



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P2

NOVEMBER 2008

MEMORANDUM

MARKS: 150

This memorandum consists of 30 pages.

1. SOURCE-BASED QUESTIONS**1.1 The following Learning Outcomes and Assessment Standards were used to assess candidates in this question paper:**

LEARNING OUTCOMES	ASSESSMENT STANDARDS The ability of the learner to:
Learning Outcome 1 (Historical enquiry)	<ol style="list-style-type: none"> 1. Formulate questions to analyse concepts for investigation within the context of what is being studied. (Not for examination purposes.) 2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purposes.) 3. Interpret and evaluate information and data from sources. 4. Engage with sources of information evaluating the usefulness of the sources for the task, including stereotypes, subjectivity and gaps in the evidence available to the learners.
Learning Outcome 2 (Historical concepts)	<ol style="list-style-type: none"> 1. Analyse historical concepts as social constructs. 2. Examine and explain the dynamics of changing power relations within the societies studied. 3. Compare and contrast interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events.
Learning Outcome 3 (Knowledge construction and communication)	<ol style="list-style-type: none"> 1. Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data. 2. Synthesise information to construct an original argument using evidence to support the argument. 3. Sustain and defend a coherent and balanced argument with evidence provided and independently accessed. 4. Communicate knowledge and understanding in a variety of ways including discussion (written and oral), debate, creating a piece of historical writing using a variety of genres, research assignments, graphics, oral presentation.

1.2 The following levels of questions were used to assess source-based questions:

LEVELS OF SOURCE-BASED QUESTIONS	
LEVEL 1 (L 1)	<ul style="list-style-type: none"> • Extract relevant information and data from the sources. • Organise information logically. • Explain historical concepts.
LEVEL 2 (L 2)	<ul style="list-style-type: none"> • Categorise appropriate or relevant source of information provided to answer the questions raised. • Analyse the information and data gathered from a variety of sources. • Evaluate the sources of information provided to assess the appropriateness of the sources for the task.
LEVEL 3 (L 3)	<ul style="list-style-type: none"> • Interpret and evaluate information and data from the sources. • Engage with sources of information evaluating the usefulness of the sources for the task taking into account stereotypes, subjectivity and gaps in the evidence available. • Analyse historical concepts as social constructs. • Examine and explain the dynamics of changing power relations within the aspects of societies studied. • Compare and contrast interpretations and perspectives of peoples' actions or events and changes to draw independent conclusions about the actions or events. • Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data.

1.3 The following table indicates how to assess source-based questions:

<ul style="list-style-type: none"> • In the marking of source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples. • In the allocation of marks emphasis should be placed on how the requirements of the question have been addressed. • In the marking guideline the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
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2. EXTENDED WRITING**2.1 The extended writing questions focus on one of the following levels:**

LEVELS OF QUESTIONS
<u>Level 1</u> <ul style="list-style-type: none"> • Discuss or describe according to a given line of argument set out in the extended writing question. • Plan and construct an argument based on evidence, using the evidence to reach a conclusion.
<u>Level 2</u> <ul style="list-style-type: none"> • Synthesise information to construct an original argument using evidence to support the argument. • Sustain and defend a coherent and balanced argument with evidence. • Write clearly and coherently in constructing the argument.

2.2 Marking of extended writing

- **MARKERS MUST BE AWARE THAT THE CONTENT OF THE ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT THE PARTICULAR CENTRE.**
- **CANDIDATES MAY HAVE ANY OTHER RELEVANT INTRODUCTION AND OR CONCLUSION THAN THOSE INCLUDED IN A SPECIFIC EXTENDED WRITING MARKING GUIDELINE.**
- **IN ASSESSING THE OPEN-ENDED SOURCE-BASED QUESTIONS CANDIDATES SHOULD BE GIVEN CREDIT FOR ANY OTHER RELEVANT RESPONSE.**

Global assessment of extended writing

The extended writing will be assessed holistically (globally). This approach requires the educator to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will not be required to simply regurgitate "facts" in order to achieve a high mark. This approach discourages learners from preparing "model" answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of extended writing credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

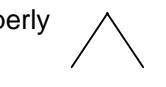
- the construction of argument;
- the appropriate selection of factual evidence to support such argument; and
- the learner's interpretation of the question.

Assessment procedures of extended writing

1. Keep the synopsis in mind when assessing extended writing.
2. During the first reading of the extended writing ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

3. The following additional symbols can also be used:

- introduction, main aspects and conclusion not properly contextualised
- wrong statement
- irrelevant statement



- repetition
- analysis
- interpretation

R
A✓
1✓

4. The matrix

4.1 Use of analytical matrix in the marking of extended writing (refer to page 6)

In the marking of extended writing with reference to page 6 the given criteria shown in the matrix should be used. In assessing the extended writing note should be taken of 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.

- 4.1.1 The first reading of extended writing 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	

- 4.1.2 The second reading of extended writing will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 5	

- 4.1.3 Allocate an overall mark with the use of the matrix.

C	LEVEL 4	} 18 – 19
P	LEVEL 5	

4.2 Use of holistic rubric in the marking of extended writing (refer to page 7)

The given rubric, which takes into account both content and presentation, should be used in the marking of extended writing.

C & P	LEVEL 5	18 – 20
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GRADE 12 EXTENDED WRITING ANALYTIC MATRIX: TOTAL MARKS: 30

	LEVEL 7 Very well planned and structured. Good synthesis of information. Constructed an argument. Well-balanced argument. Sustained and defended the argument throughout.	LEVEL 6 Well planned and structured. Synthesis of information. Constructed an original argument. Well-balanced, independent argument. Sustained and defended the argument.	LEVEL 5 Writing structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	LEVEL 4 Planned and constructed an argument. Evidence used to support. Reached independent conclusion. Conclusion not clearly supported by evidence.	LEVEL 3 Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	LEVEL 2 Attempted to structure the answer. Largely descriptive/ some attempt at developing an argument.	LEVEL 1 Little analysis and historical explanation. No structure.
PRESENTATION							
CONTENT							
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	27-30	24-26					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	24-26	23	21-22				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		21-22	20	18-19			
LEVEL 4 Question recognisable in answer. Some omissions/ irrelevant content selection.			18-19	17	15-16		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				15-16	14	12-13	
LEVEL 2 Sparse content. Question inadequately addressed.					12-13	11	9-10
LEVEL 1 Question not answered. Inadequate content. Totally irrelevant.						9-10	0-8

GRADE 12 HOLISTIC RUBRIC TO ASSESS EXTENDED WRITING (SUCH AS ESSAY USING SOURCES, REPORT, NEWSPAPER ARTICLE, ETC.)

LEVEL	If the candidate has demonstrated all or most of the skills listed in a particular level, she/he will be awarded a mark relevant to the category.
7 Outstanding 80 – 100% 24 - 30	Consistently focuses on topic – demonstrates a logical and coherent progress towards a conclusion Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Groups sources (not essential but should not merely list sources) Demonstrates a setting of sources in background understanding If appropriate, deals fully with counter-argument Refers appropriately to relevancy, bias, accuracy, limitation of sources Expresses him/herself clearly Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
6 Meritorious 70 – 79% 21 - 23	Makes a good effort to focus consistently on the topic but, at times, argument loses some focus Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Perhaps, lacking some depth of overall focus, or does not make reference to one or more relevant source. If appropriate, makes an attempt to consider counter-argument Rather superficial or no attempt to refer to relevancy, bias, accuracy, limitation of sources Expression good Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
5 Substantial 60 – 69% 18 - 20	Makes an effort to focus on the topic but argument has lapses in focus Comprehends most of the sources Uses most of the sources Selects relevant sources Good use of relevant evidence from the sources Good attempt to consider counter-argument Good attempt to refer to relevancy, bias, accuracy, limitation of source Expression good but with lapses Does not make an altogether convincing attempt to take a stand (i.e. limitations in reaching an independent conclusion)
4 Moderate 50 – 59% 15 - 17	Makes an effort to focus on the topic but argument has many lapses in focus Adequate comprehension of most of the sources Adequate use of relevant evidence from the sources Adequate attempt to consider counter-argument Adequate attempt to refer to relevancy, bias, accuracy, limitation of sources Expression adequate Makes an attempt to take a stand but there are serious inconsistencies with making links with the rest of the essay Essay might have a tendency to list sources and “tag” on focus
3 Adequate 40 – 49% 12 - 14	Poor attempt to focus on the topic Little comprehension of the sources Struggles to select relevant information from the sources No quotes – or generally irrelevant Makes no effort to consider counter-argument – or exceptionally weak attempt Easily characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression poor Makes a very poor attempt to take a stand (i.e. battles to reach an independent conclusion)
2 Elementary 30 – 39% 09 - 11	Uses only one or two sources Unable to identify relevant sources No quotes – or generally irrelevant Makes no effort to consider counter-argument Essay characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression very poor Makes a very poor attempt to take a stand – if at all
1 Not Achieved 0 – 29% 0 - 8	No attempt to focus on the topic Uses no sources Completely irrelevant Answer extremely poor Sources copied without relevance

QUESTION 1: DID THE COLLAPSE OF THE SOVIET UNION INFLUENCE THE ENDING OF APARTHEID IN SOUTH AFRICA?**1.1****1.1.1** *[Extraction and explanation of evidence from Source 1A – L1 – LO1 (AS3)]*

- Soviet Union was not going to export revolutionary ideas to other countries
- Soviet Union decided it would not get involved in counter-revolutionary activities
- Would foment destabilisation in countries that are not pro-Soviet Union
- To stop the Cold War
- To stop the drainage of resources (any 1 x 2) (2)

1.1.2 *[Interpretation of evidence from Source 1A – L2 – LO1 (AS3)]*

- The ANC was weakened economically, politically and militarily
- Was hindered because it depended on the Soviet Union for military support and training
- It deprived the ANC of an important ally
- It terminated the ANC's armed struggle/ANC forced to negotiate/ withdrawal from Angola (any 1 x 2) (2)

1.1.3 *[Explanation of evidence from Source 1A – L2 - LO1 (AS3); LO2 (AS2)]*

- Cost of the Cold War was draining the resources of country (Russia)
- Focused on its own development
- Stopped meddling in the affairs of other countries at the expense of the Soviet Union
- Challenges to Russian ideology in a capitalist-driven world (any 1 x 2) (2)

1.1.4 *[Synthesis of evidence from Source 1A – L2 – LO1 (AS3); LO3 (AS2)]*

- They regarded the ANC as a liability (no value to Russia)
- The Soviet Union would not benefit from its association with the ANC / no longer possible to provide aid to the ANC
- Change in foreign relations with the coming into power of Gorbachev (any 1 x 3) (3)

1.1.5 *[Interpretation of evidence from Source 1A – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

- The ANC reacted with shock and dismay
- The ANC had to re-define itself as a liberation organisation
- The ANC was forced to begin a process of negotiation with the apartheid government
- Viewed the change in attitude as a huge setback to its liberation struggle (any 1 x 3) (3)

1.2

1.2.1 *[Interpretation of evidence from Source 1B – L2 – LO1 (AS3); LO2 (AS2)]*

- De Klerk met with international leaders to get advice on how to transform South Africa's political scenario
 - To ascertain whether the international community would support South Africa's transformation process
 - To seek advice on how the political changes would impact on economic investments and development
- (any 1 x 2) (2)

1.2.2 *[Explanation and interpretation using Source 1B – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS3)]*

- De Klerk could no longer use the relationship between the ANC and the Soviet Union as an excuse not to negotiate with the liberation organisations
 - The thawing of relations at an international level through changes in Soviet Russia made De Klerk realise the need for change and reform for South Africa to become part of the international world
 - It helped De Klerk to convince his party and government that the 'communist danger' is over
- (any 1 x 2) (2)

1.2.3 *[Determining accuracy of Source 1B – L3 – LO1 (AS3); LO2 (AS3); LO3 (AS2)]*

- It is accurate because Namibia's negotiated independence was smooth and peaceful
 - Namibia's independence served as a motivation for South Africa to begin a process of negotiation
- (any 1 x 3) (3)

1.2.4 *[Extraction and interpretation of evidence from Source 1B – L2 – LO1 (AS3)]*

- Economic sanctions / disinvestments
 - Internal racial unrest
 - Financial crisis
 - Low business confidence
 - Pressure from the international community / collapse of USSR / withdrawal of Cuban troops
 - Country on the brink of anarchy
 - Assumed weakened position of the ANC – considered timing appropriate
- (any 2 x 1) (2)

1.3

1.3.1 *[Comparison of evidence from Sources 1A and 1B – L3 – LO2 (AS3); LO3 (AS2)]*

Candidates need to refer to both Sources 1A and 1B in their responses.

Source 1A complements Source 1B as follows:

- Source 1A highlights the political changes in Russia and the ending of the Cold War under Gorbachev and the impact it had on South Africa
 - Source 1B highlights De Klerk's political changes to the policy of apartheid and beginning the process of negotiations with black political organisations as a result of the end of the Cold War
- (2 x 2) (4)

1.3.2 *[Selection, analysis and synthesis of evidence from Sources 1A & 1B – L2 & 3 – LO2 (AS3); LO3 (AS2 & 3)]*

Candidates can select either Source 1A or Source 1B and support their point of view with relevant evidence.

Source 1A is MORE USEFUL because it highlights the following:

- Reasons as to why Gorbachev began a process of political change
- The impact of political changes in Russia on both the ANC and the National Party government
- Gorbachev's reforms helped speed up South Africa's negotiated settlement
- Any other relevant response

OR

Source 1B is MORE USEFUL because it highlights the following:

- De Klerk's attempts to change South Africa's political landscape
- End of Russian support for the ANC influenced De Klerk to start the process of negotiation with the ANC
- Both the Soviet Union and Cuba began to pull out their troops from Angola
- Namibia received independence and served to motivate De Klerk's government
- Factors such as the economic sanctions and racial unrest which contributed to De Klerk's reform measures
- Any other relevant response (2 x 2) (4)

1.4

1.4.1 *[Interpretation and analysis of evidence from Source 1C – L3 – LO1 (AS3); LO2 (AS2)]*

- The collapse of the Soviet Union put pressure on De Klerk to bring about meaningful change
- To demonstrate De Klerk's intention to the international community, the National Party and the anti-apartheid movements of his desire for change
- To appease local and international investors and to end political Instability (2 x 2) (4)

1.4.2 *[Extraction and interpretation of evidence from Source 1C – L1 – LO1 (AS3)]*

- They formed the leadership of the ANC
- Sacrificed their lives in the liberation struggle – formed an important component to any future changes in South Africa (any 1 x 2) (2)

1.4.3 *[Interpretation and synthesis of evidence from Source 1C – L2 & 3 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

- (a) Would have reacted with anger and frustration
Would not have welcomed the release of these political activists (1 x 2) (2)
- (b) Would have welcomed the release of their leaders
Would have been happy to welcome their heroes back home (1 x 2) (2)

- 1.5 *[Interpretation, analysis and synthesis of evidence from all sources – L2 & 3 – LO1 (AS3); LO2 (AS2 & 3); LO3 (AS2)]*

Candidates could include the following aspects in their response:

- Changes in USSR's foreign policy - Glasnost and Perestroika
- Signing of the agreement by South Africa in 1988 with the Soviet Union
- De Klerk's historic speech
- The termination of the ANC's armed struggle
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. Shows no or little understanding of the significant events that changed South Africa's political destiny • Uses evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. Shows an understanding of the significant events that changed South Africa's political destiny • Uses evidence in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. Demonstrates a thorough understanding of the significant events that changed South Africa's political destiny • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

(6)

1.6 EXTENDED WRITING

- 1.6.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should discuss how the collapse of the Soviet Union influenced the ending of apartheid in South Africa. A discussion on how the National Party chose to change its stance and policies towards resistance organisations should also be discussed.

MAIN ASPECTS

- Introduction: Candidates should discuss how Gorbachev's ending of communism influenced De Klerk's thinking or any relevant introduction.

ELABORATION

- Gorbachev's role in ending communism
- The introduction of Glasnost and Perestroika in Russia
- The impact of Glasnost and Perestroika on South Africa
- De Klerk could no longer use the argument that apartheid was stemming the tide of communism
- Banned political organisations could no longer be termed as communist-inspired terrorists
- De Klerk was forced to negotiate with previously banned political organisations like the ANC
- Opened the way for engagement with the ANC leading to the democratisation process in South Africa
- Process of negotiations [CODESA] were initiated for the ending of apartheid
- Any other relevant response

- Conclusion: Candidates should tie up their argument with relevant evidence.

(30)

Use the matrix on page 6 in this document to assess this extended writing.

- 1.6.2 *[Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should write a report demonstrating why the end of communism in Russia forced both the apartheid government and the ANC to come to realise that the only solution was a negotiated one.

MAIN ASPECTS

- Introduction: Candidates should demonstrate why Gorbachev's reforms were instrumental in getting both the ANC and the apartheid government to negotiate.

ELABORATION

- Firstly, the ANC was forced to negotiate with the apartheid government because it had no military, revolutionary and economic support from the Soviet Union
- The end of communism meant the removal of Cuban troops and MK soldiers from Angola
- Independence of Namibia seen as a forerunner to a negotiated settlement
- The ANC was left to fend for itself because of the changing international scenario
- The ANC and the apartheid government were under pressure to find a peaceful and workable solution
- Secondly, the apartheid government was forced to negotiate with the ANC because of external and internal factors
- External factors (collapse of the Soviet Union, Gorbachev's process of reform, the removal of Cuban troops from Angola, pressure from Britain and USA to change, etc)
- Internal factors (economic stagnation, racial unrest, financial crisis, etc)
- Any other relevant response
- Conclusion: Candidates should end the report with a relevant conclusion.

(30)

Use the matrix on page 7 in this document to assess this extended writing.

[75]

QUESTION 2: HOW DID THE COLLAPSE OF THE USSR CAUSE BENIN (WEST AFRICA) TO RE-IMAGINE ITSELF IN THE 1990s?

2.1

2.1.1 *[Extraction of information from Source 2A – L1 – LO1 (AS3)]*

- Gorbachev's reforms – policies of Glasnost and Perestroika
 - Downfall of Marxism-Leninism
- (1 x 2) (2)

2.1.2 *[Analysis of historical concepts from Source 2A – L1 – LO2 (AS1)]*

(a) Glasnost

- Openness – people speak freely
 - Able to criticise government
 - Due course leads to democratic institutions and free elections
 - Reforms so that communist system works more efficiently and democratically
- (any 1 x 2) (2)

(b) Perestroika

- Restructuring/reform
 - Rebuild Soviet economy
 - Reform communist system – not replace it with capitalism
 - Political reappraisal of the system of government in Russia
- (any 1 x 2) (2)

2.1.3 *[Extraction and interpretation of evidence from Source 2A – L2 – LO1 (AS3); LO2 (AS2)]*

- Repressive regimes no longer of value to West (motive to gain support for the West, no longer there)
 - One-party states not conducive to economic development and growth
 - Emphasis shifted to democratic reform
 - Pressure from World Bank to support democracy - more conducive to economic growth
 - Emergence of a new world order with focus on good governance, economic growth and political stability
- (any 1 x 2) (2)

2.1.4 *[Interpretation and analysis of evidence from Sources 2A – L2 – LO2 (AS2); LO3 (AS2 & 3)]***Britain would provide aid to countries that were prepared to adhere to the following:**

- Sound democratic / multi-party systems / respect for human rights
 - Good governance
 - Accountability
 - Uphold and respect the law
 - Adhere to capitalism-market related structures
- (any 1 x 2) (2)

2.1.5 *[Interpretation, analysis and synthesis of evidence from Source 2A – L2 – LO3 (AS2 & 3)]*

Yes, author supported regime change because of the following:

- Evidence supports change – e.g. Soviet Union – Glasnost and Perestroika
- Britain's aid conditional – i.e. to change to democracy and capitalism (1 x 3) (3)

2.2

2.2.1 *[Extraction and interpretation of evidence from Source 2B – L2 – LO2 (AS2)]*

- Corrupt and ineffective rule / dictatorship
- Country existed for the benefit of the ruler and his supporters / Nepotism along ethnic and tribal lines (any 1 x 2) (2)

2.2.2 *[Extract relevant information from Source 2B – L2 – LO1 (AS3)]*

- Lack of state funds to pay salaries (teachers and civil servants)
- Collapse of state banking system
- Fraudulent practices by Kerekou and his inner circle
- Corrupt practices by Kerekou
- Squandering state funds for personal gain (any 1 x 2) (2)

2.2.3 *[Extraction and interpretation of information from Source 2B – L2 – LO1 (AS3); LO2 (AS2)]*

- Western condemnation and rejection of his regime
- Failed to secure Western aid
- No longer able to secure economic aid from Soviet Russia
- System of government unable to sustain the country / system of government led to the loss of popularity (any 1 x 2) (2)

2.2.4 *[Explain the usefulness of Source 2B – L3 – LO1 (AS4); LO2 (AS2); LO3 (AS2 & 3)]*

- The source relates to relevant issues in Benin
- It highlights the resistance to repression / corruption and the desire for change
- It provides insight and historical information regarding the situation in Benin
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Does not understand or partially understands the term usefulness • Does not have the ability to establish the usefulness of the source(s) 	Marks: 0 – 1
LEVEL 2	<ul style="list-style-type: none"> • Understands the term usefulness • Is able to establish the usefulness of the source(s) to a certain extent 	Marks: 2 – 3
LEVEL 3	<ul style="list-style-type: none"> • Understands how and has the ability to establish the usefulness of the source(s) • The candidate uses this ability to come to a clear and sound conclusion about the usefulness of the source(s) 	Marks: 4 – 5

(5)

2.3

2.3.1 *[Extract relevant information from Source 2C – L1 – LO1 (AS3)]*

- First proper contest for power since independence / the election was fair and free (1 x 1) (1)

2.3.2 *[Interpretation and analysis of evidence from Source 2C – L2 – LO2 (AS2); LO3 (AS2)]*
Candidates could state either 'justified' or 'not justified' and support their response with reasons:**JUSTIFIED**

- Kerekou was prepared to admit he had abused his power
- Kerekou pledged his support for change
- Reconciliation – showed democracy in action
- Any other relevant response

NOT JUSTIFIED

- Kerekou should stand trial for corruption and mismanagement of government
- Sends a message that corruption and mismanagement of government was condoned
- Any other relevant response (2 x 2) (4)

2.3.3 *[Interpretation and analysis of evidence from Source 2C – L3 – LO2 (AS2); LO3 (AS2 & 3)]*

- Politically more open and less repressive but the lives of ordinary people did not change dramatically
- Powerful ruling class still benefited the elite and not the man in the street
- Empowerment of ordinary people had not commenced (any 2 x 2) (4)

2.4

2.4.1 *[Interpretation of evidence from Source 2D – L2 – LO1 (AS3)]*

- Soviet Union has 'let go' of Africa and decided not to get involved in Africa's decision-making process
- Africa was now free of Soviet influence and now had room to develop itself as an independent entity
- The political transformation of the USSR under Gorbachev ensured that Africa was now free from Soviet bondage
- Any other relevant response (1 x 2) (2)

2.4.2. *[Interpretation and analysis of evidence from Source 2D – L3 – LO3 (AS2 & 3)]*

Candidates could state either 'accurate' or 'inaccurate' and support their response with reasons:

ACCURATE

- Africa was under neo-colonial and super-power control for a long period
- The evidence portrays the period of change in Africa from colonialism or Soviet influence to one of political and economic freedom
- It was an important spin-off of the policies introduced in the USSR by Gorbachev

INACCURATE

- Support their response with valid reasons (2 x 2) (4)

2.5 *[Interpretation, analysis and synthesis of evidence from all sources - L3 – LO1 (AS3 & 4); LO2 (AS2 & 3); LO3 (AS2, 3 & 4)]*

In responding to this question, the candidate is required to indicate the reasons for the selection of the source which must be supported with relevant evidence.

For example:

Reference to Source 2A 'Soviet Union began to retreat from Africa'

Reference to Source 2B 'response to the collapse of the USSR'

Reference to Source 2C (Perspective 2) '... with the adoption ... would be free'

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. Shows no or little understanding of the link between visual and written sources • Uses evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. Shows an understanding of selection and explanation of how a written source supports a visual source • Uses evidence in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. Demonstrates a thorough understanding of selection and explanation of how a written source supports a visual source • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

(6)

2.6 EXTENDED WRITING

2.6.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates need to state whether they agree or disagree with the statement. Candidates need to demonstrate how they will support their given line of argument. They need to indicate which case study of Central, West or North Africa they will use. In disagreeing with the statement candidates need to substantiate their argument.

MAIN ASPECTS

- Introduction: Candidates need to explain whether the collapse of the USSR had a profound impact on Africa or not. Candidates need to indicate which case study of Central, West or North Africa they intend to use to demonstrate their point of view.

ELABORATION

The collapse of the USSR had a profound impact on a country in either Central, West or North Africa

- Changes in Soviet Union and Eastern Europe forced the USSR to change its role in Africa
 - Gorbachev's Glasnost and Perestroika – USSR forced to retreat from Africa
 - Downfall of Marxism-Leninism
 - End of Cold War – changed West's attitude to Africa
 - West no longer needed allies in Africa to counter USSR's influence
 - Democracy and capitalism more popular than communism
 - Good governance and accountability replaced repression and state control
 - Economic growth based on democratic system of government which later became evident
 - Any other relevant response
-
- Conclusion: Candidates should tie up their argument by explaining whether the collapse of the USSR did in fact have a profound impact on Africa or not.

(30)

Use the matrix on page 6 in this document to assess this extended writing.

2.6.2 *[Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]*

The candidate should include the following points in the response:

SYNOPSIS

In writing the report candidates need to focus on the changes in Benin following the transformation to democracy. Candidates need to make recommendations in all three spheres: economic, political and social.

MAIN ASPECTS

- Introduction: Candidates need to focus on economic, political and social transformation within a democratic government/structure.

ELABORATION

ECONOMIC

- Ensure good governance – create stable political climate
- Attract foreign investment
- Adhere to market principles (capitalism)
- Invite respected, renowned economic advisors to train officials
- Focus on reducing unemployment
- Diversification of the economy
- Balance between agriculture and industry
- Eliminate corruption within civil service
- Expose fraud
- Secure loans from World Bank
- Reform banking system
- Any other relevant response

POLITICAL

- Good governance and transparency
- Expose corruption in the civil service
- Respect for rule of law
- Uphold democratic principles – free and fair elections
- Respect and tolerance for opposition
- Any other relevant response

SOCIAL

- Focus on education and health issues
- Uphold basic human rights
- Address unemployment and housing
- Raise basic living standards – more people can contribute to economy
- Any other relevant response

- Conclusion: Candidates should tie up their argument by explaining how the country was able to re-imagine itself economically, politically and socially.

(30)
[75]

Use the matrix on page 7 in this document to assess this extended writing.

QUESTION 3: WAS IT THE MAGNANIMITY (FAIRNESS) OF DE KLERK THAT PAVED THE WAY FOR A DEMOCRATIC SOUTH AFRICA?

3.1

3.1.1 *[Interpretation of evidence from Source 3A – L2 – LO1 (AS3)]*

- Unexpected announcement by De Klerk in South Africa's parliament regarding the release of the liberation icon Nelson Mandela
- It led to the systematic dismantling of apartheid and saw the end of white minority rule
- South Africans and the international community felt hopeful about South Africa's future
- It led to the negotiation process

(any 2 x 2) (4)

3.1.2 *[Extraction from Source 3A – L1 – LO1 (AS3); LO3 (AS2)]*

- Underlying this is the growing realisation by an increasing number of South Africans that only a negotiated settlement by the representative leaders of the entire population will ensure lasting peace

(1 x 2) (2)

3.1.3 *[Explanation using Source 3A – L2 – LO1 (AS3); LO3 (AS3)]*

Candidates need to choose ANY ONE of the steps taken by De Klerk and substantiate their choice. They should focus on the following aspects:

- Unbanning political organisations and parties
- Release of political prisoners
- Unconditional release of Nelson Mandela
- Process of negotiation

(any 1 x 2) (2)

REASONS

- Motivation to be provided for the step chosen

(2 x 2) (4)

3.1.4 *[Interpretation of evidence from Source 3A – L2 – LO1 (AS3)]*

- Western powers reacted with a sense of relief
- There was hope and encouragement for a brighter and better future for South Africa
- South Africa no longer looked upon as a country on the threshold of war and destruction
- Any other relevant response

(any 2 x 2) (4)

3.2

3.2.1 *[Explanation of concept – L1 – LO2 (AS1)]*

- Large number of people who are involved in different types of protest
- Protest action characterised by numbers
- Any other relevant response

(any 1 x 3) (3)

3.2.2 *[Interpretation of evidence using Source 3B – L2 & 3 – LO1 (AS3); LO3 (AS2)]*

- Apartheid had not ended
- Leaders were still imprisoned
- Wanted to intensify pressure on the apartheid regime until democracy was established
- Any other relevant response

(any 2 x 2) (4)

3.2.3 *[Interpretation of evidence using Source 3B – L2 & 3 – LO1 (AS3); LO3 (AS2)]*

- We would continue with our protest/mass action until our demands had been met
- Whilst we continued to protest we would be united
- All freedom-loving South Africans should be united until democracy was achieved
- Any other relevant response (any 1 x 3) (3)

3.2.4 *[Interpretation of evidence using Source 3B – L2 & 3 – LO1 (AS3); LO3 (AS2)]*

- Mandela had a futuristic understanding of politics and the world at large
- Mandela was able to forgive and reconcile with the agents of apartheid for the sake of a better and prosperous South Africa
- Mandela was able to work with his enemies to build a better South Africa
- Any other relevant response (any 2 x 2) (4)

3.3

3.3.1 *[Interpretation of evidence using Source 3B – L2 & 3 – LO1 (AS3); LO3 (AS2)]*

- Release of Nelson Mandela
- A new era in South African politics has dawned
- Africa could be empowered now that South Africa / Mandela is free
- Freedom at last, wings to fly as a bird into the open world
- South Africa symbolised by Mandela – last of the 'birds' (leaders) to fly out of a caged Africa
- Any other relevant response (any 2 x 2) (4)

3.3.2 *[Explanation and analysis using Source 3C – L2 & 3 – LO1 (AS3); LO3 (AS1 & 2)]*

Very appropriate to a historian. Candidates should include the following aspects in their response:

- Depicts the release of Mandela in the 1990s
- With the release of Mandela, there was hope for South Africa and indeed the rest of Africa
- Very symbolic - Africa being in prison - now with release of Mandela a new beginning for Africa
- Any other relevant response

LEVEL 1	<ul style="list-style-type: none"> • Does not understand or partially understands the term appropriateness • Does not have the ability to establish the appropriateness of the source(s) 	Marks: 0 – 1
LEVEL 2	<ul style="list-style-type: none"> • Understands the term appropriateness • Is able to establish the appropriateness of the source(s) to a certain extent 	Marks: 2 – 3
LEVEL 3	<ul style="list-style-type: none"> • Understands how and has the ability to establish the appropriateness of the source(s) • The candidate uses this ability to come to a clear and sound conclusion about the appropriateness of the source(s) 	Marks: 4 – 5

(5)

3.4 *[Interpretation, analysis and synthesis of evidence from all sources - L1 - 3 – LO1 (AS1); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]*

Candidates should include the following aspects in their response:

- Implications of De Klerk's parliamentary speech
- Release of Mandela
- Unbanning of political parties
- Pretoria and Groote Schuur Minute
- Continuation of the struggle/mass action
- Any relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. Shows no or little understanding of the significant moments that changed South Africa in 1990 • Uses evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. Shows an understanding of the significant moments that changed South Africa in 1990 e.g. De Klerk's speech/release of Mandela • Uses evidence in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. Demonstrates a thorough understanding and knowledge of the significant moments that changed South Africa in 1990 e.g. De Klerk's speech/release of Mandela • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

(6)

3.5 EXTENDED WRITING

3.5.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should take a particular line of argument and discuss how they intend supporting their argument. In agreeing with the statement, they should discuss why De Klerk's release of Mandela was regarded as a turning point in South Africa's history. In disagreeing with the statement, they should explain why they disagree. Key historical events between 1990 and 1994 should be highlighted and discussed.

MAIN ASPECTS

- Introduction: Candidates should take a line of argument, i.e. either agree or disagree with the statement.

ELABORATION

- Release of Mandela
 - Process of negotiations and reform
 - Strong reaction to the process of negotiations and reform [internal and external]
 - Talks between major stakeholders begin
 - Pretoria Minute
 - Groote Schuur Minute
 - CODESA 1 and 2
 - Record of Understanding
 - 1994 elections
 - New Constitution
 - Any other relevant point
-
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

Use the matrix on page 6 in this document to assess this extended writing.

3.5.2 *[Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates may take a specific line of argument in responding to the newspaper headline. In agreeing candidates should discuss whether it was the magnanimity of the De Klerk that saved South Africa from ruin and destruction. In disagreeing with the statement, they should explain why they disagree. If candidates agree and disagree they need to substantiate their argument.

MAIN ASPECTS

Introduction: Candidates should take a line of argument, i.e. either agree or disagree with the statement.

ELABORATION

- Significance of De Klerk's speech for South Africa
- Release of Mandela
- Reforms introduced
- Internal and external pressure
- Opposition encountered by his reforms
- Dealing with the opposition
- Being decisive and intuitive
- Any other relevant point

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

(30)

Use the matrix on page 7 in this document to assess this extended writing.

[75]

QUESTION 4: WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCESSFUL IN HEALING THE WOUNDS OF A DIVIDED SOUTH AFRICA?

4.1

4.1.1 *[Extraction from Source 4A – L1 – LO1 (AS3); LO3 (AS2)]*

- It served to expose human rights violations and crimes committed by the apartheid regime / apartheid indefensible
- It provided a platform for ordinary people to reveal their suffering / archive to examine the past
- Reconciliation

(2 x 1) (2)

4.1.2 *[Interpretation and evaluation of evidence from Source 4A – L3 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

- Fear of prosecution
- Would not bring about the desired hope for reconciliation
- Did not like to open old wounds
- It would have exposed the apartheid regime's violation of human rights
- Any other relevant response

(any 2 x 1) (2)

4.1.3 *[Interpretation and explanation – L3 – LO1 (AS3); LO2 (A2); LO3 (AS2)]*

- They were able to speak about the trauma they suffered
- They wanted reconciliation
- They wanted to hear the truth
- They wanted closure / compensation
- To give expression to their pent-up emotions of anger and hatred
- Any other relevant response

(any 2 x 2) (4)

4.1.4 *[Interpretation of evidence from Source 4A – L3 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

- Work of the TRC was substantial/voluminous
- People could refer to the work of the TRC when needed
- Offered ordinary people the opportunity for full disclosure
- People can learn not to repeat the mistakes of the past
- Enormity of the crime perpetrated during the period of the apartheid regime
- Any other relevant response

(any 2 x 2) (4)

4.2

4.2.1 *[Interpretation of evidence from Source 4B – L3 – LO1 (AS3); LO3 (AS2)]*

- She wanted to hear the truth - later she would forgive them / people wanted to meet face to face
- She wanted to reprimand them and tell them exactly what she thought of them
- Wanted closure to the matter which was hurting and haunting her
- Any other relevant response

(any 1 x 3) (3)

4.2.2 *[Interpretation of evidence from Source 4B – L3 – LO1 (AS3); LO3 (AS2)]*

Candidates can state either Yes or No and should support their point of view with relevant reasons.

YES

- He appeared before the TRC and was honest about his involvement in the deaths
- After confessing his involvement he wanted closure
- He accepted responsibility
- Sought forgiveness by showing remorse
- Any other relevant response

OR**NO**

- He saw this as an opportunity to free himself from prosecution
- He was more interested in protecting himself
- He used the opportunity to betray the state and safeguard himself
- Any other relevant response (any 2 x 2) (4)

4.2.3 *[Interpretation of evidence from Source 4B – L3 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

- Was a form of reconciliation
- According to the TRC Coetzee made a full disclosure / showed remorse
- Shows that the TRC was committed to a process of healing the nation
- Provided an open forum for other perpetrators of apartheid crimes to come forward
- Any other relevant response (any 1 x 3) (3)

4.2.4 *[Interpretation of evidence from Source 4B – L3 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

Candidates should indicate either 'justified' or 'not justified' and support their response with relevant reasons.

JUSTIFICATION

- People were made aware of the crimes committed during apartheid
- Was a form of catharsis
- In many cases closure was reached
- Fostered reconciliation
- Any other relevant response

OR**NO JUSTIFICATION**

- Many perpetrators did not attend the hearings of the TRC
- In some cases disclosure was incomplete
- Hence it was difficult for victims to attain complete closure
- TRC failed to bring about reconciliation between the victim and perpetrator
- The TRC was considered merely as a 'talk shop'
- Inadequate punishment meted out to perpetrators
- The TRC had no powers to prosecute perpetrators
- Any other relevant response (any 2 x 2) (4)

4.3 *[Interpretation and evaluation of evidence from Source 4B – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

- Could be biased
- Viewpoints of people who participated in the TRC may not be authentic
- Viewpoints of other people who were not in favour of the TRC were not given
- Views of the dissidents were not accurately captured
- Any other relevant response (any 2 x 2) (4)

4.4

4.4.1 *[Interpretation and evaluation of evidence from Sources 4C & 4D – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

- The political tension that prevailed during its operations
- Parties accused the TRC of being a "witch-hunt" rather than a genuine tool for national reconciliation
- The Commission's biggest political blunder was the tendency to [give in] to these political groupings in an attempt to keep them committed to the process
- For restorative justice to succeed, victims need to see offenders express remorse [regret]. That this was not forthcoming from the political party that governed the country under apartheid
- Any other relevant response (any 2 x 2) (4)

[Interpretation of evidence from Sources 4C & 4D – L2 – LO1 (AS3); LO3 (AS2 & 3)]

- Shows political parties attacking (critical) the chairperson of the TRC, Desmond Tutu
- People in general were dissatisfied with the outcome of the TRC
- Despite being attacked from all directions, the TRC was able to complete its task
- Any other relevant response (1 x 3) (3)

4.4.3 *[Interpretation and evaluation of evidence from Sources 4C & 4D – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

Candidates may choose either Source 4C or Source 4D and support their choice with relevant reasons:

SOURCE 4C

- Source 4C gives a balanced perspective on the workings of the TRC
- It provides historical information that can be verified
- This source provides useful leads for a historian to research the work of the TRC
- Any other relevant response

OR

SOURCE 4D

- The cartoon provides information on the important role players of the TRC
- It depicts issues as they unfolded during the work of the TRC
- This cartoon provides a critical work of the TRC
- Any other relevant response (any 1 x 2) (2)

4.5 *[Interpretation, analysis and synthesis of evidence from all sources - L2 – LO1 (AS3); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]*

Candidates should include the following aspects in their response:

- TRC provided a forum for people to rid themselves of their bottled emotions of guilt, suffering and hatred
- Provided a structured platform for relief in the way of amnesty or financial compensation
- The first is that it has achieved a remarkable and far-ranging public exposure of the human rights violations and crimes committed under the apartheid regime
- It has forced a previously reluctant population (though, of course, there is still denial at one level) to see that apartheid was morally indefensible; that it's a crime against humanity
- It has allowed ordinary people to find expression for the suffering under the regime
- It has had a completely cathartic [therapeutic or healing] function for many of the victims
- It is in this sense that some form of reconciliation has already taken place
- Desire to free themselves from the burdens of the past and look ahead to a better and brighter future
- To look ahead rather than being trapped in the past
- TRC was to change the mindset of people from division and hate to togetherness and love
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Cannot extract evidence or extracts evidence from the sources in a very elementary manner, e.g. Shows no or little understanding of the role of the TRC in attempting to bring closure to the evils of apartheid • Uses evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Extracts evidence from the sources that is mostly relevant and relates to a great extent to the topic, e.g. Shows an understanding of the role of the TRC in attempting to bring closure to the evils of apartheid • Uses evidence from sources in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Extracts relevant evidence from the sources, e.g. Demonstrates a thorough understanding and knowledge of the role of the TRC in attempting to bring closure to the evils of apartheid • Extracts evidence – relates well to the topic • Uses evidence from sources very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

(6)

4.6 EXTENDED WRITING

4.6.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should critically discuss whether the TRC was successful or not in healing the wounds of a divided South Africa. They should support their line of argument with relevant evidence. Candidates may measure the success and failures against the aims of the TRC.

MAIN ASPECTS

- Introduction: Candidates should take a line of argument, i.e. either successful or not successful or any other relevant introduction.

ELABORATION

Candidates can mention either that the TRC was successful or that it was a failure.

SUCCESSFUL

- People came forth to present their cases
- In some cases there was genuine commitment to reconciliation
- In some cases there was closure
- Families were able to forgive
- However, when the report was presented - the belief was that it laid the foundation for reconciliation
- New constitution supported the idea of national unity based on reconciliation and the reconstruction of society
- Victims received compensation
- Any other relevant response

UNSUCCESSFUL

- Some perpetrators did not appear before the TRC
- Political tension prevailed during its operations
- Many saw the TRC investigating aspects of the past that might damage their political credibility
- Parties accused the TRC of being a "witch-hunt" rather than a genuine tool for national reconciliation, and frustrated the Commission's work by [bringing about] frequent legal actions against the TRC
- For restorative justice to succeed, victims need to see offenders express remorse/regret. That this was not forthcoming from the political party that governed the country under apartheid.
- Others were angry - believed that the perpetrators of gross human rights violations escaped punishment
- Amnesty was controversial
- Victims received inadequate compensation
- Any other relevant response

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

(30)

Use the matrix on page 6 in this document to assess this extended writing.

4.6.2 *[Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]*

Candidates should include the following aspects in their response:

SYNOPSIS

In writing the report candidates should indicate whether the TRC was successful in helping the process of reconciliation, justice and forgiveness. They should back up their argument with relevant examples and case studies.

MAIN ASPECTS

- Introduction: Candidates should take a specific line of argument and indicate how they intend supporting their argument.

ELABORATION

Candidates should evaluate whether the TRC was successful or not in helping the process of reconciliation, justice and forgiveness

- Workings of the TRC - briefly
 - Public confessions revealed the amount of violence that was meted out
 - Differences of opinion - war crimes tribunals - witch hunt
 - Mandela believed that it was essential to purge the injustices of the past so that South Africa could move forward
 - In some ways the TRC promoted reconciliation - use relevant examples
 - Others were angry - believed that the perpetrators of gross human rights violations should not escape punishment
 - Controversy surrounding the notion of amnesty
 - However when the report was presented - the belief was that it laid the foundation for reconciliation, justice and forgiveness
 - New constitution supported the idea of national unity based on reconciliation and the reconstruction of society
 - Any other relevant point
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)
[75]

TOTAL: 150

Use the matrix on page 7 in this document to assess this extended writing.