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MARKING GUIDELINES

EXAMINATION	NATIONAL SENIOR CERTIFICATE
GRADE	12
DATE	NOVEMBER 2024
SUBJECT	HISTORY
PAPER	2
MARK TOTAL	150
DURATION (HOURS)	3
NUMBER OF PAGES	26

SACAI

SOUTH AFRICAN COMPREHENSIVE ASSESSMENT INSTITUTE

SUID-AFRIKAANSE KOMPREHENSIEWE ASSESSERINGSINSTITUUT

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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 their 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 …

1.5 PARAGRAPH QUESTION

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

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- Read the paragraph and place a bullet (●) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.
- At the end of the paragraph, indicate the ticks ( ) that the candidate was awarded for the paragraph as well as the level (1, 2 or 3), as indicated in the holistic rubric, supported by 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. 32 50

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

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

- Be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay have 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 particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will not be required to simply regurgitate "facts" in order to achieve a better mark. This approach

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will also discourage learners from preparing "model" answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

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

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

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

2.4.3 The following additional symbols can also be used:

•		Introduction, main aspects, and conclusion not properly contextualised ^
•	Wrong statement	_____
•	Irrelevant statement	|
		|
		|
•	Repetition	R
•	Analysis	A√
•	Interpretation	I√

2.5 The matrix

2.5.1 Use of the matrix in the marking of essays

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

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

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

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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	

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GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: [50]

PRESENTATION ↓ CONTENT	LEVEL 7 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. Evidence 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 made 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

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	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 and evaluate. Engage in biased, reliability, usefulness. Compare and contrast. Interpretations.**
CAPS	30%	40%	30%
1.1.1	1		
1.1.2		2	
1.1.3	2		
1.1.4		2	
1.1.5	2		
1.1.6		4	
1.2.1	1		
1.2.2		2	
1.2.3		4	
1.2.4	1		
1.2.5			4
1.3.1	1		
1.3.2		2	
1.3.3		2	
1.3.4		2	
1.3.5	2		
1.4.1	2		
1.4.2	2		
1.4.3			4
1.5			8
	28%	**40%**	**32%**
2.1.1	1		
2.1.2		2	
2.1.3	2		
2.1.4	2		
2.1.5			2
2.2.1		4	
2.2.2		4	
2.2.3		2	
2.3.1		2	
2.3.2		2	
2.3.3	2		
2.3.4	3		
2.3.5 (a)	1		
2.3.5 (b)	1		
2.4			4
2.5.1		4	
2.5.2	2		
2.5.3			2

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2.6			8
	28%	**40%**	**32%**
3.1.1	1		
3.1.2	2		
3.1.3		2	
3.1.4	3		
3.1.5	1		
3.1.6			4
3.2.1	4		
3.2.2		4	
3.2.3		4	
3.3.1	1		
3.3.2		4	
3.3.3		4	
3.4.1	2		
3.4.2		2	
3.5			4
3.6			8
	28%	**40%**	**32%**

SECTION A

QUESTION 1: HOW DID BLACK SOUTH AFRICANS REACT TO PW BOTHA'S REFORMS IN THE 1980s?

1.1

1.1.1 *[Extraction of evidence from Source 1A – Level 1]*

- "If some UDF leaders were neutralised, in some way, other activists sprang up into action and begun launching school, bus and consumer boycotts." (1 x 1) (1)

1.1.2 *[Interpretation of evidence in historical context from Source 1A – Level 2]*

- Protest by the black majority after PW Botha introduced reforms in the 1980s
- Any relevant answer (1 x 2) (2)

1.1.3 *[Extraction of evidence from Source 1A – Level 1]*

- "Boycotts"
- "Stayaways" (2 x 1) (2)

1.1.4 *[Define historical terminology from Source 1A – Level 1]*

- A person who campaigns to bring about political or social change (1 x 2) (2)

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1.1.5 *[Extraction of evidence from Source 1A – Level 1]*

- "… emergency restrictions"
- "… the detention of many activists" (2 x 1) (2)

1.1.6 *[Interpretation of information from Source1A – Level 1]*

- No public meetings were held.
- SADF/ Police was patrolling the townships.
- SADF/Police had absolute authority to arrest.
- Curfew was implemented which meant no movement.
- Media censored.
- Any relevant answer (2 x 2) (4)

[13]

1.2

1.2.1 *[Extraction of evidence from Source 1B – Level 1]*

- "… I suspect, however, that your proposition was profoundly undemocratic in that you were denying to black people the democratic rights which constitute the notion of citizenship …"
- "You did not refer to political rights for blacks…" (1 x 1) (1)

1.2.2 *[Definition of a concept from Source 1B – Level 2]*

- Blacks who lived in the townships next to towns and cities of South Africa in the 1980s
- Blacks who were living in townships
- Any relevant answer (Any 1x2) (2)

1.2.3 *[Interpretation of evidence in historical context from Source 1B – Level 2]*

- Black majority poses a threat to white domination / "Black Peril" ("Swart gevaar").
- To protect the position of white South Africans
- Any relevant answer (Any 2x2) (4)

1.2.4 *[Extraction of evidence from Source 1B – Level 1]*

- "African National Congress" (1x1) (1)

1.2.5 *[Reliability of Source 1B in historical context – Level 3]*

Reliable

- This is the letter written by Dennis Goldberg who was detained because of his political beliefs, to PW Botha, it is an eyewitness account / first-hand account.
- The website that the source was taken from is reliable, because it is .org.
- The source is mostly reliable, since it is an extract from the original letter written by Goldberg, who was in prison at the time.
- Any relevant answer

(Any 2x2) (4)

[12]

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1.3

1.3.1 *[Extraction of evidence from Source 1C – Level 1]*

- "…especially the young, as the reforms came into force in 1984 when Botha elevated himself to Executive President. " (1 x 1) (1)

1.3.2 *[Interpretation of evidence in historical context from Source 1C – Level 2]*

- Liberal whites who supported the liberation of Africans. (1 x 2) (2)

1.3.3 *[Interpretation of evidence from Source 1C – Level 2]*

- Botha accepted that South Africa was passing a point of no return. and that the government would maintain the apartheid system regardless of the internal or international consequences. (1 x 2) (2)

1.3.4 *[Interpretation of evidence from Source 1C – Level 2]*

- His government was denying the black majority the right to vote.
- The reforms that he introduced were not welcomed by the majority of South Africans. (Any 1x2) (2)
- He introduced political reforms despite opposition in and outside South Africa.

1.3.5 *[Extraction of evidence from Source 1C – Level 1]*

- "Even the assiduously (persevering) sympathetic Margaret Thatcher now gave up on Botha".
- "… US banks and corporations began to divest themselves of holdings in South Africa".
- "... Botha was forced under US pressure to concede independence to Namibia …"
- "… the rand value collapsed …" (Any 2x1) (2)

[9]

1.4

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

- "End white minority rule!"
- "Elections for a constituent assembly now!" (2 x 1) (2)

1.4.2 *[Extraction of evidence from Source 1D – Level 1]*

- "The African National Congress"
- "COSATU"
- "SACP" (2 x 1) (2)

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1.4.3 *[Comparison of sources – Level 3]*

- Source 1C is an informative source explaining how the state responded to the black demand for democratic rights. / Source 1D is a visual source showing the black reaction and their demand for the ending of white minority rule.
- Source 1C focuses on how the US and Margaret Thatcher (lost her support) tried to force Botha to adhere to democratic principles. / Source 1D focuses on how the local black South Africans tried to force him to give them the democratic changes and rights.
- Source 1C shows international support to end minority government. / Source 1D show the working class joining the struggle to end apartheid.
- Any relevant answer (Any 2x2) (4)

[8]

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

- A people's war was launched, underpinned by the UDF leaders and activists. (Source 1A)
- There was growing frustration and anger from the blacks for the delay in implementing a democracy in South Africa. (Source 1B)
- Young blacks resisted apartheid with dire consequences and confrontations with the police. (Source 1C)
- Botha's government declared the State of Emergency. (Source 1A)
- The army and the police were given powers to maintain order at all costs. (Own knowledge)
- Botha's legalisation of black trade unions in 1979, gave African industrial labour a real voice (COSATU). (Own knowledge)
- Thousands were arrested, 2 500 were killed by police during State of Emergency. (Source 1B)
- The PEBCO activists were tortured and died in prison (Source 1A)
- In 1985 Botha promised reforms as a result of the continuing violence in the country, he promised to "cross the Rubicon". (Source 1D)
- The reforms he introduced only gave Coloureds and Asians some form of representation in a white parliament. (Source 1A)
- Leaders like Mandela and Thatcher were disappointed. (Source 1C)
- The ANC, COSATU and the SACP protested against Botha's reforms (Source 1D)
- The new liberation movement, the United Democratic Front (UDF), launched a massive nationwide campaign against the Tricameral Parliament. (Source 1D)
- Civil society protests showed that the majority of South Africans were opposed to the new structure. (Source D)
- Violence erupted on many occasions, and the government responded by declaring a second State of Emergency that lasted for much of the 1980s. (Source 1B)
- 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.)
- Any relevant answer
-

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Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding on how the black South Africans reacted to Botha's reforms 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 on how black South Africans reacted to Botha's reforms 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 on how the black South Africans reacted to Botha's reforms in the 1980s.** Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS: 6−8

[8]

TOTAL QUESTION 1: [50]

QUESTION 2: WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCESSFUL IN DEALING WITH THE DEATH OF CHRIS HANI?

2.1

2.1.1 *[Extraction of evidence from Source 2A – Level 1]*

- "The Truth and Reconciliation Commission on Wednesday rejected the pair's application for amnesty for the murder".
- "…the world finally learnt that Walus and Clive Derby-Lewis will never be forgiven for their crime." (1 x 1) (1)

2.1.2 *[Definition of a term from Source 2A – Level 1]*

- Granting of pardon/forgiveness to those who committed politically motivated gross human rights violations.
- Any other relevant response (Any 1x2) (2)

2.1.3 *[Extraction of evidence from Source 2A – Level 1]*

- "Janusz Walus"
- "Derby-Lewis" (2x1) (2)

2.1.4 *[Extraction of evidence from Source 2A – Level 1]*

- "… the men had failed to make a full disclosure".
- "… they had failed to prove that the killing was politically motivated". (2x1) (2)

2.1.5 *[Reliability of Source 2A – Level 3]*

Reliable because

- The source is taken from a government webpage.
- It contains facts that can be verified.
- Any relevant answer (Any 1x2) (2)

[9]

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2.2

2.2.1 *[Interpretation of evidence from Source 2B – Level 2]*
- Apology was not a condition for amnesty.
- He said he could not apologise for an act of war.
- Any other relevant answer (2x2) (4)

2.2.2 *[Interpretation of evidence from Source 2B – Level 2]*
- George Bizos wanted to expose Derby-Lewis because he had no remorse and didn't deserve amnesty.
- To establish if Derby-Lewis saw forgiveness as a necessity in the new South Africa
- Any other relevant response (Any 2x2) (4)

2.2.3 *[Interpretation of evidence from Source 2B – Level 2]*
- Derby-Lewis did not acknowledge the negotiation process that was taking place toward a new South Africa.
- Derby-Lewis felt that whites were fighting against blacks and the killing of Hani was a continuation of those hostilities.
- Derby-Lewis was still determined on continuing violence against other races and felt there was nothing wrong with killing Hani.
- Any other relevant response (Any 1x2) (2)

[10]

2.3

2.3.1 *[Explanation of a term from Source 2C – Level 2]*
- The white minority who was against South Africa becoming a democracy
- Any other relevant response (Any 1x2) (2)

2.3.2 *[Interpretation of evidence from Source 2C – Level 2]* • Chris Hani's death could have led to the breakdown of the negotiations that were going on at that moment.
- There was anticipation that when all races were allowed to vote, blacks would take over the government.
- Any other relevant response (Any 1x2) (2)

2.3.3 *[Extraction of evidence from Source 2C – Level 1]*
- "… they had failed to tell the whole truth about the event".
- "… therefore, they did not have the necessary 'political mandate'." (2 x 1) (2)

2.3.4 *[Extraction of evidence from Source 2C – Level 1]*
- "The Hani family"
- "The Communist Party"
- "The African National Congress" (3x1) (3)

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2.3.5 *[Extraction of evidence from Source 2C – Level 1]*

a) Derby-Lewis – "he had plotted the killing to create chaos and spark a right-wing coup." (1x1) (1)

b) Janusz Walus – "to try to stop communists taking over in his new home." (1 x 1) (1)

[11]

2.4 *[Comparison of information in Sources 2B and 2C – Level 3)* •

Source 2B states that Chris Hani's killing removed an important politician in South Africa and Source 2C states that the killing could have caused chaos in the whole country.

- Both sources attest that Hani was killed by Janusz Walus and Derby-Lewis.
- Both sources state that both men killed Hani without any political mandate.
- Any other relevant response (Any 1x2) (2)

[2]

2.5

2.5.1 *[Interpretation of evidence from Source2D – Level 2]*

- Chris Hani was the leader of the Communist Party which was seen as a threat to apartheid South Africa.
- Chris Hani endorsed the negotiations for a democratic South Africa.
- Any relevant answer (Any 2x2) (4)

2.5.2 *[Extraction of evidence from Source 2D – Level 1]*

- "…who gave orders to kill Hani".
- "His killers appeared before the TRC …" (2x1) (2)

2.5.3 *[Limitation of evidence from Source 2D – Level3)*

- It does not contain all the details about the challenges that the TRC experienced relating to the Hani case.
- There is no information on the findings of the TRC on the case.
- Any other relevant response (Any 2x2) (4)

[10]

2.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources – Level 3]*

Candidates could include the following aspects in their response:

- Lewis and Walus appeared before the TRC for Hanis murder. (Source 2A)
- Mr Clive Derby-Lewis never apologised for the killing of Mr Hani. (Source 2B)
- Mr Derby-Lewis regarded the killing of Hani as an act of war. (Source 2B)

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- The TRC denied amnesty to the TWO men who assassinated Hani. (Source 2C)
- The TRC felt that the TWO right-wing members convicted of killing Hani failed to tell the truth and did not show remorse for the act, especially Derby-Lewis. (Source 2C)
- The Commission ruled that the men had no political mandate to commit the act. (Source 2C)
- Some families are still waiting to know the whole truth about the death of their loved ones e.g. the Biko and Timol families. (Own knowledge)
- According to the final report Archbishop Desmond Tutu found that it was difficult to reconcile the victims and the perpetrators. (Own knowledge)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner, e.g**. shows no or little understanding of whether the Truth and Reconciliation Commission (TRC) was successful in dealing with the death of Chris Hani.** • Uses 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 whether the Truth and Reconciliation Commission (TRC) was successful in dealing with the death of Chris Hani.** • Uses evidence in a basic manner to write a paragraph.	MARKS: 3–5
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of whether the Truth and Reconciliation Commission (TRC) was successful in dealing with the death of Chris Hani.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS: 6–8

[8]

TOTAL QUESTION 2: [50]

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QUESTION 3: WHAT IMPACT DID THE 2024 BRICS SUMMIT HAVE ON BOTH NEW AND THE OLD MEMBERS OF BRICS?

3.1

3.1.1 *[Extraction of evidence from Source 3A – Level 1]*

- "South Africa, Johannesburg, Sandton Convention Center". (1x1) (1)

3.1.2 *[Extraction of evidence from Source 3A – Level 1]*

- "President Cyril Ramaphosa"
- "Russian Foreign Minister, Sergei Lavrov" (2x1) (2)

3.1.3 *[Definition of a term from Source 3A – Level 2]*

- This was the XV BRICS meeting held in Johannesburg South Africa, other world leaders and 67 new countries were invited to attend.
- Business leaders were also invited to attend.
- Any other relevant response (1x2) (2)

3.1.4 *[Extraction of evidence from Source 3A – Level 1]*

- "The Secretary General of the United Nations"
- "The Chairperson of the African Union Commission"
- "The President of The New Development Bank" (3x1) (3)

3.1.5 *[Extraction of evidence from Source 3A – Level 1]*

- "… due to the warrant of arrest issued by the International Criminal Court for alleged war crimes in Ukraine.'' (1x1) (1)

3.1.6 *[Ascertain the usefulness of Source 3A – Level 3]*

- The source is an eyewitness account of the summit.
- It mentioned some of the issues to be discussed in the summit.
- It provides the reason for the President of Russia for not attending the summit in person.
- The source provides information on new countries and dignitaries who were invited to the summit.
- The source provides the key issues to be discussed during the summit.
- Any other relevant response (Any 2x2) (4)

[13]

3.2

3.2.1 *[Extraction of evidence from Source 3B – Level 1]*

- "BRICS expansion"
- "Reduce dependency on the US dollar and increase the pace of de-dollarisation".

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- "Promote efficient representation, effective democratisation and reform of international organisations".
- "To extend the support of an African Continental Free Trade Agreement (ACFTA)".
- "To invest in agriculture and green economy".
- "India and China agreed to set up efforts to reduce tension at the dispute border". (4x1) (4)

3.2.2 *[Interpretation of evidence from Source 3B – Level 1]*

- The BRICS members wanted a share of the world trade.
- They wanted to stop US monopoly on international trade.
- They wanted to also influence international trade.
- They wanted to develop their economy.
- Any relevant answer (Any 2x2) (4)

3.2.3 *[Interpretation of evidence from Source 3B – Level 2]*

- India is one of the most populated countries in the world – therefore India can supply the workforce for trade purposes.
- The UAE is the largest producer of oil – and oil is the most sought-after commodity in the world. (2x2) (4)

[12]

3.3

3.3.1 *[Extraction of evidence from Source 3C – Level 1]*

- "China" (1x1) (1)

3.3.2 *[Interpretation of evidence from Source 3C – Level 2]*

- The BRICS members promise not to allow the superpowers in Europe and America to control them.
- Other European countries are blaming NATO for not allowing them to join BRICS. (2x2) (4)

3.3.3 *[Interpretation of evidence from the Source 3C – Level 2]*

- South Africa is no longer dancing to the West's tune.
- South Africa has countries to help them financially, like Putin.
- South Africa has status by hosting the summit.
- South Africa is one of the founding members of BRICS.
- Any other relevant answer (Any 2x2) (4)

[10]

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3.4

3.4.1 *[Extraction of evidence from Source 3D – Level 1]*

- "The G7 countries speak with one voice, in comparison to BRICS which cannot reach consensus most of the time."
- "The G7 is made up of entirely liberal democracies, compared to BRICS countries having different political systems."
- "China and Russia are authoritarian states.

(Any 2x1) (2)

3.4.2 *[Interpretation of evidence from Source 3D – Level 2]* • "The six new members will expand the grouping's total GDP by around 13 percent …"

- ''China will account for the largest, over 60 percent of the BRICS's total GDP.''
- ''The addition of the UAE and Saudi Arabia will be particularly significant in terms of BRICS' influence over global energy."
- ''Once new members officially join, the expanded group will produce over 42 percent of global oil supplies and 37 percent of the world's gas.''
- Any relevant answer (Any 1x2) (2)

3.5 *[Comparison of sources – Level 3]*

- In Source 3B, the BRICS members has unanimously agreed to expand BRICS membership, and China wanted to use the expansion to challenge the US as an economic powerhouse in the world. In Source 3C depicts China as the most influential member of BRICS.
- In Source 3B, BRICS members are planning to reduce dependency on the dollar and euro for world trade. Source 3C depicts President Ramaphosa saying "we will no longer dance to the tune of the Big Western Powers", which are the US and the European countries
- In Source 3B, the BRICS members are demanding fair representation in international organisations like the UN and NATO. Source 3C depicts some of the European countries

blaming NATO for inequality.

- Any other relevant response (Any 2x2) (4)

[9]

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

- The 15th BRICS summit was held in South Africa. (Source 3A)
- The Russian President could not attend in person, because of a warrant of arrest issued against him for the alleged war crimes in Ukraine. (Source 3A)
- Membership of BRICS was extended to Argentina, Egypt, Ethiopia, Iran, Saudi Arabia and the United Arab Emirates to strengthen the organisation economically. (Source 3D)
- The invitation of business leaders from member states could have a positive impact on members. (Source 3A)

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- France, member of NATO wanted to join BRICS to have a slice of the GDP of members. (Own knowledge)
- South Africa is a member of BRICS – BRICS members will now no longer be controlled by "Big Western Powers". (Source 3C)
- The monopolisation of world trade by the dollar and euro will be challenged. (Source 3B)
- China will be able to counter-balance the US as a world economic powerhouse. (Source 3D)
- South Africa is not dependent on its previous partners, the USA and United Kingdom, to get economic assistance to grow its economy. (Own knowledge)
- South Africa's membership of BRICS showcases its independence to establish economic links with any other economic block. (Source 3C)
- India and China agreed to reduce tension over their shared border. (Source 3D)
- The inclusion of the UAE and Saudi Arabia as members of BRICS will increase BRICS' influence over global energy supply. (Source 3D)
- 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 for the impact of the 2023 summit had on old and new BRICS members.** • 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 for the impact of the 2023 summit had on old and new BRICS members.** • 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 for the impact of the 2023 summit had on old and new BRICS members** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS: 6−8

[8]

TOTAL QUESTION 3: [50]

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SECTION B: ESSAY QUESTIONS

QUESTION 4

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

Steve Biko used the philosophy of the Black Consciousness Movement to mobilise black South Africans to challenge the apartheid government in the 1960s and 1970s.

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

SYNOPSIS

Candidates need to agree or disagree with the statement. If they agree with the statement, they need to explain how Steve Biko used the Black Consciousness Moment to mobilize black South Africans to challenge apartheid.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

Introduction: Candidates should agree or disagree that Steve Biko used the philosophy of Black Consciousness Movement (BCM) to mobilise South Africans to challenge the apartheid government in the 1960s and 1970s

ELABORATION

- Political vacuum created after ANC and PAC political leaders and parties were banned or imprisoned in 1960
- Instilling of blacks with pride and self-belief to challenge the apartheid state
- To accept themselves, have self-confidence, self-reliance and a sense of identity
- Blacks were empowered to reject the spirit of self-pity, inferiority complex, self-alienation and domination by external forces
- At first the apartheid government accepted the Black Consciousness as an extension of the policy of separate development

Political activity

- Black students organized themselves to resist white domination by breaking away from NUSAS and formed SASO in 1968
- Through Biko's influence (SASO), Black students adopted the Philosophy of Black Consciousness
- SASM was for high schools and SASO was for university students
- Black Consciousness led to the formation of Black Peoples Convention (BPC), in 1972 which involved churches, communities and trade unions
- Workers' unions aligned to the BC included Black Workers' Union (BAWU) and Black Parents' Association
- South African Students Movement formed in 1972 which exposed Blacks to the ideals of BC

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- Tiro's expulsion led to students' protest
- The BCM and SASO organized FRELIMO rallies in 1974
- Many students were expelled from universities around the country
- Biko's arrest led to increased political activism

Students' activity

- Bantu education introduced Afrikaans as a compulsory medium of instruction in schools
- SASO and SASM influenced the formation of Soweto Student Representative Council (SSRC)
- Both black teachers and students rejected Afrikaans as a language of the oppressor
- Teachers and students were already exposed to Biko's ideas from universities
- The departmental circular on Afrikaans (50/50) triggered the Soweto uprising
- On 16 June 1976 students protested peacefully against the implementation of the circular
- Police response to the protest was harsh, and in the process a 13 year old Hector Peterson was one of the first casualties of police violence

Community programmes

- Biko's banishment to King Williams Town led to mobilization through community programmes
- BC promoted independence from whites through Black Community Programmes to support blacks without white assistance (Zanempilo Health Clinic, Ginsburg Educational Trust, Zimele Trust Fund, Solempilo Community Health Centre, Ithuseng Community Health Programme and Winter School Projects)

Labour activity

- BC mobilised workers to form trade unions
- BC was influential in the formation of the Black Allied Workers Union (BAWU) – workers' strike in Durban in 1973
- On 19 October 1977 all organisations aligned to the BC were banned

The media

- The media was sympathetic to the BC philosophy
- The world and The Weekend World newspapers were closed
- Any other relevant response

CONCLUSION

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

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QUESTION 5

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

Explain to what extent the political leadership of key South African role players prepared the way for a non-racial democratic South Africa in 1994.

Support your line of argument with relevant evidence.

SYNOPSIS

Candidates need to explain to what extent political leadership by key South African role players prepared the way for a non-racial democratic South Africa.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

Introduction: Candidates need to explain to what extent leadership by key South African role players prepared the way for a non-racial democratic South Africa. They should also indicate how they will support their line of argument.

ELABORATION

- **De Klerk** comes to power in 1989 – brief background
- De Klerk's speech in parliament – 2 February 1990
- The unbanning of political and civic organisations such as the ANC and SACP
- De Klerk move all restrictions on COSATU and AZAPO.
- De Klerk's decision to release Mandela from prison on 11 February 1990 which paved the way for negotiations
- **Mangosuthu Buthelezi** and Inkatha were implicated in the violence that erupted in Sebokeng – April 1990.
- Groote Schuur Minute – 2 May 1990 ANC and NP met, ANC delegation led **by Nelson Mandela,** NP delegation led by **FW De Klerk.**
- Pretoria Minute – 6 August 1990 – ANC agreed to suspend the armed struggle.
- Third force violence in Natal between Inkatha, the ANC and the apartheid government
- The political leaders signed the National Peace Accord – 27 organisations in South Africa signed the Accord.
- CODESA 1 –,19 political party leaders excluding AZAPO, CP and PAC / 300 delegates attended
- Violence erupts in some parts of the country such as the Transvaal and Natal.
- The Declaration of Intent (20 December 1991) – Political leaders agreed to draw up a new Constitution and form an interim government.
- **De Klerk** called on a whites only referendum, and its impact – March 1992.
- CODESA 2 – 2 May 1992 – collapsed. Party leaders failed to agree on a new constitution-making body and interim government.
- National party leadership wanted minority veto while ANC leadership demanded an interim government for no longer than 18 months and simple majority rule.

  Boipatong massacre and its consequences – 17 June 1992

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- Bisho massacre, alleged to be called by Brigadier Oupa Xozo, the leader of Transkei, derailed the process of negotiations (7 September 1992)
- ANC leadership called for rolling mass action (May 1992) against the National Party.
- Resistance from the Concerned South Africans Group COSAG – October 1992
- Record of Understanding signed on 26 September 1992 **between Roelf Meyer** (NP) and **Cyril Ramaphosa** (ANC)
- Assassination of Chris Hani by Janusz Walus and the leader of the Conservative Party, Derby-Lewis (10 April 1993) and its impact on South Africa
- Mandela called for calmness and peace through a television address.
- **Right-wing (AWB**) attack on World Trade Centre and its consequences – June 19
- St James massacre by APLA – July 1993
- Heidelberg tavern massacre by APLA – December 1993
- Multiparty Negotiating Forum
- Sunset Clause introduced by **Joe Slovo** broke the negotiations deadlock.
- Shell House massacre and its consequences – March 1994
- Political leaders agreed on an election date – 27 April 1994 announced.
- Continued violence throughout elections – car bomb outside ANC head offices • ANC won elections **and Mandela became** the first black South African President.
- Any other relevant response

CONCLUSION

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

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QUESTION 6

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

Reforms introduced by Michael Gorbachev in the Soviet Union in the late 1980s led to a collapse of communism in 1991 and the downfall of apartheid in South Africa.

Critically discuss this statement. Support your line of argument with relevant evidence.

SYNOPSIS

Candidates need to critically discuss how reforms introduced by Mikhail Gorbachev in the Soviet Union in the 1980s led to the collapse of communism in 1991 and the downfall of apartheid in South Africa.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

Introduction: Candidates need to critically discuss how the reforms introduced by Mikhail Gorbachev in the Soviet Union in the 1980s led to the collapse of communism in 1991 and the downfall of apartheid in South Africa. They should also indicate how they will support their line of argument.

ELABORATION

- Mikhail Gorbachev introduced reforms.
- Gorbachev's policy of Glasnost and Perestroika and its impact
- Gorbachev's reforms led to the disintegration of the Soviet Union.
- Reforms had profound effect on the Soviet Union, Eastern Europe and South Africa.
- **The Soviet Union** was no longer regarded as a superpower, leaving the USA as the world's only superpower and South Africa felt the effect of this.
- Many communist regimes in Eastern European countries were toppled in 1989 owing to Gorbachev's reforms.
- The fall of the Berlin wall in June 1990 and its impact
- 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 criticised 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 came under threat.
- He commanded a hero status to the West. His personal power and prestige increased. He earned a Nobel Peace Prize 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.

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- 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 of the Soviet Union symbolised the end of the Cold War.
- The USA and its allies could no longer continue to support the apartheid regime.
- The West now put pressure on the NP to negotiate with the ANC or face continued sanctions.
- The collapse of the Soviet Union put pressure on both the National Party and the ANC to begin negotiations.
- The defeat of the SADF during the Battle of Cuito Cuanavale in 1988 spurred the National Party to start negotiations with communists over the independence of SouthWest Africa.
- South Africa withdrew from South-West Africa – SWAPO won the elections (1990) and renamed it Namibia.
- This peaceful transition from white minority rule to black majority rule in Namibia served as a blueprint for SA to do the same (contributing factor).
- It became evident that the National Party government could not maintain white supremacy rule indefinitely (contributing factor).
- Influential National Party members started to realise that apartheid was not the answer for the development of "white" economic interests (contributing factor).
- The government started to believe that reform was needed to include the development of a strong black middle class which would act as a "bulwark against revolution".
- The South African government could no longer use the threat of communism to generate Western support.
- South Africa could no longer rely on Western backing for its "anti-communist" stance.
- World politics changed and this had an impact on South Africa's apartheid policies.
- The apartheid regime could no longer use communism to justify its policy of racial segregation.
- The National Party's claim that it was protecting South Africa from a communist onslaught became unrealistic.
- De Klerk thought that ANC would be weak and showed his willingness to negotiate with the ANC.
- The Soviet Union could no longer support the ANC financially as it was bankrupt.
- The Soviet Union would not support the ANC with weapons anymore as it favoured peaceful negotiations.
- The ANC was unable to continue the armed struggle against the NP without this military and financial support.
- The ANC now also showed willingness to negotiate with the NP as an alternative to the armed struggle.
- 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 and this paved the way for multi-party talks.

- These talks ultimately led to democratic elections that were held in 1994.
- Any other relevant response

CONCLUSION

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

GRAND TOTAL: [150]

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