

EXEMPLIFICATION OF THE STANDARDS OF LEARNER EVIDENCE FOR EXTENDED WRITING

HISTORY
NSC 2012



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

EXEMPLIFICATION OF THE STANDARDS OF LEARNER EVIDENCE FOR EXTENDED WRITING

HISTORY

NSC 2012

Table of Contents

FOREWORD	5
1. Introduction	6
2. Purpose of the publication.....	6
3. Methodology	7
4. Utility value of this resource	7
5. Key to the optimal use of this resource	9
6. Presentation of samples of learner responses	9
7. Hints for developing an essay/paragraph	23
7.1 Basic structure of an essay.....	23
7.2 Paragraph writing: responding to source-based questions	24
ANNEXURE A: LEVEL DESCRIPTORS	25
ANNEXURE B: MEMORANDUM.....	26
ANNEXURE C: QUESTIONNAIRE.....	33

FOREWORD



I am pleased to release this publication on the Exemplification of the Standards of Learner Evidence for Extended Writing in Grade 12 History. Providing to learners exemplars of test questions has proven to be of immense value in making explicit to teachers and learners the expected standard of the question paper. However, there has not been much emphasis on the provision of exemplars of the learner responses to specific type of questions. This initiative therefore completes the provision of exemplars in terms of addressing the dual components of the assessment process i.e. the question and the desired learner response.

There has been much criticism relating to the standard of assessment and the Department of Basic Education has embarked on various initiatives to address this concern. The streamlining of the curriculum and the development of the Curriculum and Assessment Policy Statement (CAPS), has ensured that the assessment requirements are clearly outlined so that they could be uniformly applied by all teachers. Exemplification has been internationally acknowledged as one of the most appropriate mechanism to demonstrate to teachers and learners the assessment standards.

This initiative is extremely helpful in that the learner responses are extracted directly from the learner scripts presented in the 2012 National Senior Certificate examination. This implies that the learner responses were presented under examination conditions and therefore sets achievable targets of what learners can present as an acceptable response in an examination. This publication is also of added value to the learner in that it not only provides, examples of good learner performance, but also provides learner evidence that is scored at the different levels of the seven point scale. In each of these selected pieces, there is a clear motivation explaining the relevant grade that is awarded. Therefore, learners are able to distinguish an excellent response from that which is mediocre or poor. This publication will therefore also be of significance to teachers in assisting them in the process of marking learner evidence and the determination of the appropriate grade.

This publication must be utilised in conjunction with the Diagnostic Report that was released earlier in the year. The Diagnostic Report identifies the areas of weakness and this publication is one of the initiatives in the constitution of the remedial programme. I am hoping that teachers will consciously incorporate this publication as another key resource in the 2013 subject specific intervention strategies and also provide the Department with constructive feedback on the usefulness of this tool.

I am therefore confident that this initiative together with the range of other interventions will ensure an improvement in learner performance and thereby ensure that our learners are better equipped to face the demands of post school education and training and the world of work.

A handwritten signature in black ink, appearing to read 'Am Motshekga'.

MRS AM MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION

18 March 2013

1. Introduction

In South Africa, the National Senior Certificate Examination (NSC) is a high-stakes examination which attracts intensive public scrutiny and critical feedback. The NSC benchmarks what is expected of learners exiting the Further Education and Training (FET) band. Learners who emerge from the FET band must be able to demonstrate the central tenets of critical thinking and problem solving required by the curriculum. These requisite knowledge and skills must be demonstrated under examination conditions and the evidence must be appropriately assessed. This process of assessment is based on standards which are illusive and therefore attempts to describe a standard are not effective in clarifying the standard. It is only through the provision of exemplars of questions and the learner responses to these questions that a greater level of confidence can be brought to the assessment process.

An exemplar-based approach is a useful evidence-based strategy to enhance teaching and learning. Recent stakeholder feedback on the challenges experienced with the National Curriculum Statement revealed that some teachers and learners were grappling with learning outcomes and assessment standards, in particular how to effectively demonstrate the outcomes and measure the assessment standards. With the exemplification of the standards of learner performance, the expectation of the curriculum in terms of learner outcomes and assessment becomes concrete, measurable and realistic.

This publication of learner performance contains excellent responses, in order to exemplify outstanding performance. It also includes learner responses that have been evaluated as mediocre or poor, in terms of the seven points scale. All the responses include accompanying and appropriate comments from the review panel. Common errors were identified and included in order to prevent learners from repeating poor levels of performance in extended writing.

2. Purpose of the publication

The purpose of this publication is to:

- (a) Provide learners and teachers with actual examples of Grade 12 learner responses (to specific questions) that constitute the appropriate or inappropriate standard;
- (b) Assist teachers in the correct rating of learner performance and to highlight the criteria used to make such judgements;
- (c) Provide a benchmark for good learner performance that will serve as a standard, which both learners and educators can aspire to;
- (d) Demonstrate evidence of academic progression from lower order thinking to higher order thinking;
- (e) Show the connection between what learners are expected to know and what they are able to do, and how their work can be assessed and categorised accurately using the seven levels of achievement;
- (f) Identify and acknowledge outstanding learner performance in the country and share such good practices amongst FET learners and teachers.

3. Scope and Methodology

This publication focuses on learner performance at the Grade 12 level in the 2012 National Senior Certificate examination. It utilises candidate's actual responses to essay and paragraph type questions. The nine provinces were requested to provide samples of evidence of learner performance, focussing on three categories of performance, excellent, mediocre and poor performance.

A team of subject experts from the national examining panel reviewed the samples received from provinces. Their responsibility was to confirm the performance level of the selected learners' responses and also validate the accuracy of the marking. The team of subject experts therefore selected the appropriate long essays, short essays and paragraph responses, covering the necessary categories that were considered important. The responses of learners were typed but no other changes or alterations were effected in respect of language expression, presentation or grammar.

The marking was reviewed and verified by a review panel consisting of two members of the national examining panel and the internal moderator. In cases where there were comments and remarks made by markers to the learners responses, these were retained and additional and more appropriate comments were added where necessary. These comments are included in the margin on the right of the long essay, short essay or paragraph response. The comments describe the extent to which learners attempted to address the questions through an appropriate structuring and a cognitive sequencing of ideas and the development of a line of argument and sustaining it with sufficient and relevant information. Paragraphing skills were assessed by tracking how paragraphs were organised by learners to advance their respective arguments.

The grade and the mark awarded to each piece of learner evidence is clearly indicated at the end of the learner response and a set of general comments are also included at the end. The specific and the general comments provide the motivation for the grade/mark awarded.

4. General findings

Essay writing

The essays were graded broadly as excellent, mediocre or poor based on the following criteria:

Excellent learner responses: (80%-100%)

- a) The candidate was able to analyse and interpret the question using his/her own knowledge.
- b) The candidate was able to clearly indicate how he/she intended to answer the question in the introduction.
- c) He/She was able to sustain the line of argument by using factual knowledge and chronology.
- d) There was clear evidence that the candidate was able to answer the question fully in the way he/she organised evidence to support a point of view, and create an original and coherent response.
- e) There was clear evidence that the essay responses were well planned and structured. Conventions of essay writing were adhered to and the candidate was able to link the paragraphs and arrange them in a coherent and sequential manner. Conclusions were well written to consolidate the argument presented.
- f) There was good synthesis of the information presented.
- g) The candidate demonstrated the ability to present a well-balanced argument in his/her response.

Mediocre learner responses: (40%-60%)

- a) The candidate did not clearly indicate in the introduction, how he/she intended to answer the question. Where the candidate tried to do so, it was vague.
- b) There was some evidence that the essay was planned as the basic structure was adhered to.
- c) The response did not contain sufficient evidence of facts to answer the question fully.
- d) The candidate did not demonstrate the ability to use case studies where applicable, and this influenced the overall assessment negatively.
- e) There were factual omissions in the response to the question.
- f) The conclusion of the essay was not supported by the evidence presented or it failed to tie up an argument that was presented.

Poor learner responses: (0%-39%)

- a) The introduction of the essay was unclear and did not show how the candidate intended to answer the question.
- b) The response contained little or no factual information that was relevant to the question.
- c) There was much evidence of vague generalisations and attempts to repeat information to fill space.
- d) The candidate did not know how to construct a conclusion in which the argument presented is neatly tied up.

Paragraph writing: Response to source-based questions**Excellent learner responses: (80%- 100%)**

- (a) The candidate was able to write an effective and well-structured paragraph.
- (b) The candidate demonstrated that he/she was able to make good use of the sources provided. In some cases the candidate made specific reference to the sources, e.g. 'Source 4A explains ... whilst Source B discusses ...'
- (c) The candidate made use of his/her own knowledge to develop and present a response.
- (d) The candidate demonstrated a thorough understanding of the topic in his/her response to the question posed.

Mediocre learner responses: (40%-60%)

- (a) The candidate was able to write a structured paragraph.
- (b) The candidate was unable to use the sources provided to develop an appropriate response to the question. He/She was unable to use own knowledge adequately to interpret the sources provided.
- (c) The candidate was able to demonstrate some understanding of the topic presented.

Poor learner responses: (0%-39%)

- (a) (a) The candidate had little or no understanding of the topic and therefore was unable to respond to the question.
- (b) Interpretation of the sources provided was a huge challenge to the candidate.
- (c) The candidate was unable to apply the conventions of paragraph writing. Instead, responses were presented in bulleted points or by using short phrases (telegram style).

5. Suggested use of these Exemplars by Educators and Learners

It is anticipated that educators will use these exemplars in the teaching and learning in the classroom to show learners what constitutes a good essay or paragraph response or why certain learner responses are deficient. It is also expected that educators will use these exemplars as a guide in the marking process, providing a benchmark of the grade boundaries. It is anticipated that these exemplars will assist in establishing consistency in the awarding of marks at the schooling level which will translate into building consistency across the province and nationally. They will also provide learners with examples of good essays and paragraph responses that would guide them in the writing of their own essays and paragraph responses. The comments provided on each of these responses, will be useful in guiding learners in distinguishing good responses from poor responses. However, caution must be taken to ensure that learners in future examinations do not reproduce these responses slavishly.

6. Presentation of samples of learner responses

HISTORY: RESPONSES FROM LEARNERS – NSC 2012

Below is a selection of actual learners' responses to the essay-type questions from History Paper 2 from the 2012 NSC Examination. Learners' responses to the paragraph-type questions follow after the essays.

QUESTION 1

Explain how the collapse of the Soviet Union contributed to the ending of apartheid in South Africa in 1989. (30)

Candidate	Actual Responses	Comments
1	<p>In my essay I am going to explain how the collapse of the Soviet Union contributed to the ending of apartheid in South Africa in 1989. I will show this by defining the concept apartheid and I will talk about the economics of US and the other relevant concept.</p> <p>Apartheid is when the people of the same country not treated equal in terms of freedom of speech and movement. Gorbachve as a leader of the communist party when he took over he came up with his reforms that was against the USSR in the Eastern Europe.</p> <p>Gorbachve reforms were Glassnot and Perostrokia. Glassnot was openness and it was about the government that should be openly criticised and perostrokai was about to buy and sell for a profit that in South Africa there is communism so that everyone would make profit was there in the reforms.</p> <p>The national party had come to an end because the USA was against the USSR. In the 1989 the USA, Britain and France supported the African National Congress and there were many weapons that was coming to the US to protect the African Congress.</p> <p>When De Klerk made his speech about the release of Nelson Mandela, Many Afrikaaners were in fear because they thought that there would be violence because blacks would want revenge and they thought that De Klerk is the sell-out of the National Party they would lose the power.</p> <p>The fall of Berlin wall broke down because the Western party was no longer the party of communists and the National Party came to an end because ANC was a communist party and there was peace after they made negotiations.</p> <p>There was tri-cameral parliament that was involving the Indian and coloured and the Africans were not many in parliament because there were still discriminated and segregation between white and black people.</p> <p>They came up with the solution of ending this tri-cameral parliament when they released Nelson Mandela and other leaders of ANC.</p> <p>There are many factors that can be the fact that of collapse of Soviet Union in South Africa and there was the president PW Botha who was sick when De Klerk took over the position.</p> <p>I hope that I have explained how the collapse of their Soviet Union contributed ending of apartheid in South Africa in 1989. ^</p> <p>GENERAL COMMENTS:</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> • Shows some evidence of a planned extended writing. • Introduction and conclusion – not clearly supported by evidence. • Content selection does not always relate to the question. • Omissions in content. </div>	<p>Although the candidate expresses intention, the introduction lacks insight.</p> <p>No link between apartheid and Gorbachev's reforms.</p> <p>Reference made to Gorbachev's policies – candidate needs to link this to the question.</p> <p>Not contextualised to address the question.</p> <p>Candidate expresses a personal view.</p> <p>Candidate makes a judgement and expresses a personal view.</p> <p>Vague</p> <p>Irrelevant – does not answer the question.</p> <p>Irrelevant – does not answer the question.</p> <p>Vague</p> <p>Candidate should explain the factors.</p> <p>Poor conclusion</p> <p>Does not tie up the argument</p>
<p>Mark: 14/30 (47%)</p>		<p>(Level 3)</p>

Candidate	Actual Responses	Comments
2	<p>In this Essay I am going to explain how the collapse of Soviet Union contributed to the ending of apartheid in South Africa. I am going to discuss about Micheal Goberchev reforms, Perestroika, Glasnost, Reason for reforms and the impact.</p> <p>The cold war did not end suddenly but it winded down for a number of years. Micheal Goberchev became the secretary general of the Communist Party in the 1980s. His leadership style was different from that one of his predecessors. He found a different way of dealing with the west. He brought about changes which were known as Perestroika (economic change) and Glastnost (Openness).</p> <p>Gorberchev allowed competitions and gave initiative for production. He also allowed people to sell and make profit for the first time in 60 years. He encouraged the western countries to invest in Russia. He reduced Communist parties controlled over the economy. And he reduced spending on armaments.</p> <p>Goberchev wanted the government to take public opinion into account. He allowed some form of elections but keeping the powers in the hands of Communist Party. And he allowed constructive criticism of the government.</p> <p>Goberchev was aware that that the small Russian economy could not compete with the powerful USA economy. He was also aware that Russia could not compete with Star Wars. He wanted to stay away from supporting other countries because it cost Russia kind of money he couldn't afford. He withdrew from regional conflict on Afghanistan, Angola, Mozambique and Namibia. He was not willing to send Russian troops to eastern countries anymore.</p> <p>Regan also agreed to meet Goberchev and they met four times between 1986 and 1988. The two leaders agreed to do business together and they reduced on speeding armaments. Both leaders were wanting peace and so that they can lead by good example. In 1989 the communist government collapsed in Eastern Europe. This was followed by the destruction of Berlin wall and the unification of East and West Germany. Communism in East Europe collapsed early as Goberchev was no longer supporting this government with arms.</p> <p>The end of the cold war one of the factors which lead to changes in South Africa. USA felt that there was a good reason to support South Africa to defend capitalism during the cold war. The attitude of USA and other international communities changed towards South Africa after the cold war. They applied pressure on South African government to end apartheid.</p> <p>GENERAL COMMENTS:</p> <ul style="list-style-type: none"> • Attempt at structure. • Introduction: Although there is reference to the question, it should be noted that an introduction must state how the candidate intends to answer the question. • Sparse content. • Question inadequately addressed. • A relevant conclusion based on the information is absent. <p>Mark: 11/30 (37%) (Level 2)</p>	<p>Some attempt to write an introduction. Some indication on how the candidate intends to answer the question.</p> <p>Candidate provides discussion on Gorbachev's policies.</p> <p>Candidate still elaborates on Gorbachev's policies and does not answer the question on how this contributed to the ending of apartheid in South Africa.</p> <p>Poor attempt to explain how it relates to the topic.</p> <p>The conclusion is not supported by the evidence.</p>

QUESTION 2

QUESTION 2.6.1

Discuss to what extends Angola was able to re-imagine itself after the collapse of communism in 1989. (30)

Candidate	Actual Responses	Comments
1	<p>The collapse of the USSR and the fall of communism in 1989 allowed Angola to re-imagine itself as a nation. However, this did not ensure lasting peace in Angola, and so this re-imagining faced challenges.</p> <p>Before the end of the cold war with the collapse of the USSR, cold war policies fuelled the post-independence civil war in Angola. Both the USA and the USSR wanted to have influence with the new independence government because they wanted to ensure access to Angola's rich natural resources. The USSR provided a continuous flow of arms and funding to the socialist aligned liberation movement the MPLA. They also encouraged ally Cuba to send troops to support the MPLA in the war. The USA then backed the guerrilla group UNITA, and encouraged South Africa to involve their troops as well. South Africa (a capitalist country) was also concerned by the possibility of a communist takeover in Southern Africa, especially as they were trying to maintain control over Namibia, where the liberation group SWAPO had received support from the MPLA.</p> <p>Angola thus became a battlefield for a cold war proxy war. Although either side gaining a military advantage seemed impossible, the war continued as neither superpower was prepared to give in. Violence continued at a stalemate, with no hope of an end because it had become a war of ideologies and international influences, instead of war for the freedom of Angolans. The war was unusually violent and brutal because the backing of the superpowers meant that the two armies had access to an amount of weaponry and funding that was disproportionate to their country's size and the scarcity of its population.</p> <p>It is clear that war politics and the clash between communism and capitalism influenced the situation in Angola. Thus the collapse of the USSR in 1989/ 90 caused significant changes in Angola.</p> <p>The superpowers pulled out of the conflict; the USSR because they could no longer afford to be involved, and the USA because with the MPLA's moved to a more western capitalist ideology (after the USSR ended funding), they no longer feared a communist takeover in the area. South Africa was also forced to withdraw troops (with the New York Treaty in 1988), as fighting communism was no longer a justification for their involvement in the area. The withdrawal of the superpowers and their proxy armies gave Angola the opportunity to achieve peace, as the war was no longer fuelled by outside forces.</p> <p>To an extent, Angolans did use this opportunity to re-imagine themselves and try for peace. With mediation from Portugal, the USA and former Soviet Union, the Angolans created a peace treaty (Bicesse Accords) to end their domestic conflict and held multi-party elections in 1992. A capitalist system was introduced with an economy that would be controlled by market forces. Angolans now had the ability to make decisions for the country based on the desires and needs of Angolan people.</p> <p>However, Angolans course towards re-imagining itself was halted as their treaties failed to achieve lasting peace. UNITA leader Jonas Savimbi's continuous refusal to accept peace treaty terms meant that civil war continued to rage for another decade. Many analysts attribute the continued devastating conflict in Angola to one man's (Jonas Savimbi's) quest for absolute power. Savimbi launched his troops back into a war that became even more brutal than before. It severely hindered Angola's development as the county's infrastructure was decimated, tens of thousands of people were killed and land mines crippled the country's functioning.</p>	<p>The introduction is very relevant and precise. This is excellent.</p> <p>Candidate elaborates on the USA's and the USSR's involvement in Angola</p> <p>Full focus and explanation and developing a line of argument.</p> <p>Line of argument extended by explaining how Angola became a battlefield during the Cold War</p> <p>Clear thinking and sound understanding evident.</p> <p>Justification for the withdrawal of the superpowers clearly stated with conviction.</p> <p>Evidence of sound understanding of the concept 're-imagining'.</p> <p>Challenges to re-imagining carefully analysed and presented.</p> <p>Line of argument sustained.</p>

<p>So with the collapse of communism and the end of the cold war, Angola was given the ability to create its own future as a nation. Angolans had the ability to rule themselves – or misrule themselves. But Angolans 'own decisions launched the country back into a brutal decade of war. Even after the Luena Memorandum of understanding of 2002, while Angola is now enjoying its longest period of peace to date, it is still unsure whether even this peace is a stable one. The misrule of Angolan leaders has re-imagined Angola into a country with one of the highest levels of corruption in the world, a country where one hundred thousand people own all the wealth and millions live on \$2.00 a day. This does not appear to be a formula for lasting peace and success.</p> <p>Therefore, with the collapse of communism in 1989 gave Angolans a new freedom to determine the future of their country, but the decisions of Angolan leaders have re-imagined Angola into a place where for an average Angolan (according to the HDI) every day is a struggle for survival; for different reasons than before the collapse of the USSR, but a struggle nonetheless.</p> <p>GENERAL COMMENTS:</p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> • Question fully understood and answered. • Essay shows insight and the ability to analyse and evaluate. • Evidence of excellent planning, structure and presentation. • All segments of the essay are flawless. • Line of argument sustained throughout with clarity and conviction. • Outstanding effort under examination conditions. • Content selection relevant to the line of argument. • Makes reference to case studies. • Conclusion shows an understanding of the topic </div> <p>Mark: 24/30 (80%) (Level 7)</p>	<p>Excellent demonstration of analysis and synthesis.</p> <p>Brilliant piece of work. Very well concluded with a sense of empathy.</p>
--	--

QUESTION 3

QUESTION 3.7.1

Explain the various obstacles that confronted South Africa's major role-players on the road to democracy from 1990 to 1994. (30)

Candidate	Actual Responses	Comments
1	<p>The road to democracy was characterized with blood and violence, meaning that for South Africa to become a democratic country many people were killed. In the period 1990 – 1994 many people died in political violence.</p> <p>From the beginning of the negotiations, the negotiating counsel experienced many problems from different political parties. These problems led to deadlocks and violence. The main stumbling block were the terms of the ANC and the NP. The NP wanted the ANC to give up the arm struggle while the ANC wanted the NP to end apartheid and release all political prisoners. 27 people were killed in Sebokeng out of the 50 000 protesters protesting for high rents. Violence escalates in Johannesburg.</p> <p>The first talk started between the ANC and NP in the Groote Schuur Minute. The terms of negotiating were laid. FW De Klerk announced the end of major apartheid laws such as the separate amenities act and the release of all political prisoners with special immunity. In the Pretoria Minute the ANC announced the end of the arm struggle. The ANC did not disband the MK until negotiations are finalised.</p> <p>In December 1991 CODESA 1 (Convention of Democratic South Africa) met. This was the body to oversee the negotiating process. 19 political parties signed the declaration of Intent. The IFP and the CP refused to sign. They were against the process of negotiations. 45 people got killed in Boipatong and 200 were wounded. Mandela withdrew from the negotiations as it was alleged that De Klerk's administration was supporting Buthelezi and the IFP to attack the ANC. CODESA 1 was a failure.</p>	<p>Introduction has direct bearing on topic.</p> <p>Key term 'obstacles' identified and elaborated on.</p> <p>Excellent link of paragraph and the development of the argument.</p> <p>Clear understanding of the preparation for negotiations.</p> <p>Obstacles are highlighted by referring to the parties who were opposed to negotiations at CODESA 1.</p>

Candidate	Actual Responses	Comments
1	<p>CODESA 2 was established but also failed as the major parties could not reach a consensus decision on different issues. Violence increased. In Ciskei 28 people were killed in a peaceful protest organized by the ANC. Mandela blamed De Klerk. The parties agreed on an Interim constitution. APLA attacked white civilians.</p> <p>To prevent further violence the NP and ANC signed a record of understanding. De Klerk called for a whites only referendum where 68% voted in favour of negotiations. C. Ramaphosa of the ANC and R. Meyer of the NP played a vital role in ensuring that negotiations are back on track. CODESA 2 was replaced by Multiparty negotiating forum.</p> <p>In 10 April 1993 the leader of the SACP Chris Hani was assassinated. Hani's assassination sparked violence mainly on black on black. It also increase racial tension. The presence of Mandela calmed the situation. In his televised speech he called for calmness and that people must let the law take its course. Hani was assassinated by right wing fanatics.</p> <p>Hani's assassination speeded up the process of negotiating. The date 27 April 1994 was set for elections. The setting of this date sparked violence. Right wing groups tried to derail the negotiations. AWB crushed in the trade centre using an armoured car through the glass plate door. Earlier they supported Lucas Mangope to retain power in Buthatswana and reject participation but this operation backfired as the AWB members were killed by the South African defence force.</p> <p>Despite this problem negotiations continued. The ANC and NP even tried to convince the CP and IFP to join the elections. CP under the leadership of Constant Viljoen joined and the IFP refused. The IFP organized a march to the Shell house. Violence erupted between the supporters of the ANC and those of IFP. 8 people were killed. When a week was left for the elections the IFP started campaigning for the elections.</p> <p>The date 27 April 1994 was a profound significant moment in the history of South Africa. It was a long walk to freedom. The elections were declared free and fair by the IEC. A democratic South Africa was born and Mandela became the first democratic president in SA with Mbeki and De Klerk as his deputies.</p> <p>GENERAL COMMENTS:</p> <ul style="list-style-type: none"> • Question fully understood and clearly explored. • Sound evidence of insight, interpretation and evaluation. • Essay well planned and structured. • Key term 'obstacles' sustained throughout the line of argument. • Content selection is flawless. • Paragraphs are linked and sequentially extended. • All segments of the essay well weighted. • An excellent response under examination conditions. <p>Mark: 30/30 (100%) (Level 7)</p>	<p>Sequential development of further challenges to the negotiation process.</p> <p>Strategies embarked on to take negotiations forward.</p> <p>Assassination of Hani made another obstacle to stall the process.</p> <p>Role of AWB as an 'obstacle' to derail negotiations.</p> <p>Clear understanding of how negotiations forged ahead in spite of the obstacles.</p> <p>Conclusion sums up the birth of a democratic South Africa.</p>

Candidate	Actual Responses	Comments
2	<p>At the beginning of 1990 the National Party was still in charge and black people still did not have the right to vote. ANC had been banned for 30 years and its leaders were in exile, others in prison.</p> <p>2 February 1990 F.W Klerk De introduced new reforms in the South African parliament. His reforms included the unbanning of ANC, release of political prisoners, suspension of the death penalty. His speech was welcomed by many but condemned by the CP and AWB who rejected to negotiate with the enemy. 27 April 1990</p> <p>Mandela was released from Victor Verster prison after spending 27 years in jail.</p> <p>May 1990 the government met officially for the first time at Groote Schuur the presidents's residence in Cape Town to discuss how obstacles in the way of negotiations can be removed. The Groote Schuur minute was adopted.</p> <p>On 20 December 1991 the government and various political parties met at the world trade centre in Kempton park. The Convention For a Democratic South Africa (CODESA 1) was heard. The PAC wanted an elected assembly to lead negotiations with the enemy. The IFP leader Mangosuthu Buthelezi withdrew.</p> <p>2 May 1992 CODESA II was heard and collapsed over disagreements of majority rule and power sharing. 29 May 1992 ANC members attending a funeral in Boipatong were attacked by IFP hostel dwellers. After this incident the ANC announced it was breaking off negotiations with the government.</p> <p>The ANC, PAC, SACP then launched a campaign of rolling mass action, this included a 2 day strike by millions of workers followed by mass demonstrations. Another massacre took place in Bisho capital of Ciskei were forces of Ciskei government clashed with marchers. 46 were killed and 200 wounded. To prevent a country from engaging in a civil war the ANC represented by Cyril Ramaphosa and the NP represented by P F Meyer signed a record of understanding.</p> <p>3 April 1993 the negotiations were disrupted when Chris Hani a popular ANC, SACP leader was assassinated by a man linked to the leader of the Conservative Party. His assassination led to racial tension and huge township demonstration. De Klerk was unable to calm down the nation and asked Mandela. Mandela told the people to calm down and mourn a great leader peacefully. This shows how the nation was losing its faith to De Klerk because they listened to Nelson Mandela not the president.</p> <p>25 June 1993 the AWB stormed the World trade centre were negotiations were taking place. However an interim constitution was signed and a date for elections was agreed upon. A transitional executive committee was elected to ensure that elections were fair and independent electoral commission was selected to ensure that elections were free and fair. Numerous foreign organization sent observers.</p> <p>Violence continued right up till the day of election an estimated 40 blast took place during the first four months of 1994. The conservative party continued with their attempts targeting political offices and voting station. However the elections did take place and the ANC won Nelson Mandela became the first president of South Africa.</p> <p>There were many various obstacles that looked to disrupt ongoing negotiations. F.W. De Klerk fueled black on black violence between the ANC and IFP. He supported the IFP secretly it was hoped that by this he could join in alliance with IFP so that it could replace the ANC. It was also hoped that this violence could take the focus from the government and negotiations. The fear that the NP wanted power sharing and the refusal to abandon the armed struggle was also an obstacle since the 2 leaders could'nt reach a negotiated settlement between them.</p>	<p>Introduction relates to question but makes no mention of the central challenge posed by the question.</p> <p>Reference made to political reforms and the reactions.</p> <p>Chronological development of obstacles to the process of negotiations.</p> <p>Problems encountered at CODESA I.</p> <p>Problems encountered at CODESA II.</p> <p>Consequences of stalling.</p> <p>Assassination of Chris Hani intended as another stumbling block to negotiations.</p> <p>In spite of the attempt made by AWB to obstruct progress negotiations moved forward.</p> <p>Violence used to cause instability and wreck political changes.</p>

Candidate	Actual Responses	Comments
2	<p>All in all I have gathered that the Boipatong massacre, the Bisho massacre added significantly in disrupting negotiations. The frequent attacks made by the MK were becoming unbearable. The storming of the World trade in Kempton park by the CP was one of the obstacles faced by the major role players.</p> <p>The boycotting of the meetings of IFP, the economic crisis and economic sanctions also was a obstacle.</p> <p>However the 2 leaders reached a settlement and an interim constitution was signed and an election date was set. All in all the obstacles were overcome. Free and fair elections were held. A rather bumpy transition led to a peaceful ending elections.</p> <p>GENERAL COMMENTS:</p> <ul style="list-style-type: none"> • Question clearly understood and fully answered. • Essay is structured and sequentially developed. • Content selection fully relevant to line of argument. A well-balanced essay. • Paragraphs are linked and there is a constant flow of ideas. • Key concept 'obstacles' well interpreted and discussed. <p>Mark: 27/30 (90%) (Level 7)</p>	<p>The candidate uses evidence to defend the argument.</p> <p>Obstacles re-emphasised to show the struggle to democracy</p> <p>Concludes on a positive note with the achievement of political change.</p>
3	<p>PW Botha resigned as a President of SA and was replaced by FW De Klerk who was determined to bring about change on 02 February. De Klerk announced his speech that those in jail who were members of previously banned organisations would be released, not those who were convicted of terrorism, murder and arson. The release of political prisoners was one of the keys to pre-condition for the parties in the following years.</p> <p>NP and ANC began their discussion on how to structure a way ahead. The talks took place in the state president official resident Groote Schuur in Cape Town on 2 May 1990. It was agreed that prisoners who caused crime forced by apartheid would be released, those who forced crime for selfish reasons will remain behind bars. This agreement became known as the Groote Schuur minutes.</p> <p>The two groups met in Pretoria on 6 August 1990. The release of political prisoners began on September 1990 and continued at the intervals until 1992. Mandela was one of the political prisoners who were released. He had been in jail for 27 years and had not been seen in public since 1964.</p> <p>The negotiations towards new constitution and new SA began on 20 December 1991, when the representative Inkata, ANC and smaller parties met for formal talks. The meeting was called CODESA. In the interim and shortly after the unbanning resistance group, the government began to do away with apartheid laws such as Land Act, population registration Act and etc.</p> <p>CODESA II followed in 1992. The meeting broke down in disagreement over the percentage required for over the final constitution. ANC being angered broke off further negotiations, when a brutal massacre took place in Bisho township south of Johannesburg.</p> <p>Another massacre took place at Bisho in 1993. Negotiation between the ANC and the government continued, whose decision were taken out by the multiparty negotiations.</p> <p>In 27 April 1993, Chris Hani the leader of the SACP was shot outside his home in Johannesburg. On 15 June 1993, Mandela appeared on TV asking for calm. The group of AWB supporters stormed out at the World trade centre were taking place.</p>	<p>No clear introduction.</p> <p>Candidate does not make mention of the obstacles that confronted SA.</p> <p>No mention of obstacles.</p> <p>Candidate demonstrates content selection – makes mention of the meeting between the ANC and NP.</p> <p>No mention of obstacles.</p> <p>Makes mention of the two meetings.</p> <p>Reference made to CODESA.</p> <p>No reference to obstacles.</p> <p>Reference made to obstacles.</p> <p>Candidate uses evidence to support argument.</p> <p>Candidate uses evidence to support argument.</p> <p>Reference made to obstacles.</p> <p>Reference made to obstacles.</p>

Candidate	Actual Responses	Comments
3	<p>Negotiators finally reached the new constitution to the new SA. F.W. De Klerk and Nelson Mandela were joint nobel recipient in December 1993 in their recognition on bringing peaceful change in S.A. Violence continued to ravage much in the country especially Kwa-Zulu natal but elections were held peacefully on 27 April 1994.</p> <p>GENERAL COMMENTS:</p> <ul style="list-style-type: none"> • Essay lacks a focused introduction and conclusion. • Some attempt to use evidence to support argument. • Question answered to an extent. • Content adequately covered and relevant. • Able to present a fairly reasonable argument <p>Mark: 20/30 (67%) (Level 5)</p>	<p>Conclusion not clearly supported by evidence.</p>
4	<p>The scope of the essay will focus on how the various obstacles that confronted South Africa's major role-players on the road to democracy from 1990 to 1994.</p> <p>After the release of Nelson Mandela in 1990 Both government (NP) and African National Congress (ANC) began to discuss on how structure a way ahead. One issue was to release political prisoners and return to exile.</p> <p>The talking took place to the residential president official state, Groot Schuut Minutes in Cape Town. The agreed it was to release political prisoners who committed crimes but those who committed selfish crime would remain in jail. It was to remain political prisoners who committed political crime after 1968 behind bars. The agreement was called Groot Schuut Minutes.</p> <p>On 6 August 1990, Both political parties met in Pretoria, were the executive maintain all about the new South Africa and the party called [CODESA] Convention Democratic South Africa. Under the chairperson of the two judges Piet Schamt and Ishmal Mahommed.</p> <p>On 20 September 1990, nineteen political parties met in World trade centre Kepton park in Johannesburg where multiparty negotiating process deliberations were being held. Under fortress like the conditions at Kempton Park the various parties engaged in intense negotiations over various draft interim constitutions. The structure of the transitional executive council that would govern the country in the elections.</p> <p>At the heart of these was the suggestion that the African national congress should accept a government of national Unity (GNU) for a period of five years after the elections.</p> <p>A question that was often debated since 1990 was whether FW De Klerk had any other option to take a step he did to give the black people to have freedom and to made a black person a president to rule the country as a good leader to bring a thing that is different and to give ANC and other parties a chance to rule.</p> <p>President FW De Klerk could task in the approval of almost all the political parties and the first day of a joint debate on his speech at the opening of the parliament. The resistance came from the Conservative party.</p>	<p>No introduction.</p> <p>No attempt to address the question.</p> <p>The candidate provides a discussion on Groote Schuur Meeting, without linking this to the question.</p> <p>No link to the question – obstacles.</p> <p>No link to the question – obstacles.</p> <p>No link to the question— obstacles.</p> <p>Poor conclusion.</p>

Candidate	Actual Responses	Comments
5	<p>GENERAL COMMENTS:</p> <ul style="list-style-type: none"> • Little analysis and historical explanation. • Introduction poor. • Sparse content. • Question inadequately addressed. • There is very little attempt to link the content to the question. • The key word to the question is 'obstacles'. This was not discussed. • There is a recognisable structure, but the candidate does not show interpretation and the extended writing is unbalanced. • Poor conclusion. <p>Mark: 9/30 (30%) (Level 2)</p>	
6	<p>Those elections were indeed a special historic that marked from the beginning of a new South Africa. Non sexist, non racial that democratic of human of a new South Africa that perceived and shows that Nelson Mandela was with F.W Dlerk that say before 2 February 1990 we would never going to set same again.</p> <p>Although several bombs were merely in the same country because they were not wanting most of people to vote and most of people they were died and were arrested for.</p> <p>People they were woke up early in the morning to go to vote it was difficult to vote because most of people they were pushing other people because of it was a long queqe and most of people the were happy because they were voting for the first time people woke up in two 'o clock but they were still have a long queueqe.</p> <p>Most of people they were not sleeping they were just come with their blanket and sleep on the gate most of people they were not mind weather they eat or nor during the day.</p> <p>Ballot papers were finishing during the day because they were working with more people during the day 1,5 million of the people per day.</p> <p>South African people become Happy because they were suffering they were not having food in their home and most of black people they were not working and most of them they were not educated because they were lack of schools.</p> <p>After voting South Africa become very beautiful country and a rich country because most of people are working very hard in order to support there family and today education is free that is why you can see people working.</p> <p>Nelson Mandela plays a important role that every person will not going to forget it. Mandela is a brave man.</p> <p>Nelson Mandela become our Deputy president in South Africa and Thabo Mbeki become our president in Bhetelezi.</p> <p>GENERAL COMMENTS:</p> <ul style="list-style-type: none"> • Very poor essay. • No factual content. • No relevance to the question posed. • Statements are unsupported. <p>Mark: 0/30(0%) (Level 1)</p>	<p>No introduction.</p> <p>Does not indicate the line of argument.</p> <p>Does not answer the question.</p> <p>Candidate just makes a statement.</p> <p>Does not answer the question.</p> <p>Irrelevant.</p> <p>Irrelevant.</p> <p>Irrelevant.</p> <p>No conclusion.</p>

QUESTION 4

Question 4.6.1

Discuss how the Truth and Reconciliation and Commission attempting to heal South Africa from its divided burst. Use relevant examples from the TRC hearing to support your answer. (30)

Candidate	Actual Responses	Comments
1	<p>The TRC was aimed at bringing together of former enemies in a manner that promoted National Unity and reconciliation.</p> <p>They had many successes. Many ordinary people were able to come forth and tell their stories and how the policy of apartheid affected them. Many families came forth 21000 victims, 35000 human rights violations and 14000 killings were investigated.</p> <p>They gave victims and their family members a chance to get closure and close that chapter in their lives and move on.</p> <p>Perpetrators were able to bring forth evidence that they would not be allowed to give in a normal court of law and tell the TRC everything they knew about what happened during that time.</p> <p>The TRC provided support for the victims and their family members before the hearings, during and after hearings. They would also make recommendations to government on reparations and compensation that should be provided for the victims.</p> <p>In some cases there was genuine commitment of remorse and reconciliation for example when ArdiaanVlok washed the feet of the Mamelodi five (the widowers and daughters of murdered activists/detainees).</p> <p>There was many who criticised the TRC. Many believed that many of the big fish got away for example, many leaders of apartheid refused to appear such as P.W. Botha and Malan along with others. They believed it was a witch hunt and that it focused too much on the NP government's atrocities and made the ANC look like heroes for example, the murders of the IFP leaders were not investigated and the felt the TRC over looked black on black violence. Nelson Mandela believed that the TRC was necessary to heal the nation and begin nation building.</p> <p>However it was not the TRC's aim to single the NP government out. There was to bring about reconciliation which would only happen if the NP and ANC accepted to share the responsibility of the human rights violation that occurred.</p> <p>The aim of the TRC was not to make people forgive and forget, that would be impossible. The aim was to reconcile and bring together former enemies so that together they are able to build a united nation and create a culture of human rights.</p> <p>After 7 years and R70 million in spending in April 2003 when the TRC handed 2 volumes of their findings, it was indeed a reconciliatory moment when victims were able to forgive the perpetrators and together they would build a united nation and develop a culture of human rights.</p> <p>It is thus clear that the TRC did everything they could to lay the foundation for the nation to heal however to heal the nation was the responsibility of society.</p> <p>GENERAL COMMENTS:</p> <ul style="list-style-type: none"> • Attempts a structure. • Introduction and conclusion to the essay are not adequately addressed. • Question has not been fully understood and answered. • Content selection relevant to the line of argument. • Makes some mention of case studies. 	<p>Introduction relates to the question.</p> <p>Paragraph appears loose without reference to the 'how'.</p> <p>Candidate attempts to answer the question without reference to case studies.</p> <p>Uses example to highlight case study.</p> <p>Attempts made to evaluate the work of the TRC by using case studies.</p> <p>Meaningful response to the question.</p> <p>Highlights to show how the past was to be healed</p> <p>Makes evaluation of the TRC.</p> <p>Although a conclusion is written, it lacks reference to the value of case studies.</p>
<p>Mark: 27/30 (90%)</p>		<p>(Level 7)</p>

Candidate	Actual Responses	Comments
2	<p>T.R.C was a commission for reconciliation. Its attempt was to heal the wounds of the past through confession and forgiveness. T.R.C served the victims and perpetrators of the apartheid violence. Many people viewed it as a painful process of healing the wounds of the past to build a new united country.</p> <p>T.R.C examined human rights violations. Abuses committed in the name of apartheid. Abuses committed in the name of fighting apartheid. The truth must be disclosed. Perpetrators had to apply for amnesty. T.R.C faced challenges. This made the T.R.C appear to be controversial. T.R.C was criticized for its way of managing the past.</p> <p>T.R.C managed to achieve its aims of promoting national unity. T.R.C managed to get details of those who were responsible for the killing of Steve Biko and those who assassinated Chris Hani. Many victims family found it difficult to accept that perpetrators had to walk free simply because they had made a public confession.</p> <p>The T.R.C was difficult to handle simply because translations could not bring the exact actions and expression. It was difficult to imitate the experience and the sufferings on behalf of the victims. Mrs Calata whose husband was murdered by the police force found it difficult to explain the sufferings of his husband on behalf of the victims as it was very painful to her as the perpetrators walked away free.</p> <p>The bombing of the Khotso House was to weaken the ANC but some offenders who did it denied their involvement. Offenders such as P.W Botha claimed that they were not guilty of any violence but logically, he was involved in many violations during the apartheid era. Botha claimed that T.R.C was inherently biased against the whites.</p> <p>F.W de Klerk claimed that the process was flawed in many respects as numerous atrocities of the past were not properly investigated. The assassination of the 400 IFP leaders was not being thoroughly probed. This showed the weakness of the T.R.C. The T.R.C was hugely criticized.</p> <p>However T.R.C managed to get details of those who were guilty for the apartheid violence. T.R.C managed in its attempt to heal the wounds of the past. T.R.C main aim was to promote national unity and reconciliation. The aim was to overcome the past through confession and reconciliation.</p> <p>The T.R.C faced challenges in its attempt to heal the past but however it managed to heal the wounds of the past. The T.R.C appearwas controversial. T.R.C achieved its main aims at the end even though it was difficult. The T.R.C created a united new South Africa.</p> <p>GENERAL COMMENTS:</p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> • Attempts a structure. • Introduction does not indicate how question was to be addressed. • Question has been answered to a reasonable extent. • Content selection is relevant. </div> <p>Mark: 23/30 (77%) (Level 6)</p>	<p>Gets straight into the question without using the introduction as a means to show how the TRC attempted to heal South Africa.</p> <p>Evaluation made of the TRC. There is reference to examples.</p> <p>Relates to the question, uses case study to show the pain of the past.</p> <p>Line of argument extended by highlighting further examples.</p> <p>Work of TRC evaluated.</p> <p>Attempts a reasonable conclusion.</p>

Below is a selection of actual learners' responses to the paragraph-type questions from History Paper 2 from the 2012 NSC Examination.

QUESTION 3

Question 4.6.1

Discuss how the Truth and Reconciliation and Commission attempting to heal South Africa from its divided burst. Use relevant examples from the TRC hearing to support your answer. (30)

Candidate	Actual Responses
1	<p>Negotiations were met with a lot of resistance. Right-wing movements voted no on the referendum. They also were responsible for the death of Chris Hani, which almost stopped negotiations. The right-wing movements aimed to sabotage the CODESA negotiations by storming in. They also wanted De Klerk to resign so that their leaders can stop transition. They used violent acts to stop negotiations. The right-wings made great attempts to disrupt the negotiation process because they did not approve.</p> <p>GENERAL COMMENTS:</p> <ul style="list-style-type: none"> • The evidence relates to the topic to a great extent. • Candidate shows clear understanding. • Reference made to the sources. <p>Mark: 5/8 (63%) (Level 5)</p>
2	<p>When the ANC and De Klerk decided to start their negotiations in order to reach an agreement, the right-wing groups started promoting violence in those places where the talks were taking place. They destroyed for an example the World Trade Centre and disturbed the negotiation that were taking place. They did not want to see South Africa becoming free because they oppressed us while they lived a happy life.</p> <p>GENERAL COMMENTS:</p> <ul style="list-style-type: none"> • Evidence relates to the topic. • Shows some understanding of the topic. • Uses evidence in a very basic manner. <p>Mark: 3/8 (38%) (Level 2)</p>
3	<p>The right-wing groups attempted to disrupt the process of negotiations in South Africa in many ways during the early 1990s. One was where the right-wing stormed the trade centre to disturb the negotiations and ask the government for their own land. They also were not agreeing with the NP for what they were doing. They did like change and they were finding ways to make violence.</p> <p>GENERAL COMMENTS:</p> <ul style="list-style-type: none"> • The evidence relates to the topic to a great extent. • Candidate shows clear understanding. • Reference made to the sources. <p>Mark: 3/8 (38%) (Level 2)</p>
4	<p>On 6 February 1990 the Afrikaner tiger awakens say Conservative party and the President De Klerk could bask in the approval of almost all the political parties yesterday. The first day of a joint debate on his speech at the opening of parliament. Predictably resistance came from the Conservative party, the were roars of laughter when he demanded that DE Klerk should resign.</p> <p>GENERAL COMMENT:</p> <ul style="list-style-type: none"> • Candidate does not explain how the right wing attempted to disrupt the process of negotiations • Unable to use the sources and own knowledge to address the question • Cannot report on the topic <p>Mark: 0/8(0%) (Level 1)</p>

QUESTION 4

QUESTION 4.5

Using ALL the sources and your knowledge, write a paragraph of about EIGHT line (about 80 words) assessing the work of the TRC. (8)

Candidate	Actual Responses
1	<p>The TRC had to bridge a gap of a divided nation. TRC had to investigate crimes committed by perpetrators and bring justice and reconciliation to the victims. Some cases were not thoroughly investigated and perpetrators got off easily. Some victims criticized the TRC and took it to the constitutional court. While others felt the TRC helped them piece their lives and start to move after knowing the truth about their loved ones.</p> <p>GENERAL COMMENTS:</p> <ul style="list-style-type: none"> • There is clear evidence of using the sources and own knowledge to address the question. • The response from the candidate is focused. • Well- constructed paragraph. • Shows thorough understanding of the topic . <p>Mark: 7/8 (88%) (Level 7)</p>
2	<p>The work of the TRC was a pretty work because TRC achieved its aim. People get to know what happened to their loved ones. People made the closure with the past. Other people met with their families because of the TRC. General amnesty was granted only if the perpetrators revealed all the truth. Reparations were given to the victims. Human rights were protected and TRC worked according to the constitution.</p> <p>GENERAL COMMENTS:</p> <ul style="list-style-type: none"> • Candidate shows thorough understanding of the assessment of the TRC. • Candidate uses evidence very effectively in an organised paragraph. • Clear reference to sources. <p>Mark: 6/8 (75%) (Level 6)</p>
3	<p>There are many different opinions about weather the TRC was successful in achieving reconciliation and the truth of the apartheid era. Source 4A emphasizes and explains the importance and aims of the TRC in obtaining national reconciliation. Source 4A states that it is for both victims and perpartraitors to testify and Source 4B supports that. It shows a testimony of a victim which helps the TRC's case in saying they were successful. Source 4C gives a different approach as it discusses the failures of the TRC. In Source 4C Cyril Ramaphosa states that justice and reconciliation process is still ongoing, but implies the TRC provided stepping stones to a brighter future.</p> <p>GENERAL COMMENT:</p> <ul style="list-style-type: none"> • Uses relevant evidence. • Shows a thorough understanding of the topic. • Uses evidence in a very effective and organised manner. • Paragraph is concise and coherent. • Makes consistent reference to the sources. • Synthesises the evidence meaningfully. <p>Mark: 6/8 (75%) (Level 6)</p>

Candidate	Actual Responses
4	<p>The work of the TRC was always going to be controversial. It aims were to help victims find the truth, give amnesty and reparations. The combination of victims hearing about what perpetrators did and then being expected to forgive and forget was just too much. Some saw its work as trying to open up old wounds in order to heal the nation from the past.</p> <p>GENERAL COMMENTS:</p> <ul style="list-style-type: none"> • Evidence is most relevant. • Shows good understanding of the topic. • Uses evidence in a clear manner. <p>Mark: 5/8 (63%) (Level 5)</p>
5	<ul style="list-style-type: none"> • It is to build amnesty. • All people they must have UBuntu. • Nelson Mandela lead this country in one unity and reconciliation. • We must stop Crime or violence. • We must understand each other. • We must reported whatever happened to Justice. <p>GENERAL COMMENTS:</p> <ul style="list-style-type: none"> • Shows no understanding of the topic. • Cannot report on the topic. • Written in telegraphic format – not paragraph format. • Entire content selection is irrelevant. <p>Mark: 0/8 (0%) (Level 1)</p>

7. Hints for developing an essay/paragraph

In a History essay, the candidates are expected to plan and construct an argument and draw a valid conclusion. They must develop an independent line of argument in response to the question given and they must be able to sustain the argument. They must be able to make inferences based on their ability to synthesise the content selected for the particular topic. Their writing must demonstrate the application of skills such as analysis, interpretation and evaluation. Critical insight is essential, especially for an argumentative essay.

7.1 Basic structure of an essay

Essays must have a formal structure that includes an introduction (introduces the point of view) or the explanation, a main body (which develops the argument) and a conclusion. Credit is given for this structure. Candidates will be asked to discuss, explain or assess the accuracy of a statement, or to express an opinion.

Thus the following basic structure is suggested:

Introduction:

The introduction should introduce the topic. Candidates should state their point of view or line of argument and indicate how they intend to elaborate on it. The introduction forms the framework of entire the essay.

Main body (Content):

Candidates should select the relevant content to answer the question and sustain their line of argument. The content must be organised in sequential paragraphs that must relate to one another and to the introduction. There must be clear linkage between the different paragraphs and the reasons why those particular ideas/views are included in the paragraph. It is the skilful use of content that makes the line of argument or point of view credible/convincing.

Conclusion:

This part of the essay should tie up the argument or the point of view introduced by the candidate in the introduction (and developed and reinforced in the main body of the essay) and it should sum up the point of view presented in the essay.

Candidates will be assessed on their ability to:

- Demonstrate thorough knowledge and understanding of the topic
- Use relevant information to answer the question
- Plan and structure an essay
- Use evidence to support an argument
- Develop and sustain an independent and well-balanced argument
- Write logically, coherently and chronologically

7.2 Paragraph writing: responding to source-based questions

A paragraph is a form of extended writing in response to source-based questions. Candidates are required to extract relevant information from the sources provided and organise the information logically to answer the question.

Sources will be grouped together around a key question. The context of the sources will be provided so that learners can use the sources to answer the questions. Contextualisation includes the author or creator of the source, the title of the publication, in which the source appeared, and the date and place of publication. Candidates will therefore have the information to enable them to discuss the reliability or usefulness of each source. All people in cartoons or photographs must be identified. Each source provided will be a single source; no sources will be combined into a composite source.

Candidates will be assessed on their ability to:

- Present a well-constructed paragraph
- Use the extracted information and their own knowledge to respond to the question fully
- Plan the paragraph properly by constructing a framework with an opening statement (topic sentence), followed and supported by the relevant information. Sentences must be linked so that ideas are presented coherently. Information must be logically sequenced. The reader must be able to follow a chronology easily. The paragraph must conclude by synthesising the points of view/information presented in response to a specific question.

ANNEXURE A: LEVEL DESCRIPTORS

The various achievement levels and their corresponding percentage bands are as shown in the table below.

ACHIEVEMENT LEVEL/ RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	80–100
6	Meritorious achievement	70–79
5	Substantial achievement	60–69
4	Adequate achievement	50–59
3	Moderate achievement	40–49
2	Elementary achievement	30–39
1	Not achieved	0–29

ANNEXURE B: MEMORANDUM

For the purposes of this resource, the relevant answers have been extracted from the OFFICIAL MEMORANDUM: HISTORY PAPER 2 (NSC 2012).

ESSAYS:

QUESTION 1: HOW DID THE COLLAPSE OF THE SOVIET UNION CONTRIBUTE TO THE ENDING OF APARTHEID IN SOUTH AFRICA IN 1989?

1.6 EXTENDED WRITING

1.6.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - LI – LOI (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]

SYNOPSIS

Candidates should explain how the collapse of the Soviet Union paved the way for negotiations between the ANC and the NP in 1989.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate how the collapse of the Soviet Union affected the political future of South Africa and how it paved the way for negotiations.

ELABORATION

- Gorbachev's role in ending communism - introduction of Glasnost and Perestroika
- The impact of Glasnost and Perestroika on South Africa (NP government and the ANC)
- The collapse of communism gave De Klerk an opportunity to initiate reforms
- De Klerk could no longer use the argument that apartheid was stemming the tide of communism
- Banned political organisations (e.g. ANC) could no longer be termed as 'communist'
- De Klerk was forced to negotiate with previously banned political organisations like the ANC
- Liberation movements (like the ANC) had to abandon the armed struggle to begin the process of negotiations
- Opened the way for engagement with the ANC leading to the release of political prisoners and unbanning of political parties
- USSR's economic stagnation influenced political changes in South Africa between the NP and ANC
- USA's abandonment of support for the NP – affected South Africa's political future
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion (30)

Use the matrix on page 6 in this document to assess this extended writing.

QUESTION 2: HOW SUCCESSFUL WAS ANGOLA IN RE-IMAGINING ITSELF AS A RESULT OF THE COLLAPSE OF COMMUNISM IN 1989?**2.6 EXTENDED WRITING**

2.6.1 [Plan and construct an argument based on evidence using analytical and Interpretative skills - LI – LOI (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]

SYNOPSIS

Candidates should discuss to what extent Angola was successful in re-imagining itself after the collapse of communism in 1989 and support their line of argument with relevant evidence.

MAIN ASPECTS

The candidate should include the following points in the response.

- Introduction: Candidates need to indicate whether Angola was successful in re-imagining itself after the collapse of Communism in 1989 and support their line of argument with relevant evidence.

ELABORATION

- Angola achieved independence from Portugal in 1975
- Angola was already divided between three nationalist parties (MPLA, UNITA and FNLA)
- Desire to eliminate each other led to the nationalist parties soliciting support from foreign countries
- Cuba (used as a pawn by the Soviet Union) supported MPLA while South Africa (used as a pawn by the US) supported

UNITA

- Conflict between political parties in Angola was an extension of the Cold War between the USA and USSR
- The aftermath of the Battle of Cuito Cuanavale (1987-88) forced Cuba and South Africa to withdraw their troops from Angola
- Their continued presence in Angola was no longer worth the financial and political cost
- Angola was now free of foreign influence and could to re-imagine itself and negotiate her own future
- The Bicesse Accord (1991) led to temporary peace and easing of hostilities
- The 1992 elections – Dos Santos's MPLA was victorious
- Savimbi rejected the election results
- UNITA went back to the bush leading to the resumption of the Angolan conflict
- In 1994 the Lusaka Accord was signed but was not successful
- War resumed again in 1998 because UNITA was dissatisfied
- Angola had failed to re-imagine itself
- Many Angolan civilians and soldiers were killed and others displaced
- Legacy of landmines led to many amputees
- Death of Savimbi in February 2002 – created new possibilities for peace in Angola; a ceasefire came into effect in March 2002
- Luena Memorandum of Understanding in April 2002 brought peace in Angola – 13 years after the collapse of communism in 1989
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

Use the matrix on page 6 in this document to assess this extended writing.

3.7 EXTENDED WRITING

3.7.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - LI – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]

SYNOPSIS

Candidates should explain how obstacles such as violence, opposing views and political intolerance confronted South Africa's major role players on the road to democracy from 1990 to 1994.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- Introduction: Candidates should refer to how the obstacles nearly prevented South Africa from becoming a democracy in 1994.

ELABORATION

- In March 1990, ANC Executive met the government for 'talks about talks' (Meeting suspended due to the Sebokeng Massacre on 26 March 1990; ANC threatened the continuation of the armed struggle if government did not commit to the process of negotiations; Government wanted ANC to commit to power-sharing and not majority rule)
- May 1990 ANC and government met at Groote Schuur/Groote Schuur Minute accepted
- Third meeting in Pretoria (Pretoria Minute accepted; ANC suspended armed struggle; Violence continued despite progress in talks; Third Force was blamed for the increase of violence)
- ANC tried to befriend Zulu king to create political stability and peace in Natal; (IFP resisted and violence increased; In the 'Seven Day' War during March 1991, 200 people were killed in Pietermaritzburg)
- Violence spread to Johannesburg (train violence claimed at least 500 lives between 1990 and 1993; Inkathagate Scandal came to the fore; ANC made fourteen demands to government as a prerequisite for continued negotiations)
- 20 December 1991 CODESA began - boycotted by the PAC, AZAPO and the Conservative Party; Declaration of Intent signed/South Africa on threshold of democracy
- CODESA 2 began in May 1992; September 1992 government and ANC signed 'Record of Understanding'; IFP rejected this agreement
- September 1992 ANC members killed in Ciskei/tried to overthrow government of Oupa Gqozo/ tri-partite alliance started 'rolling mass action'
- Boipatong erupted-again Third Force implicated; Goldstone Commission confirmed the involvement of police
- Chris Hanu murdered/led to the speeding up of the process of negotiations
- IFP and COSAG favoured federalism/AWB and CP wanted a volkstaat/
- AWB attacked the World Trade Centre to stop negotiations, 25 June 1993
- Lucas Mangope of Bophuthatswana called on AWB to suppress uprising (Sixty died/three AWB members assassinated)
- Multi-party talks resumed in April 1993 (Multi-party negotiation forum)
- Sunset Clause used to allay fears
- Shell House massacre
- South Africa's first democratic elections held on 27 April 1994
- Government of National Unity
- Any other relevant point
- Conclusion: Candidates should tie up their argument with a relevant conclusion (30)

Use the matrix on page 6 in this document to assess this extended writing.

4.6 EXTENDED WRITING

4.6.1 [Plan and construct an argument based on evidence using analytical and Interpretative skills - LI – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]

SYNOPSIS

Candidates should discuss how the TRC attempted to heal South Africa from its divided past by using relevant examples.

MAIN ASPECTS

The candidate should include the following points in the response:

- Introduction: Candidates should indicate how the TRC attempted to heal South Africa from its divided past.

ELABORATION

- Reasons for the TRC
- Role of Tutu and Boraine in the TRC
- Purpose of various committees
- TRC moved across South Africa listening to stories by both victims and perpetrators in order to bring about healing and reconciliation
- Both perpetrators and victims decided to testify at the TRC hearings e.g. Mrs Calata in East London; Dirk Coetzee; Thabo Mbeki and Wouter Basson
- Many unaccounted victims were identified, graves located and bodies exhumed and given to families for reburial e.g. Jabulani Ndaba, Oscar Maleka, Reginald Kekana, the Mamelodi 10; etc.
- Reparations paid to families of victims e.g. R30 000 once-off payment of an individual grant, R15 000 once-off grants for reburial; etc.
- Amnesty granted to those that gave full disclosure of atrocities that were committed
- TRC hearings led to healing and nation building
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

Use the matrix on page 6 in this document to assess this extended writing.

PARAGRAPHS:**QUESTION 3: WHAT WERE THE VARIOUS OBSTACLES THAT SOUTH AFRICA FACED ON THE ROAD TO DEMOCRACY?****3.6 [Interpretation, analysis and synthesis of evidence from all sources - L3- LO1 (AS3 and 4), LO2 (AS1, 2 and 3) LO3 (AS 1, 2, 3 and 4)]****Candidates could include the following aspects in their response:**

- Conservative Party did not want to be part of the process of negotiations
- Right wing groups felt that their control and power would be diminished if they began to negotiate with black majority organisations
- Did not want to be part of a process that will nullify Afrikaner nationalism
- Opposed to the process of negotiations because the right-wing felt the liberals could not be trusted
- Threatened violence and disruption
- Conservative Party maintained that National Party did not have the mandate to embark on negotiations
- Invaded World Trade Centre to stop negotiations
- South Africa on the brink of a civil war
- AWB invaded Bophuthatswana
- On eve of elections bombs planted across South Africa (AWB members were arrested as suspects, 31 people died, powerful bomb went off at Johannesburg International Airport)
- Assassination of Chris Hani
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how the right-wing groups attempted to disrupt the process of negotiations in South Africa during the early 1990s • Uses evidence partially to report on topic or cannot report on topic 	MARKS: 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of how the right-wing groups attempted to disrupt the process of negotiations in South Africa during the early 1990s • Uses evidence in a very basic manner 	MARKS: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. shows a thorough understanding of how the right-wing groups attempted to disrupt the process of negotiations in South Africa during the early 1990s • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 6–8

QUESTION 4: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH SOUTH AFRICA'S PAST?

4.5 [Interpretation, analysis and synthesis of evidence from all sources – L3 – LO1 (AS 3 and 4), LO2 (AS1, 2 and 3) LO3 (AS 1, 2, 3 and 4)]

Candidates must include both successes and failures in their response:

SUCCESSSES

- Improved race relations between black and white South Africans
- Some victims received reparations as compensation for their loss
- Helped with the process of nation building and reconciliation
- Both sides of the conflict came to testify i.e. liberation movement and government
- Amnesty led to some perpetrators willingness to testify
- Victims came to know what really happened during the apartheid years
- Victims could reconcile with the fact the remains of their loved ones were located and the appropriate last rites could be observed
- Many unaccounted victims were identified, graves located and exhumed and given to families for reburial

FAILURES

- Some perpetrators did not appear before TRC
- Some victims wanted perpetrators to face prosecution
- Some, especially Whites regarded the TRC as a witch-hunt
- Anger - believed that the perpetrators of gross human-rights violations escaped punishment e.g. P W Botha
- Amnesty was controversial
- Reopened painful wounds
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of assessing the work of the TRC • Uses evidence partially to report on topic or cannot report on topic 	MARKS: 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of an assessment of the work of the TRC • Uses evidence in a very basic manner 	MARKS: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. shows a thorough understanding of an assessment of the work of the TRC • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 6–8

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PRESENTATION	Very well planned and structured. Good synthesis of information. Constructed an argument. Well balanced argument. Sustained and defended the argument throughout.	Well planned and structured. Synthesis of information. Constructed an original well - balanced, independent argument. Evidence used to defend the argument.	Well planned and structured. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	Shows some evidence of a planned and constructed argument. Some evidence used to support argument. Conclusion not clearly supported by evidence.	Attempts to structure the answer. Largely descriptive/ some attempt at developing an argument.	Little analysis and historical explanation. No structure in answer.
CONTENT							
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	27-30	24-26					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	24-26	23	21-22				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		21-22	20	18-19			
LEVEL 4 Question recognisable in answer. Some omissions/ irrelevant content selection.			18-19	17	15-16		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				15-16	14	12-13	
LEVEL 2 Sparse content. Question inadequately addressed.					12-13	11	9-10
LEVEL 1 Question not answered. Inadequate content. Totally irrelevant.						9-10	0-8

ANNEXURE C: QUESTIONNAIRE

EXEMPLIFICATION OF THE STANDARDS OF LEARNER PERFORMANCE

HISTORY

User Response/Feedback

Dear teachers, subject advisors, curriculum planners, education service delivery partners

For us to continue to improve the range and quality of teaching and learning resources for teachers and learners in the FET phase, we need your constructive feedback.

Please complete the questionnaire below at your earliest convenience and return to the DBE by post or facsimile.

Postal address: Dr MD Ramoroka
 Chief Directorate: National Assessment and Public Examinations
 The Department of Basic Education
 222 Struben Street
 PRETORIA
 0001

Fax number: 086 746 0781

QUESTIONNAIRE

1. List the information included in this resource that was MOST useful to you.

2. List the information included in this resource that was NOT relevant or useful to you.

3. What did you think of the focus areas covered in this resource?

[Tick (✓) the relevant block.]

FOCUS AREA	EXCELLENT	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
(a) The selection and range of learner responses				
(b) The accuracy of the panel's comments for each learner response				
(c) General findings in your subject area				
(d) Hints on essay/ paragraph writing				
(e) Annexures, e.g. Matrices/Rubrics, to support and extend the exemplification				
(b) The marking standard demonstrated in the exemplification				

4. What are your suggestions for improving this resource to ensure its value in the classroom?

5. Should this resource include a wider variety of extended writing examples?

[Tick (✓) the relevant block.]

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

Reasons:

6. Should this resource be developed for other NSC subjects?

[Tick (✓) the relevant block.]

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

Reasons:

7. Additional comments/recommendations for the DBE to consider:



Published by
the Department of Basic Education
222 Struben Street
Private Bag X895, Pretoria, 0001
Telephone: 012 357 3000 Fax: 012 323 0601
Website: <http://www.education.gov.za>
© Department of Basic Education