



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

HISTORY P2

NOVEMBER 2015

MEMORANDUM

MARKS: 150

This memorandum consists of 24 pages.

1. SOURCE-BASED QUESTIONS**1.1 The following cognitive levels were used to develop source-based questions:**

Cognitive Levels	Historical skills	Weighting of questions
LEVEL 1	<ul style="list-style-type: none"> • Extract evidence from sources • Selection and organisation of relevant information from sources • Define historical concepts/terms 	30% (15)
LEVEL 2	<ul style="list-style-type: none"> • Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources 	40% (20)
LEVEL 3	<ul style="list-style-type: none"> • Interpret and evaluate evidence from sources • Engage with sources to determine its usefulness, reliability, bias and limitations • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions 	30% (15)

1.2 The information below indicates how source-based questions are assessed:

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

1.3 Assessment procedures for source-based questions

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

Paragraph question

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

- Read the paragraph and place a bullet (•) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.
- At the end of the paragraph indicate the ticks (✓) that the candidate has been awarded for the paragraph; as well as the level (1,2, or 3) as indicated in the holistic rubric and a brief comment e.g.

_____ • _____ • _____
 _____ • _____ • _____
 ✓✓✓✓

Level 2

Used mostly relevant evidence to write a basic paragraph

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

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

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

2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

2.3 Global assessment of the essay

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

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

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualized (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

2.4.3 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised

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- Wrong statement

- Irrelevant statement

|
|
|

- Repetition

R

- Analysis

A√

- Interpretation

I√

2.5 The matrix

2.5.1 Use of the matrix in the marking of essays

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

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

C	LEVEL 4	



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

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	}26–27
P	LEVEL 3	

MARKING MATRIX FOR ESSAY: TOTAL: 50

PRESENTATION  CONTENT 	LEVEL 7 Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	LEVEL 6 Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	LEVEL 5 Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	LEVEL 4 Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	LEVEL 3 Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	LEVEL 2 Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	LEVEL 1 * Little or no attempt to structure the essay.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20–23	18–19	14–17
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

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

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- Question includes basic and generally irrelevant information; no attempt to structure the essay = 1–6
- Question inadequately addressed and vague; little attempt to structure the essay = 7–13

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: WHY DID THE COMPULSORY INTRODUCTION OF AFRIKAANS AS A MEDIUM OF INSTRUCTION IN BLACK SOUTH AFRICAN SCHOOLS LEAD TO THE SOWETO UPRISING IN 1976?**

1.1

1.1.1 [*Explanation of a historical concept in Source 1A – L1*]

- To instil black pride
- Emphasised self-confidence and self-esteem
- Encouraged self-worth
- Promoted Black identity
- Remove shackles of inferiority
- Led to mental/psychological emancipation
- Any other relevant response (any 1 x 2) (2)

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

- SASO was formed when black South African students decided to break away from the multi-racial white dominated NUSAS (any 1 x 2) (2)

1.1.3 [*Extraction of information from Source 1A – L1*]

- SASO played the role of promoting self-confidence and self-esteem among black South Africans
- Filled the political vacuum
- SASO played a role of conscientising black South African students to reject white supremacy and domination (any 1 x 2) (2)

1.1.4 [*Extraction of information from Source 1A – L1*]

- School students were inspired
- School students had self-belief
- School students became independent
- Encouraged students to take part in political activities
- Encouraged students to reject the policies of apartheid e.g. Bantu education (any 2 x 1) (2)

1.2

1.2.1 [*Extraction of information from Source 1B – L1*]

- Afrikaans must be used as a medium of instruction in black junior secondary schools
- Subjects must be taught in Afrikaans on a 50-50 basis with English (2 x 1) (2)

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

[*The directive: that schools must use Afrikaans as a medium of instruction*]

- **Contradiction:** the medium of instruction is determined by the school board after consultation with Van Zyl

[*The directive: Afrikaans must be taught on a 50-50 basis with English*]

- **Contradiction:** It was not in the best interests of the pupils to have two mediums of instruction (2 x 2) (4)

1.2.3 [Interpretation of evidence from Source 1B – L2]

- School boards and teacher organisations made representation to the minister for a decision against this policy
- Some boards ordered their schools to ignore/reject the instruction from the department and teach in the medium of English only
- The school boards elected a committee to take up their battle with the Department of Bantu Education
- When board members were fired the entire school board resigned (e.g. the Meadowlands Tswana School Board)
- Some school boards decided to formulate their own language policy
- Some school boards relented (gave in)
- Some school boards decided to act in the best interests of the pupils
- Any other relevant answer (any 2 x 2) (4)

1.2.4 [Extraction of information from Source 1B – L1]

- They rejected the use of Afrikaans as a medium of instruction
- The pupils refused to attend classes until their demands were met
- The students would only attend classes when the order to learn in Afrikaans was withdrawn (any 1 x 2) (2)

1.3**1.3.1 [Interpretation of evidence from Source 1C – L2]**

- The pupils demonstrated in a non-violent manner against the introduction of Afrikaans as a medium of instruction
- They showed complete disregard for the Afrikaans language (to hell with ...)
- They were determined and united to protest against Afrikaans as a medium of instruction
- Any other relevant answer (any 1 x 2) (2)

1.3.2 [Interpretation of evidence from Source 1C – L2]

- Dislike/hatred for the language
- It showed their disregard/contempt for the language
- They actively opposed it/demonstrated against it
- Any other relevant answer (any 1 x 2) (2)

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

- To illustrate the youth rejecting the implementation of Afrikaans
- This photograph was widely published to expose the South African government's policy of Bantu Education
- Shows the unity of learners against the Afrikaans language
- Any other relevant response (any 2 x 2) (4)

1.4

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

- It was necessary to bring an end/stop to the violence
- To restore calm at schools in Soweto
- To prevent any further outbreak of violence against students
- To reassure officials that black South Africans were not against the learning of the Afrikaans language
- Any other relevant response (any 2 x 2) (4)

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

- 'with their caps in their hand, pleading for mercy and the good judgement of the minister'
- 'extremely shocked by the vandalism'
- 'they assured the minister ... Afrikaans taught as a subject in the schools'
- 'the children were finding it difficult to do certain subjects in Afrikaans'
- 'inability of teachers' to teach difficult subjects in Afrikaans' (any 2 x 1) (2)

1.4.3 *[Determine justification of evidence from Source 1D – L3]*

Candidates should indicate whether MC Botha's explanation was JUSTIFIED or NOT JUSTIFIED.

JUSTIFIED

- MC Botha gave a clear explanation/instruction about his policy on education in black South African schools
- MC Botha's explanation stated that the government was not responsible for the violence in schools in the Soweto area
- MC Botha implied the learners were responsible for the violence and not his government
- Any other relevant response (any 2 x 2) (4)

OR

NOT JUSTIFIED

- MC Botha did not want to take responsibility for the violence that engulfed the schools in Soweto
- MC Botha claimed that students did not fully understand the language policy
- MC Botha tried to shift the blame for the eruption of violence and loss of lives during the Soweto Uprising from government
- Any other relevant response

1.5 [Comparison of information in Sources 1B and 1D – L3]

- Source 1B: The Department of Bantu Education ordered Afrikaans to be used as a medium of instruction in black junior secondary schools, while in Source 1D: The department did not force/compel schools to use Afrikaans as a medium of instruction
- Source 1B: Schools received a directive that Afrikaans be a medium of instruction in black junior secondary schools (50-50 with English), while in Source 1D: Schools could apply for an exemption if they had difficulty implementing Afrikaans as medium of instruction
- Source 1B: It was not in the interest of the learners to have two mediums of instruction, while in Source 1D: English could be used as a medium of instruction for all subjects, provided extra time was allocated for Afrikaans
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- The philosophy of Black Consciousness encouraged black pride and self-confidence (Source 1A)
- Students were conscientised through the activities of SASO (Source 1A)
- Black South African youth became highly politicised and mobilised (Source 1A)
- Afrikaans as a medium of instruction was forced upon the black South African students (Source 1B)
- They were unable to understand what they were taught if Afrikaans became the medium of instruction (Source 1D)
- Many of the youth failed their examinations and could not proceed to the next grade (own knowledge)
- The students wanted to break the mould of their parents of being subservient (Source 1A)
- Black South African communities were mobilised to support the children (own knowledge)
- Formation of the Black People's Convention challenged the apartheid government (Source 1A)
- The students rallied around and encouraged many of their peers to stand united (own knowledge)
- On 16 June 1976 the students went on a march in Soweto in protest against Afrikaans as a medium of instruction (Source 1C)
- This marked a turning point in the history of South Africa (own knowledge)
- Any other relevant response

Use the following rubric to assess the paragraph:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of why the compulsory introduction of Afrikaans as a medium of instruction in black South African schools led to the Soweto uprising in 1976. • Uses evidence partially or cannot write a paragraph on the 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 some understanding of why the compulsory introduction of Afrikaans as a medium of instruction in black South African schools led to the Soweto uprising in 1976. • Uses evidence in a very basic manner to write a paragraph. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of why the compulsory introduction of Afrikaans as a medium of instruction in black South African schools led to the Soweto uprising in 1976. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)
[50]

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

2.1

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

- The wounds of the past must not be allowed to fester
- They must be opened
- They must be cleansed
- Balm (ointment) must be poured on them so they can heal (any 2 x 1) (2)

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

- To deal with the past for the sake of the future/reconciliation
- To bring about healing/closure
- To never allow gross violations of human rights to take place
- To establish a culture of respect for human rights
- Any other relevant response (any 1 x 2) (2)

2.1.3 [*Definition of historical concepts – L1*](a) **Human Rights:**

- Rights that all human beings are expected to enjoy equally
- Rights that the state must respect and promote for all its people e.g. right to life, education, health, dignity, justice, franchise as well as civil liberties
- Any other relevant response (any 1 x 2) (2)

(b) **Amnesty:**

- An official pardon granted to an offender for crimes that were politically motivated
- To demonstrate a sense of forgiveness for gross human rights violation and tell the truth
- Any other relevant response (any 1 x 2) (2)

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

- Applicants had to make full disclosure about atrocities committed/amnesty could be granted for the full disclosure of the truth (1 x 2) (2)

2.2

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

- 'This story that you made up'
- Bizos refers to Snyman as an 'inventive' (creative) person
- 'Your Honour, that was because of the false statements that we compiled'
- 'It could possibly be'
- Any other relevant response as contained in the source (any 1 x 2) (2)

2.2.2 [Interpretation of evidence from Source 2B – L2]

- Mr Snyman did not make full disclosure about his involvement in the killing of Biko / spoke lies
- Mr Snyman did not want to take full responsibility for his actions
- Mr Snyman did not show remorse about his role in killing of black political activists such as Biko
- Any other relevant response (any 2 x 2) (4)

2.2.3 [Ascertaining the reliability of evidence from Source 2B – L3]

Candidates can state RELIABLE or NOT RELIABLE and support their answer with relevant evidence

RELIABLE

- The information is the original testimony that was given to the Amnesty Committee
- The information is from the state archives and has not been tampered with
- Any other relevant response

NOT RELIABLE

- It was a 20 year time lapse between the inquest and the amnesty hearing
- Any other relevant response (2 x 2) (4)

2.2.4 [Interpretation of evidence from Source 2B – L2]

- He was hostile/aggressive towards Mr Snyman
- He showed no leniency
- Interrogative questions
- Any other relevant response (any 1 x 2) (2)

2.3**2.3.1 [Interpretation of evidence from Source 2C – L2]**

- Harold Snyman is portrayed as an unreliable/dishonest/untrustworthy/uncooperative person (different views portrayed in the speech bubbles)
- Harold Snyman is depicted as a devious person (forked tongue)
- Depicts Harold Snyman as aged over a period of time (colour of his hair – grey)
- Wanted to avoid being arrested
- Any other relevant response (any 2 x 2) (4)

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

- Harold Snyman wanted to get amnesty
- He wanted to fool the amnesty committee about how Biko was killed
- He was inventive – changed his statement on how Biko was killed without telling the truth
- Any other relevant response (any 2 x 2) (4)

2.4 [Comparison of evidence in Sources 2B and 2C – L3]

- In Source 2B Snyman admits that he provided false information during the inquest (there was no interrogation) while in Frame 2 of Source 2C Snyman changes his testimony regarding his role during the interrogation of Biko
- In Source 2B Snyman provides inaccurate information on the events leading to the death of Biko while in Frame 2 of Source 2C he is depicted as misleading/tried to deceive the Amnesty Committee (the wall attacked Biko) hence injuries led to the death of Biko
- Any other relevant response (any 2 x 2) (4)

2.5**2.5.1 [Extraction of evidence from Source 2D – L1]**

- They had not made full disclosure
- They did not admit to committing the political crime against activists
- Failed to prove that their actions had been politically motivated (any 1 x 2) (2)

2.5.2 [Interpretation of evidence from Source 2D – L2]**(a) Pleased**

- Because the police were not granted amnesty for their role in the killing of political activists
- Nkosinathi Biko stated that for the first time someone was held responsible for his father's death (Biko)
- Any other relevant response (any 1 x 2) (2)

(b) Disappointed

- The family never got the full account of how Biko died in police custody because the policemen did not reveal all the crucial information
- Any other relevant response (1 x 2) (2)

2.5.3 [Interpretation of evidence from Source 2D – L2]

- The state did not have adequate and credible evidence to convict the policemen/no eyewitnesses
- A lot of time elapsed since 1977
- Any other relevant response (any 1 x 2) (2)

2.6 [Interpretation, evaluation and synthesis from relevant sources – L3]**Candidates need to indicate whether the TRC HEALED or NOT HEALED South Africa**

Candidates could include the following aspects in their response:

HEALED

- The amnesty process enabled South Africa to develop a culture of respect for people who had their human rights violated (Source 2A)
- The TRC focused on restorative justice (own knowledge)
- Perpetrators who made honest and full disclosure were granted amnesty (Source 2A)
- Amnesty process provided catharsis for the families of victims and victims of human rights violations e.g. Mtimkulu and Ndwandwe families (own knowledge)
- Country wide hearings – over 20 000 people had appeared before the TRC (own knowledge)
- It brought about reconciliation between the perpetrators and victims e.g. Brian Mitchell and the Trust Feed community (own knowledge)
- The TRC produced a comprehensive report for the government to design programs and enact laws to bring about unity and develop a culture of human rights in the country (own knowledge)
- The hearings ensured that mistakes of the past would never be repeated in the future (own knowledge)
- Memorials and monuments promoted social cohesion (own knowledge)
- Any other relevant response

NOT HEALED

- Opened the wounds of the past (Source 2B)
- Some families and victims wanted retributive justice (Source 2D)
- Some families never found closure e.g. Biko, Mxenge, Mlangeni and Hani families (own knowledge)
- TRC faced legal challenges from certain families and organisations e.g. AZAPO's constitutional challenge to the amnesty process (own knowledge)
- Politicians, army and apartheid era policemen and generals were not held accountable for the political crimes that were committed (own knowledge)
- Certain organisations and politicians thought the process was meant to humiliate them e.g. N.P. and P.W. Botha (own knowledge)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of whether the amnesty process of the TRC healed South Africa from its divided past. • Uses evidence partially or cannot write a paragraph on the topic. • Evidence is mostly relevant and relates to a great extent on the topic, e.g. shows some understanding of whether the amnesty process of the TRC healed South Africa from its divided past. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Use evidence in a very basic manner to write a paragraph. • Uses relevant evidence that, e.g. demonstrates a thorough understanding of whether the amnesty process of the TRC healed South Africa from its divided past. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS 6–8

(8)
[50]

QUESTION 3: WHY DID THE MEMBERS OF BRICS DECIDE TO ESTABLISH A DEVELOPMENT BANK IN 2014?

3.1

3.1.1 *[Extraction of information from Source 3A – L1]*

- Brazil
 - Russia
 - India
 - China
 - South Africa
- (5 x 1) (5)

3.1.2 *[Interpretation of evidence from Source 3A – L2]*

- BRICS leaders agree (handshaking) to the establishment of the BRICS Development Bank
 - The BRICS leaders seem happy with their decision to establish a BRICS Development Bank
 - It seems as if aspects (location of the bank, capital structure, governance structure) are still to be negotiated
 - The way forward for the BRICS Development Bank looks uncertain (manner in which path is depicted)
 - Any other relevant response
- (2 x 2) (4)

3.2

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

- India
- (1 x 1) (1)

3.2.2 *[Explanation of historical concepts in Source 3B – L1]*

(a)

- Nations' economies with low to middle per capita income
 - Nations with business activities that are in the process of rapid growth and industrialisation
 - Low human development index
 - Any other relevant response
- (1 x 2) (2)

(b)

- Globalisation refers to the technological, political and economic changes, which have resulted in the world functioning in a different way from what it did twenty to thirty years ago
 - Any other relevant response
- (1 x 2) (2)

3.2.3 *[Interpretation of evidence from Source 3B – L2]*

- President Dilma Roussef wanted to break the control that the US and Europe had over the IMF
 - President Dilma Roussef wanted developing countries to have a bigger say in the affairs of the IMF
 - Any other relevant response
- (any 1 x 2) (2)

3.3

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

- International Monetary Fund (IMF)
- World Bank (2 x 1) (2)

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

- Stiglitz supported the formation of the BRICS Development Bank because it could counter the Western-dominated IMF and World Bank
- Stiglitz supported the formation of the BRICS Development Bank because it marked a 'fundamental change in global economic and political power'
- Stiglitz stated the BRICS Development Bank could revitalise the way funds are distributed to developing nations
- Stiglitz stated the BRICS Development Bank will make funds available to developing nations to improve their financial infrastructure
- Any other relevant response (any 2 x 2) (4)

3.3.3 *[Interpretation and evaluation of information of Source 3C – L3]*

Candidates need to indicate whether they SUPPORT or NOT SUPPORT Stiglitz's viewpoint:

SUPPORT

- Stiglitz is a reknowned economic academic and has a profound knowledge of world economic trends which makes his views valid
- Stiglitz is the former Chief of the World Bank which makes him an authority on how international financial institutions have conducted business with developing countries
- Stiglitz received a Nobel Prize for his contribution to the economic well-being of the world and therefore his views can be trusted and are valid
- Any other relevant response

OR

DO NOT SUPPORT

- Stiglitz views on how the BRICS Bank could benefit developing nations cannot be trusted as this was based on assumptions
- Stiglitz does not have a profound knowledge of BRICS Development Bank operations and his views cannot be trusted
- Any other relevant response (2 x 2) (4)

3.4 *[Comparison of information in Sources 3C and 3B – L3]*

- Source 3B says that the establishment of the BRICS Development Bank will challenge the traditional western-dominated international Financial institutions (IMF and World Bank) while Source 3C refers to the BRICS Development Bank as a financial institution that could counter the Western dominated IMF and World Bank
- Source 3B says that the BRICS countries with its Development Bank will press for a bigger say in the global financial order while Source 3C refers to the establishment of the BRICS Development Bank as the start of change in the global and economic political power
- Source 3B says that the BRICS Development Bank would aim at funding infrastructure projects in developing nations while Source 3C refers to how the BRICS Development Bank could distribute funds to developing nations for infrastructure and development
- Source 3B refers to the democratic governance of the BRICS Development Bank while Source 3C refers to the governance of the IMF and World Bank as not democratic
- Any other relevant response (any 2 x 2) (4)

3.5

3.5.1 *[Interpretation of evidence from Source 3D – L2]*

- The IMF's lending capacity was much bigger (\$750 billion) to that of the BRICS Bank (\$150 million)
- The World Bank can grant loans up to \$300 billion (There is not yet clarity on the amounts that the BRICS Development Bank would lend)
- The IMF has more credibility and clout than the BRICS Development Bank since this is a new monetary institution with no track record
- Any other relevant response (any 2 x 2) (4)

3.5.2 *[Interpretation of evidence from Source 3D – L2]*

- The United States and Europe were not prepared to transform the IMF because they are stalling on reforms that would make these international financial institutions more democratic and therefore loose its influence and stature
- The United States has a veto power over the decisions taken at the IMF so they decide on who qualifies for loans hence the institution is rendered not be democratic
- The fact that Europe insists on the right to appoint the Fund's Managing Director indicates the undemocratic nature of these institutions
- Any other relevant response (any 2 x 2) (4)

3.5.3 *[Interpretation of evidence from Source 3D – L2]*

- It will weaken the World Bank's lending power
- The economies of the developed countries will be negatively affected
- The West (developed nations) would be economically weakened and vulnerable
- Any other relevant response (2 x 2) (4)

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

Candidates could include the following aspects in their response:

- BRICS launched a development bank as mechanism to demand an end to the monopoly of the World Bank and the IMF in global financial affairs (Source 3A)
- The BRICS nations wanted a bigger say in the global financial order by demanding reform of the IMF and World Bank (Source 3B)
- The BRICS nations with its Development Bank will counter the World Bank and IMF by changing their approach of how funds are distributed to developing nations (Source 3C)
- The BRICS countries with its Development Bank have changed the global economic and political landscape; Countries have now more than one option when they decide to seek financial assistance (Source 3C)
- The BRICS countries have become an opponent to the Western dominated financial institutions (Source 3D)
- The BRICS Development Bank will be a platform for poorer nations by opening its membership to other countries other than the five BRICS members (Source 3B)
- The BRICS Development Bank will give poorer nations a greater say in the international financial order (own knowledge)
- Poorer nations will not be subjected to the conditions set by the World Bank and International Monetary Fund for loans (own knowledge)
- BRICS Development Bank will have limited preconditions when loans will be granted to poorer nations (own knowledge)
- Poorer nations will not be pressurised to open up their markets for products from BRICS countries in order to qualify for loans (own knowledge)
- Any other relevant response

Use the following rubric to assess the paragraph:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding to explaining the reasons for the establishment of the BRICS Development Bank in 2014. • Uses evidence partially or cannot write a paragraph on the topic. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent on the topic, e.g. shows some understanding of how to explain the reasons for the establishment of the BRICS Development Bank in 2014. • Uses evidence in a very basic manner to write a paragraph. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. that demonstrates a thorough understanding to explain the reasons for the establishment of the BRICS Development Bank in 2014. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)
[50]

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

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

SYNOPSIS

Candidates could focus on PW Botha's attempts to embark on constitutional reforms which did not address the demands of the majority of oppressed South Africans. These changes triggered a wave of sustained mass-based protests which were never before witnessed in the country. A discussion on the nature of the resistance that was embarked upon by the various anti-Apartheid organisations and how it was sustained throughout the 1980s should also be highlighted.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- Introduction: Candidates could focus on why PW Botha's reforms led to country wide protest action.

ELABORATION

- Botha's attempts at reforming apartheid with the policy of 'total strategy'
- The introduction of the Tri-Cameral Parliamentary system in 1983
- The formation of the UDF was in response to the Tri-Cameral Parliament
- The UDF embarked on several campaigns such as the 'Don't Vote Campaign'; 'Million Signature' Campaign
- The intensification of the internal resistance e.g. violent protests in the Vaal Triangle
- The Vaal Civic Association organised rent boycotts (Police arrested the civic leaders; The Vaal townships erupted in violence with councillors being killed; schools were boycotted)
- The government declared successive states of emergencies in 1985 and 1986 to stem opposition to apartheid but this was unsuccessful
- The role of Trade Unions and the formation of COSATU was a turning point in the struggle for freedom and democracy; the African Food Canning Workers Union called for the first national strike
- These strikes were aimed at improving the working conditions of workers which included political rights
- Education struggles – Education Crisis Committee, COSAS and NUSAS launched the 'Education Charter Campaign, etc.
- The role of the End Conscription Campaign (White South African males resisted conscription to the army; Many white South African soldiers felt it was wrong to suppress township revolts)
- The End Conscription Campaign launched the 'Troops out of Townships'; (Young white males refused to be drafted into the army)
- The role of the Black Sash (They opposed Apartheid, gave humanitarian aid to victims of Apartheid)

- The role of the Churches
- Consumer boycotts played a vital role in the fight against Apartheid (This affected the economy; The declining economy impacted negatively on the white South Africans)
- The role of the Mass Democratic Movement (MDM was a broad resistance movement against Apartheid)
- By the end of 1989 the country became ungovernable and the apartheid government was forced into negotiations with the liberation movements
- Any other relevant response

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

[50]

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

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

SYNOPSIS

Candidates need to indicate the extent to which FW de Klerk's 'ground breaking' decision paved the way for a negotiated settlement which led to the establishment of a democratic South Africa in 1994.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- Introduction: Candidates need to take a stance and show whether FW de Klerk's 'ground breaking' decision created a conducive political environment for a negotiated settlement to occur in South Africa.

ELABORATION

- De Klerk comes to power in 1989 – brief background
- De Klerk's speech in parliament – 2 February 1990
- The unbanning of political and civic organisations such as the ANC and SACP
- The removal of restrictions on COSATU and AZAPO
- De Klerk's decision to release Mandela from prison on 11 February 1990 which paved the way for negotiations
- Groote Schuur Minute – 2 May 1990 (ANC and NP met, ANC delegation led by Nelson Mandela, NP delegation led by F.W. De Klerk).
- Apartheid legislation revoked such as Separate Reservation of Amenities Act
- Pretoria Minute – 6 August 1990 (ANC agreed to suspend the armed struggle)
- CODESA 1 (19 political parties excluding AZAPO, CP and PAC/300 delegates)
- Declaration of Intent signed which ensured a united SA, independent. Judiciary, constitution, multiparty
- Violence erupts in some parts of the country such as the Rand and Natal
- White's only referendum (March 1992)
- CODESA 2 (2 May 1992) collapsed. Parties failed to agree on a new constitution-making body and interim government
- NP wanted minority veto while ANC wanted an interim government for no longer than 18 months and simple majority rule
- Boipatong massacre and its consequences (17 June 1992)
- Bhisno massacre derailed the process of negotiations (7 September 1992)
- Record of Understanding signed on 26 September 1992 between Roelf Meyer (NP) and Cyril Ramaphosa (ANC)
- Assassination of Chris Hani (10 April 1993) and its impact on South Africa
- Multiparty negotiating Forum
- Right-wing (AWB) attack on World Trade Centre and its consequences
- Sunset Clause introduced by Joe Slovo broke the negotiations deadlock
- Election date – 27 April 1994 announced
- ANC won elections and Mandela became the first black South African President
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

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

[Plan, construct and discuss an argument based on evidence using analytical and interpretative skills]

SYNOPSIS

Candidates could state whether they agree or disagree with the statement and support their line of argument with relevant evidence. They should assess to what extent the demise of the Soviet Union influenced political changes in South Africa after 1989. They should argue whether the collapse was the only factor that paved the way for negotiations between the National Party and the African National Congress or not.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- Introduction: Candidates need to take a stance and indicate whether it was the demise of communism that was responsible for political changes or whether other factors also contributed to change.

ELABORATION

In agreeing with the assertion, candidates should include the following points in their answer.

- In the 1980s the South African government faced a transformed world order and South Africa became isolated
- Most of South Africa's neighbouring states had attained independence
- Gorbachev's policy of Perestroika and Glasnost and its impact on South Africa
- By the end of 1989 the Soviet Union was disintegrating and the communist regimes in Eastern Europe were collapsing
- The Berlin Wall had fallen which led to far reaching consequences for South Africa
- Changes in the world contributed to the end of apartheid
- The collapse of the USSR deprived the ANC of its main economic and military support
- Socialism was no longer a serious option for the ANC
- The National Party's claim to be protecting South Africans from a communist onslaught became unrealistic
- Withdrawal of support by Britain; USA and the West
- Imposition of sanctions/boycotts
- Western world powers supported the move that South Africa resolve its problems peacefully and democratically
- It became evident that the National Party government could not maintain white supremacy indefinitely
- Influential National Party members started to realise that apartheid was not the answer to the needs of white capitalist development
- There was no doubt that the continued repression of black South Africans would not ensure political stability
- The government started to believe that reform needed to include the development of a strong black middle class which would act as a 'bulwark against revolution'

- De Klerk started to accept that the black struggle against apartheid was not a conspiracy directed from Moscow
 - This enabled De Klerk to engage in discussions with the liberation organisations
 - On 2 February 1990 De Klerk announced 'a new and just constitutional dispensation' which signalled the death of Apartheid
 - Mandela was elected the first black President of South Africa
 - Any other relevant response
- Conclusion: Candidates need to tie up their argument with a relevant conclusion.

If candidates disagree, they have to substantiate their answer with relevant evidence. [50]

TOTAL: 150