



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**JUNE 2016**

**HISTORY P2  
MEMORANDUM**

**MARKS: 100**

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This memorandum consists of 14 pages.

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## 1. SOURCE-BASED QUESTIONS

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

| Cognitive Levels | Historical skills   | Weighting of questions |
|------------------|---|------------------------|
| <b>LEVEL 1</b>   | <ul style="list-style-type: none"> <li>Extract evidence from sources</li> <li>Selection and organisation of relevant information from sources</li> <li>Define historical concepts/terms</li> </ul>  | <b>30% (15)</b>        |
| <b>LEVEL 2</b>   | <ul style="list-style-type: none"> <li>Interpretation of evidence from sources</li> <li>Explain information gathered from sources</li> <li>Analyse evidence from sources</li> </ul>   | <b>40% (20)</b>        |
| <b>LEVEL 3</b>   | <ul style="list-style-type: none"> <li>Interpret and evaluate evidence from sources</li> <li>Engage with sources to determine its usefulness, reliability, bias and limitations</li> <li>Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions</li> </ul> | <b>30% (15)</b>        |

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

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

### 1.3 Assessment procedures for source-based questions

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

#### Paragraph question

Read the paragraph and then place a tick within the paragraph at the relevant point/answer. Then indicate the level you have allocated at the end of the paragraph, e.g.

\_\_\_\_\_ ✓ \_\_\_\_\_ ✓ \_\_\_\_\_

\_\_\_\_\_ ✓ \_\_\_\_\_ ✓ \_\_\_\_\_

\_\_\_\_\_ ✓ \_\_\_\_\_ ✓ Level – 3

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

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

## 2. ESSAY QUESTIONS

### 2.1 The essay questions require candidates to:

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

### 2.2 Marking of essay questions

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

### 2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will not be required to simply regurgitate 'facts' in order to achieve a 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 the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

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

## 2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the first reading of the essay ticks need to be 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.

2.4.3 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised  
^
- Wrong statement \_\_\_\_\_
- Irrelevant statement |
- |
- |
- Repetition R
- Analysis A✓
- Interpretation 1✓

## 2.5 The matrix

2.5.1 Use of the matrix in the marking of essays

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

- (a) The first reading of 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 |  |
|   |         |  |



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

|   |         |  |
|---|---------|--|
| C | LEVEL 4 |  |
| P | LEVEL 3 |  |

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

|   |         |        |
|---|---------|--------|
| C | LEVEL 4 | }26–27 |
| P | LEVEL 3 |        |

## MARKING MATRIX FOR ESSAY: TOTAL: 50

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

## \* Guidelines for allocating a mark for Level 1:

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

**SECTION A: SOURCE-BASED QUESTIONS****QUESTION 1: HOW DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS IMPACT ON THE SOWETO UPRISING OF 1976?**

1.1

1.1.1 *[Definition of historical term from Source 1A – L1]*

- A philosophy introduced by Steve Biko advocating for pride and values for blacks, coloureds and Indians to liberate themselves by conducting campaigns and helping each other rather than expecting help from whites (1 x 2) (2)

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

- They identified themselves as black people
- They also suffered under the shackles of oppression
- They were denied basic human rights (1 x 2) (2)

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

- 'None-white' had negative implications
- 'Black' had positive implications
- The term *Black* refers to the feeling of self-pride among the black people of South Africa
- It promoted a new unified identity among the black people of South Africa (1 x 2) (2)

1.1.4 *[Extraction of evidence from Source 1A – L1]*

- To raise the self-respect and confidence of black people to liberate themselves
- To promote pride in black identity, culture and history
- To encourage black South Africans to work with white liberals in multi-racial organisations and to educate other white people to change their attitudes
- To promote unity amongst black people by mobilising them to fight against apartheid
- Any other relevant response (4 x 1) (4)

1.1.5 *[Interpretation of evidence from Source 1A – L2]*

- Apartheid treated black South Africans as second class citizens
- It dehumanised black South Africans
- Black South Africans looked up to whites as superior
- It created a culture of dependency among black South Africans
- Any other relevant response (any 2 x 2) (4)

## 1.1.6 [Interpretation of evidence from Source 1A – L1]

- Black man must be himself
- Black man must pump back pride and self-esteem
- Black man must free himself from the shackles of inferiority
- Any other relevant response (any 2 x 2) (4)

## 1.2

## 1.2.1 [Extraction of evidence from Source 1B – L1]

- Black Consciousness Movement was conscientising black people about their rights
- It was inciting black people to rise against the government's apartheid policies (2 x 1) (2)

## 1.2.2 [Interpretation of information from Source 1B – L2]

- The philosophy of Black Consciousness inspired the Soweto students to stand up for their rights
- Young students accepted the philosophy of Black Consciousness and put it into practice
- It encouraged the students to fight for their freedom and dignity
- Any other relevant response (any 2 x 2) (4)

## 1.2.3 [Interpretation and analysis of evidence from Source 1B – L3]

## (a) Mathabane

- Mathabane was anti-struggle by young people
- He cautioned the youth on the dangers they were putting themselves in
- He represented the old generation's mind set
- Any other relevant response (any 2 x 2) (4)

## (b) The young activist

- The young activist was motivated by the continuation of the struggle
- The struggle was to be intensified by young people
- Felt that the youth understood the broader meaning of the struggle
- Any other relevant response (any 2 x 2) (4)

## 1.2.4 [Comparison of evidence from Source 1B – L3]

Candidates should compare Viewpoints 1 and 2 and explain the differences between them.

**Viewpoint 1**

- Rallying cry 'Black man you are on your own' was used to encourage the youth
- The influence of the philosophy of Black Consciousness was clearly shown in the attitude of the young man
- The young activist had accurately analysed the situation in South Africa
- The youth were prepared to die for their freedom in South Africa
- Any other relevant response

**Viewpoint 2**

- The source correctly articulates the stereotype of many old black persons at the time
- The old man feared what might happen to the youth
- He tried to discourage the youth, pointing to the dangers of the struggle
- The old man said the struggle for freedom is dead
- Any other relevant response (any 2 x 2) (4)

## 1.3

1.3.1 *[Extraction of evidence from Source 1C – L1]*

- Decent housing
- Jobs for parents
- The release of their leaders
- Down with Afrikaans (any 2 x 1) (2)

1.3.2 *[Explanation of the usefulness of Source 1C – L3]*

- The source shows the Soweto students in action in the streets
- It shows the mood of the youth to fight for their human rights
- It provides an insight to the event of 16 June 1976
- Any other relevant response (2 x 2) (4)

1.4 *[Interpretation, analysis and evaluation of information from sources to write a coherent paragraph – L3]*

Candidates may use the following points to answer the question:

- Black Consciousness encouraged unity in the black community
- Ideas of Black Consciousness spread to the schools
- Students became aware of SASO protesting against inequality and fighting for their rights
- Thousands of students gathered for a peaceful march
- Students took to the streets
- They protested against the use of Afrikaans as a medium of instruction in African schools
- The Soweto Student's Uprising was the largest challenge to the government
- It was a major turning point in the struggle
- Any other relevant response



Use the following rubric to allocate the marks:

|                |   |                   |
|----------------|---|-------------------|
| <b>LEVEL 1</b> | <ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner; e.g. <b>shows little or no understanding of how the philosophy of Black Consciousness impacted on the Soweto Uprising of 1976.</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 the philosophy of Black Consciousness impacted on the Soweto Uprising of 1976.</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 the philosophy of Black Consciousness impacted on the Soweto Uprising of 1976.</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> |

(8)

**[50]**

## **QUESTION 2: DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) HEAL SOUTH AFRICA FROM ITS DIVIDED PAST?**

2.1

2.1.1 *[Explanation of historical concepts from Source 2A – L2]*

(a) Retributive justice

- A form of justice in which the focus is on revenge

(b) Restorative justice

- A form of justice which focuses on healing and reconciling people both the victims and perpetrators

(2 x 2) (4)

2.1.2 *[Extraction of evidence from Source 2A – L1]*

- For nation building and reconciliation
- To bring both the victims and perpetrators together
- To heal the wounds of the past divided South Africa
- To redress the imbalances of the past

(any 2 x 1) (2)

2.1.3 *[Interpretation of information from Source 2A – L1]*

- It would restore the dignity of all the people concerned
- It would help South Africa to move into the future as one nation
- It would restore the broken relationships
- It would rehabilitate (make well) both the victims and the perpetrators
- Any other relevant response

(any 1 x 2) (2)

#### 2.1.4 *[Interpretation and evaluation of evidence from Source 2A – L3]*

##### **USEFUL**

- The source provides detailed objectives of the purpose (functions) of the TRC
- It helps the historian to know the path on which the TRC took its course (restorative justice)
- Any other relevant response

##### **NOT USEFUL**

- It may be Tutu's wishful thinking about the process of the TRC
- It does not contain enough information regarding the TRC
- Any other relevant response (2 x 2) (4)

#### 2.2

##### 2.2.1 *[Interpretation of information from Source 2B – L2]*

- To show/illustrate that the healing wounds must be properly opened up and then true healing will take place
- That The Truth Commission is just about to start with its work
- Perpetrators of gross human rights violations will be exposed to the victims
- The TRC will shed light on the human rights violations that were committed by the apartheid regime
- Any other relevant response (2 x 2) (4)

##### 2.2.2 *[Interpretation of information from Source 2B – L2]*

- If the truth about gross human rights violations is not revealed, there will be no reconciliation
- The victims of human rights violations will forgive the perpetrators at the end
- The perpetrators of human rights violations will live with guilt until the truth comes out
- Any other relevant response (2 x 2) (4)

#### 2.3 *[Explaining how Sources 2A and 2B support each other – L2]*

- Both sources are about the work of the TRC
- Source 2A states the need for the TRC
- Source 2B illustrates/shows the TRC at work/ready to conduct the hearings
- Source 2A states the type of justice to be followed at the commencement of the TRC hearings
- Source 2B illustrates/shows the huge tasks the TRC would undertake
- Any other relevant response (any 2 x 2) (4)

## 2.4

2.4.1 *[Extraction of evidence from Source 2C – L1]*

- KwaZulu Natal (1 x 1) (1)

2.4.2 *[Extraction of evidence from Source 2C – L1]*

- In 1977 (1 x 1) (1)

2.4.3 *[Interpretation of evidence from Source 2C – L1]*

- A power struggle developed between supporters of the ANC and IFP
- Inadequate responses by the state security forces in the factional fighting
- The 'Third force' was involved in the township violence
- Right-wing groups disrupted the negotiations through violence
- Any other relevant response (any 2 x 2) (4)

2.4.4 *[Interpretation of evidence from Source 2C – L3]*

- The figures give an accurate indication of the levels of unrests due to the power struggle between the ANC and the IFP
- It would enable a historian to draw certain conclusions based on the figures
- Any other relevant response (2 x 2) (4)

## 2.5

2.5.1 *[Extraction of evidence from Source 2D – L1]*

- They were burnt to death by the police (1 x 2) (2)

2.5.2 *[Interpretation of evidence from Source 2D – L1]*

- She was positive/she accepted the death of her father
- She was prepared to forgive the perpetrators who killed her father (any 1 x 2) (2)

2.5.3 *[Interpretation of evidence from Source 2D – L2]*

- To become healed and forget about the past
- To become a new person, free of anger and hatred
- To forgive one's enemies/perpetrators and to move on with a normal life
- Any other relevant response (any 2 x 2) (4)

2.6 *[Interpretation, analysis and evaluation of information from all sources – L3]*

Candidates should include the following aspects in their responses:

- The importance of the establishment of the TRC
- Investigation of the truth about what happened in the past
- The importance of knowing the truth in order to heal the wounds of the past
- Perpetrators appeared before the TRC
- Families of the victims were invited – heard the truth of what happened to their loved ones
- Families of victims were compensated by the reparation commission
- Perpetrators were granted amnesty
- Smooth transition to democratic South Africa
- Any other relevant answer

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 little or no understanding of the work of the TRC to heal South Africa from its divide past.</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 the work of the TRC to heal South Africa from its divided past.</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 the work of the TRC to heal South Africa from its divided past.</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> |

(8)  
[50]

**SECTION B: ESSAY QUESTIONS****QUESTION 3: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA****SYNOPSIS**

Candidates should explain to what extent Botha's attempts to reform the policy of apartheid in the 1980s was successful. They should use relevant examples to support their answer.

**MAIN ASPECTS**

**INTRODUCTION:** Candidates should indicate the role that trade unions, political unions and the civic organisations played in making South Africa ungovernable in the 1980s.

**ELABORATION**

*(The following aspects in Botha's attempt to reform the policy of apartheid must be highlighted)*

- Total strategy and total onslaught
- Reforms – 1983 new constitution as setting the scene for waves of resistance within the country
- Establishment of Tri-cameral parliament – exclusion of black people
- Opposition to new constitution and the Tri-cameral parliament
- Resistance – the rolling mass action
- Formation of the United Democratic Front (UDF) and its role in resisting reforms of the apartheid government
- Further resistance – Civic organisations, organised rent boycotts, school protests, worker stay-aways
- Role played by Sasol
- Growing power of trade union movement (FOSATU) and (COSATU)
- Intensification and sustaining resistance between 1984 and 1986
- Church organisations – SACC – called on foreign companies to refuse to apply the policy of job reservations
- Government's reactions: imposition of the state of emergency
- Any other relevant answer

**CONCLUSION:** Candidates should tie up their argument with a relevant conclusion.

**Use the matrix on page 5 of this marking guideline to assess the candidates' responses.** [50]

#### **QUESTION 4: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST**

Plan and construct an argument based on evidence using analytical and interpretative skills

##### **SYNOPSIS**

Candidates should focus on how the road to democracy was riddled with threats and challenges that hampered the process of negotiations for the new South Africa.

##### **MAIN ASPECTS**

**INTRODUCTION:** Candidates should focus on the challenges that confronted the process of negotiations.

##### **ELABORATION**

Focus on the process of negotiations between 1990 and 1994:

- De Klerk's speech announcing Mandela's release was a challenge
- Violence in Natal between the ANC and Inkatha
- Impact of 'Third Force' activities
- Right-wing Conservative Party and left-wing Pan Africanist Congress boycotted CODESA I
- IFP leader, Mangosuthu Buthelezi refused to attend
- Whites-only referendum gave De Klerk a clear mandate to negotiate which was a challenge to right-wingers
- CODESA II collapsed over majority rule/power sharing/regional powers
- Increased violence (i.e. Boipatong, Bisho, etc.)
- Record of Understanding as a result of talks between Cyril Ramaphosa and Roelf Meyer
- Assassination of Chris Hani leads to protests and could derail the process of negotiations
- Storming of the World Trade Centre by the right wing AWB
- Shell House massacre
- Right-wing bombings across South Africa, e.g. Jan Smuts Airport
- Final agreement was reached
- 1994 election
- Any other relevant response

**CONCLUSION:** Candidates should tie up their argument with a relevant conclusion.

**Use the matrix on page 5 in the marking guideline to assess this essay-type Question.**

**[50]**

**TOTAL: 100**



