



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

2020 NSC CHIEF MARKER'S REPORT

SUBJECT:	HISTORY
PAPER:	2
DURATION OF PAPER:	3 hours

SECTION 1: (General overview of Learner Performance in the question paper as a whole)

Learners showed determination to pass. Overall, they were able to do THREE questions
unlike in the previous years where learners did TWO or ONE question. In the essay questions
learners were able to take a stance, include an introduction and conclusion. It is fair to say
that more learners did Question 6 this year than previous years.
In some centres it was clear that no teaching and learning took place, maybe due to the fact
that the school was closed due to COVID 19. It was difficult for the educator to do revision and
to finish the syllabus. In some centres candidates' answer sheets were placed in a plastic
bag because they had contracted COVID 19. Some of our learners had lost their parents, siblings
and relatives due to COVID 19 and that had a social and economical effect on communities.
Paragraph writing is still a problem and candidates copy the information from the sources.
Learners cannot extract relevant information from the sources. It is also clear that they do not
have their own knowledge when it comes to answering paragraph questions.
SOURCE-BASED QUESTIONS: LEVEL 3 questions are still problematic especially usefulness
and comparison of sources-how are two sources different from each other or how do sources
support each other.

<u>SOURCE-BASED QUESTIONS</u>
Question 1 was the most popular followed by Question 2 and then Question 3. It is clear that the performance of learners is reflected in the type of choices they made for Source-based questions. Learners have a good grasp of Black Consciousness and teachers do prepare their learners for this topic.
In Question 2 teachers need to provide their learners with more case studies.
Question 3 was the least favourite topic and they did poorly in this question.
<u>ESSAY QUESTIONS</u>
Question 4 and Question 5 were the most popular question but more learners did Question 6 this year than previous years.
Question 5 posed a problem because candidates concentrated on leadership, negotiations and compromise.
Question 4 was well answered and the candidates really enjoyed answering this question.

SECTION 2: Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Well answered but some candidates struggled to answer certain high-order Level 2 questions and Level 3 questions. Usefulness of the source are still a problem for some of the candidates as well as the comparison of sources; how the sources differ from each other.
Paragraph writing is still a problem for some of the candidates – writing in point form or copy information from the sources. Some of the candidates did not even answer the paragraph.
Question 1.1.4. (Level 2) Candidates struggled to interpret with own knowledge.
Question 1.2.2. Most of the candidates could only extract one answer from the source.
Candidates struggled to define the concept Black Consciousness.
Question 1.4.4: Candidates did not understand why the Soweto Uprising was a turning point in the history of South Africa.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Usefulness of the source: The majority of the learners could not respond correctly to obtain full marks. They lack the skill to answer this question or it is neglected by the teachers in the class. Some candidates indicated that the source was not useful.
Comparison of sources: Learners could not make use of the clues in the photograph and the written text to point out the differences.
Question 1.4.1. Candidates were not able to give reasons for why there is a difference between the official and unofficial numbers of students killed by the police.
Question 1.6 Paragraph writing is still a problem. Candidates copy information directly from the source, use no source referencing or write in point form.
Question 1.4.4 The candidates did not understand the word “turning point”.
Some learners could not express themselves in the interpretation questions because of a language barrier.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
Educators needs to improve teaching of skills required to answer Level 2 (High order questions) and Level 3 questions. Educators needs to improve and instill in learners how to extract the relevant information from the sources.
Definitions of terms should be done at the beginning of the topic and the application must be done throughout the topic so that they can understand the concept. Application of concepts helps in answering questions throughout the topic. Learners should be exposed to as many sources as possible so that they can understand the topic.
When comparing sources, the attention of the learner should be drawn to the focus area indicated by “regarding”. Learners should be trained to read the question thoroughly and underline key words before answering it. Reference between visual and written source needs to be linked with an example.
More exercises must be provided to learners on the following questions: interpretation , explanation, usefulness, comparisons and definitions.
Educators need to explain the mark allocation to learners.
Teacher development is important. Teachers need to help each other in the districts. With COVID 19 it is important for educators to form WhatsApp groups to communicate with each other. It is also important that educators use technology (Zoom, Microsoft teams, Google Meet) to communicate with each other. Teachers also need to take students to heritage sites which reflect the history of the freedom movements in South Africa.

It is important to provide learners with the rubric for paragraph writing and also to explain to them how the mark allocation works.
Development of close relationship between Language teacher and History teacher so that the language educator can help with paragraph writing.
Effective use of Examination Guidelines Subject Assessment Guideline.
When INSET workshops are done, Examiners and Moderators must be present to do an elaborated, detailed analysis of the paper.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc
LEVEL 2 QUESTIONS: MOSTLY INTERPRETATION QUESTIONS
Candidates are under the impression that the answers to the question will be in the relevant sources. They treat the questions as Level 1 questions and extract their answers verbatim from the sources. Candidates should be encouraged by the teachers to look for the answer “outside the box”. A thorough knowledge of the relevant topic is required to answer these Level 2 questions.
Learners have a tendency of just copying the sources as they are in the paragraph and not acknowledge the sources whereas they were supposed to use their own knowledge.
QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Question poor to well answered. This was the second most popular question but some learners struggled with Level 2 and Level 3 questions. It is clear that learners struggle to understand case studies. Learners struggled to explain the concept “amnesty” in the context of the TRC. When it comes to Level 2 questions (interpretation), learners wrote or copied the information from the sources.
Comparison of sources: Candidates cannot compare the two sources regarding how the security policemen interrogated anti-apartheid activists.
Extraction: The names of the security policemen
Candidates struggled to indicate in the paragraph how the TRC dealt with the murder of political activists such as the Cradock Four.
Usefulness of the source seems always to be a problem.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The TRC is a difficult topic to teach because there are so many case studies. Case studies should be limited.
Question 2.1.4. Although this was a level 1 question, there were two sets of names in the source and English FAL learners provided the incorrect names.
Question 2.1.3. Candidates did not include in their answer “politically motivated crimes”.
Question 2.3.3. Candidates struggled to score full marks for this question. They struggled to indicate why the source is useful regarding the murder of the Cradock Four.
Question 2.4.3. Candidates scored only 2 marks in this question. They were unable to indicate why Goniwe’s brother was pleased with the TRC’s decision regarding the Cradock Four.
Comparison of sources: Question 2.5. Candidates struggled to answer this question.
Candidates were not able to use the clues in the poster and compared it with the written text and explain how these two sources support each other regarding how the security policemen interrogated anti-apartheid activists.
Question 2.6, Paragraph writing. Candidates copied information from the sources without source referencing. Candidates wrote in point form and some candidates did not answer the question.
Candidates wrote about the success and failures of the TRC.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
Learners should be taught the different verbs used in questions in the THREE cognitive levels e.g. learners should know when questions just need extraction from sources as these are easy marks to score. Learners should be taught to pay attention to what is compared in a question :
Question 2.5. Learners just wrote any information in Source 2D that supported Source 2B and ignored the part “regarding how the security policemen interrogated the anti-apartheid activists.
Learners should be taught the concepts before the educator starts with the topic. Learners should be drilled with instructional words used when asking questions in History.
The use of videos on case studies is important to stimulate the interests of the learners in the class.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
The information in the source must be used to answer the question and not to be copied as is. Learners should select the relevant sources to answer the paragraph. Copying the captions of sources is not paragraph writing.
Learners lost marks because they did not understand the mark allocation.
Teachers should also explain to learners that if a question requires, "Comment on the usefulness of the source" it means that it has been decided that the source is useful. The learner needs to give reasons why the source is useful. The learner can't say that the source is not useful.
Learners need to be exposed to as many case studies as possible so that they can understand how the TRC works and also to correct the misconceptions, for example that the victims were blacks and the perpetrators were white.
When it comes to extraction, some learners only extract one word as an answer instead of a sentence.
Rubric of paragraph should be provided to the learners at the beginning of the year.
QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Very few learners answered this question and they performed poor to well. It is clear that educators did not spend time on this topic.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Definition of the term "globalisation" is still a problem because learners were unable to define the concept in their own words. They opted to extract information from the source as their answer. Most learners were unable to understand "low-skilled workers" and it became difficult for them to answer why their wages had been reduced.
Commenting on the usefulness of the source: some learners indicated that the source was not useful.
Comparison of sources remains a challenge as learners just compared Source 3C with Source 3D and ignored the fact that they needed to focus on the negative effects of globalisation.
Paragraph writing is still a challenge and some of the candidates didn't attempt to write it at all. They could not explain the negative effect of globalisation on South Africa.

Most of the educators do not teach this topic in class.
Question 3.4.2. Candidates could not differentiate between “THE HAVES” and “THE HAVE-NOTS”.
3.1.4. They struggled to explain Thomas Friedman’s claims that globalisation is “farther” (and) “faster”.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
Definitions of terms should be done at the beginning of a topic and the application should be done throughout the topic. Learners should be taught the difference between the two questions How useful is the source and Comment on the usefulness of the source. The first question was open for the learner to take a stance and support it, whilst the second question was closed as the stance is already taken. The learner needed to support it with relevant evidence. In the comparison question learners should be trained to read the whole question and underline the point of focus which is usually indicated by “regarding”.
Paragraph writing should not be about direct copying of sources but, “You must use the sources and your own knowledge to answer the question”.
It is important for the History teacher to link up with the Economics teacher to help with this topic.
Teachers should use visual material in the class to stimulate teaching and learning. The subject advisors should provide a framework for this topic.
This topic is also linked to current affairs in the world so it is important for learners to have some idea about world politics
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Mark allocation needs to be explained to learners.
Subject advisors must organise workshops on this topic.

QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The overall performance of this question is good and the highest Level 7's were achieved in this question. SC candidates struggled with this question.
The only challenge was that learners did not know which were the main bullets to focus on namely Boycotts, Disinvestments and Sanctions.
This question was fairly easy because the line of argument is within the essay.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Some candidates wrote a generic argument and did not have control over the content. They simply wrote the question at the end of each paragraph.
The only misconception was to place more emphasis on the organisations, boycotts , disinvestments and sanctions.
Some candidates found it difficult to differentiate between disinvestments and sanctions.
Learners struggled to implement the PEEL method.
A few learners did not understand the content. They answered the question as the Black Consciousness Movement. Some learners used subheadings.
Some candidates concentrated on the boycotts and did not mention the other types of International response to apartheid.
Candidates could not differentiate between consumer boycotts and sanctions.
Some candidates mixed up Question 4 and Question 5.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
Learners should provide more examples of Disinvestments and Sanctions.
Learners should always take a stance.
Learners needs to be trained to sustain a line of argument.
Regular essay exercises should be provided by the teacher as to develop the learners to answer an essay with a proper line of argument.
The educator can start with the writing of an introduction and conclusion on various questions so that the learners can understand how to write an essay with a line of argument.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Many learners learned prepared essays and as such did not write the correct line of argument.
Teachers should refrain from letting learners repeat the question after each paragraph.
Learners just take a stance and do not write an Introduction for the essay.
There is a language barrier especially English FAL learners because they struggle to express themselves.
In some centres it seemed as if no teaching and learning took place.
Workshops should be conducted for educators not involved in the marking process.
QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Learners performed average to poor. Most of the learners failed to sustain a line of argument.
Learners wrote the narrative essay and they did not score full marks.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Candidates answered the process of negotiations instead of the role of various political parties in the establishment of a democratic South Africa.
Learners focused too much on violence than on negotiations. They struggle to develop a line of argument and sustain it. Some candidates had prepared leadership, negotiations and compromise as a line of argument. Other candidates showed a tendency of repeating the same statement at the end of each paragraph for example, "Indeed the process of negotiations among various political parties played a significant role in the establishment of a democratic South Africa in 1994".
Learners used telegram style when writing the essay.
There were too many questions in this topic and it was difficult to develop a line of argument.
Learners provided too much background information in the essay.

(c) Provide suggestions for improvement in relation to Teaching and Learning.
Teachers need to teach learners to focus on how to analyse the question.
Learners should know all the content on negotiations. Learners should be trained on how to develop and sustain a line of argument.
Educators should provide different questions on this topic and they need to work out these questions to understand how to develop a line of argument.
Educators need to develop paragraph writing in the class with the help of the English FAL teacher. This will improve essay writing skills.
Teachers need to train learners to develop a framework of the essay. This means the learners need to understand the main subheadings of the essay. This is the same method used in a language when the learners need to draw a mind map of the essay.
After this the learners will write the main points in the subheadings and study the framework to understand the content of the topic.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
No subheadings should be written. Educators needs to explain the PEEL method to learners.
Language barrier especially English FAL learners struggle to express themselves.
Some learners wrote in bullet form – previous questions papers and memorandums.
QUESTION 6
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Average to poor. More schools do this topic in class and the results were better than last year. Some learners do struggle to form a link between the end of communism and the impact it had on the end of apartheid in South Africa.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The impact on South Africa lacked detail. Learners could not explain the balance of power between the ANC and the USSR before and after the fall of communism or the balance of power between the NP and the West before and after the end of communism.
The role of the Battle of Cuanavale and the independence of Namibia's impact on the situation in South Africa is usually omitted.
Some learners concentrated too much on what happened in the USSR and then could not link it with what happened in South Africa.
Some candidates use the fall of the Berlin Wall as a line of argument.
Common errors: Background information on the economic crisis in Russia, the disarmament treaty signed between the USSR and the USA, the Russian withdrawal of her troops in Afghanistan and explanation of the reforms, Glasnost and Perestroika.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
Teachers need to explain to learners that the main part of the essay is the balance of power between the ANC and the USSR and the NP and the West. Candidates need to explain how the fall of communism had an impact on the ending of apartheid in South Africa.
The History teacher needs to use different textbooks and videos in class to stimulate critical thinking.
Train learners to formulate their own questions and how to analyse and interpret questions.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Educators need to make learners aware of the different ways the question can be asked instead of preparing an essay for them.
Teachers and Subject Advisors must be aware that this question is always related as a core answer concentrated on South Africa's political landscape or negotiations between the NP and the ANC.



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Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE/ NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P2

NOVEMBER 2020

MARKS: 150

TIME: 3 hours

This question paper consists of 9 pages and an addendum of 14 pages.



★ H I S T E 2 ★



INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework in the CAPS document.

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA

QUESTION 2: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST

QUESTION 3: THE END OF THE COLD WAR AND A NEW WORLD ORDER, 1989 TO THE PRESENT

SECTION B: ESSAY QUESTIONS

QUESTION 4: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA: THE CRISIS OF APARTHEID IN THE 1980s

QUESTION 5: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST

QUESTION 6: THE END OF THE COLD WAR AND A NEW WORLD ORDER: THE EVENTS OF 1989

2. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions may be found in the ADDENDUM.
3. SECTION B consists of THREE essay questions.
4. Answer THREE questions as follows:
 - 4.1 At least ONE must be a source-based question and at least ONE must be an essay question.
 - 4.2 The THIRD question may be either a source-based question or an essay question.
5. You are advised to spend ONE hour per question.
6. When answering questions, you should apply your knowledge, skills and insight.
7. You will be disadvantaged by merely rewriting the sources as answers.
8. Number the answers correctly according to the numbering system used in this question paper.
9. Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE question, but not more than TWO questions, in this section. Source material that is required to answer these questions is contained in the ADDENDUM.

QUESTION 1: WHY DID BLACK SOUTH AFRICAN STUDENTS PROTEST IN 1976?

Study Sources 1A, 1B, 1C and 1D and answer the questions that follow.

- 1.1 Refer to Source 1A.
- 1.1.1 Quote TWO political organisations from the source that were banned in the 1960s. (2 x 1) (2)
 - 1.1.2 Define the concept *Black Consciousness* in your own words. (1 x 2) (2)
 - 1.1.3 Identify TWO concerns in the source that the student leaders had about the education system. (2 x 1) (2)
 - 1.1.4 Using the information in the source and your own knowledge, explain why the apartheid government introduced Afrikaans as a compulsory medium of instruction at black South African schools. (2 x 2) (4)
- 1.2 Read Source 1B.
- 1.2.1 Why do you think the editor of *The World* newspaper decided to publish this article? (1 x 2) (2)
 - 1.2.2 How, according to the source, did the 'strike' at Phefeni Junior Secondary School turn violent? (2 x 1) (2)
 - 1.2.3 Comment on the usefulness of this source to a historian studying the events leading to the Soweto Uprising of 1976. (2 x 2) (4)
- 1.3 Study Source 1C.
- 1.3.1 Comment on the mood of the students in the photograph. (1 x 2) (2)
 - 1.3.2 Using the information in the source and your own knowledge, explain why students from Soweto decided to embark on a march. (2 x 2) (4)



- 1.4 Use Source 1D.
- 1.4.1 Explain why you think there were differences in the official and unofficial figures regarding the number of students that were killed by the police in Soweto. (2 x 2) (4)
- 1.4.2 How, according to the source, did students respond to the apartheid police force after they opened fire? (4 x 1) (4)
- 1.4.3 Why, according to the source, did the Soweto Uprising surprise the apartheid police? (1 x 2) (2)
- 1.4.4 Using the information in the source and your own knowledge, explain why the Soweto Uprising is regarded as a turning point in South Africa's history. (2 x 2) (4)
- 1.5 Consult Sources 1C and 1D and explain how the information in Source 1C differs from the evidence in Source 1D regarding the Soweto Uprising of 1976. (2 x 2) (4)
- 1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining why black South African students protested in 1976. (8) **[50]**



QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE MURDER OF POLITICAL ACTIVISTS SUCH AS THE CRADOCK FOUR?

Study Sources 2A, 2B, 2C and 2D and answer the questions that follow.

2.1 Refer to Source 2A.

- 2.1.1 Why, according to the source, was the TRC established? (1 x 2) (2)
- 2.1.2 Explain why you think the TRC focused on restorative justice rather than retributive justice. (2 x 2) (4)
- 2.1.3 Define the concept *amnesty* in the context of the TRC. (1 x 2) (2)
- 2.1.4 Name any THREE security policemen in the source who applied for amnesty for the murder of the Cradock Four. (3 x 1) (3)

2.2 Consult Source 2B.

- 2.2.1 Comment on why the TRC decided to produce this poster. (2 x 2) (4)
- 2.2.2 Name any TWO crimes, in the source, that were committed in 'our past'. (2 x 1) (2)
- 2.2.3 Explain what is implied by the words, 'LET'S SPEAK OUT TO EACH OTHER ... SO THAT WE CAN WALK THE ROAD TO RECONCILIATION TOGETHER', in the context of the TRC hearings. (2 x 2) (4)

2.3 Read Source 2C.

- 2.3.1 Name the TWO activists in the source that Mr Lotz identified when he stopped the vehicle. (2 x 1) (2)
- 2.3.2 Using the information in the source and your own knowledge, explain why Mr Lotz set the motor vehicle alight. (2 x 2) (4)
- 2.3.3 Comment on the usefulness of this source for a historian researching the murder of the Cradock Four. (2 x 2) (4)



2.4 Study Source 2D.

2.4.1 What, according to the source, was the outcome of the TRC hearings regarding the Cradock Four? (1 x 1) (1)

2.4.2 Quote evidence from the source that suggests why the security police were denied amnesty by the TRC. (2 x 1) (2)

2.4.3 Explain why you think Goniwe's brother was pleased with the TRC's decision regarding the Cradock Four. (2 x 2) (4)

2.5 Refer to Sources 2B and 2D. Explain how the information in Source 2B supports the evidence in Source 2D regarding how the security policemen interrogated anti-apartheid activists. (2 x 2) (4)

2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the TRC dealt with the murder of political activists such as the Cradock Four. (8)
[50]



QUESTION 3: WHAT IMPACT DID GLOBALISATION HAVE ON SOUTH AFRICA?

Study Sources 3A, 3B, 3C and 3D and answer the questions that follow.

3.1 Refer to Source 3A.

- 3.1.1 Define the term *globalisation* in your own words. (1 x 2) (2)
- 3.1.2 Give TWO examples in the source of the effects that globalisation had in various societies around the world. (2 x 1) (2)
- 3.1.3 According to the source, why did many observers believe that countries have entered 'an uncertain phase' in their economic development? List THREE factors. (3 x 1) (3)
- 3.1.4 Using the information in the source and your own knowledge, comment on Thomas Friedman's claims 'that today globalisation is "farther" (and) "faster" '. (2 x 2) (4)

3.2 Read Source 3B.

- 3.2.1 Quote evidence from the source that shows globalisation helped 'developed countries'. (2 x 1) (2)
- 3.2.2 How, according to the source, can countries use 'technology and innovation' to raise 'incomes and living standards of the poor'? (2 x 1) (2)
- 3.2.3 Using the information in the source and your own knowledge, explain why you think the wages of 'low-skilled workers' have been reduced. (2 x 2) (4)

3.3 Use Source 3C.

- 3.3.1 What, according to the source, was Gordhan's view of globalisation? (1 x 1) (1)
- 3.3.2 Identify the TWO strategies in the source that Gordhan suggested would help South Africa to deal with the social and economic divisions created by globalisation. (2 x 1) (2)
- 3.3.3 Explain how globalisation has contributed to increasing levels of inequality in South Africa. (2 x 2) (4)
- 3.3.4 Comment on the usefulness of the source to a historian researching the impact that globalisation had on South Africa's economy. (2 x 2) (4)

3.4 Consult Source 3D.

3.4.1 Explain the messages that are conveyed in the cartoon. Use the visual clues in the source to support your answer. (2 x 2) (4)

3.4.2 Using the information in the source and your own knowledge, explain who are 'THE HAVES' and the 'HAVE-NOTS' in the context of globalisation. (2 x 2) (4)

3.5 Study Sources 3C and 3D. Explain how the information in both sources supports each other regarding the negative effects of globalisation on South Africa. (2 x 2) (4)

3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the impact that globalisation had on South Africa. (8)
[50]



SECTION B: ESSAY QUESTIONS

Answer at least ONE question, but not more than TWO questions, in this section.

Your essay should be about THREE pages long.

QUESTION 4: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA: THE CRISIS OF APARTHEID IN THE 1980s

It was the result of intense pressure from various international anti-apartheid organisations that led to the eventual collapse of the apartheid regime in the 1980s.

Do you agree with the statement? Support your line of argument with relevant historical evidence.

[50]**QUESTION 5: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST**

The process of negotiations among various political parties played a significant role in the establishment of a democratic South Africa in 1994.

Critically discuss this statement. Use relevant evidence to support your line of argument.

[50]**QUESTION 6: THE END OF THE COLD WAR AND A NEW WORLD ORDER: THE EVENTS OF 1989**

Explain to what extent the collapse of the Soviet Union in 1989 contributed to the political changes that occurred in South Africa.

Support your line of argument with relevant evidence.

[50]**TOTAL: 150**



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SENIOR CERTIFICATE/ NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P2

NOVEMBER 2020

ADDENDUM

This addendum consists of 14 pages.



QUESTION 1: WHY DID BLACK SOUTH AFRICAN STUDENTS PROTEST IN 1976?**SOURCE 1A**

The source below outlines how the philosophy of Black Consciousness influenced black South African students in the 1970s.

In terms of the struggle against apartheid, the 1960s is often referred to as the 'Silent Sixties' because leaders of the banned African National Congress (ANC) and the Pan Africanist Congress (PAC) were imprisoned on Robben Island. A new generation of young activists, such as Bantu Stephen Biko, began to re-think the role that black South Africans could play in the anti-apartheid struggle ... In 1968, he co-founded the South African Students' Organisation (SASO).

SASO was influenced by the philosophy of Black Consciousness (BC), which urged black South Africans to free themselves from the chains of oppression and work towards liberation as well as to take responsibility for their own struggle, be proud of their heritage and to develop self-confidence.

The philosophy of Black Consciousness influenced students at schools in Soweto to demand an educational system that was representative of Africa and Africans. In 1976, student leaders, such as Tsietsi Mashinini and Seth Mazibuko, raised the concern that the current educational system was Euro-centric (based on European values, customs and traditions) and undermined (weakened) African achievement. They yearned (wanted) for the revival of African history, which focused on themes such as African 'civilisations', black people's 'heroic achievements' and 'cultural accomplishments (successes)'.

The introduction of Afrikaans as a medium of instruction in half of the specialised subjects at black South African schools was seen as an obstacle in transforming (changing) the curriculum. In response, the South African Students' Movement (SASM) encouraged high school learners to take action.

[From <http://www.saha.org.za/youth/black-consciousness.htm>. Accessed on 10 August 2019.]

SOURCE 1B

The source below explains how students from Phefeni Junior Secondary School responded to Afrikaans as a medium of instruction. This source has been taken from an article that appeared in a South African newspaper, *The World*, on 19 May 1976. It was re-typed for clarity.

THE WORLD**19 May 1976****KIDS KEEP UP STRIKE****Big march planned**

The strike by students of Phefeni Junior Secondary School in Orlando West, Soweto, against the enforced use of Afrikaans in their school, entered its third day today against a background of mounting violence ...

The strike took a violent turn yesterday when they seized a tape recorder from the vice principal, Mr Nhlapo, accusing him of being a police informer and threatening to beat him up. When the new school board chairman, Mr Ngwenya, failed to turn up to address the students as he was expected to do, they began stoning the principal's office and classrooms. Other learners and teachers had to run for cover when the stone-throwing demonstration broke out. Mr Nhlapo had to be escorted by the principal, Mr Mpulo, when students threatened to beat him up.

The strike started on Monday when students refused to go to classes in protest at the subjects being taught in Afrikaans. They threatened the headmaster and threw out Afrikaans textbooks. Yesterday Mr Mpulo ordered learners home when they again refused his order, and accused him of being a police informer. The stone throwing stopped when the principal told the learners that the school board chairman refused to talk to them and had said that he [Mr Mpulo] must talk to them.

'I have had discussions with the chairman in my office and he has told me that if you don't want to listen to me, he will not talk to you. We, side with you. We are trying our best but we are failing,' Mr Mpulo said.

[From *The World*, 19 May 1976]

SOURCE 1C

The photograph below shows students from various schools in Soweto marching to Orlando Stadium on the morning of 16 June 1976. The photograph was taken by Sam Nzima.



[From <https://onlyeverydaysa.wordpress.com/2018/07/06/sam-nzima-a-name-to-be-remembered/amp>. Accessed on 12 August 2019]

**AFRIKAANS
MUST BE ABOLISHED!**

SOURCE 1D

The source below focuses on how the apartheid regime responded to the Soweto Uprising in June 1976. It was written by Lauren Hutton, a researcher, to commemorate the 35th anniversary of the Soweto Uprising.

Accounts of the events of that day (16 June 1976) estimated that 15 000 to 20 000 students participated in the march. There is no clarity (clearness) on whether the police fired without provocation (being provoked) or whether stones were thrown at the police, which led to them shooting students. The police did open fire, resulting in the deaths of a number of students (official death toll was 23 but unofficial sources claim that as many as 200 students were killed). The students responded by turning the march into a violent uprising by overturning cars and burning vehicles, buildings and other symbols of the apartheid regime.

The protests spread across the country causing the largest outbreak of violence against the repressive (brutal) state. The response from the government was to increase the use of force in an attempt to quell (crush) the unrest and restore law and order.

The Soweto Uprising caught the apartheid police force by surprise. The police were not ready for a march of that scale and the spread of unrest and mass uprising was not anticipated (expected) by the apartheid regime ...

The apartheid intelligence personnel and security structures failed to adequately assess the impact of their policies on black South Africans, they under-estimated the level of discontent (unhappiness). Of all the discriminatory (unfair) policies implemented, it was a policy aimed at reducing the amount of spending on education in the face of national recession (depression) that ignited (started) the fury of black South Africans which brought international condemnation and shame.

A costly misjudgement (error) on the part of the apartheid regime and renewal of the liberation struggle, 16 June 1976 is regarded as a turning point in South African history.

[From <https://www.polity.org.za/article/16-june-1976-the-day-apartheid-died-2010-06-17>.
Accessed on 12 August 2019.]

QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE MURDER OF POLITICAL ACTIVISTS SUCH AS THE CRADOCK FOUR?**SOURCE 2A**

The extract below focuses on the reasons for the formation of the Truth and Reconciliation Commission (TRC) in 1995.

The fall of apartheid and the numerous examples of state-mandated human rights abuses against its opponents raised a number of critical questions for South Africans at the time. Among the many issues to be addressed, was the need to create an institution for the restoration of justice that had been denied to many victims who were killed during apartheid rule. Much like the numerous truth commissions established in Eastern Europe and Latin America after the introduction of democracy in those regions, the Truth and Reconciliation Commission in South Africa emerged from the Kempton Park negotiations between the National Party and the African National Congress as part of the negotiated transition to democracy in South Africa. It was founded with the aim of establishing a restorative, rather than retributive justice.

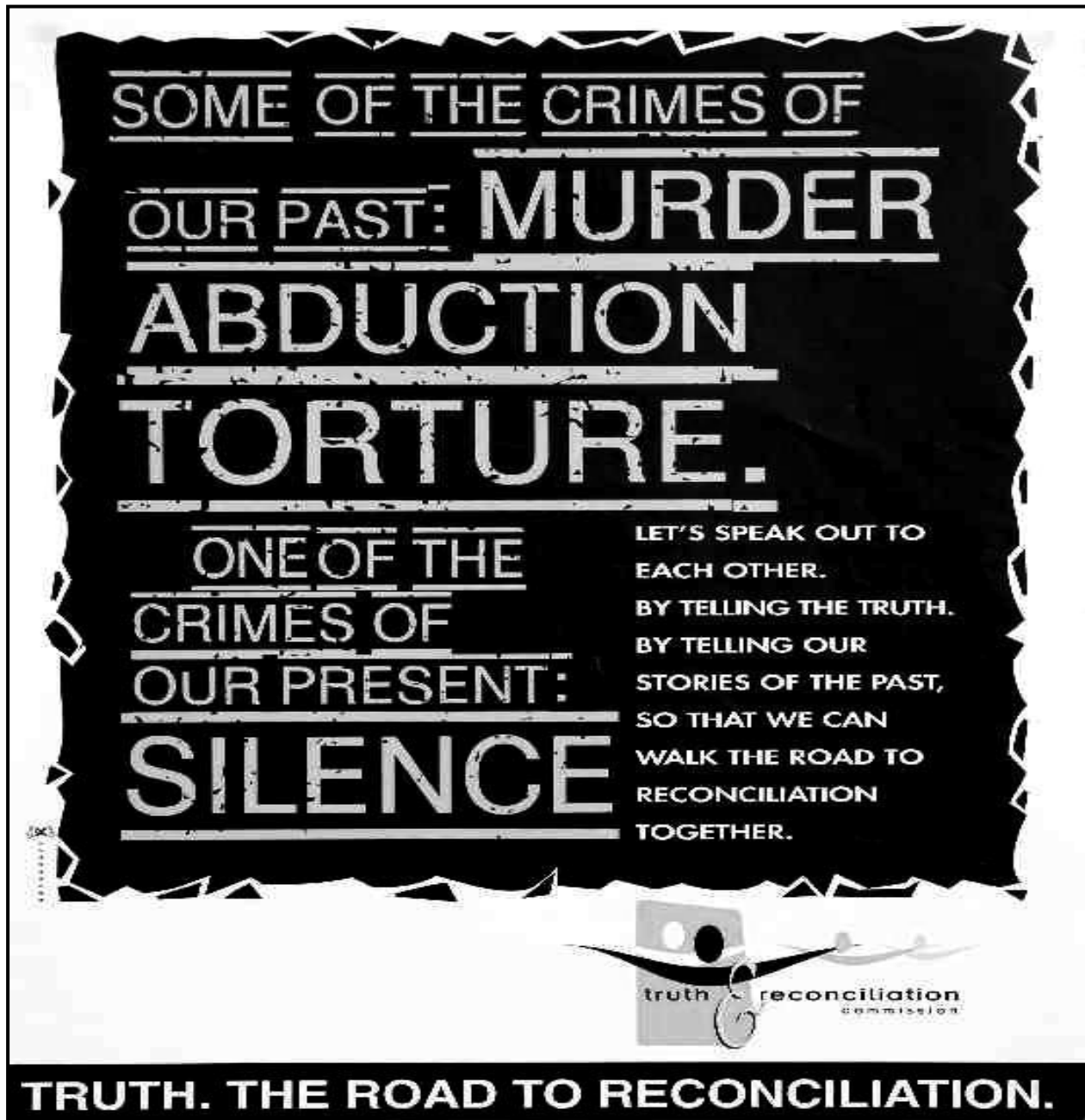
The goal of the TRC was not to prosecute and impose punishment on the perpetrators of the state's suppression of its opposition, but rather to bring closure to the many victims and their families in the form of full disclosure of the truth. The amnesty hearings undertaken by the TRC between 23 February and 6 March 1998 represent these aims, by offering full amnesty to those who came forward and confessed their crimes.

In the case of Johan van Zyl, Eric Taylor, Gerhardus Lotz, Nicholas van Rensburg, Harold Snyman and Hermanus du Plessis, the amnesty hearings offer more than just a testimony of their crimes. The amnesty hearings for the murders of a group of anti-apartheid activists known as the Cradock Four (Mathew Goniwe, Sparrow Mkonto, Fort Calata and Sicelo Mhlauli) show the extent of violence that the apartheid state used on its own citizens to silence any opposition and maintain its authority.

[From <https://www.sahistory.org.za/sites/default/files/SMU%20-%20Saifali%20Pardawala%20-%20Cradock%20Four%20Research%20Paper.pdf>. Accessed on 10 August 2019.]

SOURCE 2B

The poster below was produced by the TRC. It invited both perpetrators and victims to appear before the TRC and testify about the human rights abuses that were committed between 1960 and 1994.



[From http://www.saha.org.za/news/2014/September/gallery_trc_posters.htm.
Accessed on 20 August 2019.]

SOURCE 2C

The source below is part of a transcript that focuses on the testimony that Mr Lotz gave at the TRC hearings in Port Elizabeth on 4 March 1998. Mr Lotz was one of the six security policemen who applied for amnesty regarding the murder of the Cradock Four. Mr Booyens was the commissioner at the TRC hearings.

Mr Booyens: Did you know for what you were looking out?

Mr Lotz: We were waiting for a Honda Ballade (motor vehicle).

Mr Booyens: Yes, the vehicle passed you, then what happened?

Mr Lotz: And we followed this vehicle till we saw there was no traffic from either side. We put a blue light on our vehicle and we pulled that vehicle off the road and we told them that we were going to arrest them.

Mr Booyens: It was you and Taylor who put up the blue light?

Mr Lotz: That is correct.

Mr Booyens: And then? You told the people you were arresting them?

Mr Lotz: That is correct.

Mr Booyens: Did you recognise any of these people?

Mr Lotz: I immediately recognised Mr Goniwe and the other two people coming from Cradock. We had a description of Mr Mhlauli. I recognised him. I've seen a photograph of him, which was in Captain van Zyl's file.

Mr Booyens: What did you do then?

Mr Lotz: Two persons were put into Van Zyl's vehicle, they were handcuffed, another one was put in Taylor's vehicle and the other one we asked to remain behind in the Honda Ballade ... Captain van Zyl took petrol from his vehicle and I set the vehicle alight.

[From <http://www.justice.gov.za/trc/amntrans/pe/cradock9.htm>. Accessed on 17 August 2019.]

SOURCE 2D

The newspaper article below focuses on the amnesty application of the policemen who were accused of killing the Cradock Four. It appeared in the *Independent Online News* on 14 December 1999 and is titled 'No Amnesty for Killers of Cradock Four'.

Six former Port Elizabeth security policemen have been refused amnesty by the Truth and Reconciliation Commission for the murder of the Cradock Four.

The six security policemen are the late former security branch head Harold Snyman, Eric Alexander Taylor, Gerhardus Johannes Lotz, Nicolaas Janse van Rensburg, Johan van Zyl and Hermanus Barend du Plessis. Colonel Snyman gave the order for the killing of Mathew Goniwe, Sparrow Mkonto, Fort Calata and Sicelo Mhlauli in 1985. The four activists were abducted while returning to Cradock from a meeting in Port Elizabeth. Their bodies were found in the burnt-out remains of the vehicle in which they were travelling.

TRC spokesperson, Nhlanhla Mbatha, said last night that the security policemen were denied amnesty because the men never made a full disclosure regarding the killing of the Cradock Four. 'The commission could therefore not find a relationship between the act and political motives,' he said. Because of this, amnesty was refused. All three judges and the two panel members agreed with the decision.

Goniwe's eldest brother, 73-year-old Alex, said last night that he was pleased that the TRC had the courage to deny the six security policemen amnesty for the murder of the Cradock Four.

[From <https://www.iol.co.za/news/south-africa/no-amnesty-for-killers-of-cradock-four-23218>.
Accessed on 15 August 2019.]

QUESTION 3: WHAT IMPACT DID GLOBALISATION HAVE ON SOUTH AFRICA?**SOURCE 3A**

The source below describes the process of globalisation.

Globalisation is a process of interaction and integration among people, companies and governments of different nations, a process driven by international trade and investment and aided by information technology. This process has effects on the environment, on culture, on political systems, on economic development and prosperity (wealth) and on human physical well-being in societies around the world.

But policy and technological developments of the past few decades have contributed to increased cross-border trade, investment and migration so large that many observers believe that many countries have entered an uncertain phase in its economic development. From 1997 to 1999 flows of foreign investment nearly doubled, from 468 billion US dollars to 827 billion US dollars. Thomas Friedman, an economist, claimed that today globalisation is 'farther, faster, cheaper and deeper'.

The current wave of globalisation has been driven by policies that have opened economies domestically and internationally. Governments have also negotiated dramatic reductions in barriers to commerce and have established international agreements to promote trade in goods, services and investment. Taking advantage of new opportunities in foreign markets, corporations have built foreign factories and established production and marketing arrangements with foreign partners.

Technology has been the other principal driver of globalisation. Advances in information technology, in particular, have dramatically transformed economic life for consumers, investors and businesses.

[From <https://www.globalization101.org/what-is-globalization/>. Accessed on 24 March 2019.]

SOURCE 3B

The source below focuses on former South African Reserve Bank Governor, Gill Marcus', view of globalisation. It appeared in *Financial News24* on 2 October 2013.

'Globalisation has helped developed countries to become richer, prosperous and modern,' South African Reserve Bank Governor, Gill Marcus, said on Tuesday evening. 'Countries are able to use technology and innovation to change their comparative advantages, to move up the value chain, thereby raising incomes and living standards of the poor,' she said in a speech in Pretoria.

'The global financial system has also adapted (changed) to a world unimaginable a few decades ago. Capital is able to flow from savers to borrowers, seeking opportunities in every corner of the planet.'

Marcus said the net effect of greater global integration was that about a billion people had been lifted out of poverty in the past 20 years.

'And so, while globalisation and its tools, such as supply chains, technology and finance, have made a major positive contribution to development, these same tools have also made the world more complex, risky and dangerous.'

'As capital has become more mobile, investors are able to achieve higher returns by investing in new frontier markets.'

'On the other hand, the entry of a billion more workers into the global labour force has created employment opportunity for the masses but at the same time it led to a reduction in the wages for low-skilled workers.' ...

[From <https://www.fin24.com/Economy/Marcus-Globalisation-a-boon-for-all-countries-20131001>.
Accessed on 20 September 2019.]



SOURCE 3C

The source below explains the former Minister of Finance, Pravin Gordhan's, view of globalisation.

Former Finance Minister Pravin Gordhan said globalisation is one driver of higher inequality in countries such as South Africa.

He was speaking at the University of Johannesburg's Convocation Leadership Seminar on Monday, 15 May 2017 on 'Economy: The Global Revolution, Urbanisation and Digital Transformation and What It Means for the South African Economy'. Gordhan highlighted that with an increase in the level of stratification (levels of order), the issue of inequality must be at the forefront of policies. He added that new forms of social safety nets and economic inclusion should be created to mitigate (diminish) these social and economic divisions.

It was the effects of globalisation, such as the divergence (difference) of incomes and the loss of jobs because of technological advances that contribute to greater inequality in South Africa and other similar countries.

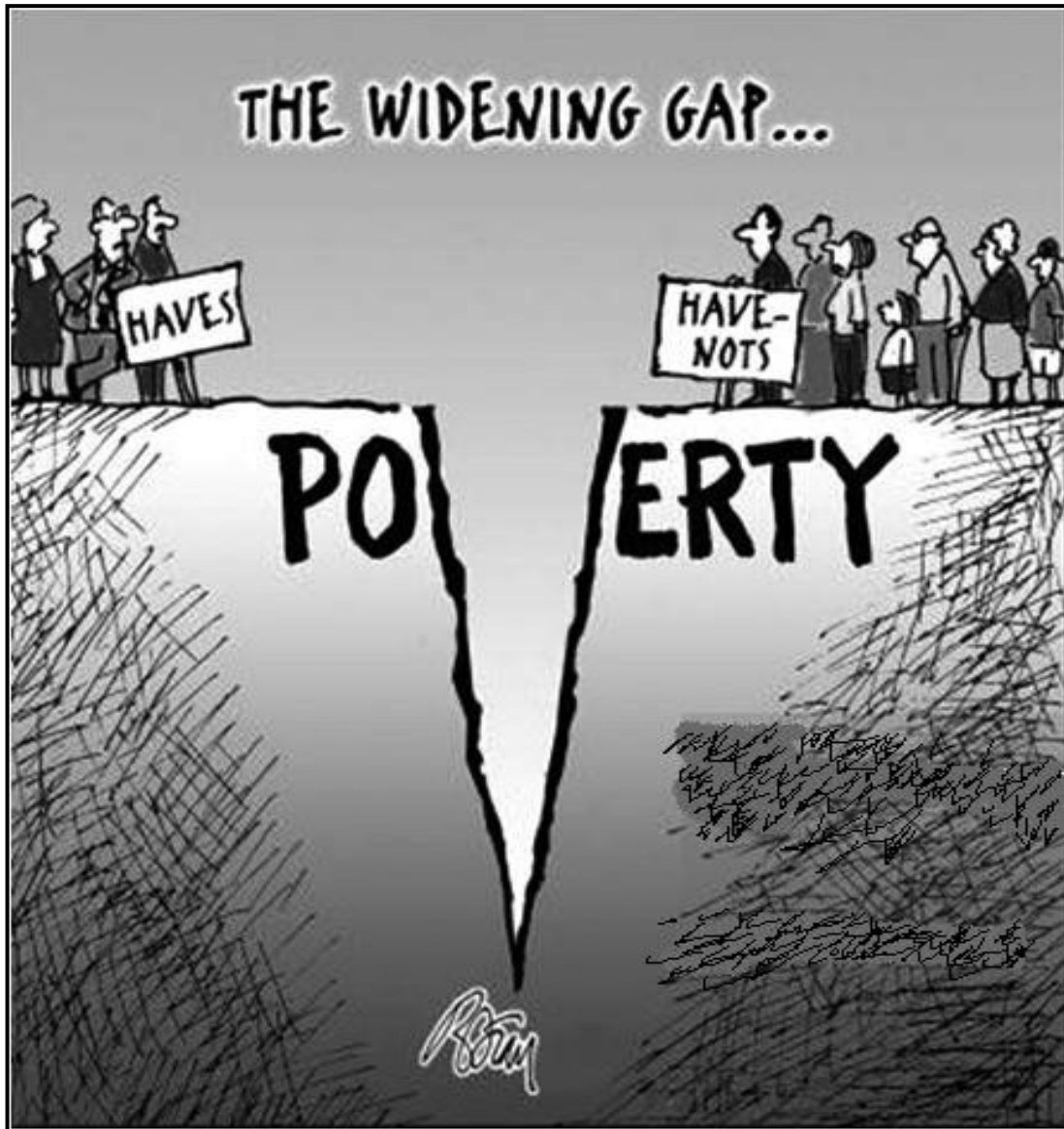
'There's a realisation that globalisation has actually resulted in winners and losers and that greater note needs to be taken of who are the winners and what percentage of the population do they constitute and who are the losers,' Gordhan said.

Gordhan noted that globalisation should bring about 'economic transformation that would benefit 55 million South Africans'. He further stated that 'globalisation will not do this, instead it has led to a flood of cheap foreign goods onto the South African market. This has contributed to many clothing and textile factories closing down resulting in high levels of unemployment, poverty and a social crisis'.

[From <https://mg.co.za/article/2017-05-22-gordhan-economic-transformation-must-benefit-all-55-million-south-africans>. Accessed on 24 March 2019.]

SOURCE 3D

The cartoon below depicts the impact that poverty had on the 'HAVES' and the 'HAVE-NOTS'. It was drawn by B Fray in 2008.



[From <https://aftruth.com/economic/the-widening-gap-between-the-rich-and-the-poor-the-shrinking-of-the-rights-of-workers-in-south-africa/>. Accessed on 5 May 2019.]

ACKNOWLEDGEMENTS

Visual sources and other historical evidence were taken from the following:

<http://www.justice.gov.za/trc/amntrans/pe/cradock9.htm>

http://www.saha.org.za/news/2014/September/gallery_trc_posters.htm

<http://www.saha.org.za/youth/black-consciousness.htm>

<https://aftruth.com/economic/the-widening-gap-between-the-rich-and-the-poor-the-shrinking-of-the-rights-of-workers-in-south-africa/>

<https://mg.co.za/article/2017-05-22-gordhan-economic-transformation-must-benefit-all-55-million-south-africans>

<https://www.fin24.com/Economy/Marcus-Globalisation-a-boon-for-all-countries-20131001>

<https://www.globalization101.org/what-is-globalization/>

<https://www.iol.co.za/news/south-africa/no-amnesty-for-killers-of-cradock-four-23218>

<https://www.polity.org.za/article/16-june-1976-the-day-apartheid-died-2010-06-17>

<https://www.sahistory.org.za/sites/default/files/SMU%20-%20Saifali%20Pardawala%20-%20Cradock%20Four%20Research%20Paper.pdf>

<https://onlyeverydaysa.wordpress.com/2018/07/06/sam-nzima-a-name-to-be-remembered/amp>

The World, 19 May 1976



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE/ NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P2

NOVEMBER 2020

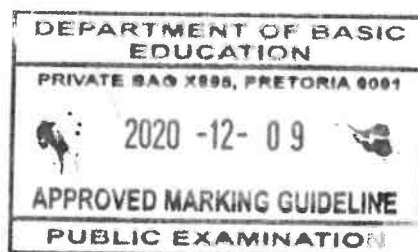
MARKING GUIDELINES

MARKS: 150

FINAL APPROVED COPY
DBE Internal Moderator
Umalusi
Rebenberg
09/12/2020

J. Shydom
09.12.2020

These marking guidelines consist 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 sources Explain information gathered from sources Analyse evidence from 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 other 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 ✓✓✓✓

COMMENT

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.

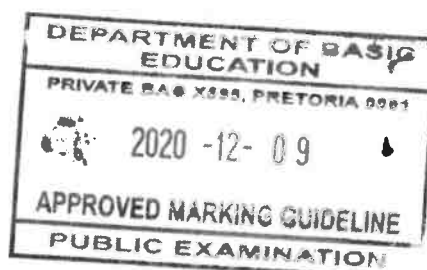
2.2 Marking of essay questions

- 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.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will **not** be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of an argument (planned, structured and has an independent line of argument)



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 (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline). For example in an essay where there are five (5) main points there could be about seven (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. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
E	Explanation: The candidate should explain in more detail what the main point is 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

Λ

- Wrong statement
- Irrelevant statement

|
|
|

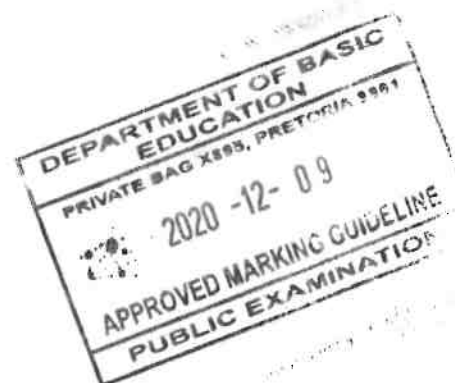
- Repetition
- Analysis
- Interpretation
- Line of Argument

R

A✓

I✓

LOA



2.5 The matrix

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	



COMMENT

Some omissions in content coverage.
Attempts to sustain a line of argument.



[Signature]
Please turn over

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
- Content selection 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: WHY DID BLACK SOUTH AFRICAN STUDENTS PROTEST IN 1976?**

1.1

1.1.1 *[Extraction of evidence from Source 1A - L1]*

- 'African National Congress (ANC)'
- 'Pan Africanist Congress (PAC)' (2 x 1) (2)

1.1.2 *[Definition of a historical concept from Source 1A - L1]***Black Consciousness was a philosophy/ideology that:**

- Promoted self-confidence/assertiveness
- Encouraged black pride/to be proud of being black
- Inspired black South Africans to be independent and self-reliant
- Encouraged equality, justice, pride and unity
- Emphasised mental emancipation from white subservience
- Any other relevant response (any 1 x 2) (2)

1.1.3 *[Extraction of evidence from Source 1A - L1]*

- 'the current education system was Euro-centric (based on European values, customs and traditions)
- 'Undermined (weakened) the African achievement' (2 x 1) (2)

1.1.4 *[Interpretation of evidence in Source 1A – L2]*

- To maintain control and authority over black South Africans
- To use education to ensure that black South Africans remain in servitude to white minority rule/ cheap labour market
- To use language as a form of indoctrination in an effort to maintain white superiority
- To ensure that black South Africans would not become critical thinkers
- Any other relevant response (any 2 x 2) (4)

1.2

1.2.1 *[Interpretation of evidence in Source 1B – L2]*

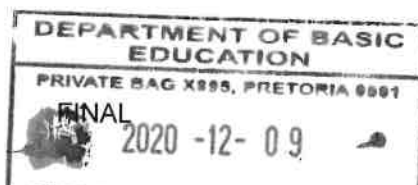
- To inform the public that students from Phefeni Junior Secondary School were engaged in a march against the imposition of Afrikaans as medium of instruction/ It was newsworthy
- To indicate that students from Phefeni Junior Secondary School were protesting/to indicate that there was a determined opposition to Afrikaans as a medium of instruction
- To inform the public about the violent nature of the strike at Phefeni Junior Secondary School
- To expose the apartheid government internationally
- Any other relevant response (any 1 x 2) (2)

1.2.2 *[Extraction of evidence from Source 1B – L1]*

- '... seized a tape recorder from the vice-principal, Mr Nhlapo and threatening to beat him up'
- '... they began stoning the principal's office and classrooms ...'
- 'They threatened the headmaster and threw out Afrikaans textbooks'

(any 2 x 1) (2)

Please turn over



1.2.3 *[Determining the usefulness of Source 1B – L3]***The source is USEFUL because:**

- It gives insight into why the students at Phefeni Junior Secondary School embarked on violent protest action
- It gives first-hand information about how the events unfolded at Phefeni Junior Secondary School
- It gives information how the students at Phefeni Junior Secondary School responded to the introduction of Afrikaans as a medium of instruction
- It gives information that students of Phefeni Junior Secondary School were united/determined in their protest action
- It indicates that there were sustained protests at Phefeni Junior Secondary School
- It gives the names of the people involved, the dates and other events leading to the Soweto Uprising
- Any other relevant response

(any 2 x 2) (4)

1.3

1.3.1 *[Interpretation of evidence in Source 1C – L2]*

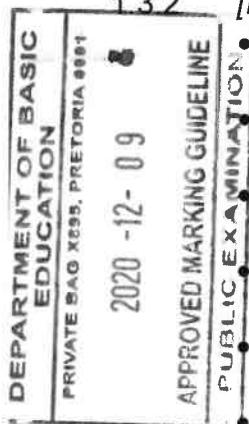
- It shows the students were smiling/happy as they embarked on the march to protest against Afrikaans as a medium of instruction at schools in Soweto
- The photograph shows students were very disciplined and orderly while embarking on the march
- Any other relevant response

(any 1 x 2) (2)

1.3.2 *[Interpretation of evidence in Source 1C – L2]*

- The students marched against the imposition of Afrikaans as a medium of instruction
- The students embarked on protest action to challenge Bantu education/the authorities
- The students felt that learning the Afrikaans language will make them subservient to white South Africans
- The students could not understand the Afrikaans language hence they were failing their examinations
- The students embarked on a protest against the socio-economic conditions of black South Africans
- Any other relevant response

(any 2 x 2) (4)



1.4

1.4.1 *[Interpretation of evidence in Source 1D – L2]*

- The police wanted to keep the totals to a minimum (23 killed) so that they would not look bad/merciless
- The official figures by the police showed that they wanted to cover up their role in the killing of students in the Soweto Uprising
- The police wanted to keep figures low so that they would avoid international embarrassment
- The unofficial figures would spark more violence
- The unofficial figures would expose police brutality
- Any other relevant response

(any 2 x 2) (4)

1.4.2 *[Extraction of evidence from Source 1D – L1]*

- 'The students turned the march into a violent uprising'
- 'Overturning cars'
- 'Burning vehicles'
- 'Burning buildings'
- 'Burning symbols of the apartheid regime'

(any 4 x 1) (4)

1.4.3 *[Extraction of evidence from Source 1D – L1]*

- 'The police were not ready for a march on that scale'
- 'The spread of unrest and mass uprising was not anticipated (expected) by the apartheid regime ...'
- 'They under-estimated the level of discontent (unhappiness)'

(any 1 x 2) (2)

1.4.4 *[Interpretation of evidence in Source 1D – L2]*

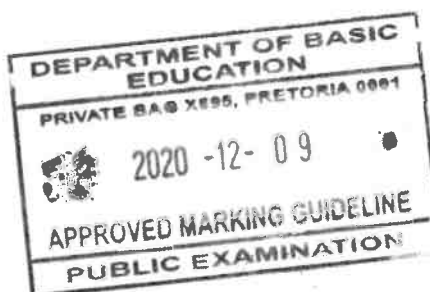
- The Soweto Uprising challenged the apartheid regime to address the inequalities of the past/ they were forced to re-think its policies
- The Soweto Uprising was a turning point because young students were prepared to challenge the might of the apartheid state
- The apartheid regime was caught off guard/did not expect the mobilisation of learners/underestimated the march
- Internationally South Africa gained a negative reputation which affected its economy directly
- The Soweto Uprising renewed the liberation struggle in South Africa
- Many international companies responded by imposing sanctions and disinvestments on South Africa
- Any other relevant response

(any 2 x 2) (4)

1.5 *[Comparison of evidence in Sources 1C and 1D - L3]*

- Source 1C shows students protesting peacefully against the implementation of Afrikaans as a medium of instruction while Source 1D states students reacted violently during the march after the police attacked them
- Source 1C does not show police presence during the march while Source 1D states that the police opened fire on students, killing approximately 200
- Source 1C shows how the students challenged the apartheid regime to change the language policy whereas in Source 1D the apartheid regime failed to review the unfair discriminatory policies of the Bantu Education Act
- Source 1C shows students protesting while Source 1D indicates the response of the police
- Any other relevant response

(any 2 x 2) (4)



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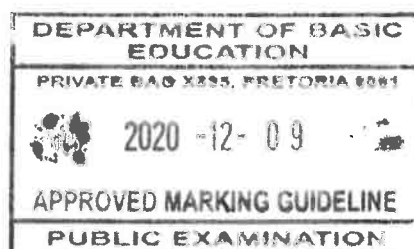
1.6 *[Interpretation, evaluation and synthesis from relevant sources – L3]*

Candidates could include the following aspects in their response:

- The philosophy of Black Consciousness (BC) boosted the self-esteem of Black South African students (Source 1A)
- SASO and SASM played a major role in conscientising black South African students to stand up for their rights (Source 1A)
- The students challenged the system of Bantu education which was based on European values, customs and traditions (Source 1A)
- The students challenged the language policy of the apartheid government (own knowledge)
- Black South African students wanted to unite and challenge the apartheid regime (own knowledge)
- The teachers did not understand Afrikaans as a medium of instruction yet they were expected to teach in the same language (own knowledge)
- *The World* newspaper highlighted the students' dissatisfaction regarding the imposition of Afrikaans as a medium of instruction (Source 1B)
- The photograph shows students demanding 'Afrikaans must be abolished' (Source 1C)
- 15 000 to 20 000 black South African students protested against the implementation of Afrikaans as a medium of instruction (Source 1D)
- The Soweto Uprising exposed the brutality of the apartheid regime to the rest of the world and cast South Africa in a negative light (own knowledge)
- 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 why black South African students protested in 1976. • Uses evidence partially 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 on the topic e.g. shows some understanding of why black South African students protested in 1976. • 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 why black South African students protested in 1976. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8



(8)
[50]

QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE MURDER OF POLITICAL ACTIVISTS SUCH AS THE CRADOCK FOUR?

2.1

2.1.1 *[Extraction of evidence from Source 2A - L1]*

- 'To create an institution for the restoration of the justice that had been denied to many victims who were killed during apartheid rule'
- 'Establishing a restorative rather than retributive justice'
- 'To bring closure to the many victims and their families'

(any 1 x 2)

(2)

2.1.2 *[Interpretation of evidence in Source 2A – L2]*

- The TRC aimed at bringing about healing between the victim and the perpetrator/to restore dignity
- Healing between the victim and the perpetrator could lead to forgiveness and hence reconciliation
- The TRC wanted to build a new South Africa based on forgiveness rather than hatred/to avoid revenge
- Any other relevant response

(any 2 x 2)

(4)

2.1.3 *[Definition of a historical concept in Source 2A – L1]*

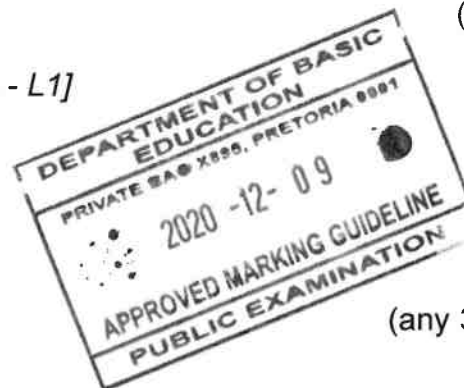
- The granting of official pardon for people that committed politically related/motivated crimes
- Any other relevant response

(1 x 2)

(2)

2.1.4 *[Extraction of evidence from Source 2A - L1]*

- 'Johan van Zyl'
- 'Eric Taylor'
- 'Gerhardus Lotz'
- 'Nicholas van Rensburg'
- 'Harold Snyman'
- 'Hermanus du Plessis'



(any 3 x 1)

(3)

2.2

2.2.1 *[Interpretation of evidence in Source 2B – L2]*

- To invite both perpetrators and victims to appear before the TRC and testify about human rights abuses
- To inform the public about the crimes that were committed during apartheid
- To encourage people to speak the truth about their involvement in political killing
- To inform the public that there were TRC hearings taking place throughout the country
- To highlight the purpose of the TRC - truth telling and reconciliation
- Any other relevant response

(any 2 x 2)

(4)

2.2.2 *[Extraction of evidence from Source 2B - L1]*

- 'Murder'
- 'Abduction'
- 'Torture'

(any 2 x 1)

(2)

2.2.3 *[Interpretation of evidence in Source 2B – L2]***The TRC encouraged:**

- Perpetrators to tell the truth/full disclosure
- Apartheid agents/Security police to come forward and tell victims about the whereabouts of their loved ones
- Healing and reconciliation
- Any other relevant response

(any 2 x 2) (4)

2.3

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

- 'Mr Goniwe'
- 'Mr Mhlauli'

(2 x 1) (2)

2.3.2 *[Interpretation of evidence in Source 2C – L2]*

- He wanted to cover up the crime he had committed
- He did not want to leave any evidence behind regarding the killing of political activists
- To discourage political activists from getting involved in political activities against the apartheid regime
- Any other relevant response

(any 2 x 2) (4)

2.3.3 *[Determining the usefulness of Source 2C – L3]***The source is USEFUL because:**

- It highlights the surveillance that the security policemen used regarding the Cradock Four
- It gives the names of the security policemen who were involved in the surveillance
- It focuses on how the security policemen dealt with Mr Goniwe and Mr Mhlauli
- It states how Mr Goniwe and Mr Mhlauli were murdered
- It gives new insights (testimony) into how the security police killed the Cradock Four
- Any other relevant response

(any 2 x 2) (4)

2.4

2.4.1 *[Extraction of evidence from Source 2D - L1]*

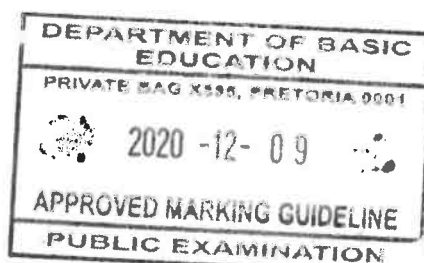
- '...security policemen have been refused amnesty'

(1 x 1) (1)

2.4.2 *[Extraction of evidence from Source 2D - L1]*

- 'the men never made a full disclosure regarding the killings'
- 'The commission could therefore not find a relationship between the act and political motives'

(2 x 1) (2)



2.4.3 *[Interpretation of evidence in Source 2D – L2]*

- Goniwe's brother and his family could now find closure regarding the murder of Mathew Goniwe and other political activists
- The TRC was an independent body that was devoid of political interference and therefore made a correct decision by not granting amnesty to the perpetrators responsible for the murder of the Cradock Four
- Goniwe's brother felt that justice was served
- Any other relevant response

(any 2 x 2) (4)

2.5 *[Comparison of evidence in Sources 2B and 2D - L3]*

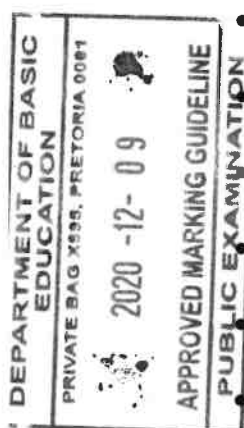
- Both Sources 2B and 2D mention the crimes that were committed (murder, abduction and torture) during interrogation
- Source 2B outlines the brutal crimes (murder, abduction, torture) that the apartheid police committed against political activists and Source 2D demonstrates how the security policemen dealt with political activists (interrogation)
- In Source 2B perpetrators were invited to appear before the TRC to explain how they interrogated political activists and Source 2D indicates the role that the security policemen played in the interrogation and killing of political activists
- Any other relevant response

(any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- The TRC was established to ensure the goals, facilitation of rehabilitation and restoration of the human and civil dignity of victims of gross human rights violations (Source 2A)
- The TRC aimed to achieve restorative justice instead of retributive justice (Source 2A)
- The TRC aimed at bringing closure to the families of victims if perpetrators made full disclosure of the truth (Source 2A)
- The TRC created a platform for victims and perpetrators to tell their stories about human rights abuses (own knowledge)
- During the TRC hearings some of the truth surfaced such as how the Cradock Four were killed (own knowledge)
- In some cases, perpetrators sought forgiveness and provided families with answers (own knowledge)
- The TRC used posters to invite both perpetrators and victims to appear before the TRC and testify about human rights abuses (Source 2B)
- At the TRC hearings perpetrators were questioned by the state lawyers about how political activists were abducted and killed (Source 2C)
- The security policemen who were responsible for the murder of the Cradock Four were refused amnesty (Source 2D)
- 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 in explaining how the TRC dealt with the murder of political activists such as the Cradock Four. • Uses evidence partially 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 on the topic e.g. shows some understanding in explaining how the TRC dealt with the murder of political activists such as the Cradock Four. • 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 in explaining how the TRC dealt with the murder of political activists such as the Cradock Four. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)
[50]



QUESTION 3: WHAT IMPACT DID GLOBALISATION HAVE ON SOUTH AFRICA?

3.1

3.1.1 *[Definition of a historical concept in Source 3A - L1]*

- Globalisation 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
- Globalisation describes the way in which people, ideas and goods move around the world more quickly and cheaply than before
- Any other relevant response

(any 1 x 2) (2)

3.1.2 *[Extraction of evidence from Source 3A – L1]*

- 'Environment'
- 'Culture'
- 'Political systems'
- 'Economic development and prosperity'
- 'Human physical well-being in societies'

(any 2 x 1) (2)

3.1.3 *[Extraction of evidence from Source 3A – L1]*

- 'Increased cross border trade'
- 'Increased investment and migration'
- 'Foreign investment doubled'

(3 x 1) (3)

3.1.4 *[Interpretation of evidence in Source 3A - L2]*

- Communication technology such as the internet has allowed people all over the world to be in contact instantly
- Communication such as the internet has allowed people throughout the world to be in contact with each other at all times
- Travel between countries has become cheaper and faster
- The transfer of money and trade is available 24/7 because of innovative technology
- Any other relevant response

(any 2 x 2) (4)

3.2

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

- 'Richer'
- 'Prosperous'
- 'Modern'

(any 2 x 1) (2)

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

- 'To change their comparative advantages'
- 'To move up the value chain'

(2 x 1) (2)



3.2.3 *[Interpretation of evidence in Source 3B - L2]*

- The owners of the means of production wanted to maximise their profits
- Employers justified the employment of low-skilled workers by paying them poor wages
- Workers are in competition for low-skilled jobs and this enables employers to keep their wages low
- Jobs do not require specialisation therefore employers can afford to keep wages low
- Any other relevant response

(any 2 x 2) (4)

3.3

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

- 'Globalisation is one driver of higher inequality in countries such as South Africa'

(1 x 1) (1)

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

- 'The issue of inequality must be at the forefront of policies'
- 'New forms of social safety nets'
- 'Economic inclusion should be created'

(any 2 x 1) (2)

3.3.3 *[Interpretation of evidence in Source 3C - L2]*

- The gap between wages of low-skilled and skilled workers was huge
- Wage increases between low-skilled and skilled workers was unequal
- Skilled workers normally had better benefits than low-skilled workers
- Low-skilled workers tend to be more vulnerable to unemployment than skilled workers
- The rich were able to use technology to increase their profits and that enriched them more than low skilled workers
- Any other relevant response

(any 2 x 2) (4)

3.3.4 *[Ascertaining the usefulness of Source 3C – L3]***The source is USEFUL because:**

- Gordhan states in his speech that globalisation contributed to higher levels of inequality in South Africa
- Gordhan suggested that government needed to formalise policies to address inequality in the job market
- Globalisation has contributed to the widening gap between winners (rich) and losers (poor)
- It states that economic transformation that was supposed to benefit the majority only benefitted the minority
- Any other relevant response

(any 2 x 2) (4)

3.4

3.4.1 *[Interpretation of evidence in Source 3D – L3]*

- The cartoon shows that globalisation was responsible for the widening of the gap between the rich and poor
- The cartoon shows the 'Haves' are in the minority in relation to the 'Have-Nots' who are in the majority
- The cartoon shows that globalisation perpetuates inequality
- The cartoon depicts that globalisation has enriched the 'haves' at the expense of the 'have nots'
- Any other relevant response

(any 2 x 2)

(4)

3.4.2 *[Interpretation of evidence from Source 3D - L2]*

- (Haves) People that own the means of production/'the rich'/developed countries
- (Have nots) People who are poverty stricken (poor) like the unemployed, and destitute/developing countries
- Any other relevant response (2 x 2) (4)

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

- Both Sources 3C and 3D show that globalisation has contributed to inequality in South Africa
- Both Sources 3C and 3D show that globalisation was responsible for the creation of 'losers' (poor) and 'winners' (rich)
- Both Sources 3C and 3D show that globalisation benefitted the minority (rich) and not the majority (poor)
- Both Sources 3C and 3D show that globalisation created the 'HAVES' (RICH) and the 'HAVE' NOTS' (POOR)
- Any other relevant response (any 2 x 2) (4)

3.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources - L3]*

Candidates could include the following aspects in their response:

Globalisation impacted on South Africa in the following:

- Increased trade, investment and migration (Source 3A)
- Contributed to advances in Information Technology (IT) which has in turn changed the lives of people (Source 3A)
- Raised incomes and living standards of the poor (Source 3B)
- Contributed to the wages of low-skilled workers being kept low (own knowledge)
- Resulted in increased inequality (Source 3C)
- Contributed to a large number of people becoming unemployed (own knowledge)
- By enriching a minority and contributing to the impoverishment of the majority (Source 3D)
- Contributed to the widening of the gap between the rich and the poor (Source 3D)
- Resulted in the 'haves' becoming richer while the 'have nots' becoming poorer (Source 3D)
- Resulted in high levels of unemployment, poverty and social challenges (own knowledge)
- 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 the impact that globalisation had on South Africa. • Uses evidence partially 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 on the topic e.g. shows some understanding of the impact that globalisation had on South Africa. • 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 that globalisation had on South Africa. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)
[50]



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 that it was intense pressure from various anti-apartheid organisations that led to the eventual collapse of the apartheid regime in the 1980s.

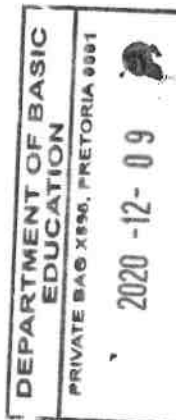
MAIN ASPECTS

- **Introduction:** Candidates need to take a stance whether they agree or disagree that it was intense pressure from various anti-apartheid organisations that led to the eventual collapse of the apartheid regime in the 1980s. They need to demonstrate how they intend answering the question.

In agreeing with the statement candidates could include the following aspects in their essay:

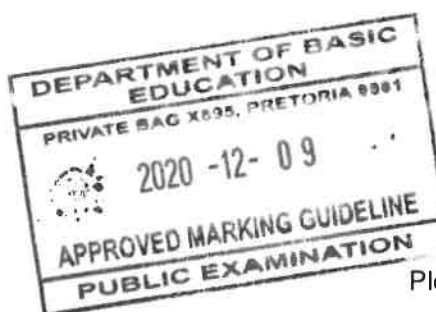
ELABORATION

- Reasons for the intense pressure from the Anti-Apartheid Movement (AAM) in the 1970s and 1980s in response to PW Botha's reforms in South Africa (Brief background)
- In the 1980s the International Defence and Aid Fund (IDAF) funded state of emergency detentions/smuggled R200 million into South Africa/created a network of donors who funded the release of political prisoners/From January 1985 IDAF funded 16 551 legal matters (e.g. detentions, common law prosecutions of street activists)
- **Sport Boycotts:** In 1981 New Zealand protested against the 'racist' Springbok tour/South African Council of Sport (SACOS) established political links with the UDF and COSATU/slogan 'No normal sport in an abnormal society'/By the late 1980s SA was banned from 90% of world sport
- **Cultural Boycotts:** International artists – non-segregated audiences only/Artists against Apartheid formed in Britain by Dali Tambo and Jerry Dammers/The British Actors' Union Equity forbid the use of television programmes in SA involving its members/1985 USA 'Artists United against Apartheid'/refused to perform in South Africa and raised money for liberation movements/1986 Freedom Festival in London audience of 250 000 attended/musicians expressed their solidarity with people in SA/speakers from ANC, SWAPO and British Anti-Apartheid Movement addressed the crowd
- **Academic Boycotts:** Scholars refused to travel to South Africa/Publishers refused to publish SA manuscripts/No collaboration of scholars/Publishers abroad refused to grant access to information/International conferences barred South African participation/Institutions abroad denied SA academic access/overseas institutions
- **Consumer Boycotts:** SA experienced a recession in the 1980s/Anti-apartheid groups encouraged the public to boycott SA products/Irish workers refused to handle fruit from SA/Imports of raw materials such as coal, iron, steel from South Africa were banned



- **Disinvestments:** This was a consequence as a result of the Soweto Uprising and the death of Steve Biko/Sweden was the first country to disinvest in SA/By 1984 foreign investments in South Africa dropped by 30%/By 1980 Britain already disinvested from the Simon's Town Naval Dockyard/General Motors and Barclays Bank pulled out of SA/In the 1980s SAs economy struggled as investors left the country/The rand was devalued/The effects of AAM actions began to show results/Between 1985 and 1990 over 200 US companies pulled out of SA/University of California withdrew investments of three billion dollars from SA
- **Sanctions:** In the 1980s the Sullivan Principle (which implied that workers of all USA companies should be treated equally) formed the basis for the disinvestment campaign in South Africa in the 1980s/Student protests in 1980s sparked withdrawal of the USA trading companies/1982 United Nations (UN) condemned apartheid and called for total sanctions against SA
 - In 1985 Chase Manhattan Bank cut ties with SA/Johannesburg Stock Exchange (JSE) closed for 4 days. The value of the rand dropped by 35% from 54 to 34 cents to the dollar/In 1985 the European Economic Community banned new investments in SA
 - In 1986 the US Congress passed a law that banned all new investments and loans in SA/Big corporations such as General Electric, Pepsi Cola, General Motors, Mobil and IBM stopped doing business in SA/USA threatened to stop the sale of weapons to SA/In 1986 Anti-Apartheid Law of USA led to some European countries and Japan to introduce sanctions against SA/International banks lost confidence in SA's economy
 - In 1987 Israel voted not to extend its existing defence contracts with SA/In 1988 one-fifth of British and 184 American companies withdrew from SA because of pressure from its shareholders/Barclays Bank sold their shares due to pressure from the British public/The SA economy declined substantially and grew at a mere 1,1% per annum
 - Britain stopped selling arms to South Africa
 - Ireland stopped buying coal from South Africa
- **The Role of International Trade Unions:** The AAM imposed a trade ban on SA/ Irish Congress of Trade Unions opposed apartheid regime in SA
- Political and financial crisis in SA continued/Western nations applied enormous pressure on SA to end apartheid/The apartheid regime had no choice but to start negotiations with anti-apartheid organisations in earnest
- **Release Mandela Campaign** Wembley Stadium/United Nations/UN Security Council and UN General Assembly called for the release of Nelson Mandela
- **The role of Front Line States** in providing bases for training of freedom fighters; it condemned South Africa's apartheid policies at the United Nations (UN)
- Any other relevant response
- Conclusion: Candidates should sum up their argument with a relevant conclusion.

If candidates disagree with the statement they must support their line of argument with relevant evidence [50]



QUESTION 5: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST

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

SYNOPSIS

Candidates need to critically discuss how the process of negotiations among various political parties played a significant role in the establishment of a democratic South Africa in 1994.

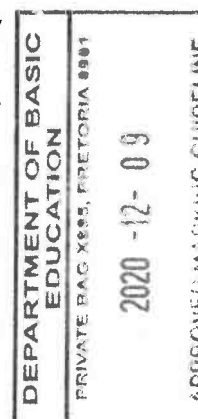
MAIN ASPECTS

Candidates could include the following aspects in their essays:

- Introduction: Candidates need to critically discuss the statement and indicate how they intend answering the question.

ELABORATION

- De Klerk takes over the leadership of the National Party in 1989 (brief background)
- De Klerk delivers a ground-breaking speech in parliament, 2 February 1990
- Political and civic organisations such as the ANC and SACP were unbanned
- De Klerk's decides to release Nelson Mandela from prison on 11 February 1990, paving the way for negotiations
- NP and ANC delegation led by FW De Klerk and Nelson Mandela on 2 May 1990 - Groote Schuur Minute signed
- ANC agreed to suspend the armed struggle on 6 August 1990 - Pretoria Minute signed
- Nineteen (19) political parties consisting of 300 delegates met at the World Trade Centre - CODESA 1
- Role of political parties in resolving incidents of violence that erupted on the Witwatersrand and Natal
- Whites-only referendum and its role
- Various political parties failed to agree on a new constitution-making body and interim government - failure of CODESA 2
- Role of various political parties in the Boipatong massacre (17 June 1992) and its consequences
- Bhisno massacre (7 September 1992) derailed the process of negotiations Among political parties
- Record of Understanding signed on 26 September 1992 between Roelf Meyer (NP) and Cyril Ramaphosa (ANC) – impact on the process of negotiations
- The assassination of Chris Hani (10 April 1993) and the role played by Nelson Mandela in calming the nation
- Multiparty Negotiating Forum was established - played a significant role in the process of negotiations
- The Sunset Clause as proposed by Joe Slovo broke the negotiations deadlock
- Various political parties agreed on the date for South Africa's first democratic election – 27 April 1994
- ANC won 1994 elections and Nelson Mandela became the first black South African President
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.



QUESTION 6: THE END OF THE COLD WAR AND A NEW WORLD ORDER: THE EVENTS OF 1989

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

SYNOPSIS

Candidates need to explain to what extent the collapse of the Soviet Union in 1989 contributed to the political changes that occurred in South Africa. They need to take a stance and support their line of argument with relevant evidence.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

- Introduction: Candidates need to indicate to what extent the collapse of the Soviet Union in 1989 contributed to the political changes that occurred in South Africa.

ELABORATION

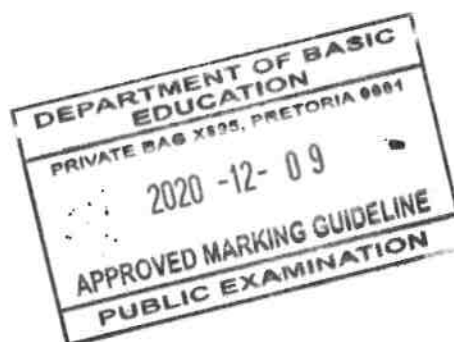
- Disintegration of the Soviet Union by the end of 1989 (Glasnost and Perestroika)
- The fall of the Berlin Wall and its impact
- Communism was no longer regarded as a global threat
- Changes in the Soviet Union contributed to the end of apartheid
- The collapse of the Soviet Union had a political impact on both the ANC and National Party
- The ANC could not depend on the USSR to support it economically or military any more
- Gorbachev was also in favour of a peaceful transition of power in South Africa
- The disintegration of the Soviet Union meant that the National Party government had to change its views regarding the African National Congress
- The fall of communism and the Battle at Cuito Cuanavale had a major impact on the South African government's stance not to 'talk to communist'
- The South African government decided to withdraw from Angola and negotiate a settlement over Namibia
- The peaceful transfer of majority rule in Namibia encouraged both the ANC and South African government to talk
- The National Party's claim that it was acting as a 'bulwark' against communist expansion in Southern Africa became unrealistic
- Western world powers supported the move that South Africa resolved its problems peacefully and democratically
- It became clear that the National Party could no longer maintain white supremacy rule in South Africa anymore
- Influential National Party members started to realise that apartheid was not the answer to the needs of white capitalist development
- There was no doubt that the continued repression of black South Africans would not ensure political stability
- PW Botha suffered a stroke and was succeeded by FW de Klerk
- FW de Klerk started to accept that the black South African struggle against apartheid was not a conspiracy directed from Moscow

DEPARTMENT OF BASIC
EDUCATION
PRIVATE BAG 4855, PRETORIA 0001

- On 2 February 1990 De Klerk announced 'a new and just constitutional dispensation'
- This enabled De Klerk to engage in discussions with the liberation organisations
- The release of Nelson Mandela on 11 February and its impact
- Any other relevant response

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

TOTAL: 150



A handwritten signature in black ink, consisting of stylized, overlapping loops and strokes.

