



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2013**

**HISTORY P2  
MEMORANDUM**

**MARKS: 150**

---

This memorandum consists of 29 pages.

---

## SOURCE-BASED QUESTIONS

- 1.1 The following Learning Outcomes and Assessment Standards were used to assess candidates in this question paper:

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT STANDARDS</b> <b>The ability of the learner to:</b>
Learning Outcome 1 (Historical enquiry)	<ol style="list-style-type: none"> <li>1. Formulate questions to analyse concepts for investigation within the context of what is being studied. <b>(Not for examination purposes.)</b></li> <li>2. Access a variety of relevant sources of information in order to carry out an investigation. <b>(Not for examination purposes.)</b></li> <li>3. Interpret and evaluate information and data from sources.</li> <li>4. Engage with sources of information evaluating the usefulness of the sources for the task, including stereotypes, subjectivity and gaps in the evidence available to the learners.</li> </ol>
Learning Outcome 2 (Historical concepts)	<ol style="list-style-type: none"> <li>1. Analyse historical concepts as social constructs.</li> <li>2. Examine and explain the dynamics of changing power relations within the societies studied.</li> <li>3. Compare and contrast interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events.</li> </ol>
Learning Outcome 3 (Knowledge construction and communication)	<ol style="list-style-type: none"> <li>1. Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data.</li> <li>2. Synthesise information to construct an original argument using evidence to support the argument.</li> <li>3. Sustain and defend a coherent and balanced argument with evidence provided and independently accessed.</li> <li>4. Communicate knowledge and understanding in a variety of ways including discussion (written and oral), debate, creating a piece of historical writing using a variety of genres, research assignments, graphics, oral presentation.</li> </ol>

1.2 The following levels of questions were used to assess source-based questions:

<b>LEVELS OF SOURCE-BASED QUESTIONS</b>	
<b>LEVEL 1 (L1)</b>	<ul style="list-style-type: none"> <li>• Extract relevant information and data from the sources.</li> <li>• Organise information logically.</li> <li>• Explain historical concepts.</li> </ul>
<b>LEVEL 2 (L2)</b>	<ul style="list-style-type: none"> <li>• Categorise appropriate or relevant source of information provided to answer the questions raised.</li> <li>• Analyse the information and data gathered from a variety of sources.</li> <li>• Evaluate the sources of information provided to assess the appropriateness of the sources for the task.</li> </ul>
<b>LEVEL 3 (L3)</b>	<ul style="list-style-type: none"> <li>• Interpret and evaluate information and data from the sources.</li> <li>• Engage with sources of information evaluating the usefulness of the sources for the task taking into account stereotypes, subjectivity and gaps in the evidence available.</li> <li>• Analyse historical concepts as social constructs.</li> <li>• Examine and explain the dynamics of changing power relations within the aspects of societies studied.</li> <li>• Compare and contrast interpretations and perspectives of peoples' actions or events and changes to draw independent conclusions about the actions or events.</li> <li>• Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data.</li> </ul>

1.3 The following table indicates how to assess source-based questions:

<ul style="list-style-type: none"> <li>• In the marking of source-based questions credit needs to be given to (Any other valid and relevant viewpoints, arguments, evidence or examples.</li> <li>• In the allocation of marks emphasis should be placed on how the requirements of the question have been addressed.</li> <li>• 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.</li> </ul>
---

## EXTENDED WRITING

### 2.1 The extended writing questions focus on one of the following levels:

LEVELS OF QUESTIONS
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Discuss or describe according to a given line of argument set out in the extended writing question.</li> <li>• Plan and construct an argument based on evidence, using the evidence to reach a conclusion.</li> </ul>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• Synthesise information to construct an original argument using evidence to support the argument.</li> <li>• Sustain and defend a coherent and balanced argument with evidence.</li> <li>• Write clearly and coherently in constructing the argument.</li> </ul>

### 2.2 Marking of extended writing

<ul style="list-style-type: none"> <li>• <b>MARKERS MUST BE AWARE THAT THE CONTENT OF THE ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT THE PARTICULAR CENTRE.</b></li> <li>• <b>CANDIDATES MAY HAVE ANY OTHER RELEVANT INTRODUCTION AND OR CONCLUSION THAN THOSE INCLUDED IN A SPECIFIC EXTENDED WRITING MARKING GUIDELINE.</b></li> <li>• <b>IN ASSESSING THE OPEN-ENDED SOURCE-BASED QUESTIONS CANDIDATES SHOULD BE GIVEN CREDIT FOR ANY OTHER RELEVANT RESPONSE.</b></li> </ul>
--

#### Global assessment of extended writing

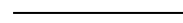
The extended writing will be assessed holistically (globally). This approach requires the educator to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support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

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

**Assessment procedures of extended writing.**

1. Keep the synopsis in mind when assessing extended writing.
2. During the first reading of the extended writing ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.
3. The following additional symbols can also be used:

- introduction, main aspects and conclusion not properly contextualised
- wrong statement
- irrelevant statement
- repetition
- analysis
- interpretation



**R**

**A**✓

**I**✓

## 4. The Matrix

4.1 **Use of analytical matrix in the marking of extended writing (refer to page 7).**

In the marking of extended writing with reference to page 6 the given criteria shown in the matrix should be used. In assessing the extended writing note should be taken of 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.

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

C	LEVEL 4	

4.1.2 The second reading of extended writing will relate to the level (on the matrix) of presentation.

C	LEVEL 4	
P	LEVEL 5	

4.1.3 Allocate an overall mark with the use of the matrix.

C	LEVEL 4	} 18 – 19
P	LEVEL 5	

4.2 **Use of holistic rubric in the marking of extended writing (refer to page 7).**

The given rubric, which takes into account both content and presentation, should be used in the marking of extended writing.

C and P	LEVEL 5	18 – 20
---------	---------	---------

## GRADE 12 EXTENDED WRITING MATRIX

PRESENTATION	LEVEL 7 Very well planned and structured. Good synthesis of information Constructed an argument Very good use of evidence to support the argument	LEVEL 6 Well planned and structured Synthesis of information Constructed an argument Evidence used to support the argument	LEVEL 5 Writing structured. Constructed an argument Evidence used to support argument	LEVEL 4 Clear attempt to construct an argument Evidence used to a large extent to support the argument	LEVEL 3 Some attempt to organise the information into an argument Evidence not well used in supporting the argument.	LEVEL 2 Largely descriptive /with little some attempt to develop an argument.	LEVEL 1 Answer not at all well-structured.
<b>CONTENT</b>							
<b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.	27 – 30	24 – 26					
<b>LEVEL 6</b> Question has been answered. Content selection relevant to a line of argument.	24 – 26	23	21– 22				
<b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.		21 – 22	20	18 – 19			
<b>LEVEL 4</b> Question recognisable in answer. Some omissions/irrelevant content selection.			18 – 19	17	15 – 16		
<b>LEVEL 3</b> Content selection does not always relate. Omissions in coverage.				15 – 16	14	12 – 13	
<b>LEVEL 2</b> Sparse content. Question inadequately addressed					12 – 13	11	9 – 10
<b>LEVEL 1</b> Question not answered. Inadequate content. Significant irrelevance						9 – 10	0 – 8

**GRADE 12 HOLISTIC RUBRIC TO ASSESS EXTENDED WRITING (SUCH AS AN  
ESSAY USING SOURCES, REPORT, NEWSPAPER ARTICLE, ETC.)**

LEVEL	If the candidate has demonstrated all or most of the skills listed in a particular level, she/he will be awarded a mark relevant to the category.
<p align="center"><b>7</b> <b>Outstanding</b> <b>80 – 100%</b> <b>24 – 30</b></p>	<p>Consistently focuses on topic – demonstrates a logical and coherent progress towards a conclusion Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Groups sources(not essential but should not merely list sources) Demonstrates a setting of sources in background understanding If appropriate, deals fully with counter-argument Refers appropriately to relevancy, bias, accuracy, limitation of sources Expresses him/herself clearly Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)</p>
<p align="center"><b>6</b> <b>Meritorious</b> <b>70 – 79%</b> <b>21 – 23</b></p>	<p>Makes a good effort to focus consistently on the topic but, at times, argument loses some focus Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Perhaps, lacking some depth of overall focuses, or does not make reference to one or more relevant source. If appropriate, makes an attempt to consider counter-argument Rather superficial or no attempt to refer to relevancy, bias, accuracy, limitation of sources Expression good Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)</p>
<p align="center"><b>5</b> <b>Substantial</b> <b>60 – 69%</b> <b>18 – 20</b></p>	<p>Makes an effort to focus on the topic but argument has lapses in focus Comprehends most of the sources Uses most of the sources Selects relevant sources Good use of relevant evidence from the sources Good attempt to consider counter-argument Good attempt to refer to relevancy, bias, accuracy, limitation of source Expression good but with lapses Does not make an altogether convincing attempt to take a stand (i.e. limitations in reaching an independent conclusion)</p>
<p align="center"><b>4</b> <b>Moderate</b> <b>50 – 59%</b> <b>15 – 17</b> <b>[Satisfactory]</b></p>	<p>Makes an effort to focus on the topic but argument has many lapses in focus Adequate comprehension of most of the sources Adequate use of relevant evidence from the sources Adequate attempt to consider counter-argument Adequate attempt to refer to relevancy, bias, accuracy, limitation of sources Expression adequate Makes an attempt to take a stand but there are serious inconsistencies with making links with the rest of the essay Essay might have a tendency to list sources and “tag” on focus</p>
<p align="center"><b>3</b> <b>Adequate</b> <b>40 – 49%</b> <b>12 – 14</b> <b>[Fair]</b></p>	<p>Little attempt to focus on the topic Little comprehension of the sources Struggles to select relevant information from the sources No quotes – or generally irrelevant Makes no effort to consider counter-argument – or exceptionally weak attempt Easily characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression poor Makes a very poor attempt to take a stand (i.e. battles to reach an independent conclusion)</p>
<p align="center"><b>2</b> <b>Elementary</b> <b>30 – 39%</b> <b>09 – 11</b> <b>[Weak]</b></p>	<p>Unable to identify relevant sources No quotes – or generally irrelevant Makes no effort to consider counter-argument Essay characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression very poor Makes a very poor attempt to take a stand – if at all</p>
<p align="center"><b>1</b> <b>Not Achieved</b> <b>0 – 29%</b> <b>0 – 8</b> <b>[Poor]</b></p>	<p>No attempt to focus on the topic Uses no sources Completely irrelevant Answer extremely poor Sources copied without relevance</p>



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

- 1.1 1.1.1 *[Interpretation of evidence from Source 1A – L1 – LO1 (AS2)]*
- Gorbachev (1 x 1) (1)
- 1.1.2 *[Interpretation and analysis of evidence from Source 1A – L2 – LO2 (AS3)]*
- Reconstruction of the economy
  - Reduced military spending.
  - Allowed profit making and competition
  - Reduced control by government
  - Encouraging Western companies to invest in the USSR.
  - Any relevant explanation. (Any 2 x 2) (4)
- 1.1.3 *[Interpretation of information from Source 1A – L1 – LO1 (AS2)]*
- Glasnost (1 x 2) (2)
- 1.1.4 *[Interpretation and analysis of evidence from Source 1A – L2 – LO2 (AS2)]*
- Transparency in government policies
  - More freedom of speech allowed
  - Criticism of government policies allowed
  - Corruption of government officials would end
  - Public opinion will be considered
  - Any other relevant response (Any 2 x 2) (4)
- 1.1.5 *[Interpretation and synthesis of information from Source 1A – L3 – LO2 (AS3)]*
- Influence economy and political issues
  - Led to the fall of communism/fall of Soviet Union
  - Opposition from old communists
  - Gorbachev more unpopular
  - Democracy – elections (Any 2 x 2) (4)
- 1.2 1.2.1 *[Interpretation and analysis of evidence from Source 1B – L2 – LO3 (AS3)]*
- Fall of the Berlin Wall
  - End of the Cold War
  - Any other relevant response (Any 1 x 2) (2)

- 1.2.2 *[Interpretation and synthesis of evidence from Source 1B – L3 – LO2 (AS3)]*
- Wanted South Africa to become a democratic country
  - No more fears of communism existed
  - Human rights of people were abused in South Africa
  - Any other relevant response. (Any 2 x 2) (4)
- 1.2.3 *[Interpretation and analysis of information from Source 1B – L2 – LO2 (AS2)]*
- Internationally isolated
  - South Africa's economy in a crisis
  - Sanctions and economic pressure on South Africa
  - Internal pressure/uprisings in South Africa
  - Any other relevant explanation (Any 2 x 2) (4)
- 1.3 1.3.1 *[Extraction of evidence from Source 1C – L1 – LO1 (AS2)]*
- Unbanned political organisations
  - Release of political prisoners
  - Unconditional release of Nelson Mandela
  - Any other relevant response (Any 2 x 1) (2)
- 1.3.2 *[Interpretation and synthesis of evidence from Source 1C – L2- LO2 (AS3)]*
- Led to negotiations with the ANC and other political parties
  - New dispensation
  - First democratic elections
  - Democratic/non-racial South Africa
  - Any other relevant response. (Any 1 x 2) (2)
- 1.3.3 *[Interpretation and synthesis of evidence from Source 1C – L2 – LO2 (AS3)]*
- The majority of black people would be delighted as this would mean freedom and equal rights
  - The minority right-wing feared a black majority rule and wanted their own "volkstaat".
  - Any other relevant response. (Any 1 x 2) (2)

1.3.4 *[Interpretation and analysis of evidence from Source 1C – L1 – LO3 (AS2)]*

**Candidates should either agree or disagree with the statement. They need to support their answers with relevant evidence.**

**AGREE**

- Economic and political pressure
- The NP realised the only way to end the violence was to negotiate with the ANC.
- The collapse of communism resulted in former enemies perceiving each other in a different light.
- Any other relevant response.

**OR**

**DISAGREE**

- FW de Klerk could have adopted an attitude like that of former President PW Botha.
- Could have enlarged the army giving them the power to suppress the masses in South Africa.
- Any other relevant response. (Any 2 x 2) (4)

1.4 *[Interpretation and synthesis of evidence from Sources 1A and 1C – L3 – LO3 (AS3)]*

- Both De Klerk and Gorbachev embarked on policies of reform.
- In both SA and the Soviet Union there was a sense of trauma, excitement and disbelief.
- In SA there was an end to apartheid, while in Europe the Berlin Wall had collapsed.
- Any other relevant response (Any 2 x 2) (4)

1.5 [Interpretation, analysis and synthesis of evidence from all sources – L3 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]

Candidates should include some of the following in their response:

- End of communism in the Soviet Union
- The result of Gorbachev's reform on world politics
- International pressure
- South Africa no longer seen as the protector of Southern Africa
- Continuous violence in SA
- Internal pressure from different political organisations within SA
- Results of De Klerk's announcement of 2 February 1990
- Any other relevant response.

(8)

Use the following rubric to allocate a mark.

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>show no or little understanding of why the South African government was forced to change its apartheid policy.</b></li> <li>• Uses evidence partially to report on the topic or cannot report on topic.</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows an understanding of why the South African government was forced to change its apartheid policy.</b></li> <li>• Uses evidence on a very basic manner.</li> </ul>	<b>Marks: 3 – 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidences e.g. <b>demonstrates a thorough understanding of why the South African government was forced to change its apartheid policy.</b></li> <li>• Uses the evidence in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>Marks: 6 – 8</b>

## 1.6 EXTENDED WRITING

- 1.6.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills – L1 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS 1, 2, 3 and 4)]*

Candidates should include the following aspects in their response:

### SYNOPSIS

Candidates should explain how the fall of communism and the collapse of the USSR eventually led to the fall of apartheid in South Africa.

### MAIN ASPECTS

- Introduction: Candidates can give some background on the situation in both the USSR and South Africa in the 1980s or any relevant introduction.

### ELABORATION

- Gorbachev's role in ending communism
  - The introduction of Perestroika and Glasnost in Russia
  - The impact of reforms on Soviet Union and SA
  - Fall of communism
  - South Africa no longer seen as protector of Southern Africa against communism
  - Banned organisations could no longer be termed as communist inspired terrorists
  - De Klerk was forced to negotiate with previously banned political organisations
  - International pressure
  - Liberation movements were also forced to negotiation
  - Process of negotiations initiated the end of apartheid
  - Any other relevant response
- Conclusion: Candidates should tie up their essay with a relevant conclusion. (30)

**Use the analytical matrix on page 7 to assess this essay.**

OR

- 1.6.2 *[Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument – LO1 (AS3 and 4); LO2 (AS2 and 3); LO3 (AS1, 2 ,3 and 4)]*

### SYNOPSIS

Candidates should focus on the external and internal factors that forced the apartheid regime and liberation organisations to negotiate a new future for South Africa.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates can refer to how certain factors paved the way for reform.

### ELABORATION

- Gorbachev's role in ending communism.
  - Glasnost or Perestroika
  - Constitutional changes in SA in 1980's – eg. Tri-Cameral Parliament, etc.
  - The impact of Gorbachev's reform on SA.
  - USA no longer willing to support the racial political policy of SA.
  - International pressure
  - SA no longer seen as the protector of Southern Africa against communism.
  - End of the Cold War
  - Soviet Union not more seen as a threat.
  - Change in leadership of SA
  - SA at a dead end
  - FW de Klerk's announcement on 2 February 1990
  - Laid the foundation for a new democratic South Africa
  - Any other relevant response.
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)  
[75]

**Use the holistic matrix on page 8 to assess this essay.**

**QUESTION 2: HOW DID THE COLLAPSE OF COMMUNISM CAUSE ANGOLA TO RE-IMAGINE ITSELF IN THE 1990s?**

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1 – LO1 (AS1)]*
- Portugal (1 x 2) (2)
- 2.1.2 *[Identification of relevant information from Source 2A – L2 – LO2 (AS2)]*
- MPLA
  - UNITA (2 x 1) (2)
- 2.1.3 *[Interpretation and analysis of evidence from Source 2A – L3 – LO2 (AS3)]*
- The Soviet Union assisted the MPLA
  - The USA and South Africa assisted UNITA
  - Angola was used by the USSR and USA to spread their ideologies.
  - The natural resources of Angola were exploited by the superpowers.
  - Any other relevant response. (Any 2 x 2) (4)
- 2.1.4 *[Interpretation and analysis of information from Source 2A – L2 – LO2 (AS3)]*
- Both wanted to use Angola to spread their ideologies.
  - Both wanted to use Angola for their own economic welfare and enhance their own prestige.
  - Angola was rich in natural resources, e.g. oil and diamonds
  - Any other relevant response. (Any 2 x 2) (4)
- 2.2 2.2.1 *[Explanation of historical concept from Source 2B – L1 – LO2 (AS1)]*
- Based on the philosophy of Marx en Lenin.
  - Everything is controlled by the state.
  - Classless society
  - One-party state
  - Any other relevant explanation. (Any 1 x 2) (2)
- 2.2.2 *[Interpretation and analysis of evidence from Source 2B – L3 – LO2 (AS2)]*
- Fall of the Berlin Wall.
  - Collapse of communism
  - End of the Cold War
  - Cease-fire between the MPLA and UNITA
  - Peace accord signed
  - Any other relevant response (Any 2 x 2) (4)

- 2.2.3 *[Interpretation of evidence from Source 2B – L2 – LO2 (AS2)]*
- A 20-year civil war.
  - Angola lost its military and financial support from the superpowers.
  - Economically weakened Angola.
  - Any other relevant response (Any 2 x 2) (4)
- 2.2.4 *[Extraction of evidence from Source 2B – L1 – LO1 (AS1)]*
- 54% (1 x 1) (1)
- 2.2.5 *[Interpretation and analysis of evidence from Source 2B – L3 – LO2 (AS2)]*
- Multi-party elections were held.
  - Tolerance of all parties.
  - Democratic climate for change created.
  - Too many parties involved for a stable government.
  - The MPLA still remained the supreme dominant party.
  - Any other relevant response. (Any 2 x 2) (4)
- 2.2.6 *[Interpretation and analysis of evidence from Source 2B – L2 – LO2 (AS3)]*
- Candidates should take a stand and substantiate their answer.**
- USEFUL**
- Angola changed from a Marxist system of government to a more democratic one.
  - Multi-party elections took place and can be verified.
  - Any other relevant response.
- NOT USEFUL**
- Any relevant answer. (Any 2 x 2) (4)
- 2.3 2.3.1 *[Explanation of historical concept from Source 2C – L1 – LO2 (AS2)]*
- Someone who had to flee their homeland.
  - Any other relevant explanation. (1 x 2) (2)
- 2.3.2 *[Extraction of relevant information from Source 2C – L1 – LO1 (AS3)]*
- Infrastructure was destroyed.
  - Economy of Angola was crippled.
  - Dangerous landmines were scattered throughout the country.
  - Millions fled out of the country.
  - Any other relevant response. (Any 2 x 1) (2)



2.3.3 *[Interpretation and analysis of evidence from Source 2C – L2 – LO2 (AS3)]*

- People and children's rights were violated.
- Children had no life and no education.
- The only way some of them could survive, get an income or food was to join the MPLA.
- Any other relevant response. (Any 1 x 2) (2)

2.4 *[Interpretation, analysis and synthesis of evidence from all sources – L3 – LU1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

Candidates should include some of the following aspects in their response:

- The conflict between East and West emphasized
- MPLA was supported by Cuba and the Soviet Union
- UNITA was supported by SA and the USA
- Superpowers wanted to control Angola because of her rich minerals
- Superpowers wanted to win the support of Third World countries
- Worsen fighting in Angola
- Led to a 40 long years of fighting
- Had a negative effect on the economy of Angola
- The civil war had a negative impact on the lives of people
- Any other relevant response. (8)

Use the following rubric to allocate a mark.

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows no or little understanding of how Angola became a victim in the Cold War.</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows an understanding of how Angola became a victim in the Cold War.</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	<b>Marks: 3 – 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding of how Angola became a victim in the Cold War.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>Marks: 6 – 8</b>

## 2.5 EXTENDED WRITING

- 2.5.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills – L1 – LO1 (AS2 and 3); LO2 (AS1, 2 and 3); LO3 (AS1, 2 and 4)]*

### SYNOPSIS

Candidates should explain how the collapse of the USSR contributed to Angola re-imagining itself in the 1990s.

### MAIN ASPECTS

Candidates should include the following in their response.

- Introduction: Candidates should explain what impact the fall of communism had on Angola.

### ELABORATION

- Changes in the Soviet Union and Eastern Europe forced the USSR to change its role in Angola.
  - Gorbachev's reforms led to the fall of communism.
  - Led to the end of the Cold War.
  - Soviet Union lost interest in Angola.
  - Did not support the MPLA forces anymore.
  - America also lost interest in Angola and withdrew its support for UNITA.
  - The MPLA changed from a communist to a democratic form of government
  - Multi-party elections were held.
  - The MPLA stayed in power.
  - Any other relevant response.
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)

**Use the analytical matrix on page 7 to assess this extended writing.**

- 2.5.2 *[Synthesise information to construct an original argument using evidence from sources and your own knowledge to support the argument – L2 – LO1 (AS2 and 3), LO2 (AS1, 2 and 3) LO3 (AS1, 2, 3 and 4)]*

### SYNOPSIS

Candidates should write an essay on the impact that the fall of communism had on Angola.

### MAIN ASPECTS

Candidates should include some of the following aspects in their response.

### INTRODUCTION

- Introduction: Candidates can indicate why Angola's political, economical and social situation was in chaos.

### ELABORATION

- After the fall of communism the super powers lost interest in Angola.
- The civil war between the MPLA and UNITA continued.
- The economy of Angola remained weak.
- Children were also used on the civil war to fight on the side of the MPLA in order to survive.
- Landmines were scattered over the country.
- Thousands became refugees.
- The superpowers played an important role to end the civil war.
- The Bicesse Peace Accord was signed between the MPLA and UNITA.
- Led to democratic elections
- Multi-party elections were allowed.
- The MPLA remained in power – obtained 54% of the votes.
- Capitalism was implemented.
- Any other relevant response.
- Conclusion: Candidates must tie up their argument with a relevant conclusion.

(30)  
[75]

**Use the analytical matrix on page 8 to assess this extended writing.**

**QUESTION 3: WHAT CHALLENGES DID SOUTH AFRICA FACE DURING THE PROCESS OF NEGOTIATIONS?**

3.1 3.1.1 [*Extraction of evidence from Source 3A – L1 – LO1 (AS2)*]

- ANC
- Inkatha Freedom Party (IFP) (2 x 1) (2)

3.1.2 [*Extraction of information from Source 3A – L2 – LO2 (AS2)*]

- IFP supporters were resenting the fact that the ANC was perceived as the voice of all black South Africans.
- The ANC resented the fact that the IFP were enjoying so much support from black South Africans.
- Any other relevant response. (2 x 2) (4)

3.1.3 [*Interpretation and analysis of evidence from Source 3A – L3 – LO2 (AS3)*]

**Candidates should take a stance and motivate their answer.**

**NO**

- Not an objective viewpoint.
- The state of emergency that was declared by the apartheid government claimed the lives of many blacks.
- The apartheid government violently suppressed many blacks and their organisations.
- Any other relevant response.

**YES**

- Viewpoint could be subjective.
- Blame for continued violence could not be placed on the apartheid government alone.
- Rivalry amongst black groups was also the reason for the on-going violence.
- Any other relevant response (Any 2 x 2) (4)

3.2 3.2.1 [*Interpretation of evidence from Source 3B – L1 – LO2 (AS2)*]

- Violence
- Determined
- Hatred
- Any other relevant response (Any 1 x 3) (3)

3.2.2 *[Interpretation and analysis of evidence from Source 3B – L3 – LO3 (AS2 and 3)]*

**Candidates should take a stand and substantiate their answer.**

**USEFUL**

- Primary source
- Captured at the actual moment when fighting occurred.
- Give crucial information about the determination of the people.
- Any other relevant response.

**NOT USEFUL**

- Can be bias.
- The IFP is being shown as the ones that are causing the violence.
- Any other relevant response. (Any 2 x 2) (4)

3.3 *[Explanation of historical concept from Sources 3A and 3B – L3 – LO2 (AS2)]*

- Show that IFP supporters using violent methods.
- Any other relevant response. (1 x 2) (2)

3.4 3.4.1 *[Explanation of historical concept from Source 3C – L1 – LO1 (AS2)]*

- Security forces that financed the IFP
- Launched attacks on the ANC
- Any other relevant response. (2 x 2) (4)

3.4.2 *[Interpretation and analysis of evidence from Source 3C – L3 – LO2 (AS3)]*

- The government were having peace talks with the ANC for a new South Africa.
- Both the government and the ANC wanted to end violence.
- The government at the same time were giving military and financial support to the IFP to continue with violent activities against the ANC.
- Government actions were undermining the negotiation process.
- Any other relevant response. (Any 2 x 2) (4)

3.4.3 *[Interpretation of evidence from Source 3C – L2 – LO2 (AS2)]*

- Violence/Boipatong massacre
- Third Force involvement
- Assassination of Chris Hani
- Resistance by right wing parties
- Non-co-operation of certain parties
- Any other relevant response. (Any 2 x 2) (4)

3.5 3.5.1 *[Extraction of information from Source 3D – L1 – LO1 (AS2)]*

- A new constitution
- One chance for a peaceful solution
- Political changes and compromises were made
- A chance to end the violence
- Mutual trust created
- Any other relevant response (Any 2 x 2) (4)

3.5.2 *[Interpretation of evidence from Source 3D – L2 – LO2 (AS2)]*

- An interim constitution will be drawn up.
- An election day was set.
- An elected assembly would draw up the final constitution. (Any 2 x 1) (2)

3.6 *[Interpretation, analysis and synthesis of evidence from all sources – L3 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

Candidates should include some of the following aspects in their response:

- Derailed the negotiation process
- Can mention incidents of violence
- Led to negotiations between the Inkatha Freedom Party (IFP) and ANC.
- Mandela used his status to appeal to the people for peace.
- Led to one-on-one talks between the N.P and ANC.
- Record of Understanding.
- Laid the foundation for new democratic SA.
- Elections – 27 April 1994
- Any other relevant response. (8)

Use the following rubric to allocate a mark.

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows no or little understanding of how the different parties dealt with the political violence.</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>show some understanding of how the different parties dealt with political violence.</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	<b>Marks: 3 – 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrate a thorough understanding of how the different political parties dealt with political violence.</b></li> <li>• Evidence relates well to the topic.</li> <li>• Uses evidence very effectively in an organised paragraph that shows and understanding of the topic.</li> </ul>	<b>Marks: 6 – 8</b>

### 3.7 EXTENDED WRITING

3.7.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills – L1 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

#### SYNOPSIS

Candidates should discuss how violent incidences almost hampered the negotiations process, but through compromise a negotiation settlement was reached.

#### MAIN ASPECTS

Candidates should include the following in their response.

- Introduction: Candidates can indicate that De Klerk's announcement led to the start of the negotiation process or any relevant introduction.

#### ELABORATION

- Release of Mandela – process of negotiation between political parties start.
- First talks at Groote Schuur.
- Here both groups committed to end violence
- Work towards a process of negotiations
- Work towards making the process of negotiations successful.
- Brought ANC and NP closer.
- Pretoria-Minute – the ANC suspended the armed struggle.

- Conflict-incidents
  - A declaration of intent was signed.
  - Codesa 1 and 2
  - AWB and World Trade Centre
  - First election
  - Any other relevant response.
- Conclusion: Candidates must tie up their argument with a relevant response. (30)

**Use the matrix on page 7 in this document to assess this extended writing.**

- 3.7.2 *[Synthesise information to construct an original argument using evidence from sources and own knowledge to support the argument – L2 – LO1 (AS3 and 4); LO2 (AS2 and 3); LO3 (AS1, 2, 3 and 4)]*

#### SYNOPSIS

Candidates should write an essay on how political violence threatened the process to democracy.

#### MAIN ASPECTS

Candidates should include the following in their response.

- Introduction: Candidates can indicate how on-going violence led to FW de Klerk's announcement.

#### ELABORATION

- Release of Nelson Mandela
  - Negotiations started
  - Violence erupted between IFP and the ANC
  - Mandela appealed for peace
  - Violence in Biopatong, Natal and Sebokeng
  - Third Force involvement
  - Record of understanding
  - Laid foundation for democratic South Africa
  - 1994 elections
  - New constitution to be drawn up by elected assembly
  - Any other relevant response.
- Conclusion: Candidates must tie up their argument with a relevant conclusion. (30)

[75]

**Use the matrix on page 8 in this document to assess this extended writing.**



**QUESTION 4: DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) REALLY BRING PEACE AND RECONCILIATION IN SOUTH AFRICA?**

- 4.1 4.1.1 *[Explanation of historical concepts from Source 4A – L1 – LO2 (AS2)]*
- (a)
    - Fundamental freedom for all without discrimination against race, sex, language and religion.
    - Any other relevant explanation. (1 x 2) (2)
  - (b)
    - Unity/Stand together as one nation.
    - Any other relevant explanation. (1 x 2) (2)
  - (c)
    - To repair friendly relations between former enemies
    - Any other relevant explanation. (1 x 2) (2)
- 4.1.2 *[Interpretation of evidence from Source 4A – L2 – LO2 (AS2)]*
- To deal with the past
  - A need to reparation
  - A need to Ubuntu
  - To unite the South Africa nation
  - Any other relevant response. (Any 2 x 2) (4)
- 4.1.3 *[Interpretation and analysis of information from Source 4A – L3 – LO2 (AS2)]*
- South Africans should forgive each other for past atrocities
  - To promote peace amongst South Africans
  - To promote unity amongst South Africans
  - To ensure that the gross violation of human rights be avoided in future
  - Any other relevant response. (Any 2 x 2) (4)
- 4.2 4.2.1 *[Interpretation of evidence from Source 4B – L2 – LO2 (AS2)]*
- Received amnesty
  - Perpetrators could not be tried in court
  - Any other relevant response (Any 1 x 2) (2)

4.2.2 *[Extraction of information from Source 4B – L1 – LO1 (AS2)]*

- Victims had the opportunity to confront those who hurt them.
- Perpetrators had the chance to show remorse.
- Victims found out for the first time what happened to their loved ones who disappeared or were found dead.
- Others learned where bodies of their loved ones could be found.
- Any other relevant response. (4 x 1) (4)
- 

4.3 4.3.1 *[Interpretation and analysis of evidence from Source 4C – L3 – LO2 (AS3)]*

- De Klerk feared that he would be bias.
- He would not be objective in their findings.
- It was common knowledge that Tutu was pro-ANC.
- Tutu was an activist that fought against the apartheid regime.
- Any other relevant response. (Any 2 x 2) (4)

4.3.2 *[Interpretation of evidence from Source 4C – L2 – LO2 (AS2)]*

- To promote unity amongst South Africans.
- To prevent the past atrocities to occur in future.
- To make the new dispensation work.
- Any other relevant response (Any 2 x 2) (4)

4.3.3 *[Interpretation of evidence from Source 4C – L3 – LO2 (AS2)]*

- Not one member of the NP was elected to serve on the commission.
- Accusations that the NP gave the security forces a licence to kill.
- De Klerk was accused of gross human rights violations.
- Any other relevant response. (Any 1 x 2) (2)

4.3.4 *[Explanation of evidence from Source 4C – L2 – LO2 (AS2)]*

- The TRC was accusing the NP that they were not fully disclosing the truth on the atrocities committed by them.
- Any other relevant response. (1 x 3) (3)

4.3.5 *[Interpretation of evidence from Source 4C – L3 – LO2 (AS3)]*

- Both sources showed signs of animosity between the NP and TRC.
- De Klerk looks happy as no real evidence was found of the accusations.
- Both indicate De Klerk and Tutu's role.
- Any other relevant response. (Any 2 x 2) (4)

4.4 *[Interpretation, analysis and synthesis of evidence from all sources – L3 – LO1 (AS3); LO2 (AS2 and 3); LO3 (AS2)]*

Candidates should include some of the following aspects in their response:

- Limited amnesty was offered.
- The perpetrators walked free.
- Victims wanted the perpetrators to be punished.
- TRC could not force the people to confess
- Some perpetrators refused to confess
- No NP member was a member of the TRC
- Feared Tutu will be biased
- Compensation was inadequate.
- Any other relevant response. (8)

Use the following rubric to allocate a mark.

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows no or little understanding of how why the TRC was subjected to severe criticism.</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows an understanding of why the TRC was subjected to severe criticism.</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	<b>Marks: 3 – 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding of why the TRC was subjected to severe criticism.</b></li> <li>• Evidence relates well to the topic.</li> <li>• Uses evidence very effectively in an organised paragraph that shows and understanding of the topic.</li> </ul>	<b>Marks: 6 – 8</b>

## 4.5 EXTENDED WRITING

- 4.5.1 *[Plan and construct an argument based on evidence using and analytical and interpretative skills – L1 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

### SYNOPSIS

Candidates should explain whether the TRC really succeeded in bringing healing and reconciliation in South Africa. Candidates should take a stance.

### MAIN ASPECTS

Candidates should include the following in their response.

- Introduction: Candidates can give background on the situation in SA that made it necessary for the establishment of such a commission.

### ELABORATION

- Formation/purpose of the TRC.
  - The TRC offered a platform for confessions and testimonies.
  - The truth of past atrocities was revealed.
  - People learned the truth about what happened to loved ones.
  - Compensation was given to victims.
  - National unity promoted
  - Amnesty was offered to perpetrators.
  - It brought to light that atrocities were committed by the apartheid government and the liberation movements.
  - Perpetrators were forgiven by victims and families.
  - Any other relevant response.
- Conclusion: Candidates must tie up their argument with a relevant response. (30)

**Use the matrix on page 7 in this document to assess this extended writing.**

OR

- 4.5.2 *[Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument – L2 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

#### SYNOPSIS

Candidates should write a report on why the TRC became a controversial issue.

#### MAIN ASPECTS

Candidates should include the following in their response.

- Introduction: Candidates can state the reason for the establishment of the TRC.

#### ELABORATION

- Explain how different views contradicted with aims of the TRC.
  - The TRC was criticised for its processes.
  - Not everybody was willing to confess.
  - Amnesty to perpetrators granted too easily.
  - Some victims felt perpetrators should be punished.
  - TRC not a court of law.
  - National Party members not selected to serve on the commission.
  - Fears that Tutu will not be objective.
  - Many whites felt the TRC was biased against them.
  - Compensation given was little in comparison with suffering endured.
  - Reconciliation not really achieved.
  - Any other relevant response.
- Conclusion: Candidates must tie up their argument with a relevant conclusion.

**Use the matrix on page 8 in this document to assess this extended writing.**

(30)  
[75]

**TOTAL: 150**