



HISTORY

**SCHOOL-BASED
ASSESSMENT
EXEMPLARS – CAPS**

GRADE 12

TEACHER GUIDE



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



HISTORY

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2. AIMS AND OBJECTIVES OF SCHOOL-BASED ASSESSMENT

- School-based assessment serves to provide a more balanced and trustworthy assessment system because it includes a greater range of diverse assessment tasks than is possible in external examinations.
- The exemplar tasks are aimed at reflecting the depth of the curriculum content appropriate for Grade 12.
- It reflects the desired weighting of the cognitive demands as per Bloom's revised taxonomy: remembering, understanding, applying, analysing, evaluating and creating.
- School-based assessment improves the validity of assessment by including aspects that cannot be assessed in formal examination settings.
- It improves the reliability of assessment because judgments are based on many observations of the student over an extended period of time.
- It has a beneficial effect on teaching and learning, not only in relation to the critical analysis and evaluation of History information and creative problem-solving, but also on teaching and assessment practices.
- It empowers teachers to become part of the assessment process and enhances collaboration and sharing of expertise within and across schools.
- It has a professional development function, building up teachers' skills in assessment practices which can then be transferred to other areas of the curriculum.
- The tasks focus on the prescribed content as contained in the Curriculum and Assessment Policy Statement (CAPS) effective from 2014.

The distinctive characteristics of SBA (and its strengths as one relatively small component of a coherent assessment system) have implications for its design and implementation, in particular the nature of the assessment tasks and role of the teachers' standardisation procedures. These implications are summarised as follows:

- The assessment process should be linked to and be a logical outcome of the normal teaching programme, as teaching, learning and assessment should be complementary parts of the whole educational experience (i.e. the SBA component is not a separate one-off activity that can be timetabled or prepared for as if it were a separate element of the curriculum).
- The assessment process should provide a richer picture of what learners can do than that provided by the external examination by taking more samples over a longer period of time and by more closely approximating real-life and low-stress conditions (i.e. the SBA component is not a one-off activity done under pseudo-exam conditions by unfamiliar assessors).
- The formative/summative distinction exists in SBA, but is much less rigid and fixed than in a testing culture, i.e. learners should receive constructive feedback and have opportunities to ask questions about specific aspects of their progress after each planned SBA assessment activity, which both enhance History skills and help learners prepare for the final external examination (i.e. the SBA component is not a purely summative assessment).

- The SBA process, to be effective, has to be highly contextualised, dialogic and sensitive to learners' needs; i.e., the SBA component is not and cannot be treated as identical to an external exam in which texts, tasks and task conditions are totally standardised and all contextual variables controlled. To attempt to do so would be to negate the very rationale for SBA. Hence schools and teachers must be granted a certain degree of trust and autonomy in the design, implementation and specific timing of the assessment tasks. However, every effort must be made to comply with the Programme of Assessment as contained in CAPS.

Teachers should ensure that learners understand the assessment criteria and their relevance for self- and peer-assessment. Teachers should also have used these criteria for informal assessment and teaching purposes before they conduct any formal assessment so that they are familiar with the criteria and the assessment process.

The project provides exemplar tasks that are aimed at:

- Reflecting the depth of History curriculum content appropriate for Grade 12
- Reflecting the desired cognitive demands as per Bloom's revised taxonomy: remembering, understanding, applying, analysing, evaluating and creating;
- Containing questions and sub-questions that reflect appropriate degrees of challenge: easy, medium and difficult
- Focusing on the content of the National Curriculum Statement (NCS) effective in 2013 and contain exposure to certain aspects of new content of the Curriculum & Assessment Policy Statement (CAPS) effective from 2014

3. ASSESSMENT TASKS AS OUTLINED IN CAPS

The final Grade 12 mark is calculated from the National Senior Certificate (NSC) examination that learners write (out of 300 marks) plus school-based assessment (out of 100 marks). The curriculum policy document stipulates SEVEN formal tasks that comprise school-based assessment in History.

SUGGESTED RUBRIC TO ASSESS A RESEARCH ASSIGNMENT

TOTAL MARKS: 100

CRITERIA	LEVEL DESCRIPTORS			
	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Criterion 1	8 – 10	5 - 7	3 – 4	0 – 2
Planning (10 marks)	Shows thorough/ excellent understanding of planning (clear research schedule provided).	Shows adequate understanding of planning.	Shows some evidence of planning.	Shows little or no evidence of planning.
Criterion 2	16 – 20	10 - 15	5 – 9	0 – 4
Identify and access a variety of sources of information (20 marks)	Shows thorough/ excellent understanding of identifying and accessing sources of information.	Shows adequate understanding of identifying and accessing sources of information.	Shows some understanding of identifying and accessing sources of information.	Shows little or no understanding of identifying and accessing sources of information.
Criterion 3	8 – 10	5 – 7	3 – 4	0 – 2
Knowledge and understanding of the period (10 marks)	Shows thorough/ excellent knowledge and understanding of the period	Shows adequate knowledge and understanding of the period.	Shows some knowledge and understanding of the period.	Shows little or no knowledge and understanding of the period.
Criterion 4	24 – 30	14 – 23	7 – 13	0 – 6
Historical enquiry, interpretation & communication (Essay) (30 marks)	Shows thorough/ excellent understanding of how to write a coherent argument from the evidence collected.	Shows adequate understanding of how to write a coherent argument from the evidence collected.	Shows some understanding of how to write a coherent argument from the evidence collected.	Shows little or no understanding of how to write a coherent argument from the evidence collected.
Criterion 5	8 – 10	5 – 7	3 – 4	0 – 2
Presentation (10 marks)	Shows thorough/ excellent evidence of how to present researched information in a structured manner (e.g. cover page, table of contents, research topic).	Shows adequate evidence of how to present researched information in a structured manner (e.g. cover page, table of contents, research topic).	Shows some evidence of how to present researched information in a structured manner (e.g. cover page, table of contents, research topic).	Shows little or no evidence of how to present researched information in a structured manner (e.g. cover page, table of contents, research topic).
Criterion 6	8 – 10	5 - 7	3 – 4	0 – 2
Evaluation & reflection (10 marks)	Shows thorough/ excellent understanding of evaluating and reflecting on the research assignment process (e.g. what the candidate has learnt from undertaking research).	Shows adequate understanding of evaluating and reflecting on the research assignment process (e.g. what the candidate has learnt from undertaking research).	Shows some evidence of evaluating and reflecting on the research assignment process (e.g. what the candidate has learnt from undertaking research).	Shows little or no evidence of evaluating and reflecting on the research assignment process (e.g. what the candidate has learnt from undertaking research).
Criterion 7	8 – 10	5 - 7	3 – 4	0 – 2
Acknowledgement of sources (10 marks)	Shows thorough/ excellent understanding of acknowledging sources (e.g. footnotes, references, plagiarism).	Shows adequate understanding of acknowledging sources (e.g. footnotes, references, plagiarism).	Shows some evidence of acknowledging sources (e.g. footnotes, references, plagiarism).	Shows little or no evidence of acknowledging sources (e.g. footnotes, references, plagiarism).

ANNEXURE A: EXAMPLE OF A COVER PAGE FOR A RESEARCH ASSIGNMENT:

GRADE 12 RESEARCH ASSIGNMENT: HISTORY	
NAME OF SCHOOL	
NAME OF LEARNER	
SUBJECT	
RESEARCH TOPIC	
KEY QUESTION	

STATEMENT OF AUTHENTICITY:

I hereby declare that ALL pieces of writing contained in this research assignment, are my own original work and that if I made use of any source, I have duly acknowledged it.

LEARNER'S SIGNATURE: _____

DATE: _____

QUESTION 2

HOW SUCCESSFUL WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) IN HEALING OUR PAST?

SOURCE 2A

This is a photograph of the first Truth and Reconciliation Commission hearing that took place in East London on 15 April 1996.



[Internet site: <http://qu301southafrica.com/tag/reconu>. Accessed on 3 May 2013]

SOURCE 2B

The following extract focuses on the assassination of anti-apartheid activist and attorney, Griffiths Mxenge, on 20 November 1981.

On 20 November 1981, Mr Griffiths Mxenge was found dead in a cycling stadium at Umlazi. Three Vlakplaas operatives namely, Commander Dirk Coetzee and askaris (spy/sell-out) Almond Nofemela and David Tshikilange were charged and convicted of the killing. Coetzee, Nofemela and Tshikilange applied for amnesty for Mxenge's killing.

Nofemela told the Commission that the four men intercepted (captured) Mxenge on his way home from work on the evening of 20 November 1981. They dragged him out his car and took him to the nearby Umlazi stadium where they beat and stabbed him repeatedly. Nofemela told the Commission that Mxenge had resisted his attackers fiercely until he was struck on the head with a wheel spanner. He fell to the ground, and the stabbing continued until he was dead ... Then they took his car, wallet and other belongings to make it look like a robbery. Mxenge's vehicle was later found, burnt out and abandoned, near the Golela border post between South Africa and Swaziland.

On 15 May 1997, Coetzee, Nofemela and Tshikilange were found guilty of killing Mxenge. At the request of the Commission's Amnesty Committee, sentencing was postponed until the Committee had reached a verdict on the applications ...

[Internet site: www.justice.gov.za/trc/report/. Accessed on 3 May 2013]

SOURCE 2D

The following report by the South African Press Association (SAPA) outlines the reasons for the Mxenge family's opposition to the process of amnesty.

DURBAN 5 November 1996 — SAPA

MXENGE FAMILY OPPOSES COETZEE'S AMNESTY APPLICATION

The family of slain human-rights lawyer, Griffiths Mxenge, on Tuesday said the granting of amnesty to former policeman Dirk Coetzee, who has confessed to ordering Mxenge's murder, would be a travesty (mockery) of justice ...

Mxenge's brother, Mhleli, 54, said Coetzee and his co-accused did not meet the criteria for amnesty as contained in the Promotion of National Reconciliation Act.

Mxenge slammed the hearing, saying: 'What annoys us is this interference with the due process of the law. We have battled hard to have Coetzee charged. Now these people are coming up with this ... amnesty hearing.'

In response to Coetzee's statement that he was acting under instructions at the time, Mxenge said: 'There is no evidence that killing their political opponents falls within the course and scope of their duties as members of the security police. I am, therefore, totally opposed to the granting of amnesty to Dirk Coetzee, Tshikilange and Almond Nofomela as this would be a travesty ...'

[Internet site: www.justice.gov.za/trc/media/1996/9611/s961105h.html. Accessed on 3 May 2013]

SOURCE 2E

The following is part of an interview that Shaun de Waal, reporter from the *Mail and Guardian*, conducted with Mahmood Mamdani about South Africa's TRC process. Mamdani is an African academic and current director of the Makerere Institute of Social Research.

Shaun de Waal: So you're saying the TRC was the performative extension of the settlement reached at Codesa and, for all that, it did help to produce a political solution ...

Mamdani: ... Yet the TRC defined victims as though no apartheid had ever existed – simply as individuals whose bodily integrity had been violated. That is to put apartheid on the same plane as any dictatorship anywhere in the world. But apartheid affected the entire society, not just isolated individuals. Its cutting edge was legislation that defined the whole population into groups it called races, then it passed laws that enabled a minority and disabled the majority ...

The TRC was only dealing with individual violators of human rights, understood in a narrow way: his right over your person. It focused on those who broke the law in this respect. If it wanted to make itself more relevant to the future, the TRC could have educated the white population, in particular, that although most of them were not perpetrators they were beneficiaries. But then it would have had to take the limelight away from the torture and so on and refocus it on who benefitted – where you lived, which schools you went to, what jobs you could compete for...

I attended the hearings in Cape Town where FW de Klerk spoke. It was extraordinary because he apologised for apartheid and he spoke about apartheid in the terms I'm describing it. But the TRC was only interested in, 'Did you give the orders in this case, that case?' ...

[From: *Mail and Guardian*, 3–9 May 2013]

QUESTION 3

WHAT IMPACT DID GLOBALISATION HAVE ON THE NEW WORLD ORDER?

SOURCE 3A

The following extract focuses on the phenomenon of globalisation.

Globalisation is the system of interaction among the countries of the world in order to develop the global economy. Globalisation refers to the integration of economics and societies all over the world. Globalisation involves technological, economic, political and cultural exchanges made possible largely by advances in communication, transportation and infrastructure.

There are two types of integration, negative and positive. Negative integration is the breaking down of trade barriers or protective barriers, such as tariffs and quotas ... The removal of barriers can be beneficial for a country if it allows for products that are important or essential to the economy. For example, by eliminating barriers, the costs of imported raw materials will go down and the supply will increase, making it cheaper to produce the final products for export (like electronics, car parts and clothes).

Positive integration on the other hand aims at standardising international economic laws and policies. For example, a country which has its own policies on taxation trades with a country with its own set of policies on tariffs. Likewise, these countries have their own policies on tariffs. With positive integration (and the continuing growth of the influence of globalisation), these countries will work on having similar or identical policies on tariffs ...

[Internet site: <http://hubpages.com/hub/Definition-of-Globalization>. Accessed 3 May 2013]

SOURCE 3E

A photograph showing activists protesting against the World Trade Organisation (WTO) in Washington in 1999.



[Internet site: <http://content.lib.washington.edu/utoweb/images/wto-protest.jpg>. Accessed 3 May 2013]

**MARCH AGAINST
WTO GLOBAL INJUSTICE**

2.6 Read Source 2E.

2.6.1 How does Mamdani view the manner in which the TRC dealt with the victims of apartheid? (1 x 2) (2)

2.6.2 Mamdani suggests that the TRC process was flawed. What change did he propose that might have made the TRC more successful in its attempt to 'heal' the past? (1 x 2) (2)

2.6.3 Comment on the meaning of Mamdani's statement: 'The TRC was only interested in, "Did you give the orders in this case, that case?" ' (2 x 2) (4)

2.7 Use the information in the relevant sources and your own knowledge, to write a paragraph of about 8 lines (about 80 words), explaining to what extent the TRC was successful in healing our past. (8)

[50]

6. ASSESSMENT TASKS: ESSAY QUESTIONS

1. TOPIC 1: CHINA OR VIETNAM

QUESTION 1A: CHINA

Discuss to what extent Mao transformed China from an underdeveloped country to a superpower between 1949 and 1976. **[50]**

QUESTION 1B: VIETNAM

‘ ... All the military might of a superpower could not defeat a small nation of peasants.’

Critically discuss this statement in the light of United States of America’s involvement in Vietnam between 1965 and 1975. Use relevant examples to support your answer. **[50]**

2. TOPIC 2: INDEPENDENT AFRICA

QUESTION 2: CONGO AND TANZANIA

Write a comparative essay on the political successes and challenges that post-colonial leaders of both the Congo and Tanzania faced between the 1960s and the 1980s. **[50]**

3. TOPIC 4: CIVIL RESISTANCE IN SOUTH AFRICA: 1970s TO 1980s

QUESTION: 4: THE CRISIS OF APARTHEID IN THE 1980s

Explain how internal mass civic resistance and international pressure contributed to the demise (fall) of the apartheid regime in the 1980s. **[50]**

4. TOPIC 5: THE COMING OF DEMOCRACY IN SOUTH AFRICA AND THE COMING TO TERMS WITH THE PAST

QUESTION: 5: THE NEGOTIATED SETTLEMENT AND THE GOVERNMENT OF NATIONAL UNITY

Allister Sparks argues that the process of negotiation ‘was always a crisis-driven process’.

Critically assess Allister Spark’s statement with reference to the process of negotiation in South Africa between 1990 and 1994. **[50]**

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1.3.4 The Angolan Civil War took place during the Cold War when capitalist and Communist ideologies were in conflict in various parts of the world. In South Africa the government represented SWAPO and ANC as communists, and communism was portrayed as anti-Christian and undemocratic. Vorster uses the term 'communist' repeatedly in this interview to justify South African involvement in the Angolan civil war. ✓✓

1.4

1.4.1 'terrorists' ✓; 'barbarian' ✓

1.4.2 The SABC justified their deaths by making it appear as though they had died fighting a 'holy war' in order to protect and maintain civilisation and preserve Christian values ✓✓ and prevent the take-over of SWA by the 'barbarian' SWAPO 'terrorists', bent on causing death and destruction. ✓✓

1.4.3 Source 1D would be very useful to a historian researching the use of propaganda, as the source shows the use of negative, emotive words such as 'terrorist' and 'barbarian' when describing SWAPO. ✓✓ It also shows how the SA defence force's participation and invasion of Angola is justified as a 'holy war' fought to protect Christian values and maintain civilisation. It shows how the SA public was indoctrinated to support the actions of the SA defence forces as morally correct ✓✓ (rather than revealing their main aim to be defence of the white minority rule in South Africa and Namibia).

1.5 South Africa became involved in the Angolan Civil War in an attempt to remove the Marxist MPLA party which had established themselves as the government after the Portuguese colonists withdrew from Angola in 1974. SA wanted to create a pro-capitalist independent African country on its border as it would not be likely to support the ANC and SWAPO and allow their training bases on Angolan soil. Therefore, SA invaded Angola after independence, supporting UNITA in the civil war which had broken out before elections could be held. South Africa wanted to establish a pro-capitalist government in Angola which would support the capitalist apartheid government in SA. A conventional war was waged in Angola and its economic infrastructure was destroyed in order to weaken the MPLA government and allow the UNITA movement to take over. As the MPLA approached the communist Eastern bloc for help in this situation, SA promoted itself as the bastion of Christian values and civilisation and its invasion of Angola as a legitimate war to protect the Southern African region from 'terrorists' and 'barbarians', as the MPLA was openly supportive of ANC and SWAPO bases in Angola. ✓✓✓✓✓✓✓✓

Level 3

- Uses relevant evidence e.g. demonstrates a thorough understanding of why South Africa became involved in the Angolan civil war.
- Evidence relates well to the topic.
- Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.

[50/50]

2.5

2.5.1 They opposed Coetzee's application for amnesty, saying that it would be a travesty of justice. ✓✓

2.5.2 They felt that Coetzee and his co-accused did not meet the criteria for amnesty. ✓✓

They also felt that there was no evidence to suggest that killing their political opponents fell within the course and scope of their duties as members of the security police. ✓✓

2.6

2.6.1 Mamdani felt that the focus of the TRC was too narrow and it did not take the sufferings of the 'victims' seriously. ✓✓

2.6.2 The TRC could have informed white South Africans that many of them had actually benefitted from apartheid. ✓✓

2.6.3 For Mamdani, the TRC was not concerned about real reconciliation and nation building. It only focused on individual cases and therefore lost its relevancy for uniting South Africa. ✓✓

He also felt that the emphasis of the TRC was on who gave the orders to kill apartheid activists rather than educating all white South Africans on how they had benefitted from apartheid. ✓✓

2.7 The TRC was not entirely successful in healing South Africa's past. It was set up by the government to hear testimonies from the perpetrators of human rights violations which had been committed during the apartheid era. This mandate was not fulfilled in its entirety. The TRC did not adequately heal South Africa from its divided past, for example the Mxenge family felt that the granting of amnesty to their brother's killers was a travesty of justice. They felt that the act of killing Griffiths was reason enough to prosecute them in a court of law. The amnesty committee felt that the apartheid operatives were acting under instructions at the time. Finally, many families of victims were not satisfied with the TRC's attempt to bring closure to their painful past, hence it was not successful. ✓✓✓✓✓✓

Level 2 – Evidence is mostly relevant and largely relates to the topic. Uses evidence in a basic manner. Some gaps in knowledge.

47

50

QUESTION 3

3.1

3.1.1 Globalisation refers to an integrated system whereby various countries of the world trade with each other to boost their economic and political ties. This is influenced largely by technological advancement. ✓✓

3.1.2 Negative integration ✓

Positive integration ✓

3.1.3 This will lead to many developing African countries importing goods such as electronic car parts, clothes, etc. which can be imported at a cheaper price than would be paid for similar goods produced in Africa. ✓✓

The importation of cheap goods would lead to increased unemployment in industries located in African countries. ✓✓

3.2

3.2.1 Free trade ✓; communication ✓; outsourcing ✓

3.2.2 Free trade – For developing economies ‘free trade’ would have a negative impact because governments would not be able to protect the local industries from monopolisation, labour brokers and low wages. ✓✓

Communication and the use of technology – positive effect. It has ensured that international sporting events such as the Soccer, Rugby or Cricket World Cup tournaments that were held in South Africa could be broadcast across various countries throughout the world. ✓✓

Outsourcing - negative impact. Big companies in their quest to increase profits and cut expenditure usually employ non-permanent staff. This leads to the casualisation of labour with negative consequences for workers. ✓✓

3.3

3.3.1 They felt that globalisation would deliver several positive benefits in a number of economic and non-economic areas. ✓✓

3.3.2 Free trade ✓

Benefits in a number of economic and non-economic areas. ✓

3.3.3 This survey was only conducted in the mainly ‘Group of 20’ countries which are in Europe, North America and Asia. The views of people from many other countries have not been considered. ✓✓✓

3.4

3.4.1 Increase in child labour and slavery ✓; high pollution levels ✓;

the rich are getting richer and the poor are getting poorer ✓;

fast food is making people unhealthy ✓

3.4.2 Globalisation has led to the creation of monopolies and this has resulted in an unfair distribution of wealth among developed and developing countries. ✓✓

3.5 These sources would be useful to a historian studying globalisation for the following reasons:

Source 3C is an opinion poll on globalisation and it provides the views of people from a variety of countries. It provides insight into the views that people in developed and developing countries hold on globalisation. ✓✓

Source 3D offers an insight into the negative aspects of globalisation. ✓✓

3.6

3.6.1 The absence of trade unions in some countries, hence reference to 'workers voices' on banner. 'free economies' referring to the removal of trade barriers by the WTO which entrench poverty✓; global injustice. ✓

3.6.2 'Global injustice' refers to the injustices faced by people living mainly in developing countries in Africa and elsewhere which they say was caused by the WTO. ✓✓

3.7 The sources 3D and 3E support each other in the following ways:

Source 3A – speaks of the negative impact of globalisation in all countries of the world ✓✓ and Source 3D supports this point of view by showing a visual image of activists protesting against the WTO. ✓✓

3.8 Globalisation involves a worldwide integration of the various economies using the advances made in technology. After the fall of communism in 1989, Russia joined the key developers like USA, Japan and Western Europe in the world of trade and economy. Globalisation has both positive and negative effects on the world. On the positive side, some, mainly developed countries, have benefitted from communication and trade. They have made advances in technology and infrastructure. However, not all countries have benefited from globalisation. Poor and developing countries have not really benefitted from globalisation. They face poverty, exploitation, child labour and under-development. There is a growing digital divide between countries with access to new technology and those without. Hence the new world order that globalisation has created has both positive and negative effects. ✓✓✓✓✓

Level 2 – Evidence is mostly relevant and mainly relates to the topic. Uses evidence in a basic manner. Some gaps in knowledge

47

50

7. GUIDELINES FOR LEARNERS AND TEACHERS:

EXEMPLAR RESPONSES – ESSAY QUESTIONS

QUESTION: 1B: VIETNAM

‘ ... All the military might of a superpower could not defeat a small nation of peasants.’

Critically discuss this statement in the light of the United States of America’s involvement in Vietnam between 1965 and 1975. Use relevant examples to support your answer.

When the USA became involved in Vietnam, it was for all the right reasons in terms of the opinions America held about communists. Because of the USA’s superior resources and technology, they expected that it would be quick victory over North Vietnam. The outcome was very different from their expectations. This essay explains the reasons for the USA’s unexpected defeat.

America became involved in the war against North Vietnam to prevent the spread of communism. As a capitalist country, the USA was against anything communist. They had set it as one of their objectives to do what they could to protect smaller weaker countries from being infiltrated by the communist ideology. The USA feared the domino effect and believed they had a responsibility to protect capitalist South Vietnam from being overtaken by communist North Vietnam, which was being supported by China and the USSR.

The USA believed that it would be an easy war against North Vietnam. They had superior resources at their disposal, sophisticated weapons, and innovative technology. It was meant to be over and done with quickly. No one could have foreseen what awaited them. One reason for the USA’s defeat was that Vietnam is a dense, jungle country, which didn’t give the Americans much opportunity to use their highly advanced weapons, let alone move along smoothly. The North Vietnamese adopted tactics and warfare that used this to their advantage.

The North Vietnamese were fighting to maintain their independence. They wanted to unite North and South Vietnam into one communist country. Many people in South Vietnam supported the North Vietnamese – these were called the Viet Cong. The Vietnamese were seasoned veterans, having fought a successful war against French colonialism and Japanese occupation during World War II. They used guerrilla tactics against the US troops such as booby traps, hit-and-run, and their ability to blend with the civilians frustrated the US troops greatly and led to much loss of life for the US. In contrast, the US army had mostly inexperienced conscripted soldiers. The average age of a US soldier fighting in Vietnam was 19 years. The US troops soon lost hope and morale, because they were fighting a war for a country that didn’t belong to them and for a cause they did not believe in.

The great loss of life and the hopeless situation, also resulted in criticism and lack of support back home. There were protests to end the war and return the young men home. The Vietnam war was the first war to be televised. Images of burning villages and dying civilians were broadcast into ordinary Americans homes and they lost support for the war. Demonstrations and rallies were held across the USA, which criticised the war and the government.

The US, in their frustration, employed unorthodox measures to gain the upper hand. They used things like napalm on enemy soldiers. Civilians at home were also on the receiving end, as this napalm burned to cinders whatever it came into contact with. They used chemicals like Agent Orange which was a defoliant to clear the leaves off trees to prevent the Viet Cong from using them as cover. It was later proved that this Agent Orange was the cause of cancers and birth defects that became widespread in Vietnam. For all these things America received much criticism from the world and people lost respect for them as a country that stood for good, especially as a result of brutal scenes involving citizens.

1.2

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

- The Soviet's support caused destruction (bombs falling off the sleigh and exploding on the ground).
- The Soviets sent a large quantity of weapons to Angola. (The cartoon shows the sleigh piled high with different weapons)
- Any other relevant response. (2 x 2) (4)

1.2.2 *[Evaluation of bias in Source 1B – L3]*

To a large extent because:

- The title of the cartoon 'Slay Bells' implies that the weapons being sent to Angola would cause death (slay means to kill)
- The cartoon shows a town being destroyed by the weapons being carried by the Soviet Union sleigh.
- Any other relevant answer.

To a lesser extent because:

- It was accurate to show that the Soviet Union sent large quantities of weapons to Angola.
- The weapons sent to Angola from the USSR caused a great deal of death and destruction.
- Any other relevant answer. (2 x 2) (4)

1.3

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

- The Soviet Union
- Cuba (2 x 1) (2)

1.3.2 *[Definition of concept from Source 1C – L1]*

- A society based on the principals of communal ownership of property, the redistribution of wealth, no production for profit and no class structure. (1 x 2)(2)

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

- He believed that Angola was being controlled by communists.
- He stated that there were tens of thousands of Cuban troops in Angola.
- Any other relevant answer. (2 x 2) (4)

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

- He referred to the Cuban forces that fought on behalf of the MPLA.
- He used the word communist repeatedly because he saw the Cuban presence in Angola as a communist threat.
- He was anti-communist.
- Any other relevant answer. (1 x 2) (2)

3.6

3.6.1 *[Extraction of evidence from Source 3E – L1]*

- Global injustice
- March against World Trade Organisation (WTO) (2 x 1) (2)

3.6.2 *[Interpretation of evidence from Source 3E – L2]*

- Presumably the people in Greece, Ireland, and Spain would disagree, as would mainly African American workers in Detroit and other US cities who had lost jobs to people living in Taiwan, etc.
- The demonstrators believed that the policies of the World Trade Organisation (WTO) caused increased injustice across the world. (1 x 2) (2)

3.7 *[Compare evidence from Sources 3D and 3E – L2]*

- Source 3E highlights global injustices as mentioned in 3D
- Source 3D gives clear examples of the injustice which is mentioned in the source; e.g. Source 3D explains how under-developed countries have been exploited, suffered injustice, e.g. low labour costs, child labour, slavery, terrorism, criminals, increase in industrial waste, pollution, negative health issues, the rich get richer and the poor get poorer, corporates continue to exploit the poor, emergence of corrupt governments. (2 x 2) (4)

3.8 *[Interpret, analyse and evaluate information from Sources 3A-E - L3]*

Learners need to include the following points in their response:

- Globalisation creating a new order
- Technology increasing
- Transport, computer, telecom industries progressing very fast, making it difficult and challenging to keep up
- Communication has grown exponentially e.g. global accessibility of cellphones
- Internet access is essential in business, schools, homes, offices, information and capital being traded
- Changes in monetary policies
- Global issues combating international terrorism, HIV/AIDS, challenges to globalisation
- Travel has become easier and more affordable - enhancing communication
- Any other relevant response.

ESSAY QUESTIONS

QUESTION 1A: CHINA

Discuss to what extent Mao transformed China from an underdeveloped country to a super power from 1949 to 1976.

SYNOPSIS

National strength and the status of nations are measured in economic capacity and military hardware – those countries with the greatest amount of both are considered to be ‘super powers’. Candidates should, therefore, determine to what extent Mao succeeded in developing these two areas between 1949 and 1976. Clear examples must be used to substantiate their argument.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should outline very briefly the main line of argument – in this case making a statement expressing the extent to which Mao had transformed China from an underdeveloped country to a superpower by 1976.

ELABORATION

Land Reform 1949–1976

- The majority of China’s population in 1949 were landless peasants.
- 1949: Land Reform Law – land was taken from landowners and redistributed to peasants. Every peasant now owned a very small plot - just enough to live on but not enough to produce a surplus.
- 1952–1956: Peasant land was re-grouped into collectives (by 1956 95% of peasants were in collectives) – this allowed for mechanisation, modern farming methods and greater production.
- From 1958: Collectives joined into larger units called communes. The aim was that communes would be self-sufficient: able to control their own education, health, welfare service and have a small industry. Communes were part of Mao’s ‘Great Leap Forward - an attempt to develop China into a modern industrialised country. (Initial bad weather and poor harvests resulted in widespread famine.)
- (NB: After Mao’s death peasants were allowed to own their land again and grow crops for profit. As a result of this ‘responsibility system’ as it was called, China has seen far greater increases in grain harvests.)
- Grain produced in China increased (million tonnes) – 1949: 111; 1957: 191; 1976: 285; 1984: 407.

The economic and industrial development 1949–1976

- China had very little industry in 1949 (cheap manufactured goods from Europe and Japan in the early 20th century had economically ruined Chinese craftsmen).
- From 1952 industrial development was centrally planned with a target fixed (followed USSR's model).
- **Plan 1: 1952–1957** – Industrial development exceeded targets.
- **Plan 2: 1957–1960** – 'Great Leap Forward'. Popular slogan in those years was '20 years in a day'. Over-ambitious, poorly managed, harvest failures resulted in famine in which millions died – GLF abandoned
- **Plan 3: 1960–1966** – No plans agreed upon – chaos in countryside due to Cultural Revolution as traditional methods of farming were attacked as 'backwards' and untrained workers sent from the cities to work in the fields
- **Plan 4: 1971–1976** – this was a period of rapid industrial growth
- GNP grew on average 13% per year between 1949–1975 (but very unevenly: 1949=57 + c.22% but 1960s = 7%)

Foreign policy

- Mao wanted to re-establish the borders of the 'Old China' (this led to border wars with a number of neighbouring countries) and make sure that China was never threatened by any foreign power.
- Tibet 1949: Tibet was an independent priest-led country which Mao saw as part of 'Old China'. In 1950 the Chinese Red Army entered Tibet – land redistributed, attacks on Buddhism, monasteries destroyed. In 1965 Tibet became a full province of China. Tibet is still fighting for independence today.
- Other examples such as India, Vietnam or Taiwan could be used to illustrate Mao's foreign policy which aimed at showing the world that China under communist rule was no longer a weak and insignificant power.

Military power

- Until 1960 China received a great deal of assistance from the USSR. After the Sino-Soviet split, China adopted a policy of self-reliance.
- China developed nuclear power.
- Any other relevant point.
- Conclusion: Candidates should sum up their argument with a relevant conclusion.

[50]

QUESTION 1B: VIETNAM

‘... All the military might of a superpower could not defeat a small nation of peasants.’

Critically discuss this statement in the light of United States of America’s involvement in Vietnam between 1965 and 1975. Use relevant examples to support your answer.

SYNOPSIS

Candidates must critically discuss the various reasons why the USA failed to win the war against Vietnam despite their superior military might. Clear examples must be used to substantiate their argument.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should outline very briefly the main line of argument – in this case the main reasons why the USA failed to win the war against Vietnam.

ELABORATION

USA’s military tactics

- The US was ill-equipped and trained to fight a guerrilla war in Vietnam. They lost out to the more experienced Viet Cong who knew the jungles and had the support of local people
- The US used ‘search and destroy’ tactics, destroying whole villages of Vietnamese civilians but failing to destroy the Viet Cong
- The US used aerial bombing and chemical weapons to deforest the jungle and napalm to intimidate and destroy the Vietnamese people.
- These tactics lost the USA a great deal of support among Vietnamese people (North and South) but also fuelled the anti-war feeling back in the US.

Opposition to war in USA

- A growing number of people (especially young students on USA campuses) opposed USA involvement in Vietnam.
- Rallies, demonstrations and marches were held across the USA (4 students killed by state troops at Ohio State University, 1971) - many young people did not want to be conscripted to fight a war they did not believe in (ideologically they did not agree with the USA’s policy of containment).
- Due to the media coverage (Vietnam was the 1st televised war), many Americans were opposed to the destruction of villages and the murder of civilians that took place in the name of ‘democracy’.
- The anti-war movement undermined support for the USA government to such an extent that President Johnson did not stand for re-election – Richard Nixon stood for election promising to end the USA’s involvement in the war.

Chinese and USSR support of Viet Cong

- Although the Viet Cong did not have the chemical weapons and sophisticated weapons that were used by the USA, they did receive weapons, aid and support from the USSR and China.
- Support from China and the USSR made it very hard for USA troops to disarm the guerrillas.

Unpopularity of South Vietnamese regime

- The USA tried to prop up an unpopular regime that many of the South Vietnamese people (whom the USA was supposed to be 'liberating' from the communists) did not support.
- The South Vietnamese government was essentially a military dictatorship and the ruling elite were hated by the majority of the peasant class.

Determination and skill of Viet Cong compared with US conscripts.

- The Viet Cong were highly disciplined and dedicated guerrilla soldiers fighting to free their country (Vietnamese saw it as a war of liberation).
- They also had the support of the majority of the Vietnamese people.
- In contrast, the US army was made up mainly of very young, conscripted soldiers.
- Any other relevant point.
- Conclusion: Candidates should sum up their argument with a relevant conclusion.

[50]

Types of government

- **Congo:** Military dictatorship, kleptocracy, capitalist (private ownership of wealth created great divisions between rich and poor); one-party state; Mobutu had all power within the party and membership was compulsory for all citizens; the party was devoted to the cult of Mobutuism; supported by USA; encouraged foreign capitalists to invest in Zaire.
- **Tanzania:** African socialist (all land and industry was nationalised), one-party state (although membership of TANU was voluntary and open to people of all languages, ethnicities and regions). Attempted to remain non-aligned in Cold War; initially did not allow foreign investment but was forced to accept privatisation and foreign investment in return for loans and debt relief from IMF and World Bank.

Political stability and instability

- **Congo:** Relatively stable after Mobutu came to power in a military coup d'état but mainly because all opposition was banned, silenced and executed;
- **Tanzania:** Relatively stable with Nyerere remaining leader until mid-1980s; fought a war against Uganda over border dispute.
- Any other relevant point.
- Conclusion: Candidates should sum up their argument with a relevant conclusion.

[50]

QUESTION 5: THE NEGOTIATED SETTLEMENT AND THE GOVERNMENT OF NATIONAL UNITY

Allister Sparks argues that the process of negotiation 'was always a crisis-driven process'.

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

SYNOPSIS

Candidates should indicate whether they agree with Sparks' statement. They should highlight the various challenges that South Africa's political role players faced during the process of negotiation such as violence, opposing views and political intolerance between 1990 and 1994.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should explain the historical context and take a line of argument with regard to the statement that 'the process of negotiation was always a crisis-driven process'.

ELABORATION

- In March 1990, the ANC Executive met the NP government for 'talks about talks'.
(Meeting suspended due to the Sebokeng Massacre on 26 March 1990; the ANC threatened the continuation of the armed struggle if government did not commit to the process of negotiation; Government wanted ANC to commit to power-sharing and not majority rule).
- May 1990: ANC and government met at Groote Schuur/Groote Schuur Minute accepted.
- Third meeting in Pretoria (Pretoria Minute accepted; ANC suspended armed struggle; violence continued despite progress in talks; Third Force was blamed for the increase in violence).
- ANC tried to befriend Zulu king to create political stability and peace in Natal; (IFP resisted and violence increased for e.g. 'Seven Day' War during March 1991. Two hundred people were killed in Pietermaritzburg).
- Violence spread to Johannesburg (train violence claimed at least 500 lives between 1990 and 1993; Inkathagate Scandal came to the fore; ANC made 14 demands to government as a prerequisite for continued negotiations).
- 20 December 1991 CODESA began – boycotted by the PAC, AZAPO and the Conservative Party; Declaration of Intent signed/South Africa on threshold of democracy.
- CODESA 2 began in May 1992 but ANC walked out because of the Boipatong massacre in June 1992.

QUESTION 3**KEY QUESTION: WHAT IMPACT DID GLOBALISATION HAVE ON THE NEW WORLD ORDER?**

3.1.1	2		
3.1.2	2		
3.1.3		4	
3.2.1	3		
3.2.2		6	
3.3.1		2	
3.3.2	2		
3.3.3			3
3.4.1	4		
3.4.2		2	
3.5			4
3.6.1	2		
3.6.2		2	
3.7		4	
3.8			8
Total: 50	15	20	15
CAPS Cognitive Levels: 100%	15 (30%)	20 (40%)	15 (30%)

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