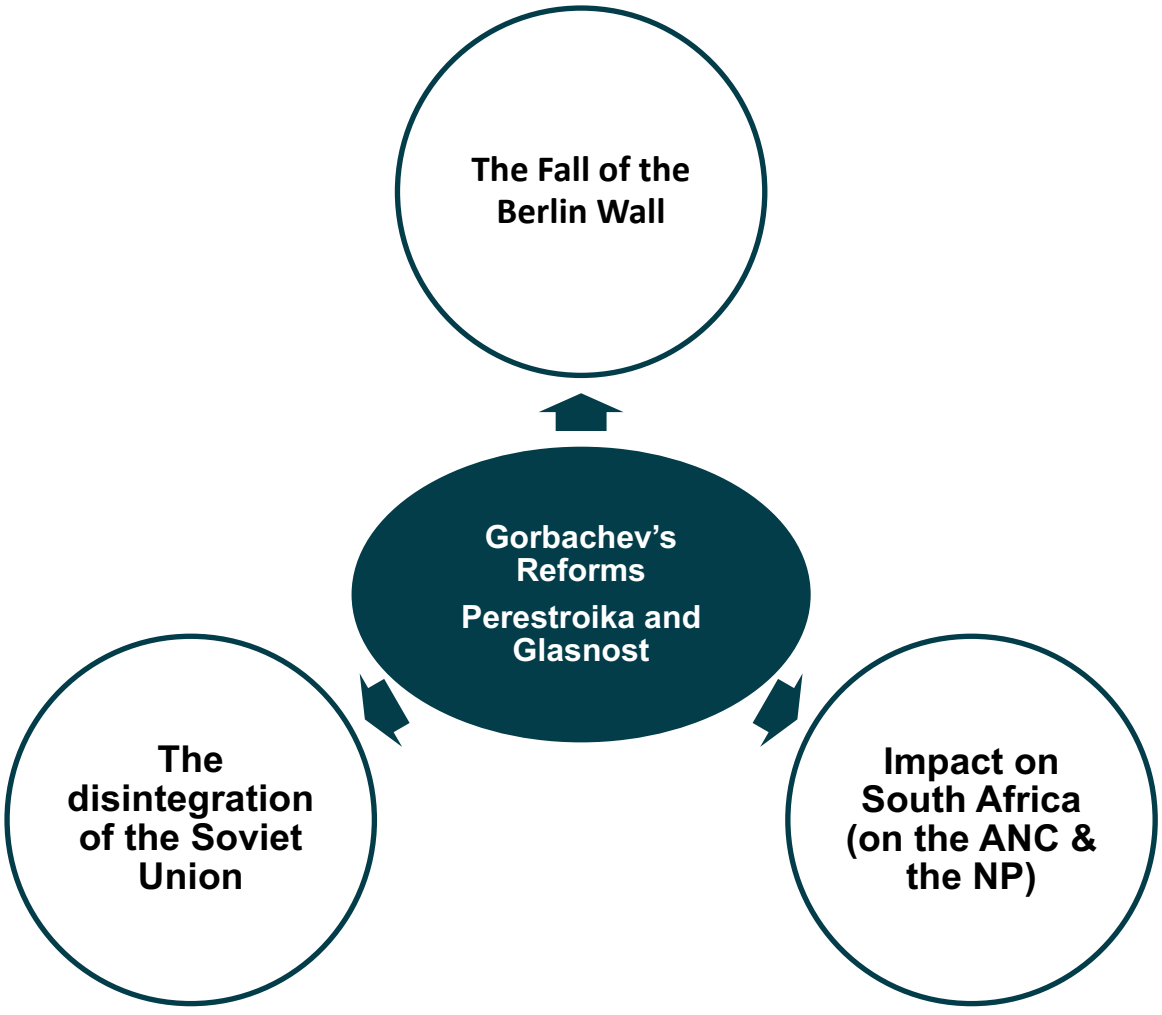
11.1. MIND MAP



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11.2. TIMELINE

Year	Event
1985	Mikhail Gorbachev became the Secretary General of the Communist Party of the Soviet Union (CPSU) and the leader of the USSR.
1986	The world's biggest nuclear disaster occurred in the USSR.
1986	Gorbachev announced his plans for the introduction of Perestroika.
1987	Gorbachev signed a disarmament treaty with America.
1988	Gorbachev announced that Soviet Union would not interfere in Eastern Europe.
1988	Gorbachev launched Glasnost.
1989	Gorbachev withdrew Soviet troops from Afghanistan.
1989	The fall of the Berlin Wall.
1989	FW De Klerk became the leader of the National Party.
1990	De Klerk unbanned political organisations
1990	Nelson Mandela was released.
1991	Gorbachev resigned and the Soviet Union collapsed.
1994	South Africa held her first democratic elections.

11.3. KEY CONCEPTS & ABBREVIATIONS

Capitalism:	The economic system where the means of production are privately owned (free enterprise)
Communism:	The political and economic system where the means of production are owned by the state (no private ownership)
Perestroika:	The policy that was introduced by Gorbachev to restructure the economic system of the Soviet Union
Glasnost:	The policy that was introduced by Gorbachev which allowed for openness, political transparency and also allowing people their say about the state
Satellite state:	A country that is formally independent but is under heavy political, economic and military influence from another country.

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ABBREVIATIONS

USSR	Union of Soviet Socialist Republics
USA	United States of America
NP	National Party
ANC	African National Congress
UNITA	The National Union for Total Independence of Angola
MPLA	The People's Movement for Liberation of Angola
SADF	South African Defence Force
MK	umKhonto we sizwe
CPSU	Communist Party of the Soviet Union

11.4. CONTENT

11.4.1 SYMBOLISM FOR RUSSIA

Flag

A Bear as a cultural symbol in Russia

[From learnrussianlanguage.net Accessed 24 April 2021.]

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11.4.2 The Political Map of USSR

[From nationsonline.org Accessed on 24 April 2021.]

11.4.3 Gorbachev's policies: Perestroika and Glasnost

- Gorbachev got into power in 1985.
- Russia at the time was in a serious economic crisis that was attributed to the following factors:
  - The armaments race with the USA.
  - Participation in the war with Afghanistan drained Russia.
  - Decline in agricultural farming.
  - The Chernobyl disaster affected the economy of Russia.
- Gorbachev was then determined to change the situation around so that Russia could regain economic strength.
- He introduced political and economic policies, namely, **Perestroika** and **Glasnost**.

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11.4.3.1 Perestroika

A policy introduced by Gorbachev to restructure the economic system in the Soviet Union.

- Allowed aspects of Capitalism back to the economy.
- Private businesses could engage in foreign trade.
- Foreign investments were allowed.
- Smaller businesses could be privately owned.
- State companies that were failing were closed down.
- Political restructuring:
- A sharp reduction in military spending.
- The withdrawal from the war in Afghanistan.
- The withdrawal of funding for left-wing liberation movements.
- Wanted to stamp out corruption.

From cvce.eu/obj/caricature_de_Cummings (24 August 1988). Accessed on 21/04/2021

11.4.3.2 Glasnost

A policy that was introduced by Gorbachev to bring about a more open and consultative government which allowed for greater freedom in the Soviet Union.

- Freedom of speech was allowed.
- More media freedom.
- People were allowed to criticise the government policies which would lead to the end of corruption in government.
- Allowed for elections within the socialist framework.
- Thousands of political prisoners were released.

11.4.4 The disintegration of the Soviet Union

To what extent were Gorbachev's reforms responsible for the disintegration of the Soviet Union?

- Gorbachev became Secretary-General of the Soviet Communist Party and leader of the government in 1985 at 54 years of age. He was not a hardliner and hoped to revive Soviet Union's economy by improving both industrial output and technology, as well as expanding its markets
- He took a big risk of effecting political change, especially for the Soviet Union, known for its hardline Communist stance.

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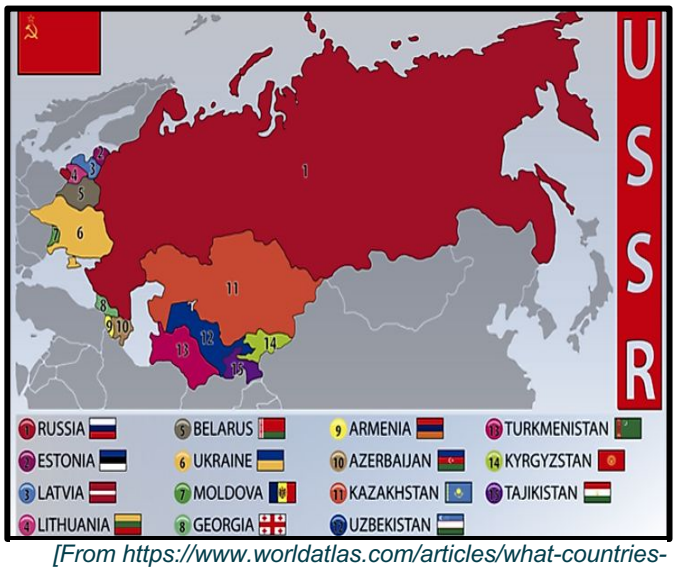
- He wanted to take the Soviet Union out of a weak economic system – due to space and arms race with the USA.
- He introduced the policy of Perestroika (Economic reconstruction) and of Glasnost (openness)
- Glasnost led to criticism of the policy of Perestroika and Gorbachev himself
- Many hardline communists were discontent with policies that became unpopular
- At home he had two types of opponents: hardliners who were opposed to the reforms and liberals who criticized him for not moving fast enough
- The two policies did not support each other as thought but ended the entire system of the Soviet Union
- He lost support at home – Unity of the Soviet Union was at risk and Socialism became under threat
- He commanded a hero status to the West. His personal power and prestige increased. He earned a Nobel Peace Prize in 1990.
- Many underlying differences existed amongst the 15 Republics
- Civil unrests broke out between various groups
- Old form of Nationalism emerged and led to new demand for independence
- He tried to stop the disintegration by proposing establishing a Federation of States – which failed.
- In 1990, several Soviet states including Russia under Gorbachev's bitter rival, Boris Yeltsin, declared their independence
- On 25 Dec 1991, the USSR was dissolved, the Communist Party disbanded
- Each of the 15 Republics became independent and became members of the Commonwealth of Independent states
- The disintegration symbolized the end of the cold war



[From https://www.worldatlas.com/articles/what-countries-made-up-the-former-soviet-union-ussr.html. Accessed on 24 April 2021]

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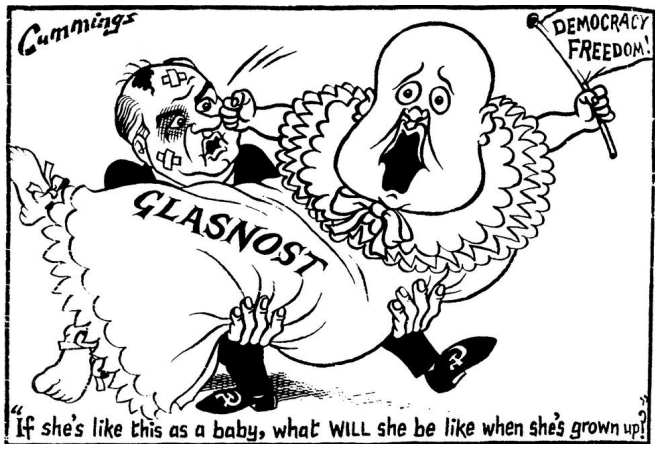
11.4.5 Cartoon on Glasnost (and its contribution towards the disintegration of the Soviet Union)



[From cvce.eu/obj/caricature_de_Cummings (24 Aug 1988). Accessed on 21 April 2021.]

- The policy is depicted as a child growing bigger than the father (Gorbachev).
- The policy had brought democracy and freedom to the Soviet Union – which never happened before
- The President is seen battered and bruised by the policy that he introduced
- The policy did not achieve the desired outcomes.
- The media used the very same policy to criticize the government.
- The policy gave voice to internal opposition to government policies
- It revived hardline communists who regarded it as deviating from the principles of Communism
- Old form of Nationalism within the federation emerged and led to new demand for independence – which ultimately led to the disintegration of the Soviet Union

11.4.6 Cartoon on the disintegration of the Soviet Union

The cartoon below shows Soviet, Mikhail S. Gorbachev looking in dismay at a massive stone hammer and sickle now shattered into 15 parts.

[From jchistorytuition.com.sg. Accessed 24 April 2021.]

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11.4.7 THE COLLAPSE OF USSR: A game-changer for South African Politics

The National Party and the African National Congress who duly benefitted from the foreign support before 1989 were affected by the collapse of the USSR. To a greater extent, this was a major catalyst (spark) for political transformation in South Africa. The two political enemies were forced to sit on the negotiating table and discuss the future of South Africa.

11.4.7.1 IMPACT ON THE NATIONAL PARTY

Before 1989	After 1989
Western Countries supported South African government despite the call for sanctions.	Western countries exerted pressure on SA government to end Apartheid.
National Party portrayed itself as a government fighting against communism.	Communism *(Rooi Gevaar)* was no longer a threat
South Africa was seen as a pro-Western ally that protected Africa against communism.	The West no longer needed the NP as a bulwark against the spread of communism.

11.4.7.2 IMPACT ON THE ANC

Before 1989	After 1989
Received expertise and military support from the Soviet Union for the training of MK cadres. Supplied with weapons.	Lost military support.
Was given financial support	Financial support was stopped.
Did not enjoy support from the West.	Attitudes of western countries towards the ANC changed.

11.5. ACTIVITIES

11.5.1 Activity 1:

Gorbachev's policies of perestroika and glasnost led to the disintegration of the Soviet Union in 1989..

Do you agree with the statement? Support your line of argument with relevant evidence.

11.5.2 Activity 2:

The collapse of the Soviet Union in 1989 served as a turning point for South Africa. Critically discuss this statement with reference to how events in the Soviet Union influenced the political transformation that occurred in South Africa.

11.5.3 Activity 3:

Explain to what extent Mikhail Gorbachev's policies of perestroika and glasnost were directly responsible for political changes that occurred in South Africa after 1990s. Support your line of argument with relevant evidence.

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11.6. RESPONSES

11.6.1 Activity 1:

Gorbachev's policies of glasnost and perestroika led to the disintegration of the Soviet Union in early 1990s.

Do you agree with the statement? Support your line of argument with relevant evidence.

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

SYNOPSIS
Candidates should agree or disagree that Gorbachev's policies of perestroika and glasnost led to the disintegration of the Soviet Union in 1989. They should make use of relevant content to support their argument

MAIN ASPECTS
Candidates should include the following aspects in their response:

- Introduction: Candidates should take their stance by agreeing or disagreeing that Gorbachev's policies of glasnost and perestroika led to the disintegration of the Soviet Union in 1989. They should indicate how they would support their line of argument.

ELABORATION

- Gorbachev became Secretary-General of the CPSU and leader of the government in 1985 at 54 years of age. He was not a hardliner and hoped to revive Soviet Union's economy by improving both industrial output and technology, as well as expanding its markets
- He took a big risk of effecting political change, especially for the Soviet Union, known for its hardline Communist stance.
- He wanted to take the Soviet Union out of a weak economic system – due to space and arms race with the USA.
- He introduced the policy of Perestroika (Economic reconstruction) and of Glasnost (openness)
- Glasnost led to criticism of the policy of Perestroika and Gorbachev himself
- Many hardline communist were discontent with policies that became unpopular
- At home he had two types of opponents: hardliners who were opposed to the reforms and liberals who criticized him for not moving fast enough
- The two policies did not support each other as thought but ended the entire system of the Soviet Union
- He lost support at home – Unity of the Soviet Union was at risk and Socialism became under threat
- He commanded a hero status to the West. His personal power and prestige increased. He earned a peace noble price in 1990.
- Many underlying differences existed amongst the 15 Republics
- Civil unrests broke out between various groups

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- Old form of Nationalism emerged and led to new demand for independence
- He tried to stop the disintegration by proposing establishing a Federation of States – which failed.
- In 1990, several Soviet states including Russia under Gorbachev's bitter rival, Boris Yeltsin, declared their independence
- On 25 Dec 1991, the USSR was dissolved, the Communist Party disbanded
- Each of the 15 Republics became independent and became members of the Commonwealth of Independent states
- The disintegration symbolized the end of the cold war
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (50)

11.6.2 Activity 2

The collapse of the Soviet Union in 1989 served as a turning point for South Africa.

Critically discuss this statement with reference to how events in the Soviet Union influenced the political transformation that occurred in South Africa.

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

SYNOPSIS
Candidates need to critically discuss how the collapse of the Soviet Union served as a turning point for South Africa. They need to show how events in the Soviet Union influenced political transformation that occurred in South Africa after 1989.

MAIN ASPECTS
Candidates should include the following aspects in their response:

- Introduction: Candidates should critically discuss how the collapse of the Soviet Union was a turning point for South Africa. They should support their line of argument with relevant evidence.

ELABORATION

- Gorbachev's policies of Perestroika and Glasnost
- The fall of the Berlin Wall and its impact
- The disintegration of the Soviet Union affected both the ANC and NP
- The collapse of the Soviet Union deprived the ANC of its main source of economic and military support
- Socialism was no more an option for the ANC
- The National Party's claim that it is protecting southern Africa from communism became unrealistic because of Gorbachev's policies
- The National Party could no longer justify that it was a 'bulwark' against the spread of communism in Africa

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- The National Party could no longer claim that it was protecting the Cape Sea route against the spread of communism
- Influential National Party members realised that apartheid was not the answer to the needs of white capitalism and therefore opted for negotiations with the ANC in exile
- The Battle of Cuito Caunavale and the fact that the National Party had to negotiate with communists over the independence of Namibia made it easier for them to talk the ANC
- The security forces and successive states of emergency did not stop revolt in South Africa
- South Africa was slowly edging towards a civil war
- PW Botha (Hawk) suffered a stroke and was succeeded by FW de Klerk (Dove)
- De Klerk started to accept that the struggle against apartheid was not a conspiracy directed from Moscow
- De Klerk initiated talks with the ANC
- On 2 February 1990 De Klerk unbanned all anti-apartheid organisations
- This paved the way for negotiations between the National Party and various resistance organisations
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion

11.6.3 Activity 3

Explain to what extent Mikhail Gorbachev's policies of perestroika and glasnost were directly responsible for political changes that occurred in South Africa after 1990s.

Support your line of argument with relevant evidence.

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

SYNOPSIS
Candidates need to explain to what extent Mikhail Gorbachev's policies of perestroika and glasnost were directly responsible for the political changes that occurred in South Africa in the 1990s. They need to explain how Gorbachev's policies paved the way for the National Party and the African National Congress to begin talks. They should refer to the relevant events that transformed the political landscape in South Africa between 1989 and 1990.

MAIN ASPECTS
Candidates could include the following aspects in their essays:

- Introduction: Candidates should indicate to what extent Gorbachev's policies of perestroika and glasnost were directly responsible for the political changes that

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occurred in South Africa in the 1990s. They need to support their line of argument with relevant evidence.

ELABORATION

- Gorbachev wanted to modernise the Soviet economy (perestroika), allow 'openness' (glasnost)
- These reforms would have a profound effect on the Soviet Union, Eastern Europe and South Africa
- Many communist regimes in Eastern European countries were toppled in 1989 owing to Gorbachev's reforms
- The fall of the Berlin Wall in 1989
- The Soviet Union disintegrated
- Communism was no longer seen as a 'global threat'
- The collapse of the Soviet Union also affected South Africa
- The apartheid regime could no longer use communism to justify its policy of apartheid
- The National Party's claim that it was protecting South Africa from a communist onslaught became unrealistic
- The National Party's claim that it was protecting the Cape sea route from a communist takeover was no longer plausible
- The USA and its allies could no longer continue to support the oppressive apartheid regime
- The collapse of the USSR also influenced the ANC to change its stance against the leaders of the apartheid regime
- The Soviet Union could no longer support the ANC economically and militarily
- In light of this, the ANC had to review its economic and political policies
- The collapse of the Soviet Union put pressure on both the National Party and the ANC to begin negotiations
- External support for both the National Party and the ANC was fading and negotiations seemed the best option for both sides
- The defeat of the SADF at the Battle of Cuito Cuanavale led the National Party to begin negotiations with communists over the independence of Namibia
- Since the National Party was able to negotiate with communists in Namibia and this made it easier for them to talk to the ANC
- The western world supported a negotiated settlement in South Africa so that its challenges could be resolved peacefully and democratically
- It became evident that the National Party government could not maintain white supremacy indefinitely
- The continued repression of black South Africans would eventually lead to political instability and economic ruin
- By the late 1980s the South African economy was in a state of depression and the NP had no option but to start a process of negotiation with the ANC
- PW Botha suffered a stroke and was succeeded by FW de Klerk
- FW de Klerk started to accept that the black struggle against apartheid was not a conspiracy directed from Moscow

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- This enabled De Klerk to engage with the liberation organisations to find a lasting solution for South Africa
- On 2 February 1990 De Klerk announced the unbanning of all anti-apartheid organisations which included the ANC, PAC and SACP and the release of political prisoners which could pave the way for talks and the birth of a democratic South Africa
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

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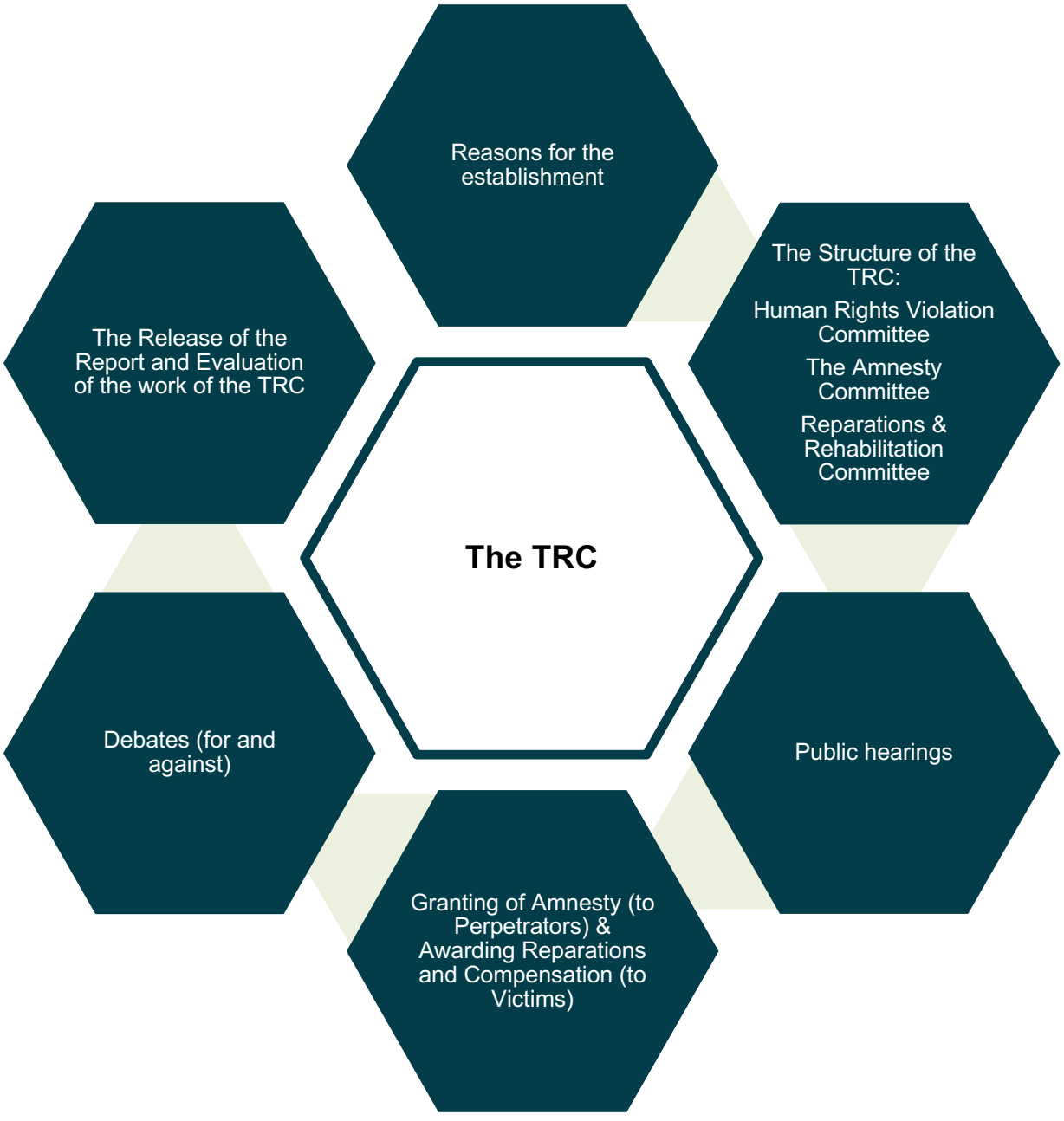
12. MIND MAPS OF TOPIC 5 (QUESTIONS 2 & 5)

12.1. QUESTION FOCUS: THE TRC MIND MAP



NOTE: Case Studies will be used to assess candidates on this sub-topic.

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12.2. QUESTION FOCUS: NEGOTIATION SETTLEMENT AND THE GOVERNMENT OF NATIONAL UNITY MIND MAP

NOTE: Take note of an attribute of Leadership (or lack of it) in all aspects of the sub-topic

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13. ACKNOWLEDGEMENTS

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DBE Subject Specialist: Pule Rakgoathe

The development of the Study Guide was managed and coordinated by Ms Cheryl Weston and Dr Sandy Malapile

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