



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600
REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

2022 NSC CHIEF MARKER'S REPORT

SUBJECT	HISTORY		
QUESTION PAPER	1	2 ×	3
DURATION OF QUESTION PAPER	3 HRS		
PROVINCE	EASTERN CAPE		
DATES OF MARKING	7 DEC 2022 – 22 DEC 2022		

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

The learners performed well in the paper, showing a determination to pass.

A majority of

the learners answered TWO essays and ONE source-based question and this put them on a better position to pass. In the essays the learners scored good marks because they were able to take a stance and maintain the line of argument in the essay. In the source-based questions few learners achieved very good marks. Question TWO was the most popular question but learners scored poorly in this question because of the different way in which it was asked. Candidates who answered TWO source-based question and ONE essay scored less marks. The majority of learners scored good marks in the paragraph questions because they were straight forward. High order level 2 and level 3 questions were a challenge to the learners. The overall performance in the paper has improved and the failure rate has decreased compared to 2021. The distribution of levels is also satisfactory because there is an increase in the number of Level 7s.

SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

The performance rate for this question was poor. This is based on the moderated scripts and 100 sampled scripts. The highest score is 40, and the lowest is 1 in the question. Of the 40 learners that answered the question, the mark that occurred the most was, 16, with 19 being the average. The Standard deviation was 7.8, meaning the marks obtained in the question were mostly around 19, which is the average. This data shows that learners did not achieve the best marks in the question.

Level 2 and level 3 questions still posed a challenge to the learners. There was a slight Improvement in paragraph writing. There were also marks lost in level 1 questions with poor. Use of the skill of extraction.

(b) Why was the question was poorly answered? Also, provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Teachers put more emphasis on the UDF when teaching the Crisis of Apartheid: Internal Resistance, and so some learners were not familiar with the Mass Democratic Movement which was the focus of this year's paper.

Question 1.1.3 "comment on the implications of the statement "seemed to be difficult to learners because they are used to responding to Comment on the meaning of the statement". The question was straight forward though and the learners managed to score decent marks in the question.

Question 1 was number 2 as far as popularity is concerned but the limited number that responded to the question managed to pass it. More learners attempted to write the paragraph. It was not difficult for the learners to explain how MDM challenged segregatory laws. The comparison of source 1A and source 1B was not very challenging and many learners managed to score at least half the marks in the question.

(c) Provide suggestions for improvement in relation to Teaching and Learning

The point of departure should be a clear mediation of ATPs by the Subject Advisors to the Teachers. The ATPs show the exact content to be covered under each theme and this will prevent under teaching in certain topics. The foundation for effective teaching is the correct Use of the CAPS document in conjunction with the ATP, Exam guidelines and the Program of Assessment. The thorough use of past papers for revision gives the learners an insight into different examining approaches. When learners are given question papers areas that need attention should be discussed and pointed out to them. This exercise can be done effectively during the intervention programs whilst teachers would be covering the syllabus during the normal classes. This section is assessed as a source base question so it is very important for teachers to incorporate sources when teaching the section. Giving information only to the learners, does not give them an idea of how the section can be assessed in the Exams.

The topic must be taught in the context of the Theme so that the learners can see the relationship and able to answer questions based on that relationship. For instance, when the learners are taught MDM in the context of internal resistance against apartheid, they will understand that the protests were against Apartheid /segregation laws. This broadens the learner's understanding and makes it easier to explain, comment on and evaluate evidence.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

The skill of extraction though rated as Level 1 easy skill; it needs to be given attention. The learners who are struggling to pass need to have this skill polished as they depend mostly on it to pass. Learners make mistakes in where for instance the question is 'quote a statement from the source" and a learner quotes a word. Explaining messages conveyed in a Visual source is a Level 2 question, not a level extraction question. In question 1.2.1 learners just wrote the messages on the placards e.g., Apartheid health kills and did not explain the message conveyed by that writing. Most learners attempted to write the paragraph unlike other years where learners did not attempt to write the paragraph. It was not very difficult for them to explain how MDM challenged segregatory laws.

QUESTION 2

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Question 2 was the favourite question, with 83 out of the 100 sampled answering the question.

The marks for this question were average to poor. The lowest mark was 6 and the highest mark 46. The average was 21 and the standard deviation at 9 indicated that most scores were close to 21. The marks that occurred the most was 22. Level 2 and level 3 questions e.g., Limitations of a source were a challenge. Paragraph writing improved a bit but level 1 Definition of concepts and correct extraction were a concern. This information indicates that question 2 was poorly answered by many learners.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

The way in which Question 2 was asked is different from the way it is usually asked. In the past the question focused on the case studies of the victims in the TRC but this year the focus was on the role played by Archbishop Desmond Tutu as the chairperson of the TRC. This change disorientated learners and led to them losing marks. Most learners were unable to comment on the limitations of source 2B. Some learners could not explain the messages conveyed in Source 2B; they just rewrote the statement in the cartoon. Some learners did not understand the meaning of Redress and so they were unable to explain the term in the context of what the government wanted to achieve through the TRC. In Question 2.5 most learners were able to achieve half of the marks. Learners who attempted the paragraph question managed to score marks because the question was straight forward.

(c) Provide suggestions for improvement in relation to Teaching and Learning

The point of departure should be a clear mediation of ATPs by the Subject Advisors to the Teachers. The ATPs show the exact content to be covered under each theme and this will prevent under teaching in certain topics. The foundation for effective teaching is the correct use of the CAPS document in conjunction with the ATP, Exam guidelines and the Program of Assessment. The thorough use of past papers for revision gives the learners an insight into different examining approaches. When learners are given question papers, areas that need attention should be discussed and pointed out to them. This exercise can be done effectively during the intervention programs whilst teachers would be covering the syllabus during the normal classes. This section is assessed as a source base question so it is very important for teachers to incorporate sources when teaching the section. Giving information only to the learners does not give them an idea of how the section can be assessed in the Exams.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Learners are failing to extract evidence from the sources, for instance Question 2.1.1 asked the Act that brought the TRC into being and some candidates wrote Promotion of National unity and left out "and Reconciliation"

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 attempted this question. The few that did, scored very low marks in Question 9 out of 100 learners sampled answered question 3. The highest mark was 21 and the Lowest 0. The average was 11 and with the standard deviation at 5, it means the majority of the learners failed the question. The score that occurred the most was 13. This means the question was the worst of the THREE source-based questions as far as performance is concerned.

Level 2 and level 3 questions and the Geography inclination focus of the question were a Challenge for the learners. Paragraph writing was also a challenge. All in all the performance of the learners was poor in this question.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

The topic of globalization is a very broad topic that has different areas in which the paper can focus. This year the focus was on the commitments of the Brics countries to global climate change issues between 2000 and 2021. The learners who are not doing Geography as a subject were at a disadvantage as the questions were more aligned to Geographical Issues and terms. It was very difficult for the learners to comment on the implication of the Statement in Question 3.3.2. Few learners managed to score marks on the comparison of Sources in question 3.5. Learners responded poorly to the paragraph and scored very low marks.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Learners should be exposed to more information regarding the content under globalization.

A guide needs to be developed that will give direction on specific issues to be tackled under globalization to be kept for THREE years and then changed to focus on other areas.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Knowledge from other subjects assists in the study of globalization. Learners should be encouraged to be abreast with what is happening around the world today.

QUESTION 4

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Question 4 was the most popular Essay type question with 82 out of 100 answering the question. Learners were comfortable answering this question. Learners were able to take a stance and maintain a line of argument throughout the Essay. From the 100 sampled scripts the highest was 50 and the lowest 2. The mode was 46 and the average mark was 31.3. The indication was that the marks were spread out with standard deviation at 12.4. The score that occurred the most was 46. This question was well answered and it boosted the marks of most learners that answered it.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions

The learners that scored poorly in this Essay are those that had a content gap and were therefore, unable to answer the Question. The majority of learners that answered the question scored very good marks in the question. Learners that scored around 28/29 mostly had the content to a certain level but the presentation was weak, e.g., Introduction and conclusion poorly contextualized and no Line of argument.

(c) Provide suggestions for improvement in relation to Teaching and Learning

As this is a favorite Essay for the learners, the teachers need to make sure that enough content is provided in this topic. Different sources of information like videos and written sources should be provided to enhance the knowledge of the candidates. Essay writing skills should be given priority. Different aspects of the Essay like the introduction can be practiced as an informal task to polish the skill. Different questions on the topic should be used to practice and consolidate the knowledge 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.

The weakest area that needs attention is the Introduction and conclusion, learners should be taught or trained on how to take a stance and support it. When a point is introduced in a paragraph it must be explained. An exercise can be taken where 1 paragraph is taken, learners are asked to introduce a point and then the whole class, explain it, give examples and link it back to the Question. In this way all the learners will be able to use the peel approach.

QUESTION 5

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

The question was answered by 49 learners out of the 100 sampled script. The scores show an Improvement in performance compared to the past year. The question was well answered by many learners. The highest score in the sample was 50 and the lowest 6. The average was 33 and the standard deviation was 12, indicating that the marks were spread out from the average. The mode was 42. Most of the learners answered the question well. The learners were able to take a stance and sustain the line of argument throughout 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

The learners that scored poorly in this Essay are those that had a content gap and were therefore, unable to answer the Question. The majority of learners that answered the question scored very good marks in the question. Learners that scored around 28/29 mostly had the content to a certain level but the presentation was weak, e.g., Introduction and conclusion practice and consolidate the knowledge of the topic

(c) Provide suggestions for improvement in relation to Teaching and Learning

The increase in the number of learners answering the question is commendable because this topic focuses on South African history and therefore important to the learners. The teachers need to have many informal activities focusing on writing introduction and maintaining the Line of argument. The peel approach should be practiced in a very simple and practical way so that the learners get used to the approach. Learners are to be encouraged to explain the points after introducing them. This will help curb narrative essays.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Learners are confusing Codesa 1 and Codesa 2 when explaining what happened during these meetings. It is important that the learners indicate the resuming of negotiations after the failure of Codesa 2. This can be done by introducing the Record of understanding and the Sunset clause, learners must not just jump to elections. The different examples of questions on This topic will also assist the learners.

QUESTION 6

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Question 6 is gaining popularity each year, out of the 100 sampled scripts 35 answered this question. The question was well answered by the majority of learners. The highest mark scored was 50 and the lowest 3 in the question. The average mark was 33.8 with the standard deviation of 10.5. The mode was 42. Learners did well in this question and most of them scored good marks in 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

The way this question was set is different from the way it usually is. This year the question focused on how the policy changes led to disintegration of the Soviet Union and brought

positive results in South Africa. Some learners did not show how the changes led to the disintegration; they just discussed the positive results in S.A. Some learners had some content but could not sustain the line of argument.

(c) Provide suggestions for improvement in relation to Teaching and Learning

It is imperative that the teachers understand how the ATPs work and this can be assured through a thorough mediation thereof. Understanding the scope of a topic is very important so that when teaching, the teachers can touch on everything. This topic has limited information in textbooks and this necessitates that the teachers gather as much information

As possible and provide it to the learners. Other sources can also be used as a way of providing a clearer picture on topic.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

This is a very interesting topic and more and more learners are responding to the question.

With enough support the question provides a base for good marks.



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

**HISTORY P2
NOVEMBER 2022**

MARKS: 150

TIME: 3 hours

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



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 can 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 can be either a source-based question or an essay question.
5. You are advised to spend at least ONE hour per question.
6. When answering questions, candidates should apply their 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 to be used to answer these questions is contained in the ADDENDUM.

QUESTION 1: HOW DID THE MASS DEMOCRATIC MOVEMENT (MDM) CHALLENGE THE SEGREGATORY LAWS OF SOUTH AFRICA'S APARTHEID GOVERNMENT IN THE LATE 1980s?

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

- 1.1 Study Source 1A.
- 1.1.1 Which organisation, according to the source, was established as an anti-apartheid successor to the United Democratic Front (UDF) in 1988? (1 x 1) (1)
- 1.1.2 What, according to the UDF, was the Mass Democratic Movement (MDM) expected to achieve in the struggle against apartheid? Give TWO responses. (2 x 1) (2)
- 1.1.3 Comment on the implication of the statement, 'a condition for affiliation with the MDM was adherence to the provisions of the ANC's Freedom Charter', in the context of the struggle against apartheid. (2 x 2) (4)
- 1.1.4 Explain the term *civil disobedience* in the context of activities organised by the MDM in September 1989. (1 x 2) (2)
- 1.2 Consult Source 1B.
- 1.2.1 Explain the messages conveyed in the photograph regarding the MDM's 'Open Hospital' defiance campaign against segregation. (2 x 2) (4)
- 1.2.2 Comment on the racial composition of protestors that took part in this campaign. (1 x 2) (2)
- 1.3 Refer to Sources 1A and 1B. Explain how the information in Source 1A supports the evidence in Source 1B regarding the defiance campaigns organised by the MDM against segregatory laws in 1989. (2 x 2) (4)



- 1.4 Read Source 1C.
- 1.4.1 Why, according to the source, did Tutu and Boesak lead a peace march to Parliament on 13 September 1989? (1 x 1) (1)
- 1.4.2 Explain what Tutu meant with his expression, 'Fifteen is a massacre ... Even if we deal only with their figures, it is a scandal' in the context of police reaction against protestors. (2 x 2) (4)
- 1.4.3 Quote THREE reasons from the source why De Klerk allowed the peace march to proceed. (3 x 1) (3)
- 1.4.4 Why do you think the police kept a low profile during the peace march to the Cape Town City Hall on 13 September 1989? (1 x 2) (2)
- 1.4.5 Comment on the usefulness of this source to a researcher studying the events that took place during the peace march to the Cape Town City Hall on 13 September 1989. (2 x 2) (4)
- 1.5 Use Source 1D.
- 1.5.1 According to the source, state THREE ways in which the police dealt with the MDM leaders and protestors who contravened their restriction orders. (3 x 1) (3)
- 1.5.2 Define the term *defiance campaign* in your own words. (1 x 2) (2)
- 1.5.3 Quote evidence from the source which suggests that the US administration was against the clampdown on Tutu and his spouse by the apartheid government. (2 x 1) (2)
- 1.5.4 Why do you think Lieutenant Gregory Rockman commented that his colleagues had acted like 'wild dogs with a killer instinct'? (1 x 2) (2)
- 1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the MDM challenged the segregatory laws of South Africa's apartheid government in the 1980s. (8) [50]



QUESTION 2: WHAT CAN SOUTH AFRICANS LEARN FROM THE ROLE PLAYED BY ARCHBISHOP DESMOND TUTU, CHAIRPERSON OF THE TRUTH AND RECONCILIATION COMMISSION (TRC) FROM 1995 TO 1998?

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

2.1 Use Source 2A.

- 2.1.1 Which Act, according to the source, brought the Truth and Reconciliation Commission into being? (1 x 1) (1)
- 2.1.2 What, according to Tutu, should remain absolutely central to the concerns of South Africans in 'the work of our Commission' (TRC)? (1 x 2) (2)
- 2.1.3 Explain what Tutu meant by the statement, '... no matter on which side we stood. We all stand in need of healing', in the context of reconciliation and national unity'. (2 x 2) (4)

2.2 Study Source 2B.

- 2.2.1 Identify any FOUR political parties in the cartoon that attacked Tutu when he delivered the Truth and Reconciliation Commission's report to President Nelson Mandela on 29 October 1998. (4 x 1) (4)
- 2.2.2 Explain the messages conveyed in this cartoon regarding the final TRC report submitted to President Nelson Mandela on 29 October 1998. (2 x 2) (4)
- 2.2.3 Comment on the limitations of this source for a historian researching the submission of the final report of the Truth and Reconciliation Commission. (2 x 2) (4)

2.3 Read Source 2C.

- 2.3.1 Define the concept *perpetrator* in your own words. (1 x 2) (2)
- 2.3.2 Quote TWO pieces of evidence from the source to indicate that the NPA acted on the recommendations of the final TRC report. (2 x 1) (2)
- 2.3.3 Explain what Commissioner Ntsebeza meant by 'public declarations of fact would ... be the first step towards national unity', regarding the TRC hearings. (1 x 2) (2)



- 2.4 Consult Source 2D.
- 2.4.1 Quote any THREE statements made by Sisonke Msimang which paid tribute to Archbishop Tutu after he passed away on 26 December 2021. (3 x 1) (3)
- 2.4.2 Using the information in the source and your own knowledge, comment on the statement, 'the TRC was never given a full mandate to address the group effects of apartheid'. (2 x 2) (4)
- 2.4.3 Explain the term *redress* in the context of what the government wanted to achieve through the TRC. (1 x 2) (2)
- 2.4.4 What did Msimang imply by 'his (Tutu's) death reminds us of the unfinished business of the transition from apartheid to democracy'? (2 x 2) (4)
- 2.5 Refer to Sources 2C and 2D. Explain how the information in Source 2C supports the evidence in Source 2D regarding the work of the TRC. (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 what South Africans can learn from the role played by Archbishop Desmond Tutu, chairperson of the Truth and Reconciliation Commission (TRC) from 1995 to 1998. (8)
- [50]**



QUESTION 3: HOW COMMITTED HAVE DEVELOPING COUNTRIES OF BRICS BEEN TO GLOBAL CLIMATE CHANGE ISSUES BETWEEN 2000 AND 2021?

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

3.1 Refer to Source 3A.

- 3.1.1 Identify TWO roles that South Africa has to play as a signatory to the United Nations Framework Convention on Climate Change. (2 x 1) (2)
- 3.1.2 Define the concept *climate change* in your own words. (1 x 2) (2)
- 3.1.3 Give TWO responsibilities of the Kyoto Protocol, stated in the source. (2 x 1) (2)
- 3.1.4 State TWO activities in the source that were delegated to the Inter-Ministerial Committee on Climate Change in preparation for the hosting of the UNFCCC in May 2008. (2 x 1) (2)

3.2 Consult Source 3B.

- 3.2.1 According to the source, what amount of CO₂ emissions is produced by the following:
- (a) Richest 10 per cent of the world population (1 x 1) (1)
- (b) Poorest 50 per cent of the world population (1 x 1) (1)
- 3.2.2 Why do you think rich countries failed to honour their pledge to reduce their emission of greenhouse gases? (2 x 2) (4)
- 3.2.3 Comment on what Greta Thunberg meant by the statement, 'there is hope. I have seen it but it does not come from the governments or corporations. It comes from the people', in the context of dealing with challenges posed by climate change. (1 x 2) (2)
- 3.2.4 Explain the reliability of the source to a historian researching the climate change issues between 2000 and 2021. (2 x 2) (4)



- 3.3 Read Source 3C.
- 3.3.1 Give TWO concerns that the Indian Prime Minister, Shri Narendra Modi brought to the Paris Climate Summit. (2 x 1) (2)
- 3.3.2 Comment on the implication of the statement, 'for me the event in Paris was not a summit, it was a sentiment and a commitment', in the context of India's involvement in the Paris Climate Summit. (2 x 2) (4)
- 3.3.3 Explain the concept *developing countries* with reference to Brazil, India and South Africa. (1 x 2) (2)
- 3.3.4 Why, according to the source, did the whole world believe that India is the only big economy that has delivered in letter and in spirit on the Paris commitment? Give TWO responses. (2 x 1) (2)
- 3.4 Study Source 3D.
- 3.4.1 Explain why you think this photograph that appeared in *The Times* newspaper on 12 November 2021 was taken. (2 x 2) (4)
- 3.4.2 Using the information in the source and your own knowledge, comment on why Brazilians were concerned about the Amazon and Caatinga Forests. (2 x 2) (4)
- 3.5 Use Source 3B and Source 3D. Explain how the information in Source 3B supports the evidence in Source 3D regarding the implementation of the climate change agreements. (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 commitment of developing countries of BRICS to global climate change issues between 2000 and 2021. (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 philosophy of Black Consciousness successfully instilled blacks with pride and self-belief to start challenging apartheid South Africa in the 1970s.

Do you agree with this 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**

Explain to what extent compromises by different role players (political parties) remained a key feature that paved the way for a new political dispensation in South Africa in 1994.

Use relevant evidence to support your line of argument.

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

The policy changes by Mikhail Gorbachev in the Soviet Union from 1985 led to its disintegration in 1991, however, they also brought positive results for South African politics.

Critically discuss this statement. Support your line of argument with relevant historical evidence.

[50]**TOTAL: 150**



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

HISTORY P2

NOVEMBER 2022

ADDENDUM

This addendum consists of 14 pages.



* H I S T E 4 *



QUESTION 1: HOW DID THE MASS DEMOCRATIC MOVEMENT (MDM) CHALLENGE THE SEGREGATORY LAWS OF SOUTH AFRICA'S APARTHEID GOVERNMENT IN THE LATE 1980s?**SOURCE 1A**

The source below is an extract that outlines the formation of the Mass Democratic Movement (MDM) in South Africa in 1989 and how it challenged the apartheid government's racial legislation.

The Mass Democratic Movement (MDM) was the name of an informal coalition (alliance) of anti-apartheid groups during the 1970s and early 1980s. As a formal organisation, the MDM was established as an anti-apartheid successor to the United Democratic Front (UDF) after the 1988 emergency restrictions effectively banned the UDF and several other opposition groups. The UDF introduced the term 'Mass Democratic Movement (MDM)', and it said that the MDM should strengthen grassroots structures and bring in all those organisations on the periphery (sidelines), thus involving them in the struggle. Many previously excluded groups, including white groups and homeland groups, were invited to an Anti-Apartheid Conference organised by COSATU in September 1988. The government did not approve, and banned the conference.

Even after 1988, the MDM was a temporary loose coalition of anti-apartheid activists with no permanent constitution, no official membership rolls, no national or regional governing body, and no officeholders. Like the UDF, the MDM drew much of its support from the black community; a condition for affiliation with the MDM was adherence to the provisions of the ANC's Freedom Charter.

The MDM gained prominence (importance) in 1989, when it organised a campaign of civil disobedience in anticipation (hope) of national elections scheduled to take place in September of that year. Defying the state-of-emergency regulations in effect at the time, several hundred black protesters entered 'whites-only' hospitals and beaches. During that month, people of all races marched peacefully in several cities to protest against police brutality and repressive (brutal) legislation.

[From https://photius.com/countries/south_africa/government/south_africa_government_mass_democratic_move~2494.html.
Accessed on 30 April 2022.]



SOURCE 1B

The photograph (photographer unknown) below was taken at the 'whites-only' Addington Hospital in Durban on 2 August 1989. It highlights a protest against segregation as part of the Mass Democratic Movement's (MDM) 'Open Hospital' campaign.



[From <http://146.141.12.32/protest-about-segregation-in-hospitals-at-addington-hospital-in-durban>. Accessed on 31 March 2022.]

DESEGREGATE HOSPITALS

**NUSAS SUPPORTS
OPEN HOSPITALS**



SOURCE 1C

The source below is an extract from a book written by a historian, A Jeffery. It explains the events that took place during the peace march to the Cape Town City Hall that was organised by the Mass Democratic Movement (MDM) against police brutality on 13 September 1989.

In the aftermath (outcome) of the election, the MDM pledged (promised) to intensify the defiance campaign. Tutu and Boesak said they would lead a march on parliament when it reconvened (restarted) on 13 September 1989 to express outrage (anger) against police killings on election day. The day before the protest Tutu announced that the march would go to Cape Town's City Hall, rather than to parliament. He added that the march would be peaceful and disciplined, but stressed that there could be no question of the protest being abandoned (stopped). 'They have killed our people,' he said. It did not matter whether the death toll was 23, as he had first stated, or 15 as the police said. 'Fifteen is a massacre ... Even if we deal only with their figures, it is a scandal (shame).'

Encouraged by assurances from the Rev. Johan Heyns, moderator (negotiator) of the Dutch Reformed Church, that the march would be non-violent, De Klerk allowed it to proceed, saying: 'We cannot have a democracy without protest marches.' De Klerk added that there was no reason for people to give vent (outlet) to their political aspirations (ambitions) through disorderly protest or rioting. 'The door to a new South Africa is open. It is not necessary to batter (hit) it down,' he said.

The march passed peacefully and signalled the de facto (actual) unbanning of the ANC. ANC flags and banners were prominently flown.

Placards with ANC slogans were openly displayed, ANC freedom songs were sung, and ANC leaders were praised. Tutu and Boesak addressed the crowd from the balcony of the City Hall, which was adorned (decorated) with the flags of the ANC and the UDF. 'Walk Cape Town Open' the posters declared. The police kept a low profile and no action was taken to enforce the ban on the ANC or the restrictions on the UDF.

[From *PEOPLE'S WAR – NEW LIGHT ON THE STRUGGLE FOR SOUTH AFRICA* by A Jeffery]



SOURCE 1D

The source below is an extract from a book written by a historian, A Jeffery. It explains the reaction of the apartheid government towards the defiance campaigns organised by the Mass Democratic Movement (MDM) in 1989.

The police clamped (blocked) down, arresting or detaining some 30 MDM leaders as well as scores of people who had contravened (disobeyed) their restriction orders. Vlok (Minister of Police) said he was well aware that the aim of the defiance campaign was to compel the police to enforce laws providing for racial segregation and then draw negative publicity from this. However, the police were not acting to enforce apartheid laws. Rather, they were not prepared to tolerate civil disobedience activities which led to polarisation (division), confrontation, and violence. Tutu's wife was twice arrested during illegal protests, while both Boesak and Tutu were all taken into custody.

The clampdown drew sharp disapproval, the US (United States) administration registering deep concern over the arrest of Tutu and his spouse and urging the government to permit the peaceful expression of political dissent (opposition). In the UK (United Kingdom), television footage and newspaper coverage concentrated on the instances in which the police resorted to teargas, water cannons, sjamboks and mass arrests to break up demonstrations.

In the run-up to the poll, there were also a number of occasions when abuse by the police of their powers was abundantly clear. This was the case in Mitchell's Plain on 2 September, when police laid into protest marchers with batons and quirts (sjamboks), prompting one of their members, Lieutenant Gregory Rockman, to comment that his colleagues had acted like 'wild dogs with a killer instinct'. Said Tutu in response: 'Many people claim we are melodramatic (overemotional) and exaggerate when we say that ... it is almost always the police with their presence or their action who provoke (cause) violence. But now a police lieutenant has charged the police with brutality and has said what we have been saying all along.'

[From *PEOPLE'S WAR – NEW LIGHT ON THE STRUGGLE FOR SOUTH AFRICA* by A Jeffery]



QUESTION 2: WHAT CAN SOUTH AFRICANS LEARN FROM THE ROLE PLAYED BY ARCHBISHOP DESMOND TUTU, CHAIRPERSON OF THE TRUTH AND RECONCILIATION COMMISSION (TRC) FROM 1995 TO 1998?

SOURCE 2A

The extract below has been taken from Archbishop Desmond Tutu's acceptance speech at the first public gathering of the Truth and Reconciliation Commission (TRC) at the City Hall in East London in the Eastern Cape, on 16 December 1995.

Everyone is aware that we have been assigned a delicate (tricky) task whose execution, successful or otherwise, will have critical and far-reaching consequences for our land and nation. It is an awesome (tremendous) responsibility. It is important to bear constantly in mind the title of the Act that has brought us into being – the Promotion of National Unity and Reconciliation.

Absolutely central to our concern in the work of our Commission is helping our land and people to achieve genuine, real and not cheap and spurious (false) reconciliation. Some view the Commission with considerable misgiving and indeed suspicion and even hostility because they have convinced themselves that the Commission is going to degenerate (decline) into an inquisition (investigation), a witch-hunt hell-bent on bringing miscreants (offenders) to book.

We must scotch (stop) that rumour or suspicion from the outset. We are meant to be a part of the process of the healing of our nation, of our people, all of us, since every South African has to some extent or other been traumatised (upset). We are a wounded people because of the conflict of the past, no matter on which side we stood. We all stand in need of healing.

We are privileged to be on this Commission to assist our land, our people to come to terms with our dark past once and for all. They say that those who suffer from amnesia (forgetfulness), those who forget the past, are doomed to repeat it.

That is why the truth is so central to this whole exercise. But we will be engaging in something that is ultimately deeply spiritual, deeply personal. That is why I have been appealing to all our people – this is not something just for the Commission alone. We are in it, all of us together, black and white, coloured and Indian.

[From *The South African Institute of Race Relations – Race Relations Survey*, 1990]



SOURCE 2B

The cartoon below was drawn by J Shapiro, 'Zapiro', for the *Sowetan* newspaper. It depicts Archbishop Desmond Tutu delivering the Truth and Reconciliation Commission's report to President Nelson Mandela on 29 October 1998.



[From *Truth Drawn in Jest, Commentary on the Truth and Reconciliation Commission Through Cartoons* by W Verwoerd and M Mabizela]

SPECIAL DELIVERY



SOURCE 2C

This source by A Yates is taken from a special report titled 'Justice Delayed: The TRC Recommendations 20 Years Later'. It focuses on Advocate Ntsebeza's (one of the TRC commissioners) evaluation of the work of the TRC led by Archbishop Desmond Tutu, the chairperson of the TRC.

The TRC submitted around 300 perpetrators of human rights violations to prosecute. Until the recent National Prosecuting Authority (NPA) announcement to prosecute 15 cases from this list, there had been only one person found guilty of apartheid-era crimes, Eugene de Kock. The recent resurgence (revival) in TRC-related prosecutions is a welcome sign that this recommendation may be realised, albeit (although) slowly ... The cases of Ahmed Timol, the Cradock Four, and others are currently being litigated (charged). Many hope that the 15 new cases taken on by the NPA will be the start to a long process of prosecuting the full list from the TRC report.

The TRC was successful in some of its aims. As Ntsebeza Dumisa (TRC commissioner) recalls with vivid (clear) detail, the simple act of having one's story publicly validated (confirmed), was a significant and meaningful step for all who were involved. Apartheid was an era in which proliferating (increasing) misinformation created a fabricated (false) narrative (story) both nationally and globally about the reality of what was happening in South Africa. It is reasonable to dream that in the wake of the absence of truth, public declarations of fact would not just be a restoration of personal dignity but would also be the first step towards national unity.

Ntsebeza Dumisa agrees that the international narrative that the TRC liberated South Africans of their past and resulted in a fairy-tale ending for a massive human rights struggle is false. The notion that, with Desmond Tutu at the helm (in control), Christian values prevailed, and forgiveness erased (removed) the trauma of 50 plus years of oppression, is also short-sighted.

[From *Daily Maverick*, 5 September 2018]



SOURCE 2D

The source below by the South African writer and political commentator, Sisonke Msimang, was published on 27 December 2021 in the *Al Jazeera* editorial. It was a tribute to Archbishop Tutu who passed away on 26 December 2021.

Tutu was neither made nor broken by the difficult exchanges that took place in the context of the Truth and Reconciliation Commission (TRC). He was a man with nothing to prove and he ran the commission with a deep sense of love and a commitment to truth-telling and forgiveness. This instinct (feeling) sometimes overshadowed (exceeded) his country's need for tangible (real) justice, for perpetrators to serve time behind bars and for victims to be provided the details of where their loved ones had been killed.

By focusing on the stories of the most obviously wounded – the relatives of the tortured and murdered – the commission missed an important opportunity to address the structural and systemic (whole) impact of apartheid. In other words, in spite of its harrowing (disturbing) stories and its scenes of spectacular grief, the TRC was never given a full mandate to address the group effects of apartheid – the loss of opportunity wrought (created) on generations of black people by naked racism.

The TRC handed a list of apartheid operatives (secret agents) who were thought to have been involved in killing anti-apartheid activists to the National Prosecuting Authority (NPA). In the two decades since then, the South African government has done nothing to bring those people to justice, nor has it ever agreed to address the question of redress (restore) and compensation for all the victims of apartheid. The fault for this does not lie with Desmond Tutu. To the contrary, his death reminds us of the unfinished business of the transition from apartheid to democracy. This was not his business – it is ours. The jaded (tired) among us would do well to heed (take note) the great man's words. With his trademark bluntness, Tutu said, 'If you want peace, you don't talk to your friends. You talk to your enemies.' This insistence on reaching out and across all sorts of divides was the key to his effectiveness.

[From *Al Jazeera*, 27 December 2021]



QUESTION 3: HOW COMMITTED HAVE DEVELOPING COUNTRIES OF BRICS BEEN TO GLOBAL CLIMATE CHANGE ISSUES BETWEEN 2000 AND 2021?**SOURCE 3A**

This source is an extract from a statement by the South African Department of Energy, issued on 30 November 2011. It highlights South Africa's commitment to the United Nations Framework Convention on Climate Change (UNFCCC).

South Africa is a party to both the United Nations Framework Convention on Climate Change (UNFCCC) and its Kyoto Protocol, having acceded (agreed) to the Convention in 1997 and ratified (approved) the Protocol in 2002. As a signatory (participant), the country has to comply with and participate in meetings and discussions of the UNFCCC and its Kyoto Protocol.

The United Nations Framework Convention on Climate Change (UNFCCC) is the main global response to climate change. The associated Kyoto Protocol is an international agreement that classifies countries by their level of industrialisation and commits certain countries to greenhouse gas (GHG) emission-reduction targets.

The South African Cabinet approved the hosting of the United Nations Climate Change Conference in May 2008, which will encompass (include) the seventeenth Conference of the Parties (COP17) of the United Nations Framework Convention on Climate Change (UNFCCC). The UNFCCC accepted the country's offer to host in December 2008.

The Department of Environmental Affairs (DEA) together with the Department of International Relations and Cooperation (DIRCO) are the main lead departments in the coordination of the conference. The Interministerial Committee on Climate Change constituting all of the relevant departments has been established to oversee both the logistics and substantive (practical) content issues of our hosting, and at operational level two technical working subcommittees have been formed to look at logistics and substantive content, respectively.

[From <http://www.energy.gov.za/cop%2017/default.htm>. Accessed on 15 May 2022.]



SOURCE 3B

This source below is an extract from a transcript of a speech made by Greta Thunberg, a Swedish environmental activist at the UN's 25th Conference of Parties (COP25) in Madrid, Spain, on 11 December 2011. It highlights how rich and developing countries were not honouring their commitment to reduce emissions of greenhouse gases.

For about a year I have been constantly talking about our rapidly declining carbon budgets over and over again. But since that is still being ignored, I will just keep repeating it. The G20 countries account for almost 80 per cent of total emissions (discharges). The richest 10 per cent of the world's population produce half of our carbon dioxide (CO₂) emissions, while the poorest 50 per cent account for just one-tenth. We indeed have some work to do but some more than others.

Recently, a handful of rich countries pledged (promised) to reduce their emissions of greenhouse gases by so-and-so many per cent by this or that date or to become climate neutral or net zero in so-and-so many years. This may sound impressive at first glance but even though the intentions may be good, this is not leadership. This is not leading. This is misleading because most of these pledges do not include aviation, shipping, imported and exported goods and consumption. They do, however, include the possibility of countries to offset their emissions elsewhere.

... and without that sense of urgency, how can we, the people, understand that we are facing a real crisis. And if the people are not fully aware of what is going on, then they will not put pressure on the people in power to act. And without pressure from the people, our leaders can get away with basically not doing anything, which is where we are now.

Well, I'm telling you, there is hope. I have seen it but it does not come from the governments or corporations. It comes from the people. The people who have been unaware but are now starting to wake up. And once we become aware, we change. People can change. People are ready for change.

[From *Express*, 13 December 2019]



SOURCE 3C

The source below is an extract from the national statement made by the Indian Prime Minister, Shri Narendra Modi, at the COP26 Summit in Glasgow on 2 November 2021. It highlights how India was committed to honouring climate change programmes.

When I first came to Paris for the Climate Summit, it was not my intention to add one promise to the many promises already being made in the world. I came with a concern for humanity. I came as a representative of a culture that gave the message of 'Sarve Bhavantu Sukhinah', which means 'Happiness for All'. And so, for me the event in Paris was not a summit, it was a sentiment and a commitment. And India was not making those promises to the world, but crores (ten million) Indians were making those promises to themselves.

And I am happy that a developing country like India, which is working to lift crores of people out of poverty, and which is working day and night on the ease of living for crores of people, today, despite being 17% of the world's population, whose responsibility has been only 5 per cent in emissions, it has left no stone unturned to show that it has fulfilled its obligation.

Today the whole world believes that India is the only big economy which has delivered in letter and spirit on the Paris Commitment. We are making every effort with determination; and we are working hard and showing results. Today India is moving forward on the subject of climate with great courage and great ambition. India also understands the suffering of all other developing countries, shares them, and will continue to express their expectations.

For many developing countries, climate change is looming (threatening) large over their existence. We have to take big steps today to save the world. This is the need of the hour and this will also prove the relevance of this forum. I am confident that the decisions taken in Glasgow will save the future of our future generations, giving them the gift of a secure and prosperous life.

[From *Ministry of External Affairs, Media Centre*, 2 November 2021]



SOURCE 3D

This photograph by C Kampfner for *The Times* newspaper was taken outside the COP26 Summit held at Glasgow, Scotland, on 12 November 2012. It portrays a protest by Brazilians against their political leaders (Joaquim Leite, Minister of Environment, and Bolsonaro, Brazilian President) for not doing enough in protecting the Brazilian forests.



[From *The Times*, 12 November 2021]

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MINISTRO DO NENHUM AMBIENTE**

*AMAZON – Brazilian Rain Forest

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ACKNOWLEDGEMENTS

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

Al Jazeera, 27 December 2021

Daily Maverick, 5 September 2018

Express, 13 December 2019

[http://146.141.12.32/protest-about-segregation-in-hospitals-at-addington-hospital-in-durban.](http://146.141.12.32/protest-about-segregation-in-hospitals-at-addington-hospital-in-durban)

[http://www.energy.gov.za/cop%2017/default.htm.](http://www.energy.gov.za/cop%2017/default.htm)

[https://photius.com/countries/south_africa/government/south_africa_government_mass_democratic_move~2494.html.](https://photius.com/countries/south_africa/government/south_africa_government_mass_democratic_move~2494.html)

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Ministry of External Affairs, Media Centre, 2 November 2021

The South African Institute of Race Relations – Race Relations Survey, 1990

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Verwoerd, W and Mabizela M. 2000. *Truth Drawn in Jest, Commentary on the Truth and Reconciliation Commission Through Cartoons*, New Africa Books, Cape Town.





basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

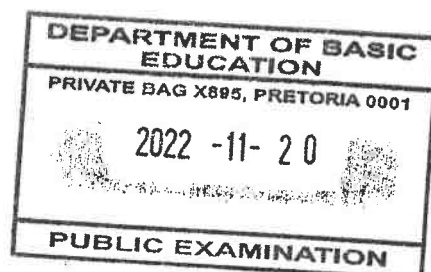
HISTORY P2
NOVEMBER 2022
MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 28 pages.

UMALUSI MODERATOR

UMALUSI MODERATOR



INTERNAL MODERATOR

CHIEF EXAMINER

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 guidelines, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

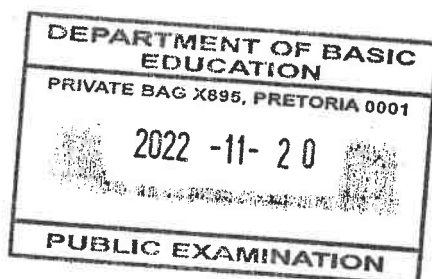
1.3 Assessment procedures for source-based questions

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

Paragraph question

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

- Read the paragraph and place a bullet (.) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.



- At the end of the paragraph indicate the ticks (✓) that the candidate has been awarded for the paragraph; as well as the level (1,2, or 3) as indicated in the holistic rubric and a brief comment e.g.

✓✓✓✓
Level 2

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the bottom margin to the right, e.g. $\frac{32}{50}$
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

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

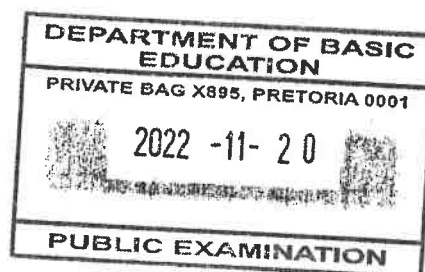
2.2 Marking of essay questions

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

^

- Wrong statement

- Irrelevant statement

|
|
|

- Repetition

R

- Analysis

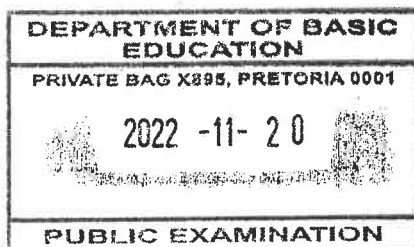
A√

- Interpretation

I√

- Line of Argument

LOA ⇕



2.5 The matrix**2.5.1 Use of the matrix in the marking of essays**

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

- (a) The first reading of essays will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	

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

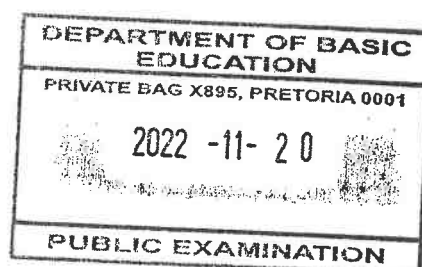
C	LEVEL 4	
P	LEVEL 3	

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



C	LEVEL 4	}26–27
P	LEVEL 3	

COMMENT

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



GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PRESENTATION  CONTENT 	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, 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 is 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 the 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 is 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: HOW DID THE MASS DEMOCRATIC MOVEMENT (MDM) CHALLENGE THE SEGREGATORY LAWS OF SOUTH AFRICA'S APARTHEID GOVERNMENT IN THE LATE 1980s?**

1.1

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

- 'Mass Democratic Movement' (MDM) (1 x 1) (1)

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

- 'To strengthen grassroots structures'
- 'To bring in all those organisations in the periphery, thus involving them in the struggle' (2 x 1) (2)

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

- All organisations wanting to be part of the MDM should adopt the demands of the ANC's Freedom Charter
- The struggle for liberation waged by the MDM was aimed at the realisation of the fundamental principles of the Freedom Charter which affiliates had to embrace
- Organisations joining MDM must be anti-apartheid
- Any other relevant response (any 2 x 2) (4)

1.1.4 *[Explanation of a term from Source 1A – L2]*

- Passive resistance campaigns/non-violent protest action organised by the MDM aimed at defying unjust apartheid laws
- Peaceful marches/protest of communities organised by MDM against segregatory laws in South Africa
- Any other relevant response (any 1 x 2) (2)

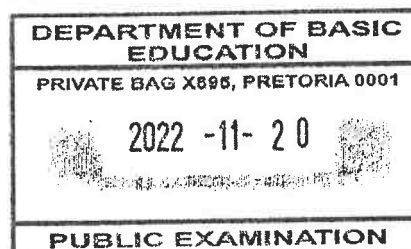
1.2

1.2.1 *[Interpretation of evidence from Source 1B - L2]*

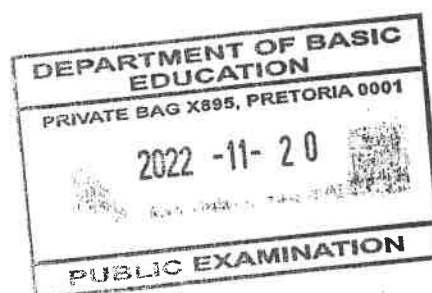
- Apartheid laws promoting discrimination in hospitals are condemned/challenged by groups affiliated to MDM e.g. NUSAS
- MDM rejected health provisioning and treatment of people based on apartheid discrimination – Desegregate hospitals
- A call is made by MDM to desegregate and open all hospitals to all racial groups
- Protestors belonged to different racial groups - inclusion of NUSAS
- Any other relevant response (any 2 x 2) (4)

1.2.2 *[Interpretation of evidence from Source 1B - L2]*

- The protest comprised of a multiracial group of protestors (blacks and whites)
- Any other relevant response (1 x 2) (2)



- 1.3 *[Comparison of evidence in Sources 1A and 1B – L3]*
- Source 1A refers to MDM protestors against whites-only hospitals and Source 1B depicts MDM multi-racial protestors against segregation at the whites-only Addington Hospital in Durban
 - Both sources highlight civil disobedience/peaceful campaigns organised by the MDM against segregatory laws
 - Both sources show multi-racial protest
 - Any other relevant response (any 2 x 2) (4)
- 1.4
- 1.4.1 *[Extraction of evidence from Source 1C – L1]*
- 'To express outrage against police killings on election day' (1 x 1) (1)
- 1.4.2 *Interpretation of evidence from Source 1C – L2]*
- Tutu condemns the brutal killing of protestors by police on the election day
 - Police had no respect for the lives of protestors
 - Tutu believes there is no justification for any loss of life of peaceful protestors, irrespective of numbers killed/it is a crime
 - It was a scandal because the incident was a cover up
 - The lives of people who were killed is reduced to statistics by the government
 - Any other relevant response (any 2 x 2) (4)
- 1.4.3 *[Extraction of evidence from Source 1C - L1]*
- 'Encouraged by assurances from the Rev. Johan Heyns, moderator (negotiator) of the Dutch Reformed Church, that the march would be non-violent'
 - 'We cannot have a democracy without protest marches'
 - 'there was no reason for people to give vent (outlet) to their political aspirations (ambitions) through disorderly protest or rioting'
 - 'The door to a new South Africa is open'
 - 'It is not necessary to batter (hit) it down' (any 3 x 1) (3)
- 1.4.4 *[Interpretation of evidence from Source 1C – L2]*
- De Klerk as the new NP leader/police wanted to prevent conflict
 - De Klerk allowed the march to continue
 - De Klerk wanted to show that he is charting a new course for change
 - De Klerk/police wanted to avoid repeating unnecessary killings that occurred before his tenure as President
 - The police were instructed to act with restraint by the new NP leadership to restore their credibility to avoid another scandal
 - To avoid negative publicity of the police
 - Any other relevant response (any 1 x 2) (2)



1.4.5 *[Determining usefulness of evidence from Source 1C – L3]***The source is USEFUL because:**

- It is from a book by an academic and renowned author of History books, Anthea Jeffery
- The date of the peace march (13 September 1989) was on the day Parliament had to reconvene after police brutality on election day
- It explains the actual events that took place during the peace march to the Cape Town City Hall on 13 September 1989 organised by the MDM
- It highlights the prominent leaders of the MDM like Boesak and Tutu who were instrumental in organising the march to challenge the apartheid regime
- It includes direct words/quotations leaders from both sides of the conflict (Tutu and De Klerk)
- It gives insight into the new path of reform that De Klerk was embarking on after 1989
- Any other relevant response

(4)

(any 2 x 2)

1.5

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

- 'Clamped down'
- 'arresting'
- 'detaining some 30 MDM leaders'
- 'Tutu's wife was twice arrested during illegal protests'
- 'Boesak and Tutu were taken into custody'
- 'Police resorted to teargas, water cannons, sjamboks and mass arrests'
- 'Police laid into protest marchers with batons and quirts'

(3)

(any 3 x 1)

1.5.2 *[Definition of a term from Source 1D – L1]*

- Peaceful protest/non-violent action aimed at disobeying unjust laws
- Peaceful protest campaigns directed at undermining unjust legislation
- Any other relevant response

(2)

(any 1 x 2)

1.5.3 *[Extraction of evidence from Source 1D - L1]*

- 'The clampdown drew sharp disapproval'
- 'The US administration registering concern over the arrest of Tutu and his spouse'
- 'Urging the government to permit the peaceful expression of political dissent'

(2)

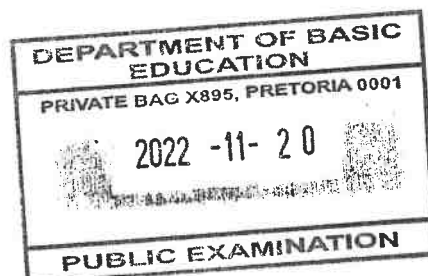
(any 2 x 1)

1.5.4 *[Interpretation of evidence from Source 1D - L2]*

- He objected to the abuse of power by the police against peaceful marches
- He pledged solidarity with the peaceful actions of marchers
- He disliked brutality committed by his colleagues
- Any other relevant response

(2)

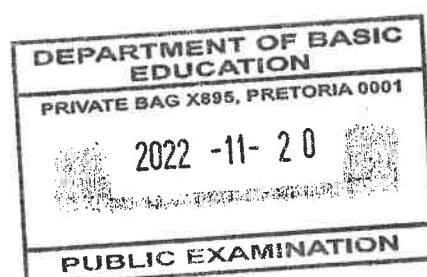
(any 1 x 2)



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

Candidates could include the following aspects in their response:

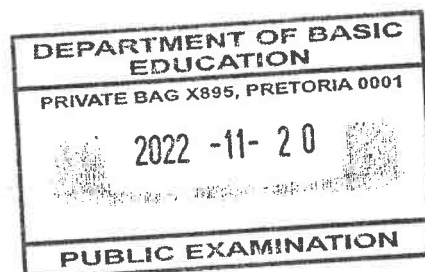
- The MDM was formed (after the UDF was banned in 1988) as a coalition of anti-apartheid groups from grassroots community organisations engaging in the struggle (Source 1A)
- The MDM (as loose coalition with no permanent organisational structure drawing support from black communities) used the Freedom Charter as condition for affiliation (Source 1A)
- It organised civil disobedience campaigns through defying the state of emergency and apartheid legislation such as whites-only hospitals and beaches through peaceful marches (Sources 1A and 1D)
- It defied the state of emergency regulations effective at the time (Source 1A)
- It organised defiance campaigns involving multiracial groups against the apartheid government's hospital and health segregation policies (Source 1B)
- It organised peace march protest campaigns against the apartheid government's killings of people and apartheid legislation (Source 1C)
- It staged protest campaigns putting the last nail in the coffin of apartheid forcing De Klerk to relax emergency regulations and paving the way for talks with the liberation movement (Source 1C)
- It displays ANC slogans/flags/banners openly (Source 1C)
- Its activities exposed police brutality (Source 1D)
- Defiance campaigns organised by the MDM throughout SA during 1989 put pressure on the South African government to relinquish power (own knowledge)
- Police brutality during the 1989 peace march and other various defiance campaigns organised by the MDM was condemned internationally by US and UK and made the apartheid government unpopular (Source 1D and own knowledge)
- The campaign strategies of the MDM galvanised massive support from the masses forcing the apartheid government to eventually change its policies (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 how the Mass Democratic Movement (MDM) challenged the segregatory laws of South Africa's apartheid government in the late 1980s. • 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 how the Mass Democratic Movement (MDM) challenged the segregatory laws of South Africa's apartheid government in the late 1980s. • Uses evidence in a very basic manner to write a paragraph. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of how the Mass Democratic Movement (MDM) challenged the segregatory laws of South Africa's apartheid government in the late 1980s. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)
[50]



QUESTION 2: WHAT CAN SOUTH AFRICANS LEARN FROM THE ROLE PLAYED BY ARCHBISHOP DESMOND TUTU, CHAIRPERSON OF THE TRUTH AND RECONCILIATION COMMISSION (TRC) FROM 1995 TO 1998?

2.1

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

- 'The Promotion of National Unity and Reconciliation' (1 x 1) (1)

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

- 'helping our land and people to achieve genuine, real and not cheap and spurious (false) reconciliation' (1 x 2) (2)

2.1.3 *[Interpretation of evidence from Source 2A – L2]*

- That the TRC was not going to focus on the victims only, but also on perpetrators who should be relieved from the guilt of crimes that they committed
- That the past should be fearlessly faced by all racial groups to achieve healing and reconciliation/unity from its trauma
- Any other relevant response (2 x 2) (4)

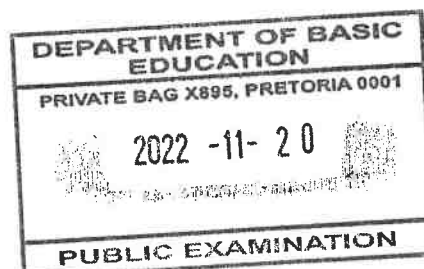
2.2

2.2.1 *[Extraction of evidence from Source 2B – L1]*

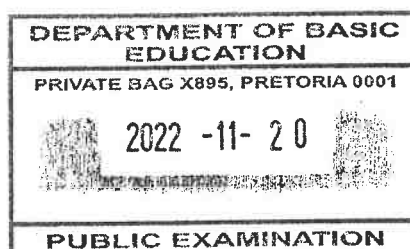
- 'NP' (National Party)
- 'ANC' (African National Congress)
- 'FF' (Freedom Front)
- 'IFP' (Inkatha Freedom Party)
- 'PAC' (Pan Africanist Congress) (any 4 x 1) (4)

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

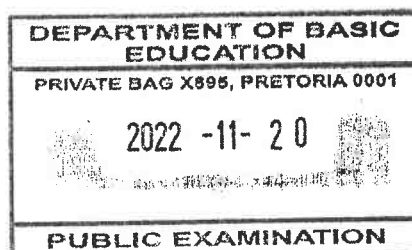
- Many political parties attacked the TRC report because they were implicated
- Tutu (as the Chairperson of the TRC) submitted the TRC report to the office of Nelson Mandela (the President of South Africa) despite all the challenges
- Although the TRC was criticised by various political parties the basic work was completed and South Africa had dealt with the past to some extent
- Tutu regarded the submission of the TRC report as something special (special delivery)
- Any other relevant response (any 2 x 2) (4)



- 2.2.3 *[Ascertaining the limitations of evidence from Source 2B – L3]*
The source is LIMITED because:
- It is only a view of Zapiro/bias – the cartoonist
 - The cartoonist portrayed a negative perspective of the TRC report being attacked by various political parties
 - The language used 'attacked from left, right and centre ...' serves as an admission of negativity on the TRC report
 - The TRC is depicted as a failure
 - Any other relevant response (any 2 x 2) (4)
- 2.3
- 2.3.1 *[Definition of a concept from Source 2C – L1]*
- Anyone who is responsible for the gross human rights violations on another individual
 - Anyone who has intentionally dehumanised or harmed innocent people for political reasons
 - Any other relevant response (any 1 x 2) (2)
- 2.3.2 *[Extraction of evidence from Source 2C – L1]*
- 'The NPA announcement to prosecute 15 cases from the list'
 - 'One person found guilty of apartheid era crimes – Eugene de Kock'
 - 'Recent resurgence of TRC related prosecution'
 - 'The cases of Ahmed Timol, the Cradock four and others are currently being litigated'
 - 'Many hope that the fifteen new cases taken on by the NPA will be the start to a long process of prosecuting the full list from the TRC report' (any 2 x 1) (2)
- 2.3.3 *[Interpretation of evidence from Source 2C - L2]*
- Public declarations signified an achievement for the TRC
 - Testimonies of the victims and perpetrators in the TRC should not be taken for granted – they revealed important information
 - Public hearings clarified some misconceptions, misinformation and lies
 - Public declarations would lead to reconciliation/healing
 - Any other relevant response (any 1 x 2) (2)
- 2.4
- 2.4.1 *[Extraction of evidence from Source 2D – L1]*
- 'Tutu was neither made nor broken by the difficult exchanges that took place in the context of the TRC'
 - 'He was a man with nothing to prove'
 - 'He ran the commission with a deep sense of love and a commitment to truth-telling and forgiveness'
 - 'This insistence on reaching out and across all sorts of divides was the key to his effectiveness' (any 3 x 1) (3)



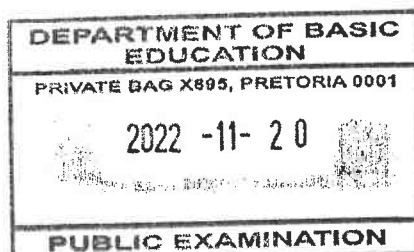
- 2.4.2 *[Interpretation of evidence from Source 2D - L2]*
- The TRC focused only on specific cases affecting victims and perpetrators
 - The TRC did not address the general impact of apartheid on blacks (non-whites)
 - The TRC focused on atrocities committed only between 1960 and 1994/ limited to a specified time frames
 - Any other relevant response (any 2 x 2) (4)
- 2.4.3 *[Explanation of a term from Source 2D – L2]*
- Restoring human dignity of those who were oppressed by the apartheid government
 - Implementing reparations and the rehabilitation process of the loss and trauma that South Africans experienced during apartheid
 - Restoring fairness so that the victims could reconcile with the perpetrators for equality in South Africa
 - Any other relevant response (any 1 x 2) (2)
- 2.4.4 *[Interpretation of evidence from Source 2D - L2]*
- That Tutu led the TRC effectively to deal with the past and it was important that the ANC government completes the process by implementing the recommendations
 - The TRC's recommendations have not been fully implemented by the NPA
 - South Africa is still reeling from the impact of apartheid and has not moved to democratic principles
 - Some reparations promised to the victims have not yet been paid
 - Any other relevant response (any 2 x 2) (4)
- 2.5 *[Comparison of evidence from Sources 2C and 2D – L3]*
- In Source 2C Commissioner Ntsebeza believed that the TRC was successful in some of its aims and in Source 2D Msimang states that Tutu was a man who ran the commission with a deep sense of love and a commitment to truth-telling and forgiveness
 - Both sources highlight the role/contribution that Tutu made as chairperson of the TRC
 - Both sources acknowledge that the TRC report managed to submit a list of perpetrators (apartheid operatives) to the NPA
 - Both sources allude to the fact that the slow movement of the NPA on the list provided by the TRC cannot be blamed on Tutu
 - Both sources focus on the wounded (victims)
 - Both sources acknowledge that the TRC was unable to provide adequate redress to all the victims of apartheid
 - 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:

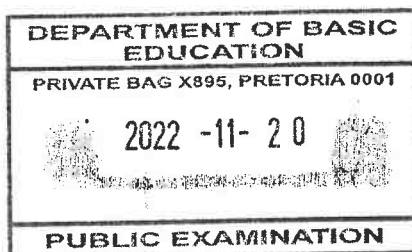
- Tutu accepted a huge responsibility of serving as chairperson of the TRC (Source 2A)
- He committed himself to real reconciliation despite some who viewed the TRC with misgivings (Source 2A)
- He called on all South Africans to be part of the process of healing the nation (Source 2A)
- He did not seek punishment but the truth to be heard (own knowledge)
- He remained humble (he said it's a privilege to be on this commission) while he was the chairperson (Source 2A)
- Tutu set the nation on a profound path of freedom and forgiveness, resentment and vengeance were not for him (own knowledge)
- Tutu was able to deliver the TRC report to Nelson Mandela regardless of the criticism of the various political organisations (Source 2B)
- He remained positive (he believed attacks from left, right and centre did not stop him from making it) (Source 2B)
- Under the leadership of Tutu the TRC was able to recommend that the NPA should prosecute 300 cases of perpetrators who had violated human rights, thus some of the families are currently litigating the cases (Source 2C)
- Tutu empathised with victims and their families (own knowledge)
- He gave hope to some families who are currently litigating cases as recommended by the TRC report (Source 2C)
- Ntsebeza commended the leadership of Tutu in the TRC because of the success of public hearings (declarations) (Source 2C)
- Msimang described Tutu as a man with nothing to lose, a man who ran the TRC with deep a deep sense of love and commitment to truth-telling and forgiveness (Source 2D)
- He stood up as an inspiration of reconciliation for all South African, he also promoted UBUNTU (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 what South Africans can learn from the role played by Archbishop Desmond Tutu, chairperson of the Truth and Reconciliation Commission (TRC) from 1995 to 1998. • 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 what South Africans can learn from the role played by Archbishop Desmond Tutu, chairperson of the Truth and Reconciliation Commission (TRC) from 1995 to 1998. • 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 what South Africans can learn from the role played by Archbishop Desmond Tutu, chairperson of the Truth and Reconciliation Commission (TRC) from 1995 to 1998. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)
[50]



QUESTION 3: HOW COMMITTED HAVE DEVELOPING COUNTRIES OF BRICS BEEN TO GLOBAL CLIMATE CHANGE ISSUES BETWEEN 2000 AND 2021?

3.1

3.1.1 *[Extraction of evidence from Source 3A - L1]*

- 'To comply with and'
- 'participate in meetings and discussions of the UNFCCC and its Kyoto Protocol' (2 x 1) (2)

3.1.2 *[Definition of a concept from Source 3A – L1]*

- A long-term shift in temperatures and weather pattern due to human activities like burning of fuels such as coal, oil, gas or fossil
- Change in global or regional climate patterns also referred to as global warming
- Any other relevant response (any 1 x 2) (2)

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

- 'classifies countries by their level of industrialisation'
- 'commits certain countries to Greenhouse Gas (GHG) emission-reduction targets' (2 x 1) (2)

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

- 'to oversee both the logistics and substantive (practical) content issues of our hosting'
- 'at operational level two technical working sub-committees have been formed to look at logistics and substantive content' (2 x 1) (2)

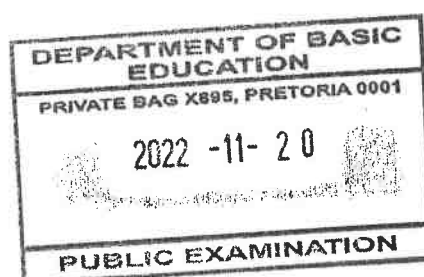
3.2

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

- (a) 'half' (1 x 1)
- (b) 'one-tenth' (1 x 1) (2)

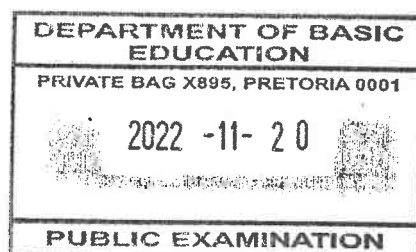
3.2.2 *[Interpretation of evidence from Source 3B - L2]*

- They were/are greedy/not prepared to reduce their industrial or economic targets
- They were/are not prepared to cut down on their emissions as they derived huge profits from the businesses
- They were/are not prepared to contribute fair amounts towards assisting the developing countries to reduce their emissions
- Their leaders were/are not honest people/lacked leadership skills
- Any other relevant response (any 2 x 2) (4)



- 3.2.3 *[Interpretation of evidence from Source 3B - L2]*
- Ordinary people are showing greater interest/awareness in protecting the environment
 - Governments and big companies are only concerned with making profits against protecting the environment
 - Protests towards protecting the environment are led by ordinary people
 - There has been insufficient effort by leaders to make individuals aware of the threats to the environment
 - Any other relevant response (any 1 x 2) (2)
- 3.2.4 *[Ascertaining the reliability of Source 3B – L3]*
The source is RELIABLE because:
- It is extracted from a speech (direct information) by Greta Thunberg
 - The speech was presented by Greta Thunberg, a Swedish Environmental activist at the United Nations Committee of Parties conference
 - The speech was presented on 11 December 2011 during the COP25 climate conference
 - The speech addressed the thorny issue of the reluctance by most rich countries towards reducing their gas emissions as agreed in the previous conferences
 - The speech addressed a topical issue on the effects of climate change globally
 - The information in Source 3B can be corroborated by evidence in Source 3D regarding the issues about climate change
 - Any other relevant response (any 2 x 2) (4)
- 3.3
- 3.3.1 *[Extraction of evidence from Source 3C – L1]*
- 'a concern for humanity'
 - 'India was not making those promises to the world, but crores (ten million) Indians were making those promises to themselves' (2 x 1) (2)
- 3.3.2 *[Interpretation of evidence from Source 3C - L2]*
- Modi did not consider the Paris Climate Summit as just another Conference – he valued it as a turning point
 - India's presence at the conference was an occasion where President Modi could display the honest feelings of his countrymen towards the environment
 - The Indian Prime Minister regarded the promises made as an undertaking towards protecting the environment that every effort should be put to ensure its success
 - Indians had a complete understanding of the devastation that climate change could cause to life
 - There was cooperation among Indians in their efforts towards protecting the environment
 - Any other relevant response (any 2 x 2) (4)

- 3.3.3 *[Explanation of a concept from Source 3C – L2]*
Refers to:
- Poor agricultural countries that are economically and socially developing
 - Countries that have fewer industrial as well as technical advanced facilities
 - Countries where the majority of the population earn a low or middle income
 - Any other relevant response (any 1 x 2) (2)
- 3.3.4 *[Extraction of evidence from Source 3C – L1]*
- 'it has left no stone unturned to show that it has fulfilled its obligation'
 - 'we are making every effort with determination'
 - 'we are working hard and showing results'
 - 'India is moving forward on the subject of climate with great courage and great ambition'
 - 'India also understands the suffering of all other developing countries, shares them, and will continue to express their expectations' (any 2 x 1) (2)
- 3.4
- 3.4.1 *[Interpretation of evidence from Source 3D – L2]*
- To highlight the plight of people in Brazil regarding climate change effects
 - To protest the failure by Brazilian government officials in protecting their citizens against environmental threats
 - To highlight the failure of the United Nations' environment conventions to address the plight of people across the world
 - It is news worthy because it highlights Brazil's negligence of the Amazon and Caatinga forests
 - Any other relevant response (any 2 x 2) (4)
- 3.4.2 *[Interpretation of evidence from Source 3D – L2]*
- Forests play an important role in preventing climate change (global warming)
 - The Caatinga forest was allowed to disappear due to officials who received (in exchange of what the forest produces) a few American dollars that did not benefit the nation
 - The forests were cleared for urbanisation and mining
 - Deforestation would destroy the natural habitat for animals and plants/ cause flooding and environmental destruction
 - Subsistence life of indigenous people living in the forests would be negatively affected
 - Any other relevant response (any 2 x 2) (4)



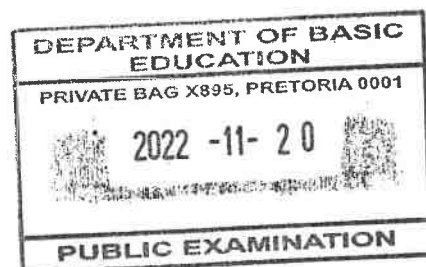
3.5 *[Comparison of evidence in Sources 3B and 3D – L3]*

- In both sources leaders pledged to reduce emissions of greenhouse gases but they don't implement these agreements
- In Source 3B Thunberg makes reference to lack of urgency in addressing climate change issues and in Source 3D Brazilian's protests against their political leaders for not working fast enough to protect their forests
- Both sources refer to pressure from ordinary people against those in power
- Hope for change through pressure from ordinary people referred to in Source 3B is evident through activism in Source 3D
- Both sources highlight the importance of protecting the environment
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

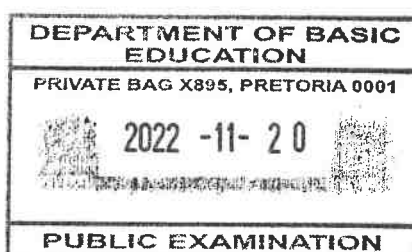
- South Africa is a signatory to the UNFCCC and complies with the Kyoto Protocol (Source 3A)
- The South African cabinet approved the hosting of the UNFCCC in May 2008 (Source 3A)
- The DEA together with DIRCO led in the coordination of the conference to be hosted by South Africa (Source 3A)
- India has involved millions of its citizens in contributing towards the reduction of its carbon emissions (Source 3B)
- India has successfully fulfilled her obligations to reduce the emissions it produces (Source 3C)
- India supported the other developing countries in their efforts to reduce their emissions (Source 3C)
- Brazil has failed to manage the environmental challenges in the Amazon and Caatinga forests (Source 3D)
- The Brazilian Environment Minister has failed to implement programs to deal with the environment (Source 3D)
- Ordinary people in Brazil have taken steps to highlight their plight and to fight to save the environment (Source 3D)
- Any other relevant response



Use the following rubric to allocate marks:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of how committed developing countries of BRICS have been to global climate change issues between 2000 and 2021. • 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 how committed developing countries of BRICS have been to global climate change issues between 2000 and 2021. • Uses evidence in a very basic manner to write a paragraph. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of how committed developing countries of BRICS have been to global climate change issues between 2000 and 2021. • 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**

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

SYNOPSIS

Candidates need to indicate whether they agree or disagree with the statement. If they agree with the statement, they need to explain how the philosophy of Black Consciousness successfully instilled blacks with pride and self-belief to start challenging apartheid South Africa in the 1970s. If they disagree with the statement, they need to substantiate their argument with relevant historical evidence.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

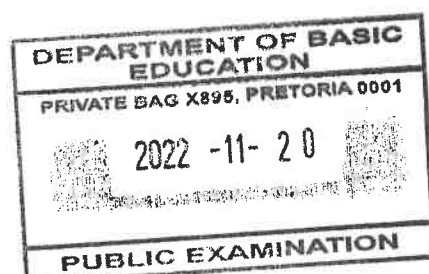
- Introduction: Candidates could agree or disagree on how the philosophy of Black Consciousness successfully instilled blacks with pride and self-belief to start challenging apartheid South Africa in the 1970s. They should also indicate how they will support their line of argument.

ELABORATION

- Political vacuum (Background information)
 - Origins of BC/Created after ANC and PAC political leaders and parties were banned or imprisoned in 1960
- Instilling of blacks with pride and self-belief to challenge the apartheid state (BC philosophy)
 - Infused blacks with sense of pride
 - Influenced blacks to accept themselves/have self-confidence/self – reliance/sense of identity
 - Empowered blacks to reject the spirit of self-pity; inferiority complex; self-alienation and domination by external forces
- Instilling political organisations with self-belief to challenge the apartheid state
 - Black students started to organise themselves to resist white domination by breaking away from NUSAS and formed SASO (1968)
 - Black students adopted the philosophy of Black Consciousness (Role of Biko/SASO)
 - SASO was for university students and SASM for schools
 - Black Consciousness (BC) led to the formation of the Black Peoples Convention (BPC) in 1972 which involved students, churches, communities and trade unions
 - Unions aligned to the BC philosophy included Black Parents' Association and Black Allied Workers Union (BAWU)
 - South African Students Movement formed in 1972 which exposed Blacks to the ideals of BC
 - BPC and SASO organised FRELIMO Rallies (1974)
 - The arrests of BC leaders heightened political activism
- Instilled students with self-belief to challenge the apartheid state
 - Bantu Education introduced Afrikaans as a medium of instruction in schools (1975)
 - SASO and SASM influenced the formation of Soweto Students Representative Council (SSRC)

- Both black teachers and students rejected Afrikaans – as the language of the oppressor
- Some teachers and students were already exposed to the ideas of Biko and the BC philosophy through SASO student teachers from universities
- The departmental circular on Afrikaans (50/50) was the trigger for the Soweto uprising
- 16th June 1976 students protested peacefully against the implementation of the circular
- Police response to student protests (Hector Petersen, a 13-year-old boy was one of the first casualties of this uprising)
- Activists went into exile
- Instilled blacks with self-belief in starting on Community Programmes and be self sufficient
 - Biko's banishment to King Williams Town led to diverted focus to community programmes
 - BC promoted independence from whites through Black Community Programmes to support blacks without white assistance. (Zanempilo Health Clinic/Ginsburg Educational Trust/Zimele Trust Fund/Solempilo Community Health Centre/Ithuseng Community Health Programme and Winter School Projects)
- Influenced workers to challenge the apartheid state
 - Mobilised workers to form trade unions
 - BC led to the formation of the Black Allied Workers Union (BAWU) – worker's strikes in Durban in 1973)
- Influenced blacks to have their own media to challenge the apartheid state
 - Role of media that was sympathetic to the BC philosophy e.g. The World newspaper
- Legacy of Biko and Black Consciousness
- Any other relevant response

- Conclusion: Candidates should sum up their argument with a relevant conclusion. **[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 explain to what extent compromises by different role players remained a key feature that paved the way for a new political dispensation in South Africa in 1994. They need to substantiate their argument with relevant historical evidence.

MAIN ASPECTS

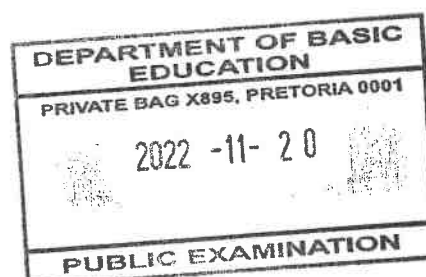
Candidates could include the following aspects in their essays:

- Introduction: Candidates need to explain to what extent compromises by different role players remained a key feature that paved the way for a new political dispensation in South Africa in 1994. They should also indicate how they will support their line of argument.

ELABORATION

- FW de Klerk replaced PW Botha in 1989
- Release of Nelson Mandela on 11 February 1990 and other banned political leaders in 1990 (compromises by De Klerk)
- Unbanning of the ANC, the PAC and the SACP and other banned organisations
- Groote Schuur Minute, 2 May 1990 - NP released political prisoners and both parties committed themselves to end violence and to negotiate (compromises by different role players)
- Violence in the Vaal Triangle - Sebokeng (role of various political organisations)
- Pretoria Minute in August 1990 – ANC stopped armed struggle and NP stopped State of Emergency (compromises by different role players)
- The National Peace Accord signed by 27 political organisations - provided safety net for negotiations (compromises by different role players) – Goldstone Commission
- CODESA 1 (20 December 1991) – 19 political parties except for Conservative Party (CP) and Pan Africanist Congress (compromises by different role players) Parties could not agree on power-sharing and constituent assembly – meeting ended
- The Declaration of Intent – parties agreed to draw up a new constitution and interim government (compromises by different role players)
- Whites-only referendum – De Klerk tested white opinion after losing three by-elections to CP, Result – landslide Yes (indication of supporting compromise by De Klerk) – negotiations continued
- CODESA 2 (2 May 1992) – did not last because of violence and inability of parties to agree on power-sharing
- Boipatong massacre and influence of Third Force (17 June 1992)
- Bisho massacre (September 1992) (violence) – ANC supporters who wanted to be part of negotiation process (compromises by different role players)
- ANC called for rolling mass action against the National Party (pushing the NP to compromise)
- Record of Understanding (September 1992) – Meyer and Ramaphosa committed themselves to peace and to negotiations (compromises by different role players)
- Meyer and Ramaphosa agreed on Joe Slovo's Sunset Clause (compromises by different role players)

- Parties winning more than 5% of vote will form a Government of National Unity to govern the new SA and whites could retain their jobs for 5 years (enforced unity through compromise)
 - Multi-party negotiations resumed at the World Trade Centre but did not last (compromises by different role players)
 - The AWB interrupted the negotiations on 25 June 1993, when they stormed the World Trade Centre with armoured vehicle
 - Assassination of Chris Hani (10 April 1993) – Janus Walus
 - Mandela addresses nation on TV – calming the nation down
 - St James massacre (25 July 1993)
 - Heidelberg tavern shooting (30 December 1993)
 - Shell House massacre (28 March 1994)
 - Date for the first democratic elections set (27–29 April 1994) (compromises)
 - Continued violence throughout elections – car bomb outside ANC head offices - Car bomb exploded at Jan Smuts Airport
 - Elections held due to compromise (compromises by different role players)
 - Results of election: ANC 62,7%, NP 20,4% and IFP 10,5%
 - ANC, NP and IFP formed the Government of National Unity as agreed upon in the Sunset Clause
 - Mandela became first black state president of the new democratic Republic of South Africa with Thabo Mbeki and FW de Klerk as his deputies
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**



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

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

SYNOPSIS

Candidates need to critically discuss how policy changes (perestroika and glasnost) by Mikhail Gorbachev in the Soviet Union from 1985 led to its disintegration in 1991, but had a positive result in South African politics. They need to substantiate their argument with relevant historical evidence.

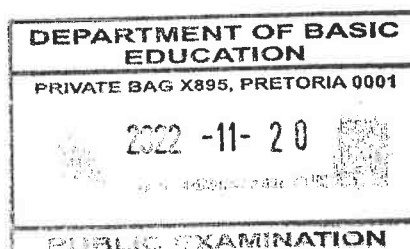
MAIN ASPECTS

Candidates could include the following aspects in their response:

- Introduction: Candidates need to critically discuss how policy changes (Perestroika and Glasnost) by Mikhail Gorbachev in the Soviet Union from 1985 led to its disintegration in 1991, but had a positive result in South African politics. They should also indicate how they will support their line of argument.

ELABORATION

- Gorbachev became Secretary-General of the CPSU and leader of the government in 1985 at 54 years of age. He was not a hardliner and hoped to revive Soviet Union's economy by improving both industrial output and technology, as well as expanding its markets
- He took a big risk of effecting political change, especially for the Soviet Union, known for its hard-line Communist stance.
- He wanted to take the Soviet Union out of a weak economic system – due to space and arms race with the USA.
- In 1985 he introduced perestroika (economic reconstruction) and glasnost (openness)
- Perestroika allowed small scale private ownership and removed government control over production
- Perestroika and glasnost led to demands for the end of communism and full democracy
- Glasnost led to criticism of the policy of perestroika and Gorbachev himself
- Many hard-line communists were discontent with policies that became unpopular
- At home he had two types of opponents: hardliners who were opposed to the reforms and liberals who criticised him for not moving fast enough
- The two policies did not support each other as thought but ended the entire system of the Soviet Union
- He lost support at home – Unity of the Soviet Union was at risk and socialism became threatened
- He commanded a hero status to the West. His personal power and prestige increased. He received a Nobel Peace Prize in 1990.
- Many underlying differences always existed among the 15 republics
- Civil unrests broke out between various groups
- Old form of nationalism emerged and led to new demand for independence
- He tried to stop the disintegration by proposing the establishment of a Federation of States – which failed

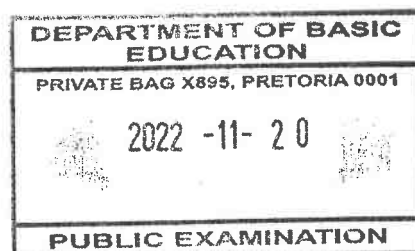


NSC – Marking guidelines

- In 1990, several Soviet states including Russia under Gorbachev's bitter rival, Boris Yeltsin, declared their independence
- On 25 Dec. 1991, the USSR was dissolved, the Communist Party disbanded
- Each of the 15 republics became independent and became members of the Commonwealth of Independent States
- The disintegration symbolised the end of the Cold War

Positive results of Gorbachev's reforms on South African politics

- Talks between the NP and the ANC in exile
- The collapse of the Soviet Union put pressure on both the National Party government and the ANC to begin negotiations
- The defeat of the SADF during the Battle of Cuito Caunavale in 1988 spurred the National Party to start negotiations with communists over the independence of South West Africa
- FW de Klerk introduced reforms that led to negotiations between the National Party and the ANC
- South Africa withdrew from South West Africa – SWAPO won the elections (1990) and renamed it Namibia
- This peaceful transition from white minority rule to Black majority rule in Namibia served as a blueprint for SA to do the same
- It became evident that the National Party government could not maintain white supremacy rule indefinitely
- Influential National Party members started to realise that apartheid was not the answer for the development of 'white' economic interests
- The government started to believe that reforms needed to include the development of a strong black middle class which would act as a 'bulwark against revolution'
- The South African government could no longer use the threat of communism to generate Western support
- South Africa could no longer rely on Western backing for its 'anti-communist' stance
- World politics changed and this had an impact on South Africa's apartheid policies
- The apartheid regime could no longer use communism to justify its policy of racial segregation
- The National Party's claim that it was protecting South Africa from a communist onslaught became unrealistic
- De Klerk thought that the ANC would be weak and showed his willingness to negotiate with it
- The USSR could no longer support the ANC financially as it was bankrupt
- The USSR would not support the ANC with weapons anymore as it favoured peaceful negotiations
- The ANC was unable to continue the armed struggle against the NP without this military and financial support
- The ANC now also showed willingness to negotiate with NP as an alternative to the armed struggle



- FW de Klerk started to accept that the black struggle against apartheid was not a conspiracy directed from Moscow
- This enabled De Klerk to engage with the liberation organisations to find a lasting solution for South Africa
- On 2 February 1990 De Klerk announced the unbanning of all anti-apartheid organisations and this paved the way for multi-party talks
- These talks ultimately led to democratic elections that were held in 1994
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]**TOTAL: 150**