



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

**HISTORY P2
NOVEMBER 2014
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.

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 first 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 | 1√ |

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 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	



- (b) The second reading of extended writing 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 MARKS: 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 not 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

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: WHAT IMPACT DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS (BC) HAVE ON THE STUDENTS OF SOWETO IN THE 1970s?**

1.1

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

- A philosophy advocated by Steve Biko so that black South Africans could get rid of their inferiority complex
- An ideology that propagated ideas of self-reliance, self-assertiveness, psychological freedom and black pride
- Any other relevant response (any 1 x 2) (2)

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

- Black Consciousness wanted people to express group pride
- Instil in black South Africans the determination to rise and attain the envisaged self
- Mental liberation of black people
- Getting rid of the feeling of inferiority (any 1 x 2) (2)

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

- Controlling the minds of black South Africans was the most dangerous form of oppression
- The apartheid state manipulated black South Africans by mentally oppressing them
- Any other relevant response (any 2 x 2) (4)

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

- Black Consciousness would make the black man see himself as a being, entire in himself not as an extension of a broom or addition leverage to some machine
- The black man would not tolerate attempts by anybody to dwarf the significance of his manhood/ to do things for themselves (2 x 1) (2)

1.2

1.2.1 *[Extraction of evidence from Source 1B - L1]*

- Leaders of SASO and BPC were banned
- Many activists were detained
- Killing of activists (e.g. Shezi)
- Harassment by the special branch police (2 x 1) (2)

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

- Prominent leaders of the BCM went into exile and joined the ANC and PAC
- BCM lost influential leaders through assassinations and killings
- BPC organisers were imprisoned/detained
- The support for BCM decreased in the country
- Banning of trade union organisers
- Any other relevant response (any 2 x 1) (2)

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

- They decided to go underground and get involved in community struggles/defied the apartheid government
- They concentrated on spreading the ideas of BC
- Went into exile
- Any other relevant response (2 x 2) (4)

1.3

1.3.1 *[Explanation of information gathered from Source 1C – L1]*

- (a) Tsietshi Mashinini proposed a mass demonstration in Soweto against the use of the Afrikaans language in black South African schools/formed part of the action committee (1 x 2) (2)
- (b) Seth Mazibuko organised the initial class boycott at Orlando West Junior Secondary School against the use of the Afrikaans language in black South African schools/formed part of the action committee (1 x 2) (2)

1.3.2 *[Analysis of evidence from Source 1C - L2]*

- Afrikaans was viewed as an instrument of oppression
- Prepared black South Africans for servitude/unskilled labour
- Afrikaans limited the progress of black South African students in education
- Wanted to mobilise students to join SASM/influenced by BCM
- It was not their mother tongue/unfamiliar language and therefore refused to study in Afrikaans
- Any other relevant response (any 2 x 2) (4)

1.3.3 *[Explanation of information gathered from Source 1C- L2]*

- Groups of students assembled at different points in Soweto
- Students decided to march against the use of the Afrikaans language in black South African schools
- They converged on Orlando West from all over Soweto
- By 10:30 nearly 5 000 students arrived on Vilikazi (Vilakazi) Street
- Any other relevant response (any 2 x 2) (4)

1.3.4 *[Determining the usefulness of Source 1C – L3]*

- The source is useful because it indicates some ideas of Black Consciousness (determination to fight oppression , 'the situation could not be allowed to continue', 'something would be done')
- The source is useful because it shows that black South Africans were taking initiative to change the situation in Soweto schools
- The source is useful because it contains original testimonies of the youth leaders who had been influenced by the ideas of Black Consciousness
- The source is useful because it outlines the sequence of events leading to the demonstration against Afrikaans
- Any other relevant response (2 x 2) (4)

1.4

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

- It shows the determination/ unity of the students who decided to march against the use of the Afrikaans language
- It shows that many students participated in the Soweto uprising
- It shows one of the reasons for the march in Soweto against the use of the Afrikaans language
- Any other relevant response (any 1 x 2) (2)

1.4.2 [*Interpretation and evaluation of evidence from Source 1D – L2*]

- It shows that the students of Soweto rejected the use of Afrikaans as a medium of instruction in their schools
- It mobilised the students to join the demonstration against Afrikaans, the instrument of Bantu education
- Shows anger/disillusionment/resentment
- Any other relevant response (1 x 2) (2)

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

- Source 1C shows how the ideas of Black Consciousness (boldness and taking initiative by blacks) influenced the student leaders in organising and mobilising the Soweto schools.
Source 1D shows the practical influence of the Black Consciousness philosophy on students protesting against the Afrikaans language
- Source 1C indicates a display of assertiveness and self-belief by leaders of SASM (Sibongile Mkhabela and Seth Mazibuko) to challenge apartheid policies
Source 1D shows evidence of determination and enthusiasm among the students demonstrating against the use of the Afrikaans language
- Any other relevant response (2 x 2) (4)

1.6 [Interpretation, evaluation and synthesis of evidence from the relevant sources - L3]

Candidates' answers could include the following aspects in their response:

- The philosophy of Black Consciousness influenced black people to be proud of themselves and to get rid of inferiority complex (Source 1A)
- Black Consciousness infused assertiveness and self-reliance among the black South African communities (Source 1A)
- It promoted unity and independent actions among black South Africans (Source 1A)
- The philosophy of Black Consciousness influenced the formation of student organisations such as SASO and SASM (Source 1B)
- Black Consciousness influenced the formation of BPC which undertook several projects among black communities (Source 1B)
- Black Consciousness promoted strikes such as the Durban 1973 strikes
- Black Consciousness influenced the formation of political organisations such as AZAPO
- Black Consciousness greatly influenced the Soweto Uprising of 1976 (Sources 1C and 1D)
- Any other relevant response

Use the following rubric to allocate marks

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of the influence that the philosophy of Black Consciousness had on black South Africans in the 1970s • Uses evidence partially or cannot report 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 the influence that the philosophy of Black Consciousness had on black South Africans in the 1970s • Uses evidence in a basic manner 	MARKS: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of the influence that the philosophy of Black Consciousness had on black South Africans in the 1970s • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 6–8

(8)
[50]

QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH SOUTH AFRICA'S DIVIDED PAST?

2.1

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

- To restore the human and civil dignity of victims
- To facilitate the rehabilitation and restoration of victims who experienced human rights abuses
- To restore the voice and dignity to the previously marginalised
- Public acknowledgement as key contributor to the healing process (any 2 x 1) (2)

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

- HRVC provided a platform for survivors to tell their stories
- HRVC gave a voice to those who were previously silenced
- HRVC allowed for the perpetrators to seek forgiveness
- HRVC gave public acknowledgement for the victim and the perpetrator
- HRVC allowed victims via the TRC hearings to gain closure
- Conduct public hearings
- Any other relevant response (any 1 x 2) (2)

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

- Brought people together from different political views/persuasions who previously could not get along
- To bring former enemies together in a manner that promoted nation-building and healing
- Any other relevant response (any 1 x 2) (2)

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

- It broke the secrecy of the past when survivors shared their testimonies
- It encouraged those who committed gross human rights violations to come forward
- Public acknowledgement of guilt by perpetrators
- Survivors were given the opportunity to publicly, share how their human rights were violated
- It was not about revenge or violence but rather focussed on restoration or healing
- Any other relevant response (any 2 x 2) (4)

2.1.5 *[Interpretation and evaluation of evidence from Source 2A – L2]*

- They testified about the men in their lives that had disappeared as a result of their political activities
- Most of their husbands, sons and fathers were activists that were either killed or disappeared because they participated in the struggle for freedom
- They broke the silence because women were directly affected/Women wanted their voices heard
- Any other relevant response (any 2 x 2) (4)

2.2

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

- 'White' South African policemen were responsible for her husband's death
(any 1 x 1) (1)

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

- Police detained him
- Fell to his death from the seventh floor of the police headquarters
- Saloojee's blood-stained clothes were discovered
- The inquest lasted about five minutes/no questions were allowed by the magistrate
(any 1 x 2) (2)

2.2.3 *[Determining the usefulness of Testimony 1 in Source 2B – L3]***Useful to a great extent**

- The testimony can be corroborated with the recordings of the TRC
- Testimony given at the TRC
- Testimony gives the story of a widower who testified about the death of her husband at the TRC
- Indicated the violence that was committed by the apartheid government
- She admitted that the incident left her hating white South African policemen and white South Africans
- Gives evidence (key details) about how her husband died
- It refers to the period demarcated by the TRC (actual hearing)
- Any other relevant response

OR**Useful to a lesser extent/no extent**

- Source is biased in favour of widows
- Does not give the perpetrators' views
- Does not indicate if forgiveness was sought/offered
- She did not have her questions answered
- As a result she could not gain closure
- Any other relevant response (any 2 x 2) (4)

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

- He wanted to know who his perpetrators were in order to forgive them
- He wanted those who ordered the bombing to admit their involvement (any 1 x 2) (2)

2.2.5 *[Extraction of information in Source 2B – L1]*

- (a) Testimony 1: SAP/police (1 x 1) (1)
- (b) Testimony 2: ANC (1 x 1) (1)

2.3 [Explaining how Source 2A and 2B support each other – L3]

- Source 2A - TRC encouraged survivors to share their stories through public hearings
Source 2B - Gives examples of the public hearings
- Source 2A - Focuses on the voices of the previously marginalised
Source 2B - Survivors used the opportunity to share their testimonies
- Source 2A - The TRC exercised restorative justice
Source 2B - Give examples of survivors that sought restoration
- Source 2A - TRC acknowledged the violation of human rights
Source 2B - Survivors highlighted the forms of violence that were perpetuated
(any 2 x 2) (4)

2.4

2.4.1 [Extraction of evidence from Source 2C – L1]

- 55% (1 x 1) (1)

2.4.2 [Interpretation of data in Source 2C – L2]

- It portrayed white South Africans to be the only perpetrators
- White South Africans were viewed in a negative light
- Afrikaners felt that they did nothing wrong
- White South Africans felt it was a 'witch hunt'
- They felt that the past should be left behind and not be spoken about
- Any other relevant response (any 2 x 2) (4)

2.4.3 [Interpretation of information from Source 2C – L2]

- Black South Africans wanted reparations to be paid to them
- Highlighted the extent of the human rights abuses that black South Africans endured
- Perpetrators were made known and they desired reconciliation
- The suffering that most black South African political activists endured was now made public
- Black South Africans wanted closure and to reconcile with the loss of their loved ones
- Any other relevant response (any 1 x 2) (2)

2.5

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

- Critics questioned whether the commission effectively exposed or merely bandaged previous injustices
- Personal accounts into public examples
- Did little to mobilise (activate) change
- Stirred emotions
- The pardoning of apartheid government human rights abuses
- Some resented the commissions exploitation of the individual's trauma
- Prosecution and conviction were the only ways justice would prevail (any 2 x 1) (2)

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

- Some people did not acknowledge the legitimacy of the TRC
 - A few people wanted revenge through prosecution and conviction of perpetrators
 - Certain people wanted perpetrators to be prosecuted / jailed
 - A few families (Steve Biko) opposed amnesty for the perpetrators
 - Opened up old wounds of the past
 - Personal experiences were made public to legitimise the claim
 - The TRC stirred emotions but did very little to bring about change
 - Many people felt that the reparations offered was too little
 - Any other relevant response
- (any 2 x 2) (4)

2.6 [Interpretation, evaluation and synthesis of evidence from the relevant sources - L3]

Candidates' answers could include the following aspects in their response:

SUCCESSFUL

- Perpetrators were identified and acknowledged what they did (Source 2A)
- Public hearings were held across South Africa (Source 2A)
- A voice was given to those who were previously silenced (Source 2A)
- Perpetrators sought forgiveness (Sources 2A and 2B)
- Most survivors and victims who appeared before the TRC received closure (Sources 2A and 2B)
- Human right abuses were exposed (Sources 2B and 2D)
- Some reparations were paid
- Provided healing to the nation (Source 2D)
- Any other relevant response

AND/OR**UNSUCCESSFUL**

- Made public examples of personal loss (Source 2A)
- Did little to bring about change in victims lives (Source 2D)
- Pardoned the apartheid perpetrators for the human rights abuses
- No prosecution or conviction of perpetrators (Source 2D)
- Amnesty was granted (Source 2D)
- TRC was regarded as a 'witch-hunt' by white South Africans
- There were no repercussions for perpetrators who did not participate in the TRC (Source 2D)
- Any other relevant response

Use the following rubric to allocate marks

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of explaining whether the TRC was successful in dealing with South Africa's divided past • Uses evidence partially or cannot report 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 an understanding of explaining whether the TRC was successful in dealing with South Africa's divided past • Uses evidence in a basic manner 	MARKS: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of explaining whether the TRC was successful in dealing with South Africa's divided past • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 6–8

(8)
[50]

QUESTION 3: WHAT IMPACT DID GLOBALISATION HAVE ON ECONOMIC RELATIONS BETWEEN COUNTRIES SITUATED IN THE NORTHERN AND SOUTHERN HEMISPHERES?

3.1

3.1.1 *[Definition of a historical concept using Source 3A – L1]*

- Globalisation is the process through which the free flow of ideas, people, goods, services and capital that leads to the integration of economies and societies (1 x 2) (2)

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

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

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

- Globalisation thrives in democratic countries which allows for the free flow of ideas and goods
- The implementation of globalised economic practices has led to the consolidation of democracy
- Any other relevant response (2 x 2) (4)

3.1.4 *[Interpretation and evaluation of evidence from Source 3A – L2]***Candidates need to state whether they AGREE or DISAGREE and support their answer with relevant evidence.****AGREE**

- It could help developing countries to become economically independent (self-help)
- Developing countries will become less dependent on aid from developed countries
- Developing countries will benefit from free trade since the implementation of trade liberalisation policies
- Developing countries raised their per capita incomes by two thirds since implementation of trade liberalisation policies
- Consumers benefitted because liberalised trade can help to lower prices of some goods
- Consumers have access to a variety of products because of trade liberalisation
- Trade liberalisation results in job increases for lower skilled workers
- Results in higher real wage increases for lower skilled workers
- The number of people in absolute poverty have declined because of the implementation of trade liberalisation policies in some cases
- Any other relevant response

DISAGREE

- Because rich countries do not open up their markets for products where developing countries have a comparative advantage and this results in unfair trading relations between developed and developing countries
- The economic inequalities between north and south still persist
- Trade liberalisation has led to the restructuring of the economies of poor countries
- The restructuring of the economy led to less spending on health, education and development
- This leads to corporatisation/control and supply of goods resulting in price control
- Perpetuates the 'rich' and 'poor' syndrome as well as the 'dependency syndrome' by price fixing and exploitation
- Any other relevant response (any 2 x 2) (4)

3.2

3.2.1 *[Explanation and interpretation of information from Source 3B - L2]*

- Inequality is increasing in the world
- Inequality is increasing within countries
- Inequality is increasing between rich and poor countries (any 1 x 2) (2)

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

- 74 to one/ 1997
- 60 to one/ 1990
- 30 to one/ 1960 (any 1 x 2) (2)

3.2.3 *[Explanation and interpretation of information from Source 3B – L2]*

- To ensure that Africans in the South enjoy a better life
- To change the trend whereby developing countries stop being exporters of mainly raw materials
- To ensure that Africa can manufacture finished goods from their own raw materials (any 1 x 2) (2)

3.2.4 *[Determination of the usefulness of evidence from Source 3B – L3]*

Candidates need to state whether the source is USEFUL or NOT and support their answer with relevant evidence.

USEFUL

- The source depicts the views of a former president of the Republic of South Africa, Thabo Mbeki, on the impact of globalisation on developing countries
- The source highlights the growing income gap between developed countries and developing countries because of globalisation
- The source also highlights how the developed countries have benefitted from globalisation at the expense of the developing countries
- The source highlights how globalisation could be used to the advantage of developing countries
- Any other relevant response

NOT USEFUL

- The source only depicts Mbeki's views on the impact of globalisation on developing countries

- The source only concentrates on the negative impact of globalisation on developing countries
- Any other relevant response (2 x 2) (4)

3.3 *[Comparing and interpreting of evidence from Sources 3A and 3B – L3]*

In responding to the question candidates must compare Source 3A and 3B highlighting the differences

- Source 3A argues that globalisation has contributed to the reduction of poverty while Source 3B shows that globalisation has in fact contributed to the growth of world poverty
- Source 3A argues that rich countries must play a more meaningful role to combat poverty while Source 3B emphasises that developing countries must use globalisation to defeat poverty
- Source 3A focuses on how developing countries could benefit from exports to the developed countries while Source 3B argues against this trend of developing countries acting only as merely exporters of raw materials
- Source 3A gives a western perspective (positive) about globalisation while Source 3B gives an African perspective (negative)
- Any other relevant response (any 2 x 2) (4)

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

- Debt repayment
- Economic restructuring (any 1 x 1) (1)

3.4.2 *[Interpretation and evaluation of evidence from Source 3C – L2]*

Candidates need to state whether they AGREE or/ and DISAGREE and support their answer with relevant evidence.

AGREE

- Developing countries could use Structural Adjustment Plans to make their economy more efficient
- Structural Adjustment Plans equips the economies of developing countries to have a sustained growth plan
- Structural Adjustment Plans could lead to lowering state expenditure
- Any other relevant response

DISAGREE

- The Structural Adjustment Plans demanded that poor nations lower their standard of living
- Poor nations were forced to implement neo-liberal economic policies that forced governments to curtail social spending
- Poor nations were forced to open up their markets which contributed to poverty and dependency
- Poor nations were forced to open up their markets in which trade only benefitted the rich nations (Rich nations sold their cheap products for higher prices, while poor nations sold their expensive products for lower prices)
- The Structural Adjustment Plans contributed to the expansion of the income gap between rich and poor countries
- Any other relevant response (2 x 2) (4)

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

- Developed countries sell cheap products at high prices
- Developed countries buy expensive products at cheap prices
- Imbalance of trade expands the gap between rich and poor (1 x 1) (1)

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

- Processed goods are sold mainly in pounds and dollars and therefore developing countries will not be able to afford these goods/too expensive
- Wealthy countries do not sell their tools of production
- Wealthy countries have a monopoly on the means of production (any 2 x 1) (2)

3.5.1 *[Extraction of evidence from Source 3D – L1]*

- Africa
- Europe (2 x 1) (2)

3.5.2 *[Extraction of evidence from Source 3D – L1]*

- Coffee
- Bananas
- Gold
- Rice
- Copper
- Ivory
- Coal
- Fruit
- Vegetables
- Any other relevant response (any 2 x 1) (2)

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

- Northern and Southern Hemispheres were not trading as equal partners (South's high labour intensity products [are expensive] are traded at low prices for low intensity [cheap] products with the North)
- The trading partners are portrayed as different sizes which suggests inequality
- The North is portrayed as rich while the South is portrayed as poor (the manner in which 'traders' are dressed)
- The North is portrayed as developed (hi-tech goods) while the South is portrayed as less developed (The South send their products to the market)
- Any other relevant response (2 x 2) (4)

3.6 *[Interpretation, analysis and synthesis of evidence from all sources – Level 3]*

Candidates could include the following aspects in their response:

- The countries situated in the Northern Hemisphere have become richer while the south remained poor (Source 3B)
- Inequalities between northern states and the south increased as well as the income gap (Source 3B)
- The northern states had used globalisation to increase their wealth and power in order to maintain their economic oppression of the south (Source 3B)
- In order to improve their economies, countries situated in the southern hemisphere took loans from the IMF and World Bank (Source 3C)
- These loans had strict conditions (Structural Adjustment Plans) which resulted in less social spending by poor countries of the south (Source 3C)
- The countries in the Southern Hemisphere were also under obligation to open up their markets to boost their economies (Source 3C)
- This resulted in unfair trading practices between countries situated in the Northern Hemisphere and those in the south (Source 3D)
- Globalisation gave consumers more access to a variety of products (Own knowledge)
- Globalisation led to the creation of more jobs for unskilled workers in developing countries (Own knowledge)
- Job creation led to a reduction in poverty in most developing countries (Own knowledge)
- Any other relevant response

LEVEL 1	<ul style="list-style-type: none"> • Use evidence in an elementary manner, e.g. shows no or little understanding of the impact globalisation had on economic relations between countries situated in the Southern and Northern Hemispheres • Uses evidence partially or cannot report 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 an understanding of the impact globalisation had on economic relations between countries situated in the Southern and Northern Hemispheres. • Uses evidence in a basic manner. 	MARKS: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of the impact globalisation had on economic relations between countries situated in the Southern and Northern Hemispheres. • Use evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 6–8

(8)
[50]

SECTION B: ESSAY QUESTIONS**QUESTION 4: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA**

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

SYNOPSIS

Candidates need to take a stance and indicate the extent to which the internal resistance movements in South Africa were successful in challenging PW Botha's apartheid regime in the 1980s. They need to highlight the role that the various resistance organisations such as the UDF, ECC played while developing their line of argument.

MAIN ASPECTS

Candidates should include the following aspects in their essays:

- Introduction: Candidates should indicate the extent to which internal resistance movements challenged the apartheid regime in the 1980s.

ELABORATION**To a large extent**

- Botha's policy of Total Onslaught/Total Strategy
 - Reform measures (1983 Constitution, Tricameral Parliament 1984, 'Koornhof Bills')
 - End Conscription Campaign 1983 and its impact
 - Formation and role of the UDF ('Don't vote' campaign, 'Million Signature' campaign in 1984)
 - Mass protests in Black South African townships in 1984 and 1985 (e.g. Stay away campaigns organised by Vaal Civic Association, Consumer boycotts organised by Pebco in Eastern Cape, Role of religious organisations, etc.)
 - Protest marches (e.g. Langa township in the Eastern Cape),
 - School boycotts led mainly by COSAS in 1983 and 1985 (Atteridgeville, Tembisa, Alexandra, Soweto, Western Cape and Natal)
 - Communities embarked on rent boycotts e.g. Vaal Triangle and Soweto in 1984
 - Formation and impact of COSATU and other unions in workers struggles
 - Stay-away campaigns in May Day 1986 and NUM strike in 1987
 - Declaration of the State of Emergency 1985 to 1986 by the PW Botha government
 - Emergence of the Mass Democratic Movement in 1989 and the Defiance campaign against segregation laws in major cities e.g. Cape Town, Durban and Johannesburg.
 - The role of the Black Sash for example in Civic protests and assistance to victims of apartheid
 - By the end of the 1980s thousands South Africans lost their lives in their struggle for Liberation (e.g. death in detention, 'black on black' violence and vigilantisms)
 - Gradually the South African government realised that change was needed
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

If candidates should indicate to a lesser extent they need to substantiate their argument with relevant examples.

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 discuss to what extent leadership, and compromise by various political organisations during the process of negotiation led to the birth of South Africa's democracy in 1994.

- Introduction: Candidates need to indicate their line of argument and discuss to what extent the role played by leaders such as FW de Klerk and Nelson Mandela led to compromise and negotiations which contributed to the birth of a democratic South Africa in 1994.

ELABORATION**TO A GREAT EXTENT**

- (Reasons for the process of negotiations) FW de Klerk's speech in parliament on 2 February 1990 was a turning point in the history of South Africa (leadership)
- He announced the unbanning of political organisations (leadership)
- Release of Nelson Mandela in Cape Town on 11 February 1990 paved the way for a negotiated settlement (leadership)
- [Violence in Sebokeng] led to a delay in the Groote Schuur Minute in May 1990 - NP released political prisoners (leadership)
- Pretoria Minute in August 1990 - ANC announced that they would suspend the armed struggle and the government agreed to lift the State of Emergency (leadership)
- CODESA 1 in December 1991 - 19 political parties attended - the PAC and CP did not participate in drawing up a new constitution for South Africa (leadership and political parties)
- ANC and the NP proposed the Declaration of Intent in 1991 (leadership and compromise)
- The 'Whites only' referendum in March 1992 - gave De Klerk the go ahead to negotiate (leadership)
- CODESA 2 in May 1992– SABC would present a neutral view, rolling mass action to speed up the negotiation process/Boipatong/Bhisho massacre (leadership and compromise)
- Record of Understanding in September 1992 - secret talks between ANC and NP - committed themselves to the negotiation process (political parties)
- Multi-party negotiations at Kempton Park/assassination of Chris Hani/Role Mandela/proposed a GNU and a Sunset Clause by Joe Slovo (compromise and leadership)
- Interim Constitution in November 1993 (compromise)
- South Africa's first democratic elections in 1994 (political parties)
- **Credit must be given to learners who mention the role violence played in the negotiation process to further substantiate their response**
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

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

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

SYNOPSIS

Candidates need to indicate their line of argument by showing how the disintegration of the Soviet Union served to speed up political changes in South Africa. They should use relevant evidence of how the collapse of the Soviet Union left both the South African government and the African National Congress with no choice but to negotiate.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should make reference to the statement and explain how the disintegration of the Soviet Union affected the political future of South Africa and paved the way for negotiations.

ELABORATION

- Background (Glasnost and Perestroika) the impact of the fall of communism in Russia on South Africa
- The National Party government viewed the African National Congress as an agent of communist Russia
- With the disintegration of the Soviet Union the ANC was weakened
- The disintegration of the Soviet Union meant that the National Party government had to change its views regarding the African National Congress
- The fall of communism and the Battle at Cuito Cuanavale had a major impact on the South African government's stance not to 'talk to communist'
- The South African government decided to withdraw from Angola and negotiate a settlement over Namibia
- The peaceful transfer of majority rule in Namibia encouraged both the ANC and South African government to talk
- The concern of the National Party regarding the influence of the SACP within the ANC alliance was removed
- NP could no longer use communism as justification for their oppression
- South Africa was no longer a significant player in Cold War politics
- The National Party could no longer use the threat of communism as a means of generating support from Western governments
- Western governments applied pressure on SA to end apartheid
- Western governments applied pressure on SA to start talks with the ANC
- The collapse of communism also affected the ANC
- ANC could no longer rely on the Soviet Union for economic and military support
- Socialism was no longer an option for the revolutionary ANC
- The result was that the ANC was ready to negotiate
- The changing world and mass protests in SA led to tensions within the NP
- This led to a change of leadership within the National Party in 1989
- FW de Klerk embarked on a policy of reform
- In 1989 long-serving banned political prisoners were released

- In February 1990 De Klerk announced the release of Mandela
 - De Klerk also unbanned political organisations such as the ANC, PAC and SACP
 - The government was willing to negotiate an end to apartheid
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]**TOTAL: 150**