



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2019

**HISTORY P2
MARKING GUIDELINE**

MARKS: 150

This marking guideline consists of 23 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.
- When assessing open-ended source-based questions, learners should be credited for any relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

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

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 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 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 Keep the **PEEL** structure in mind when assessing an essay.

P	Point: The candidate introduces the essay by taking a line of argument/making a major point.
E	Explanation: The candidate should explain in more detail what the main point is all about and how it relates to the question posed (line of argument).
E	Example: The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	Link: Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

2.4.4 The following symbols MUST be used when assessing an essay:

- Introduction, main aspects and conclusion not properly contextualised ^
- Wrong statement _____
- Irrelevant statement |
|
|
- Repetition R
- Analysis A√
- Interpretation I√
- Line of argument LOA ↑

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 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	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.
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	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20–23	18–19	14–17
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

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

- Question not addressed at all/totally irrelevant content; no attempt to structure 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: HOW DID THE BLACK CONSCIOUSNESS MOVEMENT (BCM) CONTRIBUTE TO CHANGED THE POLITICAL SCENE IN SOUTH AFRICA IN THE 1970s?**

- 1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
 • A social, cultural and political awakening (1 x 2) (2)
- 1.1.2 *[Definition of historical concepts from Source 1A – L1]*
 • Accepting oneself as black/self-value/self-esteem/self-worth
 • To be proud of what you are/black pride
 • Black South Africans should be proud of themselves and should strive for self-reliance
 • Black South Africans should become independent
 • Any other relevant response (Any 1 x 2) (2)
- 1.1.3 *[Interpretation of evidence from Source 1A – L2]*
 • Frustrated with the white leadership of NUSAS
 • The lack of leadership to continue the struggle against apartheid forward
 • Leaders of NUSAS were not exposed to the oppression measures of apartheid
 • Lack of liberation organisations to fight for freedom
 • Any other relevant response (Any 2 x 2) (4)
- 1.1.4 *[Extraction of evidence from Source 1A – L1]*
 • Black Community Programs Organisations
 • Black People's Convention (2 x 1) (2)
- 1.1.5 *[Interpretation of evidence from Source 1A – L2]*
 • They conscientised blacks South Africans of their political rights
 • It united black South Africans to fight against oppression
 • It instigated black South Africans to stand up against the racist apartheid government
 • Any other relevant response (Any 1 x 2) (2)
- 1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
 • School grounds (1 x 1) (1)
- 1.2.2 *[Interpretation of evidence from Source 1B – L2]*
 • The Soweto Uprising became the turning point in South African history
 • Some of their children were killed
 • Some of their children were beaten/injured and arrested
 • Intensified resistance against apartheid began
 • They found Soweto in clouds of smoke/flames
 • Any other relevant response (Any 2 x 2) (4)
- 1.2.3 *[Extraction of evidence from Source 1B – L1]*
 • Tsietshi Mashinini
 • Tebello Motapanya (2 x 1) (2)

- 1.2.4 *[Interpretation of evidence Source 1B – L2]*
- The South African apartheid government can be defeated
 - They were confident that the Bantu Education system can be defeated
 - That Afrikaans as a medium of instruction that was enforced on them can be abolished
 - The fact that South Africa was defeated in Angola and was forced to withdraw
 - Any other relevant response (Any 2 x 2) (4)
- 1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- Phefeni Clinic (1 x 2) (2)
- 1.3.2 *[Extraction of evidence from Source 1C – L1]*
- They became angry
 - Began throwing rocks at the police
 - Throwing any objects they could find at the police (3 x 1) (3)
- 1.3.3 *[Evaluate the usefulness of the evidence from Source 1C – L3]*
This source is USEFUL because:
- It is an eyewitness account of how events unfolded on 16 June 1976
 - This information can be collaborated with other sources
 - It reveals the brutality of the police
 - It gives one insight of what really happened on this day
 - It reveals that children were killed and wounded on this day
 - Any other relevant response (Any 2 x 2) (4)
- 1.4 1.4.1 *[Interpretation of evidence from the Source 1D – L2]*
- It shows that police were indeed present in Soweto
 - It reveals the brutality of the police
 - It shows the police upholding the policy of apartheid
 - It shows they are protecting white supremacy
 - Any other relevant response (Any 1 x 2) (2)
- 1.4.2 *[Interpretation of evidence from Source 1D – L2]*
- (a) • Put pressure on the South African government to end apartheid
- Impose boycotts and sanctions on South Africa
 - Will condemn this action as it was a violation of children's basic human rights
 - Any other relevant response (Any 1 x 2) (2)
- (b) • Angry
- Shocked
 - Concerned about the safety of their children
 - Any other relevant response (Any 1 x 2) (2)

1.5 *[Comparison of evidence from Sources 1C and 1D – L3]*

- Both sources reveal the brutality of the police
- Source 1C reveals that students were running from the police
- Source 1D shows one of the pupils running away from the police
- Any other relevant response (Any 2 x 2) (4)

1.6 *[Interpretation, comprehension and synthesis of evidence from relevant sources – L3]*

Candidates could include the following aspects in their response:

- The political scene were silenced with the banning of the ANC and PAC (Source 1A)
- BCM instigated a social, cultural and political awakening in South Africa (Source 1A)
- Led to the formation of SASO (Source 1A)
- It conscientised black South Africans to stand up against oppression (Own knowledge)
- Made black South African realise their self-worth (Source 1B)
- Conscientised black students to reject the Bantu Education system (Source 1B)
- Pupils rejected the use of Afrikaans (Source 1B)
- Led to the formation of community organisations (Own knowledge)
- Students were empowered with leader and organisational skills (Source 1B)
- Led to the Soweto Uprising that became the turning point in the history of South Africa (Own knowledge)
- Influenced by the BCM, students became fearless (Source 1C and 1D)
- Soweto Uprising sparked riots and unrest throughout the whole of South Africa (Own knowledge)
- International community started putting pressure on South Africa to end apartheid (Own knowledge)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. show no or little understanding of how the BCM changed the political scene in South Africa in the 1970s. • Uses evidence partially to report on topic or cannot write a paragraph. 	Marks: 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of how the BCM changed the political scene in South Africa in the 1970s. • Uses evidence in a very basic manner to write a paragraph. 	Marks: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of how the BCM changed the political scene in South Africa in the 1970s. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	Marks: 6–8

(8)
[50]

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

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- To deal with the past
 - 'People's human rights are not abused again' (2 x 1) (2)
- 2.1.2 *[Definition of historical concepts from Source 2A – L1]*
- Bringing together victims and perpetrators
 - To establish the truth in order to promote forgiveness and bring about healing of political crimes that were committed after 1960
 - Any other relevant response (Any 1 x 2) (2)
- 2.1.3 *[Interpretation of evidence Source 2A – L2]*
- South Africans should forgive each other for past atrocities
 - To promote peace amongst South Africans
 - To promote unity amongst South Africans
 - Any other relevant response (Any 2 x 2) (4)
- 2.1.4 *[Extraction of evidence from Source 2A – L1]*
- To those who came forward and confessed their crimes (1 x 2) (2)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- Johan van Zyl
 - Eric Taylor
 - Gerhardus Lotz
 - Nicholas van Rensburg
 - Harold Snyman
 - Hermanus du Plessis (Any 2 x 1) (2)
- 2.2.2. *[Interpretation of evidence Source 2B – L2]*
- To quiet any opposition to the apartheid government
 - They were perceived as agitators
 - Wanted to maintain white supremacy
 - They were members of the UDF (anti-apartheid organisation)
 - Any other relevant response (Any 2 x 2) (4)
- 2.2.3 *[Extraction of evidence from Source 2B – L1]*
- Stabbed
 - Bodies burned (2 x 1) (2)
- 2.2.4 *[Evaluate the usefulness of the evidence from Source 2B – L3]*
- This source is USEFUL because:**
- The information is the original testimony given during the amnesty hearing
 - This information can be collaborated with other sources
 - This information is from the state archives and has not been tampered with
 - Perpetrators came forward and disclosed the truth
 - Any other relevant response (Any 2 x 2) (4)

- 2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*
- Mrs Calata
 - Ms Mhlauli (2 x 1) (2)
- 2.3.2 *[Interpretation of evidence Source 2C – L2]*
- To find closure
 - To find peace
 - To explain to her children how their father died
 - Any other relevant response (Any 2 x 2) (4)
- 2.3.3 *[Interpretation of evidence Source 2C – L2]*
- Growing up without a father
 - Not knowing who their father was
 - Left Mrs Calata with the responsibility of raising her children alone
 - Any other relevant response (Any 2 x 2) (4)
- 2.3.4 *[Extraction of evidence from Source 2C – L1]*
- 'To have the hand which is said to be in a bottle in Port Elizabeth' (1 x 2) (2)
- 2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*
- The TRC provided a platform for victims (Mrs Calata) to tell their suffering
 - She had the opportunity to see who killed her husband
 - She could now hear how her husband died
 - Any other relevant response (Any 1 x 2) (2)
- 2.4.2 *[Interpretation of evidence from Source 2D – L2]*
- Desmond Tutu (1 x 2) (2)
- 2.5 *[Comparison of evidence from Sources 2C and 2D – L3]*
- Source 2C deal with the statement of Mrs Calata giving her testimony at the TRC hearings.
Source 2D shows that the she indeed attended the TRC hearings
 - Both sources indicates that she attended the TRC hearings to seek the truth
 - Both sources indicates that the women attended the TRC hearings to seek the truth about the killing of their husbands.
 - Any other relevant response (Any 2 x 2) (4)

2.6 *[Interpretation, comprehension and synthesis of evidence from sources – L3]*

Candidates could include some of the following:

- The reason for the establishment of the TRC was to deal with the past (Source 2A)
- The TRC offered full amnesty to those who came forward and confessed their crimes (Source 2A)
- TRC provided a platform for the security policemen to reveal the truth about the Cradock Four (Source 2B)
- Van Zyl revealed the truth of the Cradock Four in his amnesty hearing (Source 2B)
- Victims had the opportunity to confront those who hurt their loved ones (Own knowledge)
- Perpetrators had the chance to show remorse (Own knowledge)
- The TRC provided a platform for the wives of the Cradock Four to give their opinions on the amnesty process (Source 2C)
- Victims found out for the first time what happened to their loved ones and how they died (Own knowledge)
- Widows revealed the suffering they endured because of the loss of their husbands (Source 2C)
- The widows wanted the truth to be told on why their husbands were brutally murdered (Source 2C)
- Two of the widows were in favour of the granting of amnesty (Source 1C)
- Mrs Mkhonto wanted the perpetrators to be punished (Source 2C)
- Victims found closure at the TRC hearing (Source 1D)
- Any other relevant response

(8)

Use the following rubric to assess this paragraph:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of whether the amnesty process of the Truth and Reconciliation Commission (TRC) healed South Africa from its divided past. • Uses evidence partially to report on topic or cannot write a paragraph. 	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 whether amnesty process of the Truth and Reconciliation Commission (TRC) healed South Africa from its divided past. • Uses evidence in a very basic manner to write a paragraph. 	Marks: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding whether amnesty process of the Truth and Reconciliation Commission (TRC) healed South Africa from its divided past. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	Marks: 6–8

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[50]

QUESTION 3: WHAT IMPACT DID GLOBALISATION HAVE ON THIRD WORLD COUNTRIES?

- 3.1 3.1.1 *[Definition of historical concepts from Source 3A – L1]*
- Refers to the technological, political and economic changes, which have resulted in the world functioning in a different way from what it did 20 years ago
 - Any other relevant explanation (1 x 2) (2)
- 3.1.2 *[Extraction of evidence from Source 3A – L1]*
- Deregulated foreign trade
 - Reduction in trade tariffs
 - Removal of export fees (Any 2 x 1) (2)
- 3.1.3 *[Interpretation of evidence Source 3A – L2]*
- Advanced technology
 - Internet made news and information move quickly around the world
 - Few trade barriers
 - Greater movement and migration of people in search of jobs
 - Any other relevant response (Any 2 x 2) (4)
- 3.1.4 *[Interpretation of evidence Source 3A – L2]*
- Third World countries do not repay loans quick enough
 - Third World countries are subjected to a set of pre-conditions for aid
 - They have to have democratic forms of governments
 - Any other relevant response (Any 2 x 2) (4)
- 3.1.5 *[Extraction of evidence from Source 3A – L1]*
- International Monetary Fund (IMF)
 - World Bank (2 x 1) (2)
- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- Shaping politics
 - Promoting technological development
 - Enhancing economic processes
 - Improvement of social, health and the natural environment (Any 2 x 1) (2)
- 3.2.2 *[Interpretation of evidence Source 3B – L2]*
- Brought more poverty
 - Found themselves in debt by these loans
 - These countries had to adopt a capitalist economic policy
 - Forced to open up their countries to foreign investors
 - It created greed and corruption in many Third World countries
 - Any other relevant response (Any 2 x 2) (4)

3.2.3 *[Evaluate the reliability of the evidence from Source 3B – L3]***This source is RELIABLE because:**

- The source shows both the positive and negative effects that globalisation had on Third World countries
- It is not biased
- Gives a balanced account of the effects of globalisation
- It shows the income inequality that is created in developing countries
- It also indicates the threat of technology to millions of jobs
- It shows that globalisation lead to the development of developing countries
- Any other relevant response (Any 2 x 2) (4)

3.2.4 *[Extraction of evidence from Source 3B – L1]*

- Satellite
- Cable (2 x 1) (2)

3.3 3.3.1 *[Extraction of evidence from Source 3C – L1]*

- Unemployment
- Widening income inequality
- Cultural domination (Any 2 x 1) (2)

3.3.2 *[Interpretation of evidence Source 3C – L2]*

- It lessened the need for casual and unskilled labour
- Manual labour has been replaced by machines
- Led to unemployment and poverty
- Any other relevant response (Any 2 x 2) (4)

3.3.3 *[Extraction of evidence from Source 3C – L1]*

- Influx of foreign investors (1 x 2) (2)

3.4 3.4.1 *[Interpretation of evidence Source 3D – L2]*

- They were backward countries
- They were poor counties
- Starvation and poverty was rife in these countries
- Any other relevant response (Any 1 x 2) (2)

3.4.2 *[Interpretation of evidence Source 3D – L2]*

- Both countries have become part of the global world
- Both countries have started developing economically
- More people became educated
- Any other relevant response (Any 1 x 2) (2)

3.5 *[Comparison of evidence from Sources 3B and 3C – L3]*

- Source 3B shows that globalisation has contributed to economic develop in developing countries whereas Source 3C indicates that globalisation is harming developing countries economically
- Source 3B indicates that globalisation improves the living conditions of millions in developing countries whereas Source 3D indicates that some of the poor people are becoming poorer
- Source 3B indicates that globalisation is promoting technology in developing countries whereas Source 3C indicates that technology has become a threat to millions of jobs
- Any other relevant response (Any 2 x 2) (4)

3.6 *[Interpretation, comprehension and synthesis of evidence from sources – L3]*

Candidates could include some of the following:

POSITIVE IMPACT

- Deregulate trade, reduction of trade tariffs and the removal of export fees (Source 3A)
- Had access to foreign aid (Sources 3A and 3B)
- Helped Third World countries improve the living conditions of their population (Source 3A)
- Ensure free trade between countries (Own knowledge)
- Improve living conditions of millions (Source 3B and 3C)
- Promotes technological growth (Source 3B)
- Value of education realised (Source 3D)
- Any other relevant response

NEGATIVE IMPACT

- Loss of skilled workers because of migration (Source 3A and 3C)
- Open up countries to foreign trade (Own knowledge)
- Depend on foreign loans or development (Own knowledge)
- Led to poverty and breed corruption (Source 3A and 3B)
- Led to inequality – rich become richer and poor become poorer (Source 3A)
- Become markets for developed nations (Source 3B)
- Led to unemployment, widening income inequality and cultural imperialism (Source 3B)
- Technology becomes a threat to millions of jobs (Source 3B)
- Led to migration (Source 3A and 3C)
- Decrease of skilled labourers in developing countries (Source 3C)
- Any other relevant response (8)

Use the following rubric to assess this paragraph.

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

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SECTION B: ESSAY QUESTIONS**QUESTION 4: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA: THE CRISIS OF APARTHEID IN THE 1980s**

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

SYNOPSIS

Candidates need to indicate whether they agree or disagree with the statement. If they agree they must discuss the boycotts imposed on South Africa in the late 1980s that contributed to the end of apartheid.

MAIN ASPECTS

Candidates should include the following aspects in their essays:

- Introduction: Candidates need to take a stance and demonstrate if it was only boycotts against South Africa in the 1980s that contributed to the end of apartheid.

ELABORATION

- Formation and role of the Anti-Apartheid Movement (AAM) in the United Kingdom/Irish Anti-Apartheid
- The role of the International Defence Aid Fund (IDAF) background made funds available for anti-apartheid activities
- P.W. Botha's attempt at reforming apartheid/cosmetic reforms
- P.W. Botha's Rubicon speech in 1985 forced the international community to action which embarked on various forms of boycotts, sanctions and disinvestments against the apartheid regime
- **Sport boycotts:** SANROC, HATR and SACOS
- **Cultural boycotts:** In 1985 US artists protested against apartheid and refused to perform in South Africa and raised money for the liberation movements
- In 1986 the Freedom Festival took place in London
- **Academic boycotts:** International scholars refused to travel to South Africa / International publishers refused to publish South African manuscripts and grant access to information/International conferences barred South Africa scholars/ Institutions abroad denied South Africa academic access and refused to recognise South African degrees
- **Consumer boycotts:** OPEC placed an embargo on oil sales to South Africa(South Africa experienced a recession in 1980s)/Irish workers refused to handle fruits from SA/Imports of raw materials from South Africa – coal, iron, steel – were banned
- **Disinvestment:** In 1980s foreign investments dropped by 30%; By 1980 Britain already disinvested from Simon's Town naval dockyard; General Motors and Barclays Bank pulled out of SA/In the 1980s South Africa's economy struggled as investors left the country/The effects of AAM protests had a negative effect on the South African government
- Between 1985 and 1990 over 200 US companies pulled out of South Africa/The University of California withdrew investments of three million dollars from South Africa

- **Sanction:** In 1985 the US bank Chase Manhattan cut ties with South Africa/The Johannesburg Stock Exchange closed for 4 days/The value of the rand dropped by 35% from 54 to 34 cents to the dollar/In 1986 the US Congress passed a law that banned all new investments and loans in South Africa/Big corporations such as General Electric, Pepsi Cola, General Motors, Mobil and IBM stopped their activities in South Africa/USA threatened to stop weapon sales to countries which provided weapons to South Africa/In 1986 the Anti-Apartheid Law of the USA caused Europe and Japan to introduce sanctions against South Africa/International banks lost confidence in South Africa's economy
- In 1982 the United Nations condemned apartheid and called for total sanctions against South Africa
- In 1985 the European Economic Community banned new investments in South Africa
- In 1988 one fifth of British companies withdrew their businesses from South Africa because of pressure from shareholders/ Barclays Bank sold their shares due to pressure of the British public/The South African economy kept stagnating and produced a growth of only 1,1%
- **Release Mandela Campaign:** Wembley Stadium/United Nations/UN Security Council and UN General Assembly called for the release of Nelson Mandela
- **The role of international trade unions:** The AAM in Europe and Australia/Liverpool dockworkers/Finland's Transport Workers Union imposed a ban on trade with South Africa
- This resulted in South Africa experiencing great economic difficulties and they were forced to begin negotiations with liberation organisations in South Africa
- The role of the frontline states
- Any other relevant response

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

[50]

**QUESTION 5: THE COMING OF DEMOCRACY IN SOUTH AFRICA AND
COMING TO TERMS WITH THE PAST: NEGOTIATED
SETTLEMENT AND THE GNU**

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

SYNOPSIS

Candidates need to indicate to what extent leadership, negotiations and compromise between the different political parties in South Africa paved the way for a democratic South Africa in 1994.

MAIN ASPECTS

Candidates should include the following aspects in their essay:

- Introduction: Candidates need to indicate how leadership, negotiation and compromise paved the way for a democratic South Africa in 1994.

ELABORATION

- De Klerk comes to power in 1989 – brief background
- De Klerk's speech in parliament on 2 February 1990 (political leadership)
- The unbanning of political and civic organisations, such as the ANC and SACP
- The removal of restrictions on COSATU, AZAPO, etc. (political leadership and commitment)
- Groote Schuur Minute, 2 May 1990 (ANC and NP met; ANC delegation led by Nelson Mandela; NP delegation led by FW de Klerk) (political leadership and commitment)
- Apartheid legislation revoked, such as the Separate Reservation of Amenities Act (political leadership and commitment)
- Pretoria Minute, 6 August 1990 (ANC agreed to suspend the armed struggle)
- CODESA 1 (19 political parties, excluding AZAPO, CP and PAC/300 delegates met) (political leadership and commitment)
- Violence erupts in some parts of the country, such as the Witwatersrand and Natal Whites-only referendum and its impact (March 1992) (political leadership)
- CODESA 2 (2 May 1992) collapsed. Parties failed to agree on a new constitution making body and interim government (political leadership and commitment)
- NP wanted minority veto while ANC wanted an interim government for no longer than 18 months and simple majority rule
- Boipatong massacre and its consequences (17 June 1992)
- Bisho massacre nearly derailed the process of negotiations (7 September 1992)
- Record of Understanding signed on 26 September 1992 between Roelf Meyer (NP) and Cyril Ramaphosa (ANC) (political leadership and commitment)
- Increased violence – rolling mass action (i.e. Boipatong, Bisho etc.)

- Assassination of Chris Hani (10 April 1993) and its impact on South Africa (political leadership)
- Multiparty Negotiating Forum (political leadership and commitment)
- Right-wing (AWB) attack on World Trade Centre and its consequences
- Sunset Clause introduced by Joe Slovo broke the negotiations deadlock (political leadership and commitment)
- Election date announced, 27 April 1994 (political leadership)
- ANC won elections and Mandela became the first black South African President
- Any other relevant response

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

[50]

**QUESTION 6: THE END OF THE COLD WAR AND A NEW WORLD ORDER:
1989 TO THE PRESENT**

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

SYNOPSIS

Candidates need to critically discuss how the collapse of communism in the Soviet Union led to negotiation between the African National Congress (ANC) and the National Party (NP) government.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to take a stance and indicate whether Gorbachev's policies led to the collapse of communism and led to negotiations between the NP and the ANC.

ELABORATION

- Gorbachev's policies of glasnost and perestroika
- By the end of 1989 the Soviet Union disintegrated and its impact
- The communist regimes in Eastern Europa collapsed
- Political changes in the rest of the world put pressure on the apartheid regime to embark on changes
- The collapse of communism affected both the National Party and the ANC
- The National Party was now prepared to negotiate with the ANC
- The National Party's fear of a communist-controlled ANC now seemed unfounded
- After the demise of communism in the Soviet Union; the ANC did not receive further support from the Soviet Union
- The ANC could no longer rely on the Soviet Union for economic and military support
- The National Party's claim that it was protecting South Africa from a communist onslaught became unrealistic
- Countries in the western world supported the move that South Africa should resolve its problems peacefully and democratically
- There was no doubt that continued repression of black South Africans by the apartheid regime was not sustainable and would result in political instability
- The government started to believe that reform was needed to include the development of a strong middle-class which would act as a 'bulwark against the revolution'
- PW Botha suffered a stroke and was succeeded by FW de Klerk
- FW de Klerk realised South Africa's political predicament and began to accept that the black South African struggle against apartheid was not a conspiracy directed from Moscow
- This enabled De Klerk to engage in discussions with the liberation organisations

- On 2 February 1990 De Klerk announced 'a new and just constitutional dispensation'
- De Klerk unbanned all anti-apartheid organisations including the ANC, PAC and South African Communist Party
- This signalled the end of apartheid and the beginning of the process of negotiations
- Any other relevant response

Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

TOTAL: 150

