



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

JUNE 2017

**HISTORY P2
MEMORANDUM**

MARKS: 100

This memorandum consists of 16 pages.

1. SOURCE-BASED QUESTIONS

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

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1	<ul style="list-style-type: none"> Extract evidence from sources. Selection and organisation of relevant information from sources. Define historical concepts/terms. 	30% (15)
LEVEL 2	<ul style="list-style-type: none"> Interpretation of evidence from the sources. Explain information gathered from the sources. Analyse evidence from the sources. 	40% (20)
LEVEL 3	<ul style="list-style-type: none"> Interpret and evaluate evidence from sources. Engage with sources to determine its usefulness, reliability, bias and limitations. Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions. 	30% (15)

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

- In the marking of source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence 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 × 2) which translates to two reasons and is given two marks each (✓✓ ✓✓); (1 × 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

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

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

_____ . _____ . _____
 √√√√
 Level 2

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the right-hand bottom margin e.g.

32
50

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

2. ESSAY QUESTIONS**2.1 The essay questions require candidates to:**

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

2.2 Marking of extended writing

- 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 answer.s.*

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 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 I√

2. 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 essays 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 essays 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  CONTENT 	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.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	39–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	33–34	28–29		
LEVEL 4 Question recognisable in answer. Some omissions/irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Sparse content. Question inadequately addressed					20–23	18–19	15–17
LEVEL 1 Question not answered. Inadequate content. Significant irrelevance						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 = 7–13

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1 WHAT WAS THE IMPACT OF THE BLACK CONSCIOUSNESS MOVEMENT AND THE SOWETO UPRISING ON THE ANC?**

- 1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- English
 - Afrikaans (2 × 1) (2)
- 1.1.2 *[Interpretation of evidence from Source 1A – L2]*
60 minutes (1 × 2) (2)
- 1.1.3 *[Interpretation of evidence from Source 1A – L2]*
- Keep Black illiterate
 - Prepare them for servitude
 - To ensure constant supply of cheap labour for white owned industries
 - Any other relevant response.* (Any 2 × 2) (4)
- 1.1.4 *[Extraction of evidence from Source 1A – L1]*
- State
 - Church (2 × 1) (2)
- 1.1.5 *[Extraction of evidence from Source 1A – L1]*
- Not a word is mentioned of the contribution made by the Africans towards these institutions and towards the development of the country generally. (1 × 2) (2)
- 1.1.6 *[Interpretation of evidence from Source 1A – L2]*
- No
 - The economy was largely dependent on cheap black labour
 - The mining industry was largely dependent on cheap black labour
 - The mining industry led to the industrialization of South Africa
 - Any other relevant response.* (Any 2 × 2) (4)
- 1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- Bantu Education (1 × 2) (2)
- 1.2.2 *[Comparison of information in Sources 1A and 1B – L3]*
- Source 1A states that Bantu Education was designed to domesticate blacks that is why subjects like gardening, soil conservation (Source 1A) was introduced.
 - Source 1B states that Bantu Education was designed to supply labour to white industries that that is why subjects like gardening, soil conservation (Source 1A) was introduced.
 - Both sources show that Blacks were deprived of proper mathematics (Source 1A) which limited their career opportunities and forced them to become domesticated (Source 1B).
Any other relevant response. (Any 2 × 2) (4)

- 1.2.3 *[Extraction of evidence from Source 1B – L1]*
- SASO
 - SSSM
- (2 × 1) (2)
- 1.2.4 *[Determining justification within Source 1B – L3]*
Justified
- Blacks were seen as inferior race and treated accordingly.
 - Blacks were denied any political rights.
 - Blacks were denied any economic rights – seen as source of cheap black labour.
 - Blacks were separated from other races and were provided with poor facilities and poor education.
- Any other relevant response.* (Any 2 × 2) (4)
- 1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- ANC
- (1 × 2) (2)
- 1.3.2 *[Interpretation of evidence from Source 1C – L2]*
- ANC was the oldest/first party that was established to formally oppose apartheid
 - Most prominent leaders of the Soweto Uprisings were members of the banned ANC
 - BC supported and spread the ideas of the ANC in exile
 - ANC worked underground to influence the youth of SA
 - ANC internationally recognized as the official mouthpiece of the oppressed in SA
- Any other relevant response.* (Any 2 × 2) (4)
- 1.4 1.4.1 *[Extraction of evidence from Source 1D – L1]*
- To forge pride and unity amongst the masses of our people
 - To forge confidence in their ability to throw off their oppression.
- (Any 2 × 1) (2)
- 1.4.2 *[Interpretation of evidence from Source 1C – L2]*
- BC and the ANC shared the same ideology
 - BC members became members or were members of the banned ANC
- Any other relevant response.* (Any 2 × 2) (4)

1.4.3 *[Interpretation of evidence from Source 1C – L2]*

- Opposition against Apartheid was very weak (feint) after the imprisonment of the leadership during the Rivonia Trial.
- Opposition to Apartheid was weak because the NP government imprisoned, banned or exiled political freedom fighters.

Any other relevant response.

(Any 1 × 2) (2)

1.5 *[Interpretation, analysis and synthesis of evidence from all relevant sources – L3]*

- ANC established to fight for equality of Blacks (Source 1C)
- Blacks received inferior education (Source 1A)
- Inferior education's aim to supply white industries with cheap black labour (Source 1B)
- BC challenged poor education system through SASO and SASM (Source 1B)
- BC challenged racism, oppression and exploitation – same ideals of the ANC (Source 1B)
- BC planned by ANC in exile (Source 1C)
- BC members who were exiled or banned joined the ANC in exile (Source 1C)
- ANC welcomed BC as a genuine force of revolution (Source 1C)
- BC radically changed the consciousness of the oppressed people to a mind-set of liberation (Source 1D)
- ANC was banned in the 1960s – pulse of our people had been rendered faint by banning, imprisonment, exile, murder and banishment” but was kept alive by the BCM (Source 1D)

Any other relevant response.

Use the following rubric to allocate marks

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how the Black Consciousness Movement and the Soweto Uprising galvanised Blacks towards the aims of the ANC. • 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 an understanding of how the Black Consciousness Movement and the Soweto Uprising galvanized Blacks towards the aims of the ANC. • Uses evidence in a 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 Black Consciousness Movement and the Soweto Uprising galvanized Blacks towards the aims of the ANC. • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows understanding of the topic. 	MARKS 6–8

(8)

[50]

QUESTION 2: HOW DID THE DIFFERENT POLITICAL PARTIES RESPOND TO THE IDEALS OF THE TRC?

- 2.1 2.1.1 *[Own knowledge – L1]*
- Human rights abuses that happened during Apartheid (1 × 2) (2)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*
- South Africa's peaceful transition to democracy
 - The truth and reconciliation process as a new way of living for humankind. (2 × 1) (2)
- 2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- Many victims were not paid the R30 000 reparations.
 - Any other relevant response.* (1 × 2) (2)
- 2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- To find the truth of what happened in the past
 - To contribute towards nation building and reconciliation
 - Perpetrators to come forward and disclose the whole truth
 - Perpetrators to be given amnesty if they had political motives
 - Victims to forgive perpetrators
 - Any other relevant response.* (Any 2 × 2) (4)
- 2.1.5 *[Interpretation of evidence from Source 2A – L2]*
- He referred to those whites who committed political crimes but refused to apply for amnesty which could have contributed positively towards nation building and reconciliation
 - He referred to the NP leadership who refused to testify – this had a negative impact on the reconciliation proses
 - Any other relevant response.* (Any 2 × 2) (4)
- 2.1.6 *[Engaging with the content of Source 2A to determine bias – L3]*
- The White people were badly let down by their NP leadership.
 - Many of them carry a burden of a guilt which would have been lessened had they actively embraced the opportunities offered by the Commission
 - The denial by so many white South Africans that they even benefited from apartheid is a crippling, self-inflicted blow to their capacity to enjoy and appropriate the fruits of change. (Any 2 × 2) (4)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- Numerous atrocities (killings) of the past have not been properly investigated
 - There was an over-emphasis on the role of the former security forces
 - The assassination of about 400 top IFP leaders has not been thoroughly probed
 - There has not been an in-depth analysis of what many would call 'black-on-black' violence. (4 × 1) (4)

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

- He believed that the TRC was established to prosecute all white NP officials who were in one way or the other involved in political killings during Apartheid
 - He believed the ANC wanted to use the TRC as a vehicle to prosecute whites
 - He did not believe in the ideals of the TRC
 - He wanted to focus on nation building
 - He wanted to focus on reconciliation and not on seeking justice
- Any other relevant response.*

(Any 1 × 2) (2)

2.2.3 *[Definition of historical concepts from Source 2B – L1]*A *Emerging democracy*

Country that recently gained their independence and needs to grow in democratic rule.

(1 × 2) (2)

B *Amnesty*

Official pardon for those who committed political crimes during Apartheid.

(1 × 2) (2)

2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*

- IFP

(1 × 1) (1)

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

- During the 1980s, the South African Defence Force trained and armed an offensive parliamentary unit of the IFP.

(1 × 1) (1)

2.3.3 *[Interpretation of evidence from Source 2B – L2]*

- They allowed themselves to be used by the NP to commit Black on Black violence
- They refused to participate during the process of negotiations
- They wanted their own independent state which was in line with the NP's policy of separate development

Any other relevant response.

(Any 2 × 2) (4)

2.3.4 *[Comparison of information in Sources 2A and 2C – L3]*

- Source 2A states that the TRC failed because of NP failed to come forward whereas Source 2C states that the Inkhata Party was responsible for the second largest amount of human rights violations
- Source 2A states that the Whites could not enjoy and appropriate the fruits of change whereas Source 2C states that TRC failed to summons the head of the IFP because of a fear of generation violence in the volatile (unstable) Kwa-Zulu Natal region

Any other relevant response.

(2 × 2) (4)

- 2.4 2.4.1 [Engaging with the content of Source 2D to determine bias – L3]
- There are members of the ANC killing our people.
 - It is members of the army, members of the police force and members of the intelligence service who are also behind this violence
 - People who participate in this violence for whatever reason – kill innocent people just because others have killed innocent people – these ‘freedom fighters’ – are not serving the cause of freedom.
- (Any 2 × 2) (4)

- 2.5 *[Interpretation, analysis and synthesis of evidence from all relevant sources – L3]*
- ANC blamed the whites for not coming forward (Source 2A)
 - Whites failed to take advantage of the TRC by refusing to testify (Source 2A).
 - De Klerk was critical of the TRC for alleging that he was responsible for human rights violations while he was president – he said he did not know of these crimes (Source 2B)
 - NP believed that TRC was not the way to go but rather Ubuntu (Source 2B)
 - Other leading figures of the Apartheid regime also escaped the net of the TRC because few of them testified but none was punished
 - Atrocities committed by the IFP/Zulus were largely ignored (Source 2C)
 - Zulu leaders refused to testify
 - Some members of the ANC were critical of the TRC and saw it as an attempt to criminalize the liberation struggle
 - NP feared that the TRC would be used as a political weapon against its opponents by a dominant ANC bent on retribution.
 - Both the NP and IFP also criticised the appointment of many Commissioners, including the Chairperson, Archbishop Tutu, who was seen, especially by the IFP as staunchly pro-ANC, and the vice-Chairperson, Alex Boraine, with whom the NP had a history of altercation.
- Any other relevant response.*

Use the following rubric to allocate marks:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how the different political parties responded to the ideals 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 an understanding of how the different political parties responded to the ideals of the TRC. • Uses evidence in a 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 different political parties responded to the ideals of the TRC. • Evidence relates well to the topic • Uses evidence very effectively in an organized paragraph that shows understanding of the topic. 	MARKS 6–8

(8)
[50]

SECTION B**QUESTION 3: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA:
THE CRISIS OF APARTHEID IN THE 1980s**

“The contributions of the Anti-Apartheid Movements was the final nail in the coffin of the Apartheid government.”

Do you agree with this statement?

Substantiate your answer with relevant historical evidence.

SYNOPSIS

Candidates must indicate whether they agree with the statement or not and supply a short reasons to substantiate their point of view.

ELABORATION

- The Anti-Apartheid Movement (AAM) in Britain aimed to end Apartheid through boycotts and isolating SA from the international community.
- They held demonstrations outside: the SA Embassy in Britain and against companies who did business with SA
- The result of this action: Barclays Bank sold their holdings in SA
- They held a star-studded concert at Wembley to demand the release of Mandela
- IAAM initiated sport, cultural, academic and economic sanctions that isolated SA internationally
- Sport Boycotts:
 - AAM prevented SA from participating in international competitions:
 - The Gleneagles Agreement called on commonwealth countries to cut all sporting ties with SA
 - SA was expelled from the International Olympics
- Cultural Boycotts:
 - British and American musicians refused to perform in SA
- Academic Boycotts:
 - SA academics were barred from attending international academic conferences
- Consumer Boycotts:
 - The general public was urged to boycott SA products
- Disinvestment - Chase Manhattan Bank cutting its links with SA
 - The European Economic Community banned new investments in SA in 1985
 - 1986 America banned all new loans and investments in SA
 - Large companies like General Electric, Pepsi Cola, IBM General Motors and Mobil closed their operations in SA
- Sanctions - In 1977 the UN banned the selling of weapons to SA
 - In 1973 OPEC imposed an oil embargo against SA
 - The USA refused to buy SA agricultural products, iron and steel
 - The USA banned direct air travel between the countries
- International trade unions called on the Anti-Apartheid movements to boycott SA goods and to support sanction and disinvestment initiatives.
- The Frontline states allowed ANC to establish bases and military training camps in their countries.
- From here the ANC was able to step up MK raids and intensify the armed struggle.

- By the late 1980s the SA economy was on the verge of collapse
 - Sanctions and disinvestment led to increased unemployment and poverty
 - This led to increased internal resistance
 - All this made it very difficult for the NP to survive in power
 - It was thus the combination of internal and external pressures that would lead to the downfall of Apartheid
- Any other relevant answer.*

CONCLUSION

Candidates must tie up their argument with a relevant conclusion.

[50]

QUESTION 4: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST: NEGOTIATED SETTLEMENT AND THE GNU

“The Sunset clause broke the deadlock between the ANC and the NP and paved the way for the first democratic elections in 1994.”

Critically assess this statement with reference to the process of negotiation in South Africa between 1990 and 1994.

SYNOPSIS

The candidate should focus on the key words in the statement “Sunset clause broke the deadlock” and assess whether they agree or disagree with the statement.

ELABORATION

- Unbanning of political parties
- Release of Mandela
- Grootte Schuur-minute
- Pretoria-Minute
- Codes 1
- Whites only referendum
- Codesa 2 and outbreak of violence
- Boipatong and Bisho massacre
- Goldstone commission
- Record of Understanding
- Sunset clause
- Multi-party talks at World Trade Centre
- Assassination of Chris Hani
- Elections

CONCLUSION

Candidates must tie up their argument with a relevant conclusion.

[50]

QUESTION 5: THE COLLAPSE OF COMMUNISM AND THE NEW WORLD ORDER

To what extent did the collapse of communism influence political developments in South Africa between the years 1989–1990?

SYNOPSIS

Candidates need to assess to what extent the collapse of communism contributed to the political developments in SA.

ELABORATION

- Economic conditions in Russia in the late 1980s
- Gorbachev's policy of Glasnost and Perestroika
- Gorbachev ends the nuclear arms with the USA
- Gorbachev ends the war in Afghanistan
- USSR relinquishes her dominance over Eastern Europe
- The fall of the Berlin Wall and end of communism
- Impact on the ANC – lost the financial and military support of USSR
- Impact on the NP – lost support of the West – demanded the end of Apartheid
- Battle of Cuito Cuanavale and the independence of Namibia
- Change of leadership – De Klerk takes over power
- De Klerk willing to negotiate with the ANC
- Release of Mandela and establishment of platform for negotiations

CONCLUSION

Candidates must tie up their argument with a relevant conclusion.

[50]**TOTAL: 100**