eduresourcza.com

Downloaded from eduresourcza.com

MARKING GUIDELINES

EXAMINATION	NATIONAL SENIOR CERTIFICATE
GRADE	12
DATE	MAY/JUNE 2024
SUBJECT	HISTORY
PAPER	2
MARK TOTAL	150
DURATION (HOURS)	3
NUMBER OF PAGES	27

eduresourcza.com

SACAI

SOUTH AFRICAN COMPREHENSIVE ASSESSMENT INSTITUTE

SUID-AFRIKAANSE KOMPREHENSIEWE ASSESSERINGSINSTITUUT

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

1. SOURCE-BASED QUESTIONS

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

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

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

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

1.3 Assessment procedures for source-based questions

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

1.4 In marking of questions about support/similarities, the answer can be:

- It shows / It indicates / Both sources…
- But in cases of differences between sources, the answer <u>must</u> be: In source A … but in source B…

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

1.5 Paragraph Question

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

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

_____•_____•_____

_____•_____•_____

_____•_____•

✓✓✓✓

Level 2

- Used mostly relevant evidence to write a basic paragraph.

Count all the ticks for the source-based question and then write the mark in the bottom right-hand margin, e.g. $\frac{32}{50}$

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

eduresourcza.com

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

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

2.2 Marking of essay questions

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

2.3 Global assessment of the essay

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

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

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

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

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

2.4.3 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised ^

•	Wrong statement	_____
•	Irrelevant statement	|
		|
		|
•	Repetition	R
•	Analysis	A√
•	Interpretation	1√

2.5 The matrix

2.5.1 Use of the matrix in the marking of essays

In the marking of essays, the criteria as provided on the matrix should be used.

When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

(a) The first reading of the essay will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	

(b) The second reading of the essay will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	} 26–27
P	LEVEL 3	

© SACAI COPYRIGHT

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

PRESENTATION → / CONTENT ↓	LEVEL 1 Very well planned and structured Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence, sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	LEVEL 6 Very well planned and structured essay. Developed a relevant line of argument. used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	LEVEL 5 Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	LEVEL 4 Planned and constructed an argument. Evidence is used to some extent to support the line of argument. Conclusions reached based on evidence.	LEVEL 3 Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	LEVEL 2 Attempts to structure an answer. Largely descriptive, or some attempt at developing a line of argument. No attempt to draw a conclusion.	LEVEL 1 Little or no attempt to structure the essay.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection relevant to the line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question is recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20–23	18–19	14–17
LEVEL 1 Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

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

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

eduresourcza.com

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

	Level 1	Level 2	Level 3
	Extract evidence from sources. Selection and organisation of relevant information from sources. Define historical concepts.	**Interpretation. Understand source and author's opinion. Simple comparison. Explain historical concepts.**	**Interpret & evaluate. Engage in biased, reliability, usefulness. Compare and contrast. Interpretations.**
CAPS	**30%**	**40%**	**30%**
1.1.1	1		
1.1.2	1		
1.1.3	1		
1.1.4	1		
1.1.5		2	
1.1.6		4	
1.2.1	1		
1.2.2	3		
1.2.3		2	
1.2.4		2	
1.2.5		2	
1.2.6	2		
1.2.7		4	
1.3.1	1		
1.3.2	1		
1.3.3	1		
1.3.4		4	
1.3.5			4
1.4.1.	1		
1.4.2.	2		
1.4.3			2
1.5			8
	32%	40%	28%
2.1.1	1		
2.1.2	3		
2.1.3	1		
2.1.4	1		
2.1.5		2	
2.1.6		4	
2.1.7			4
2.2.1	2		
2.2.2	2		
2.2.3.		2	
2.2.4		4	
2.3.1	2		
2.3.2	1		
2.3.3		4	
2.3.4		2	
2.4.1	2		
2.4.2	1		
2.4.3		2	
2.4.4			2
2.5			8
	32%	**40%**	**28%**
3.1.1	1		
3.1.2	1		
3.1.3	1		
3.1.4	1		
3.1.5		2	
3.1.6		4	
3.1.7			4
3.2.1	4		
3.2.2	1		
3.2.3		4	
3.2.4		2	
3.3.1	1		
3.3.2	1		
3.3.3	2		
3.3.4		4	
3.3.5			2

eduresourcza.com

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

3.4.1	1		
3.4.2	1		
3.4.3	1		
3.4.4		2	
3.4.5		2	
3.5.			8
	32%	**40%**	**28%**

eduresourcza.com

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

SECTION A

QUESTION 1: WHAT CHALLENGES DID THE APARTHEID REGIME FACE IN THE 1980s?

1.1 1.1.1 *[Extraction of evidence from Source 1A - Level 1]*
- 'the importance of forming a united front against the 1983 apartheid reforms'. (1x1) (1)

1.1.2 *[Extraction of evidence from Source 1A - Level 1]*
- 'the launch of the United Democratic Front (UDF)'. (1x1) (1)

1.1.3 *[Extraction of evidence from Source 1A - Level 1]*
- 'the sole purpose of opposing the Koornhof Bills'. (1x1) (1)

1.1.4 *[Extraction of evidence from Source 1A - Level 1]*
- 'a government by the people where the people shall govern according to their will'. (1x1) (1)

1.1.5 *[Interpretation of evidence from Source 1A - Level 2]*
- It refers to the struggle (the fight) against the Apartheid-regime/ the anti-Apartheid movements since 1948.
- It refers to the period of colonialism/ slavery/ NP-rule of minority rule/ oppression of the Black minority and their fight against it.
- Any relevant answer. (any 1x2) (2)

1.1.6 *[Interpretation of evidence from source 1A – Level 2]*
- Prime Minister P. W. Botha introduced a constitutional amendment that created a tricameral parliament with three racially separate chambers: one for whites, one for Asians, and one for Coloureds.
- The new tricameral parliament gave the appearance of power-sharing, but white control of the presidency and the predetermined numerical superiority of the white chamber ensured that real power would remain in white hands and the majority (Blacks) gained no rights.
- The new Constitution of the Republic of South Africa of 1983 outlined a government led by a president, and a parliamentary system with increased coloured and Indian representation.
- The Apartheid reforms involves the new, tricameral Parliament encompassed a (white) House of Assembly, a (Coloured) House of Representatives, and an (Indian) House of Delegates.
- Any relevant answer. (any 2x2) (4)

[10]

© SACAI COPYRIGHT

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

1.2 1.2.1 *[Extraction of evidence from Source 1B - Level 1]*
- 'that the majority of South Africans were opposed to the new structure.' (1x1) (1)

1.2.2 *[Extraction of evidence from Source 1B - Level 1]*
- 'strikes'
- 'protests'
- 'boycotts' (3x1) (3)

1.2.3 *[Interpretation of evidence from Source 1B - Level 2]*
- Black majority poses a threat to white domination/ "Black Peril" ('Swart gevaar').
- Coloured and Indians were minority groups and PW Botha maintained a built-in majority in the parliament.
- Botha hoped to divide people of colour (non-whites) to keep them from working together against apartheid.
- Botha 'reformed' the government so that it would look like a democracy, especially for overseas countries.
- Any relevant answer. (any 1x2) (2)

1.2.4 *[Interpretation of evidence from Source 1B - Level 2]*
- He made himself executive President, a very powerful position for one person.
- Constitutional changes cause P.W. Botha to became Head of Government and Head of State.
- Any relevant answer. (any 1x2) (2)

1.2.5 *[Interpretation of evidence from Source 1B - Level 2]*
- Botha used the SAP and SADF to maintain law and order at all costs, but it was a failure.
- The government had to mobilise the army and states a state of emergency to bring uprisings under control, but it was only partially repressed.
- Government military expenditure to maintain control over the masses was exuberant.
- The uprising against PW Botha's reforms were more intense and lasted longer than any previous uprisings, although he took major actions (his total strategy) to suppress it.
- Violence broke out, especially driven by the Blacks because they received nothing – they were the majority and difficult to control.
- Botha's reforms, that still protected White minority rule, were rejected by the majority in South Africa and oversees/ internationally – Botha could no longer ignore the masses.
- Any relevant answer. (any 1x2) (2)

1.2.6 *[Definition of a historical term from Source 1B – Level 1]*
- State of Emergency puts the Government in charge of any actions, as opposed to local authorities. This also allows the Government to help/ intervene affected regions that are becoming overwhelmed.

eduresourcza.com

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

- The apartheid government militarised and heavily policed all aspects of South African society/ the powers of the military and police were extended.
- Any relevant answer. (any 1x2) (2)

1.2.7 *[Interpretation of evidence from Source 1B – Level 2]*
It was not successful because
- Botha's inclusion of the Coloured and Asian minority groups did not convince the people of South Africa that Botha brought in true reforms.
- Coloured and Indian voter turnout were extremely low, they did not really accept the new Parliament.
- Because of the Tricameral Parliament mass action campaigns swept through the country, violence erupted on many occasions.
- The Government had to declare a State of Emergency that lasted for much of the 1980s. Emergency regulations were used to severely restrict extra-parliamentary activities.
- The apartheid regime never recovered from the resistance - Tricameralism and African urban councils had been firmly rejected by the demand for 'People's Power'.
- Any relevant answer. (any 2x2) (4)

[16]

1.3 1.3.1 *[Extraction of evidence from Source 1C - Level 1]*
- 'against police brutality' (1x1) (1)

1.3.2 *[Extraction of evidence from Source 1C - Level 1]*
- 'De Klerk' (1x1) (1)

1.3.3 *[Extraction of evidence from Source 1C - Level 1]*
- 'The Mass Democratic Movement (MDM)' (1x1) (1)

1.3.4 *[Interpretation of evidence from Source 1C - Level 2]*
TRUE because
- De Klerk allowed protest marches which his predecessor never did.
- Botha reacted with a state of emergency and police brutality whenever there was actions against the Anti-Apartheid government, De Klerk changed that by releasing political prisoners and starting negotiations.
- Any relevant answer.

NOT TRUE because
- South Africa was not a democracy in 1989 – the majority could not vote.
- The march was against police killings during election day – looks like a police state.
- Any relevant answer. (any 2x2) (4)

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

1.3.5
- *[Comparison of evidence from Sources 1B and 1C – Level 3]*
- Source 1B's information is based on violent outburst against the Apartheid government, but Source 1C is based on a non-violent march against police brutality.
- In Source 1B the government had to endure resistance from the Coloureds and Indians – low voter turnout but in Source 1C the government had to deal with a march.
- In Source 1B it is implied that the Apartheid regime saw protest and marches as part of a Total Onslaught but in Source 1C it seems as if the government does not feel threatened at all.
- Any relevant answer. (any 2x2) (4)

[11]

1.4 1.4.1 *[Extraction of evidence from Source 1D – Level 1]*
- 'To continue the campaign of defiance against Apartheid laws.'
- 'Men forced to join troops to fight in the Apartheid War/ to maintain order in the townships.'
- Any relevant answer. (any 1x1) (1)

1.4.2 *[Explanation of a historical term concept in Source 1D – Level 2]*
- The South African policy of segregation on the grounds of race.
- A former policy of segregation and political**,** social, and economic discrimination against the non-white majority in the Republic of South Africa.
- Any relevant answer. (any 1x2) (2)

1.4.3 *[Explain limitations of Source 1D – Level 3]*
- It represents one group's dissatisfaction with the government of South Africa – not of the dissatisfaction of the masses.
- There is limited information/ shows only one act of civil disobedience because it's a photo and does not show how much of a challenge it posed to the Apartheid's government.
- Any relevant answer. (any 1x2) (2)

[5]

1.5 *[Interpretation, analysis and synthesis of evidence from the relevant sources - Level 3]*
Candidates could include the following aspects in their response:
- A united front against the 1983 apartheid reforms, the United Democratic Front (UDF) was launched in Cape Town. (Sources 1A)
- The UDF was a united front for the sole purpose of opposing the Koornhof Bills. (Source 1A)
- Botha's legalisation of black trade unions in 1979, gave African industrial labour a real voice. (COSATU). (Own knowledge)
- The new Liberation Movement, the United Democratic Front (UDF), launched a massive nationwide campaign against the Tricameral Parliament. (Source 1B)
- Civil society protests the Tricameral Parliament showed that the majority of South Africans were opposed to the new structure. Coloured and Indian voter turnout was extremely low. (Source 1B)
- Violence erupted on many occasions, and the Government responded by declaring a State of Emergency that lasted for much of the 1980s. (Sources 1B)

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

- Rolling mass action gained enormous momentum, and Botha came to see it as part of a 'total onslaught' of forces that wanted to destroy South Africa. (Own knowledge.)
- There was the peace march to the Cape Town City Hall that was organised by the Mass Democratic Movement (MDM) against police brutality on 13 September 1989. (Source 1C)
- This march passed peacefully and signalled the actual unbanning of the ANC. (Source 1C)
- Archbishop Tutu jogged along a white only beach at the Strand, Saturday Sept. 30, 1989, with a crowd of supporters, as church organizations continued their campaign of defiance against Apartheid laws. (Source 1D)
- In 1989 De Klerk was president and he allowed marches and the unbanning of the ANC. (Sources 1C and 1D)
- Any relevant answer.

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding for the challenges the Apartheid regime faced in the 1980s.** • Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic.	Marks: 0 – 2
LEVEL 2	• Evidence is mostly relevant and relates to the topic e.g. **shows some understanding for the challenges the Apartheid regime faced in the 1980s.** • Uses evidence in a very basic manner to write a paragraph.	Marks: 3 – 5
LEVEL 3	• Uses relevant evidence e.g. that shows **a thorough understanding for the challenges the Apartheid regime faced in the 1980s.** • Uses evidence very effectively in an organise paragraph that shows an understanding of the topic.	Marks: 6 – 8

[8]

TOTAL QUESTION 1: [50]

eduresourcza.com

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION DEAL WITH HUMAN RIGHTS VIOLATIONS?

2.1 2.1.1 [*Extraction of evidence from Source 2A - Level 1]*
- 'Suluman Saloojee, her husband, died in police custody in 1964.' (1x1) (1)

2.1.2 [*Extraction of evidence from Source 2A - Level 1]*
- 'A 32-year-old solicitor's (lawyer's) clerk'.
- 'He was active in the Transvaal Indian Congress'.
- 'He was active in the ANC.' (3x1) (3)

2.1.3 *[Extraction of evidence from Source 2A - Level 1]*
- 'The inquest (investigation) into Saloojee's death lasted about five minutes, Rokaya said.'. (1x1) (1)

2.1.4 *[Definition of a concept from Source 2A - Level 1]*
- A person who campaigns to bring about political and social change. (1x1) (1)

2.1.5 *[Interpretation of evidence from Source 2A – Level 2]*
- He allegedly fell to his death from the seventh floor of the police headquarters – like another activist, Steve Biko.
- The investigation into Saloojee's death lasted about five minutes – the police was most likely burying the evidence.
- His clothes were full of blood and the police did not offer an explanation.
- Any relevant answer. (any 1x2) (2)

2.1.6 *[Interpretation of evidence from Source 2A – Level 2]*
- He was injured in the Church Street car bomb incident of 1983, a political deed performed by the ANC.
- He was a victim of a political motivated crime during Apartheid.
- He wanted closure – want those that gave the order to admit their deed so that he can forgive and move on.
- Any relevant answer.

(any 2x2) (4)

2.1.7 *[Comment on usefulness of evidence from Source 2A - Level 3]*
- **Useful because**
- It is the testimonies of two victims before the TRC.
- It shows that victims could tell their stories and seek closure.
- It shows that the TRC was trying to the heal victims, promoted truth-telling, forgiveness, acceptance and reconciliation.
- It shows examples of the TRC uncovering the truth.
- It shows that the TRC was not only investigating human rights violations committed by the Apartheid regime, but also of the ANC/ freedom fighters.
- Any relevant answer. (any 2x2) (4)

[16]

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

2.2 2.2.1 *[Extraction of evidence from Source 2B - Level 1]*
- 'to salve (ease) the wounds embedded (rooted) within the
o country's history'.
- 'bring voices to the injuries suffered'. (2x1) (2)

2.2.2 *[Extraction of evidence from Source 2B - Level 1]*
- 'the commission often made painful, personal accounts of loss and struggle into public'.
- 'stirred emotion but did little to mobilise (activate) change.'. (2x1) (2)

2.2.3 *[Interpretation of evidence from Source 2B- Level 2]*
YES
- He says that the TRC had many shortcomings and flaws but proved essential to the reconciliation of both nation and state.
- Any relevant answer. (any1x2) (2)

2.2.4 *[Interpretation of evidence from Source 2B - Level 2]*
- Many black South Africans felt that the findings of the TRC were inadequate in establishing clear accountability. / They did not support restorative justice and wanted the perpetrators punished.
- Unsuccessful prosecutions caused bitterness. Many felt that the TRC did nothing more than open old wounds.
- TRC relies on truth-telling, and many felt that some lied to keep themselves out of trouble and receive amnesty.
- Any relevant answer. (any 2x2) (4)

[10]

2.3 2.3.1 *[Extraction of evidence from Source 2C - Level 1]*
- 'Harold Snyman'
- 'Barend du Plessis' (2x1) (2)

2.3.2 *[Define a concept from Source 2C - Level 1]*
- An official pardon for people who have committed political offences.
- Any relevant answer. (any 1x1) (1)

2.3.3 *[Interpretation of evidence from Source 2C - Level 2]*
- The security police members wanted to downplay their participation to escape prosecution and to receive amnesty while the askaris were telling the truth.
- The security police members did not show remorse because they were only following orders at the time while the askaris had empathy with the victims.
- Any relevant answer. (any 2x2) (4)

2.3.4 *[Interpretation of evidence from Source 2C - Level 2]*
- They did not disclose the whole truth.
- Any relevant answer. (any 1x2) (2)

[9]

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

2.4 2.4.1 *[Extraction of evidence from Source 2D - Level 1]*
- 'De Klerk and Tutu'. (2x1) (2)

2.4.2 *[Extraction of evidence from Source 2D - Level 1]*
- 'The National Party's submission to the Truth and Reconciliation Committee.'. (1x1) (1)

2.4.3 *[Interpretation of evidence from Source 2D - Level 1]*
- The National party did not disclose the whole truth – lots of evidence were destroyed.
- De Klerk's account left out lots of details to protect high profile members of the previous government.
- Tutu did not believe De Klerk's account and did not see him as honest.
- Any relevant answer. (any 1x2) (2)

2.4.4 *[Explanation of limitations in Source 2D]*
- The cartoon focus on one of the cases of the TRC out of the thousands the TRC handled.
- The cartoon does not include much information on the case of the TRC on the National Party.
- It is a cartoon and the opinion of the cartoonist – does not include facts about the case.
- Any relevant answer. (any 1x2) (2)

[7]

2.5 *[Interpretation, analysis and synthesis of evidence from the relevant sources – Level 3]*
Candidates could include the following aspects in their response:
- The TRC was set up in terms of the Promotion of National Unity and Reconciliation Act of 1995 to establish a body to pursuit unity and peace and reconciliation between the people of South Africa. (Own knowledge)
- The TRC examined human rights abuses (1960-1994) from both the victims as well as the perpetrators perspectives/ found that more than 19 000 (closer to 22 000 up to date) had been victims of such abuses and granted more than 849 (1500 up to date) amnesties. (Own knowledge)
- The TRC granted amnesty for politically motivated crimes, human right violations, seek the truth and paid reparations to victims. (Sources 2A-2D)
- In many cases victims and perpetrators' stories were heard, example Rokaya Saloojee, wife of slain activist Suluman Saloojee. He was killed by the police force in Johannesburg on 9 September 1964. (Sources 2A)
- The TRC also listened to victims of the ANC - James Simpson, a survivor of the Church Street bomb in Pretoria on 20 May 1983. (Source 2A)
- Many did not understand the process of restorative justice – it was not that easy to forgive – they wanted perpetrators punished. (Source 2B)
- The family of anti-Apartheid activist Steve Biko opposed amnesty for his killers, arguing the commission to be unconstitutional. (Source 2B)
- The chairman of the TRC, Archbishop Tutu, believed in restorative justice to heal and get to the truth, but in some cases, amnesty was controversial (Sources 2B, 2C) Promoted nation building (own knowledge)

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

- Perpetrators received amnesty if they told the truth - that motivated them to come forward, but in cases like the PEBCO THREE the truth was not revealed. (Sources 2C)
- It wasn't a magic wand – it did not free South Africa from its past. Some could not forgive. (Source 2B)
- Many opposed the whole idea of a truth commission, believing that it re-open old wounds that were beginning to heal. (Source 2B)
- Some saw the TRC as a witch hunt and some high level perpetrators/ Apartheid government did not apply. (Source 2D)
- the National Party's submission to the Truth and Reconciliation Committee did not reveal all. (Source 2D)
- Any relevant answer.

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of how the TRC dealt with human rights violations.** • Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic.	Marks: 0 - 2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. **shows some understanding of how the TRC dealt with human rights violations.** • Uses evidence in a very basic manner to write a paragraph.	Marks: 3 – 5
LEVEL 3	• Uses relevant evidence e.g. **shows a thorough of how the TRC dealt with human rights violations**. • Uses evidence very effectively in an organise paragraph that shows an understanding of the topic.	Marks: 6 - 8

[8]

TOTAL QUESTION 2: [50]

eduresourcza.com

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

QUESTION 3: HOW DOES SOUTH AFRICA MAINTAIN ITSELF AS A MEMBER OF BRICS?

3.1 3.1.1 *[Extraction evidence from Source 3A - Level 1]*
- "a long-standing ally". (1x1) (1)

3.1.2 *[Extraction of evidence from Source 3A - Level 1]*
- 'South Africa.'. (1x1) (1)

3.1.3 *[Extraction of evidence from Source 3A – Level 1]*
- 'The ICC issued a warrant for the arrest of Russian President Vladimir Putin for forced deportations of children from Ukraine to Russia.'.
- Because he is seen as the aggressor in the Russian-Ukraine war. (any 1x1) (1)

3.1.4 *[Extraction of evidence from Source 3A – Level 1]*
- President Cyril Ramaphosa. (1x1) (1)

3.1.5 *[Interpretation of evidence from Source 3A – Level 2]*
- South Africa, a signatory to the ICC, is mandated to execute the warrant if Putin attends the BRICS summit in South Africa.
- South Africa will lose valuable friends in the West if it does not arrest Putin.
- Any relevant answer. (any 1x2) (2)

3.1 6 *[Interpretation of evidence from Source 3A- Level 2]*
- South Africa insists that it is neutral in the war between Russia and Ukraine although it seems as if the ANC government is on Russian side/ even rumours of giving Russia weapons.
- South Africa is neutral in the war between Russia and Ukraine despite expectations from its Western allies that the government should condemn Russia.
- The ANC (leading party) have a long-standing relationship with Russia and cannot just turn its back on an old ally despite the world view on the Russian Ukrainian War.
- Any relevant answer. (any 2x2) (4)

3.1.7 *[Comment on usefulness of Source 3A - Level 3]*
Useful because
- SA visited Moscow to discuss what the ANC said was the "recalibration of the global order" – one of the aims of BRICS.
- President Cyril Ramaphosa as part of an African leaders' peace mission and as a partner to Russia in BRICS went on a peace mission to Russia and Ukraine.
- The source implies that SA chose Russia's side in the war because South Africa does not want to offend a member of BRICS.
- Any relevant answer. (any 2x2) (4)

[14]

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

3.2 3.2.1 *[Extraction of evidence from Source 3B - Level 1]*
- Brazil
- Russia
- India
- China (4x1) (4)

3.2.2 *[Extraction of evidence from Source 3B - Level 1]*
- 'on the programme of development and prosperity for partner countries'. (1x1) (1)

3.2.3 *[Interpretation of evidence from Source 3B – Level 2]*
- Sooklal believed that the results of the summits are visible in the work of the BRICS and the global community.
- Sooklal believed that BRICS impact globally as they address key challenges faced by emerging countries, such as developmental challenges, growing their economies, and addressing poverty and unemployment.
- BRICS is a grouping of the world's leading emerging market economies.
- Any relevant answer. (any 2x2) (4)

3.2.4 *[Explain historical concepts– Level 2]*
- Developed countries refers to countries whose economy has highly progressed and possesses great technological infrastructure, whereas the countries with low industrialisation and low human development are termed as developing countries.
- Any relevant answer. (any 1x2) (2)

[11]

3.3 3.3.1 *[Extraction of evidence from Source 3C - Level 1]*
- 'Naledi Pandor' (1x1) (1)

3.3.2 *[Extraction of evidence from Source 3B - Level 1]*
- 'A growing economic bilateral relationship'. (1x1) (1)

3.3.3 *[Extraction of evidence from Source 3B - Level 1]*
- To expand the bloc's presence.
- To challenge the dominance of the global superpowers. (2x1) (2)

3.3.4. *[Interpretation of evidence from Source 3C - Level 2]*
- Brazil, Russia, India, China, South Africa — are setting themselves up as an alternative to existing international financial and political forums.
- BRICS is an acronym for the powerful grouping of the world's leading emerging market economies.
- BRICS was established to support economic growth of emerging economies and counter traditional Western/ G20 capitalist monopolies.
- Any relevant answer. (any 2x2) (4)

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

3.3.5 *[Comment on differences in Sources – Level 3]*
- In Source 3 B South Africa has three primary goals which are to see development and inclusive economic growth, to promote value-added trade among BRICS countries and to promote investment but in Source 3C South Africa will push for the admission of new members to expand the bloc's presence, challenging the dominance of global superpowers.
- Any relevant answer. (any 1x2) (2)

[10]

3.4 3.4.1 *[Extraction of evidence from Source 3D - Level 1]*
- India. (1x1) (1)

3.4.2 *[Extraction of evidence from Source 3D - Level 1]*
- President Jacob Zuma. (1x1) (1)

3.4.3 *[Extraction of information from Source 3D – Level 1]*
- China. (1x1) (1)

3.4.4 *[Interpretation of evidence from Source 3D - Level 2]*
- The delegates at the summit are ignoring real issues terror, poverty and recession indicated by the sharks circling them.
- India is hosting an expensive summit while the country suffer poverty, indicated by the caption "not the best time".
- The cartoonist is alluding to the fact that the BRICS have entered "dangerous waters"/ shark invested, and they are not focusing on the real problems/ avoiding the major issues are indicated by the leaders doing water skiing.
- Any relevant answer. (any 1x2) (2)

3.4.5 *[Interpretation of a concept in context of Source 3D – Level 2]*
- The cartoon depicted countries interacting in a summit where they discussed issues that involved political, economic, and social issues around the globe.
- BRICS is a forum that aims to play a role in the international arena.
- Any relevant answer. (1x2) (2)

[7]

© SACAI COPYRIGHT

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

3.5 *[Interpretation, analysis and synthesis of evidence from the relevant sources - Level 3]*
Candidates could include the following aspects in their response:

- South Africa joined BRICS in 2010 because South Africa is seen as a gateway to Africa with influential regional power. (Own knowledge)
- South Africa played host to a few BRICS summits and participated in the rest. (Sources 3A -3D)
- President Cyril Ramaphosa went on a peace mission to Russia and Ukraine because of South Africa's relationship with Russia in BRICS. (Source 3A)
- South Africa insists publicly that it is neutral in the war between Russia and Ukraine, not to offend his BRICS ally. (Source 1A)
- At the BRICS summit in 2018 SA addressed key challenges faced by emerging economic countries, such as developmental challenges, growing their economies, and addressing poverty and unemployment. (Source 3B)
- South Africa is a member of BRICS - BRICS is an acronym for the powerful grouping of the world's leading emerging market economies. (Source 3C)
- South Africa is in a growing economic bilateral relationship with Russia. (Source 3C)
- South Africa will host the BRICS this year, and its ruling African National Congress (ANC) has suggested Pretoria could use the chairmanship to push for the admission of new members to expand the bloc's presence, challenging the dominance of global superpowers. (Source 3C)
- Any relevant response.

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of South Africa's role in BRICS.** • Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic.	Marks: 0 − 2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. **shows some understanding of South Africa's role in BRICS.** • Uses evidence in a very basic manner to write a paragraph.	Marks: 3 – 5
LEVEL 3	• Uses relevant evidence e.g. **shows a thorough understanding of South Africa's role in BRICS.** • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.	Marks: 6 − 8

[8]

TOTAL QUESTION 3: [50]

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

SECTION B: ESSAY

[Plan, construct and discuss an argument based on evidence using analytical and interpretative skills]

QUESTION 4: CIVIL RESISTANCE IN SOUTH AFRICA IN THE 1970S AND 1980.

Part of the insight of the Black Consciousness Movement was in understanding that, black liberation would not only come from imagining and fighting for structural political changes, as older movements like the ANC did, but also from psychological transformation in the minds of black people themselves.

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

SYNOPSIS
In writing this essay, candidates must agree with this statement and indicate that the Black Consciousness Movement were both a mindset change and a movement in the anti-Apartheid struggle in the 1970s and 1980s.

MAIN ASPECTS
Candidates should include the following aspects in their response:
- Introduction: Candidates should focus on the psychological transformation as well as impact of the BCM on the Apartheid state. Candidates need to state their viewpoint.

ELABORATION
Focus on impact of the BCM.
- Background: In the 1960s and 1970s the policy of Apartheid, a strict form of segregation, was firmly in place. Black leaders were in exile.
- There was a void filled by the BCM.

Psychological transformation
- The BCM's most recognisable leader was Steve Biko, who was a popular voice of Black liberation between the mid-1960s and his death in police detention in 1977.
- Black Consciousness is an attitude of the mind, it teaches Black pride.
- Influenced by Martin Luther King Jr., Malcolm X and Black Power Movement in the USA.
- It underpins the idea that the Black man should not rely on the whites to bring about change.
- Its philosophy is associated with Steve Biko who wrote essays for example '*I Write what I Like'.* - which challenged the Apartheid state.
- Black Consciousness replaced the Apartheid term 'non-white' with the word 'black',
- It included Indian and coloured people as well as black South Africans. The term 'Black' was used as a form of empowerment.
- Black students started to organise themselves to resist white domination and adopted the philosophy of Black Consciousness.

Fighting for structural political changes
- SASO was for university students and SASM was established at schools.
- Ideas of BC were initially welcomed by the National Party because it fit with separate development.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

- Black People's Convention was the umbrella organisation (which involved students, churches, communities, and trade unions) that embraced BC.
- Unions aligned to the BC philosophy included Black Parents' Association and Black Allied Workers Union. (BAWU)
- BCM provided new leadership and a new direction in resistance politics. Due to the power vacuum/ banned ANC and PAC.
- It opposed the government and wanted to end white domination.
- Became a mass movement that sought to undermine Apartheid.
- BC ideas incited workers to embark on strike action.
- The BCM supported disinvestment campaigns.
- Biko was a powerful speaker.
- Steve Biko travelled the country, putting forward his ideas and became popular.
- Reaction from SA-government - organisations associated with BC were banned, including SASO.
- BC appealed to the youth.
- Soweto Uprising.
- The government believed that BC had a major role in the uprising- SASM inspired the formation of SSRC.
- Bantu Education introduced Afrikaans as a medium of instruction in schools - Both black teachers and students rejected Afrikaans - as the language of the oppressor.
- Some teachers and learners were already exposed to the ideas of Biko and the BC philosophy through SASO student teachers from universities.
- 16 of June 1976 students protested peacefully - Police responded forcefully to student protests. (Hector Pieterson, a 13-year-old boy was one of the first casualties of this uprising)
- Biko's arrest - growing resistance.
- Final detention in 1977 led to death.
- International outcry against his death and international response to the Soweto uprising led to more resistance against Apartheid. (Role of the media.)
- Western countries supported mandatory arms embargo against SA.
- Community Programmes: Undertook educational, health and other community self-help projects that bettered the lives of Black people.
- Other leaders responsible for self-help groups; Barney Pityana, Bennie Khoapa, Mamphela Ramphele.
- Zanempilo Community Health Centre near King William's Town.
- Any other relevant response.

CONCLUSION

Candidates should tie up their argument with a relevant conclusion. **[50]**

eduresourcza.com

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

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

Critically discuss the negotiation process that ultimately led to a new democratic Republic of South Africa in 1994.

Support your line of argument with relevant evidence. .

SYNOPSIS

Candidates may indicate that it was a difficult and complicated process and that commitment and compromise played key roles in sustaining the negotiation process that ultimately led to a new democratic Republic of South Africa in 1994.

MAIN ASPECTS

Introduction: Candidates should use the complicated negotiation process and challenges before the 1994-elections to critically discuss the road to democracy.

ELABORATION

- FW de Klerk released Nelson Mandela and other banned political leaders in 1990, unbanning of the ANC, the PAC and other banned organisations were the start of a commitment to negotiations.
- March 1990 police shot dead 11 demonstrators in Sebokeng - in protest Mandela postponed the first round of talks.
- Groote Schuur Minute, 2 May 1990 - NP agreed to create a climate for negotiations. ANC was not yet prepared to end armed struggle.
- Government removed repressive laws and lifted the State of Emergency.
- ANC continued Operation Vula. Police arrested some of the top leaders of Operation Vula but they were eventually released. ANC would not agree to disarm while government was using armed forces. (Sebokeng)
- Pretoria Minute in August 1990 – NP guaranteed indemnity of returning exiles and ANC suspended armed struggle.
- Built-up of violence in KwaZulu-Natal and the Vaal Triangle - suspected Third Force - the government set up the Goldstone Commission to investigate.
- CODESA 1 - 19 political parties except for AZAPO, CP and PAC/ 300 delegates.
- Mandela and De Klerk could not agree on power-sharing and constituent assembly – meeting ended.
- The Declaration of Intent was signed to unite South Africa.
- Whites-only referendum (March 1992) – De Klerk tested white support for negotiations -
- Result – landslide Yes – negotiations continued.
- CODESA 2 (2 May 1992) – did not last because of violence and inability of parties to agree on power-sharing.
- Boipatong massacre (17 June 1992) threatened negotiation process. The ANC launched a campaign of 'rolling mass action'.
- Bisho massacre (September 1992) almost derailed negotiation process.
- South Africa continued to be racked by violence and a growing economic crisis.
- Ironically, violence strengthened the hand of moderates on both sides - summit meeting.
- Record of Understanding (September 1992) – Meyer and Ramaphosa committed themselves to peace and to negotiations.
- Meyer and Ramaphosa agreed on Joe Slovo's Sunset clause.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

- Multi-Party negotiations resumed at the World Trade Centre but Inkatha, Conservative Party, Ciskei and Bophuthatswana withdrew.
- The AWB interrupted the negotiations when they stormed the World Trade Centre with armed forces and an armoured vehicle that they crashed through the doors.
- **Assassination of Chris Hani** (10 April 1993) – feared outbreak of full-scale race war (civil war). **Mandela addresses and calm nation on TV**.
- Chief negotiators pushed ahead with an increased sense of urgency agreed 27 April would be date for democratic elections.
- **Continued violence:** Throughout PAC attack on St James' Church, Heidelberg Tavern, Cape Town, Amy Biehl-murder. Bophuthatswana shootings, Shell House Massacre, bombs planted by far-right-wing in Johannesburg.
- 27-29 April 1994 Elections held. ANC won - Mandela became first black State President of the new democratic Republic of South Africa.
- Any other relevant response.

CONCLUSION

Candidates should tie up their argument with a relevant conclusion **[50]**

eduresourcza.com

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

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

Explain how Mikhail Gorbachev's reforms in the Soviet Union eventually led to changes in Eastern European countries as well as in South Africa.

SYNOPSIS

In writing this essay the candidate must explain how Mikhail Gorbachev's reforms in the Soviet Union eventually led to changes in Eastern European countries as well as South Africa. Candidate needs to state viewpoint.

MAIN ASPECTS

- Introduction: Focus on changes in Europe and South Africa due to the demised Soviet Union.

ELABORATION

Soviet Union:

- Background: In 1985 Gorbachev – the new president of USSR - inherited economic and social problems. The "command economy" was not efficient; consumer goods were scarce; corruption was rampant - many people stopped believing in communism.
- The USSR had problems on the international front for example they could not afford new high-tech weapons (Star Wars) and could no longer afford involvement in other countries.
- Gorbachev launched **'Perestroika' (economic re-structuring)** and **'Glasnost'. (openness in government and more freedom of speech**). Gorbachev announced that political parties other than the Communist Party of the Soviet Union could be formed and held free elections for a new parliament.
- **Demokratizatsiya/democratisation** by Gorbachev.
- People in Eastern Europe watched the Soviet with interest.
- Gorbachev's reforms led to government **reforms in many Soviet states in Europe and also in other countries like South Africa.**

Europe:

- **Poland** already formed an unofficial free trade union called Solidarity and had 10 million members.
- It constantly questioned Poland's Communist regime.
- The Polish government was forced to recognise the workers' right to strike and to form independent trade unions.
- 1989 – Chairman Jaruzelski negotiated with Solidarity.
- The Polish Round Table Talks led to first non-communist government.
- Lech Walesa was elected President of Poland.
- Solidarity's success in Poland encouraged movements in other satellite states such as in **Czechoslovakia** where Havel became the new president after the 'velvet revolution'.
- Hungary and **Bulgarian** revolutions were peaceful.
- In **Romania** it led to the execution of Pres Ceausescu.
- In Nov 1989, the **Berlin Wall**, the symbol of the Cold War, was demolished and became a milestone in the disintegration of Soviet power.
- In free elections held in 1990 in Germany, the communists only won 16% of the vote and shortly thereafter Germany was reunited.
- 1990 - free elections were held throughout the East-bloc and non-communist won in all the cases.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

- The satellite states left the Warsaw Pact; told the USSR to leave; dismantled communist structures; introduced free market economies; drew up democratic constitutions and opened membership negotiations with the European Union.
- The Baltic states (Lithuania, Latvia, Estonian, Georgia) became independent from Moscow.
- On 21 Dec 1991 Russia and 11 other republics declared they were no longer part of the USSR.
- USSR and Soviet communism had ceased to exist, and Gorbachev lost all power.

South-Africa:

- The Apartheid regime could no longer use communism to justify its policy of Total Onslaught and racial segregation.
- The USA and its allies could no longer continue to support the apartheid regime.
- The collapse of the USSR also influenced the ANC to change its stance from socialism to capitalism.
- The ANC experienced economic and ideological challenges - no more support from the Soviet-Union.
- The collapse of the Soviet Union put pressure on both the National Party and the ANC to begin negotiations.
- The Battle of Cuito Cuanavale spurred the National Party to start negotiations with communist over the independence of Namibia made it easier for them to talk to the ANC.
- The Western world supported the move that South Africa should resolve its problems peacefully and democratically.
- It became evident that the National Party government could not maintain white supremacy indefinitely. (Economic crisis and violence escalated/ internal unrest.)
- FW De Klerk started to accept that the black struggle against apartheid was not a conspiracy directed from Moscow.
- 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 paved the way for talks.
- Due to negotiations the first real democratic elections in were held in 1994 - Mandela President.
- Any other relevant response.

CONCLUSION

Candidates should tie up their argument with a relevant argument. **[50]**

GRAND TOTAL: [150]

© SACAI COPYRIGHT

Downloaded from eduresourcza.com