



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

**HISTORY P2
FEBRUARY/MARCH 2014
MEMORANDUM**

MARKS: 150

This memorandum consists of 34 pages.

1. **SOURCE-BASED QUESTIONS**

- 1.1 The following Learning Outcomes and Assessment Standards will be assessed 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 purpose). 2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purpose). 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 Slots 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 (L1)	<ul style="list-style-type: none"> • Extract relevant information and data from the sources. • Organise information logically. • Explain historical concepts.
LEVEL 2 (L2)	<ul style="list-style-type: none"> • Categorise appropriate or relevant source of information provided to response 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 (L3)	<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 conclusion 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
<p><u>Level 1</u></p> <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.
<p><u>Level 2</u></p> <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**

<ul style="list-style-type: none"> • MARKERS MUST BE AWARE THAT THE CONTENT OF THE RESPONSE 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 FOR A SPECIFIC ESSAY. • WHEN ASSESSING OPEN-ENDED SOURCE-BASED QUESTIONS, LEARNERS SHOULD BE CREDITED FOR ANY OTHER RELEVANT RESPONSES.

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 of 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 uit preparing "model" responses and reproducing them without taking into account the specific requirements of the question. Holistic extended writing marking 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 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 marking guideline/memorandum) e.g. in an response 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

R

- Analysis

A√

- Interpretation

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 determine 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 and P	LEVEL 5	18–20
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Grade 12 ANALYTICAL MATRIX FOR EXTENDED WRITING: TOTAL: 30

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

GRADE 12 HOLISTIC RUBRIC TO ASSESS AN ESSAY USING BRONS AND OWN KNOWLEDGE. TOTAL PUNTE: 30

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 [Excellent]	Consistently focuses on topic – demonstrates a logical and coherent progress towards a conclusion Clearly comprehends the sources Uses all or most of the sources and own knowledge 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 [Very Good]	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 and own knowledge Selects relevant sources Quotes selectively 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 Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
5 Substantial 60 – 69% 18 – 20 [Good]	Makes an effort to focus on the topic but argument has lapses in focus Comprehends most of the sources Uses most of the sources and own knowledge Selects relevant sources Expression good but with lapses Perhaps, lacking some depth of overall-focus, or does not make reference to one or more relevant sources If appropriate, makes an attempt to consider counter-argument Rather superficial or no attempt to refer to relevancy, bias, accuracy, limitation of sources Makes an attempt to take a stand (focuses on limitations, etc.) in reaching an independent conclusion
4 Moderate 50 – 59% 15 – 17 [Satisfactory]	Makes some effort to focus on the topic but argument has many lapses in focus Moderate comprehension of most of the sources Moderate use of relevant evidence from the sources and own knowledge Moderate attempt to consider counter-argument Moderate attempt to refer to relevancy, bias, accuracy, limitation of sources Expression is satisfactory 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 [Fair]	Little attempt to focus on the topic Little comprehension of the sources Struggles to select relevant information from the sources and own knowledge No quotes – or generally irrelevant Makes little effort to consider counter-arguments Mainly characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression poor Makes a poor attempt to take a stand. (i.e. battles to reach an independent conclusion)
2 Elementary 30 – 39% 09 – 11 [Weak]	Unable to focus on the topic Unable to identify relevant sources and limited use of own knowledge 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 [Poor]	No attempt to focus on the topic Uses no sources Does not use own knowledge Completely irrelevant Copies directly from the sources Response extremely poor

QUESTION 1: WHAT POLITICAL CHANGES OCCURRED IN SOUTH AFRICA AFTER THE COLLAPSE OF THE USSR?

- 1.1 1.1.1 *[Interpretation of evidence from Source 1A – L2 – LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2)]*
- There were changes in the international arena
 - The USSR was undergoing political changes
 - The Cold War era came to an end
 - Economic situation in the world was changing
- Any other relevant response (any 1 x 2) (2)
- 1.1.2 *[Explanation of historical concepts from Source 1A – L1 – LO2 (AS1)]*
- (a) Glasnost
- Openness – people speak freely
 - Able to criticise government
 - Both lead to democratic and free elections
 - Reforms so that communist system works more efficiently and effectively (any 1 x 2) (2)
- (b) Cold War
- A state of ideological conflict and hostility between the Soviet Union and the United States of America
 - A war that relied on propaganda and the threat of nuclear warfare rather than fighting
- Any other relevant response (any 1 x 2) (2)
- 1.1.3 *[Interpretation of evidence from Source 1A – L2 – LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2)]*
- South Africa's leaders/administrators could no longer exploit the so-called Communist threat
 - Start of the process of negotiations
 - Mandela was moved to Victor Verster prison
 - Political leaders decided to embark on changes
- Any other relevant response (any 2 x 2) (4)
- 1.1.4 *[Interpretation of evidence from Source 1A – L2 – LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2)]*
- It signified the government's intention of Mandela's imminent release
 - It signalled the government's willingness to talk (1 x 3) (3)

- 1.2 1.2.1 *[Interpretation of evidence from Source 1B – L2 – LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2)]*
- It was a ground breaking speech/radical departure from the previous immovable stance
 - It was to change the political situation in South Africa
 - It was a speech that gave hope to all South Africans
- Any other relevant response (any 2 x 2) (4)
- 1.2.2 *[Analyse and interpret information from Source 1B – L3 – LO1 (AS3)]*
- NP's rule was based on fear, despair and anger
 - That the majority of blacks lived in fear, despair and anger
 - De Klerk's policies provided hope for an inclusive future
- Any other relevant response (any 1 x 2) (2)
- 1.2.3 *[Interpretation of evidence from Source 1B – L2 – LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2)]*
- De Klerk's speech signalled a move away from apartheid
 - De Klerk's speech symbolised that he was prepared to negotiate
 - His predecessors were not prepared to move away from the apartheid policy and were not prepared to negotiate
- Any other relevant response (any 2 x 2) (4)
- 1.2.4 *[Comparing of evidence from Source 1B – L3 – LO3 (AS4)]*
- Both articles report favourably about De Klerk's speech
 - De Klerk's announcement was significant and ground breaking
- Any other relevant response (2 x 2) (4)
- 1.3 *[Analyse and interpret information from Source 1A & 1B – L2 – LO1 (AS3)]*
- Accurate depiction of what has happened in South Africa
 - South Africa's white minority rule was about to end
 - A new history for South Africa was about to be written
 - International change in attitude towards South Africa
- Any other relevant response (any 2 x 2) (4)
- 1.4 1.4.1 *[Interpretation of evidence from Source 1C – L2 – LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2)]*
- They did not expect De Klerk to make the announcement
 - They did not expect so many concessions to be made by De Klerk
 - The unconditional release of Mandela was a complete surprise to them
- Any other relevant response (any 1 x 2) (2)

1.4.2 *[Interpretation of evidence from Source 1C – L2 – LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2)]*

- (a) Thabo Mbeki
- Was optimistic
 - Amenable to negotiations
- Any other relevant response (any 1 x 2) (2)
- (b) Tutu
- Surprised (positively)
 - Shocked
- Any other relevant response (1 x 2) (2)

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

Candidates could include the following aspects in their response:

Candidates can select either Sources 1B or 1C indicate why it is USEFUL: In answering this question candidates need to show that the source is relevant to the investigation and reliable by interrogating its provenance (origin).

Source 1B is useful because:

- Both are newspaper articles – authentic
- Both articles reflect the optimism of how people felt about De Klerk's speech
- In newspaper article 1 – focuses on the feelings and reactions of people-hope
- In newspaper article 1 – public were amazed by De Klerk's swiftness-even compared De Klerk to his predecessors
- In newspaper article 2 – reflects the reaction of the world-the world applauded him

Source 1C is useful because:

- Focuses on the reaction to De Klerk's speech
 - Focuses on the reforms that he intended to introduce
 - Highlights the reaction of Mbeki, Tutu and the UN Secretary General
 - Mentions how South Africa benefitted from the injection of R9 billion into the Stock Exchange
- 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 explaining which ONE of the sources would be most useful to a historian researching the impact of De Klerk's speech on South Africans • Uses evidence partially to write a paragraph on the topic 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 an understanding of explaining which ONE of the sources would be most useful to a historian researching the impact of De Klerk's speech on South Africans • 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 explaining which ONE of the sources would be most useful to a historian researching the impact of De Klerk's speech on South Africans • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 6–8

(8)

1.6 EXTENDED WRITING

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

SYNOPSIS

Candidates should explain how the collapse of the Soviet Union paved the way for political changes in South Africa after 1989.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should explain how the fall of communism influenced the political future of South Africa and how it paved the way for negotiations.

ELABORATION

- Gorbachev's reforms: Glasnost and Perestroika and its role in ending communism
- The democratisation of the Soviet Bloc countries and fall of the Berlin Wall
- The impact of the political transformation in Soviet Bloc countries on the apartheid government and the ANC
- De Klerk used the fall of communism as an opportunity to initiate reforms
- De Klerk was forced to negotiate with previously banned political organisations
- De Klerk embarked on a process of reform
- Unbanned political parties, etc
- His willingness to open talks was welcomed by the ANC in terms of its longstanding principles
- The ANC had to abandon the armed struggle to begin the process of negotiations
- Opened the way for negotiations with the ANC leading to the release of political prisoners and unbanning of political parties
- USSR's economic stagnation influenced political changes in South Africa between the NP and ANC
- The USA's abandonment of support for the NP – affected South Africa's political future

Any other relevant response

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

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

(30)

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

SYNOPSIS

Candidates should indicate whether the statement is accurate or not. In assessing its accuracy, candidates must show how the end of the Cold War had a significant impact on South Africa's political future. If they mention the statement is not accurate then they must substantiate their response with relevant evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate their line of argument and support it with relevant evidence.

ELABORATION

ACCURATE because:

- The end of the Cold War contributed to the emergence of democracy movements including South Africa
- South Africa was no longer significant in Cold War politics
- The policy of Glasnost/Perestroika paved the way for the ANC and NP to reform (Disappearance of Marxist-Leninist states and fall of the Berlin Wall affected both the ANC and National Party; Gorbachev favoured a negotiated settlement)
- De Klerk was aware of the implications of the political changes in Eastern Europe (He realised that communism was a spent force in world affairs; This made De Klerk open for negotiations; De Klerk's government saw the ANC's loss of support as an opportune time to dictate change)
- Improving relations between the USA and USSR meant that the NP could no longer use the Cold War to win support of the west; South Africa's status as an anti-communist champion lost its appeal)
- The ANC could no longer depend on the USSR for funding/It became difficult for the ANC to function as an exile movement
- There was pressure from major powers for both the National Party and ANC to work towards a peaceful settlement in South Africa (The ANC indicated that it was in favour of a negotiated settlement (The armed struggle will only be used as a last resort and began to seek recognition from western countries

- De Klerk's parliamentary address on 2 February 1990 was a turning point
- Reforms introduced
- The ANC and the NP had to find a peaceful solution
- The apartheid government took the opportunity to negotiate with the ANC because there was no longer a threat from the Soviet Union
- Both the NP and the ANC took cognisance of internal factors (economic stagnation, unrest, financial crisis, States of Emergency, etc.) to save the country's future

Any other relevant response

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

If candidates not accurate, they need to support their argument with relevant evidence

Use the matrix on page 8 in this document to assess this extended writing

(30)
[75]

QUESTION 2: HOW DID THE COLLAPSE OF THE USSR IN 1989 INFLUENCE ANGOLA IN RE-IMAGINING ITSELF?

- 2.1 2.1.1 *[Explanation of historical concept from source 2A – L1 – LO2 (AS1)]*
- (a) Civil War
- War between opposing sides within the borders of a country
- Any other relevant response (any 1 x 2) (2)
- (b) Marxist - Leninism
- Ideology based on Karl Marx's and Lenin's belief in collective, socialist and communistic practice of a state
 - The means of production controlled by the state (people)
- Any other relevant response (any 1 x 2) (2)
- 2.1.2 *[Analyse information from Source 2A – L2- LO1 (AS4)]*
- It led to temporary peace which resulted in the holding of the 1992 elections
- Any other relevant response (1 x 2) (2)
- 2.1.3 *[Analyse information from Source 2A – L2- LO1 (AS4)]*
- He realized he could not win the elections
 - Not prepared for an MPLA government
- Any other relevant response (any 2 x 2) (4)

- 2.1.4 *[Interpretation and analysis of information from source 2A – L3 – LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2 and 3)]*
- USA could not support the MPLA government which was Marxist
 - The USA had more interest in minerals than the civil war – hence dropping UNITA when realising that UNITA could not win
- Any other relevant response (any 2 x 2) (4)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1- LO1 (AS3)]*
- Oil
 - Diamonds
 - Gold
 - Copper
 - Iron
- (any 2 x 1) (2)
- 2.2.2 *[Interpretation and analysis of evidence from Source 2B – L2 – LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2 and 3)]*
Candidates need to state YES or NO and support their response with relevant answers
- YES**
- It had rich variety of mineral resources (oil, diamonds, gold, copper, iron etc)
 - Revenue from minerals would have been the main source of income for development programs
 - Angola would not have been in debt
 - Any other relevant response
- NO**
- In many Angola, minerals have been a source of conflict
 - Angolan government leaders have been using mineral resources for their personal gain or that of their political parties
 - The interest of foreign powers in Angola has always been motivated by the availability of minerals
- Any other relevant response (any 1 x 3) (3)
- 2.2.3 *[Interpretation and analysis of evidence from Source 2B – L2 –LO1 (AS3 and 4); LO3 (AS2)]*
- In a corrupt manner – one had to always pay a fee upfront before a process for a permit of business could start
 - Santana was not happy about how business transactions under post colonial Angolan government was undertaken
- Any other relevant response (any 1 x 2) (2)

2.2.4 *[Evaluate the reliability of source 2B – L3 – LO1 (AS3 and 4);*

Candidates need to state RELIABLE or NOT RELIABLE and support their response with relevant answers

RELIABLE

- Author is Angolan
- Author gave a first-hand account of his experience in Angola
- The evidence or account took place in 1991 when the Cold War had just ended (1989) – as Angola was trying to re-imagine itself

Any other relevant response

NOT RELIABLE

- Author was a Portuguese of Angolan descent and gave a colonial perspective
- It's a one-sided account of happenings in Angola
- Was bias and one sided

Any other relevant response (any 2 x 2) (4)

2.3 2.3.1 *[Interpretation of a cartoon (Source 2C) – L2 –LO1 (AS3 and 4); LO3 (AS2)]*

- Shows that Angolans were very good in war (civil war)
- Shows that Angolans did not have time for sports

Any other relevant response (any 2 x 2) (4)

2.3.2 *[Interpretation and analysis of evidence from Source 2B – L2 –LO1 (AS3 and 4); LO3 (AS2)]*

Candidates need to state AGREE or NOT AGREE and support their response with relevant answers.

AGREE

- Angola was engaged with its civil war since it got its independence in 1975 until 2002
- The civil war prevented an atmosphere for Angolans to participate in various sporting activities
- Spent more time on internal conflicts than investing time on its people

Any other relevant response

DISAGREE

- There were periods when there was peace in Angola
- The cartoonist was biased against Angola

Any other relevant response (any 2 x 2) (4)

2.4 *[Comparing and analysing Sources 2A and 2C – L3 –LO1 (AS4)]*

Candidates need to refer to both sources in their response:

- Both sources indicate how intense the civil war in Angola was
- Reference that Angola was very good in getting involved in civil war (Source 2C) while (Source 2A) referred to support for factions by external countries

Any other relevant response (any 2 x 2) (4)

2.5 *[Interpretation, analysis and synthesis of evidence from all sources- L3 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

Candidates could include the following aspects in their response:

- Continuous civil war was hindered to economic development in Angola
- War years led to economic and infrastructural devastation and it impacted negatively on social and economic status of ordinary Angolans
- Foreign countries supported Angolan factions not for economic development but also for their own economic gains (USA wanted to secure oil)
- Revenue from Angolan minerals never arrived to the national treasury
- Dos Santos favoured his family and friends by giving them trade and business opportunities
- Savimbi enriched himself and UNITA from diamonds derived through illegal activities
- Angola was in debt despite the available of vast minerals resources
- Corruption was endemic
- Contrast between rich elite and mass poverty was evident despite the availability of vast mineral resources

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 explaining the various economic challenges that Angola faced after the end of the Cold War. • Uses evidence partially to write a paragraph on the topic 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 explaining the various economic challenges that Angola faced after the end of the Cold War. • 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. shows a thorough understanding of of explaining the various economic challenges that Angola faced after the end of the Cold War. • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic 	MARKS: 6–8

(8)

2.6 EXTENDED WRITING

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

SYNOPSIS

Candidates should discuss to what extent Angola was successful in re-imagining itself after the collapse of the USSR in 1989.

MAIN ASPECTS

The candidate should include the following points in their response:

- Introduction: Candidates need to take a line of argument on the extent of Angola's successes or lack of it, in re-imagining itself after the collapse of the USSR in 1989

ELABORATION

NOT SUCCESSFUL (TO A GREAT EXTENT)

- Cold War ended but civil war continued in Angola
- The roots of the civil war were tribal and regional differences – not only foreign intervention
- The 1992 elections failed to restore permanent peace (Savimbi rejected election results and civil war resumed)
- Support from foreign countries (USA, Soviet Union, Cuba, Zaire, South Africa and Zambia fuelled the civil war
- Revenue from minerals never reached national treasury in full measure
- Corruption was endemic

SUCCESSFUL TO A CERTAIN EXTENT

- Withdrawal of foreign troops from Angola after the end of the Cold War
- Angola was now free of foreign influence and could re-imagine itself and negotiate her own future with outside influence
- 1992 elections were held
- Signing of Peace Accords (Alvor, Bicese, Lusaka, Gbadolite and Luena) were attempts to enhance re-imagination – and at least managed to bring temporary peace
- Death of Savimbi in February 2002 – created new possibilities for peace in Angola; a ceasefire came into effect in March 2002
- Luena Memorandum of Understanding (2002) brought peace – 13 years after the collapse of communism in 1989
- Angola was then able to reconstruct itself after 30 years of civil war

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

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

(30)

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

SYNOPSIS

Candidates should indicate whether they agree or disagree with the statement that minerals were a source of greed by the rulers and support their line of argument with relevant evidence.

MAIN ASPECTS

Candidate should include the following aspects in their response:

- Introduction: Candidates need to indicate whether they agree or disagree with the statement that 'Oil, diamonds and their revenues are the major source of greed by the rulers' and state how they intend supporting their given line of argument.

ELABORATION

AGREE

- Angola was rich in mineral resources (oil, diamonds, gold, copper, iron etc.)
- Dos Santos controlled the oil fields
- Oil wealth was used for private purpose (Dos Santos favoured his family and friends by giving them trade and business opportunities)
- Between 1997 and 2002 the oil sector generated 17,8 billion dollar – money was not effectively used for development of ordinary Angolans
- Dos Santos went to extraordinary lengths to ensure government oil accounts were hidden from scrutiny (IMF report of 2002 showed that 22% of government expenditure was unaccounted for)
- In July 2000 (Angola Gate) was announced – a former oil company executive, testified to French authorities that Dos Santos was one of the beneficiaries of a multimillion-dollar slush fund that was kept to bribe African leaders in exchange for influence and oil deals
- UNITA took control of the diamond fields in the province of Moxico
- By 1997 Savimbi's income from diamonds had reached an estimated 2 billion dollars per year
- Savimbi enriched himself and UNITA from diamonds derived through illegal activities

Any other relevant point

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

DISAGREE

- Rulers were inherently aligned to tribal and regional differences
- Civil war was motivated by political reasons
- Savimbi was greedy – civil war ended immediately after his death

Any other relevant point

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

Use the matrix on page 8 in this document to assess this extended writing

(30)
[75]

QUESTION 3: WHAT OBSTACLES DID SOUTH AFRICA FACE DURING THE PROCESS OF NEGOTIATIONS BETWEEN 1990 AND 1994?

- 3.1 3.1.1 *[Extraction of evidence from Source 3A – L1 – LO1 (AS3)]*
- ANC
 - National Party (2 x 1) (2)
- 3.1.2 *[Interpretation of evidence from Source 3A – L2- LO1 (AS3)]*
- Killing of eight demonstrators by the police in Sebokeng
 - This killing angered Mandela
 - The manner in which the demonstrators were killed was suspicious
 - Mandela concluded that white policemen were still racist and treated black South Africans badly
- Any other relevant response (any 2 x 2) (4)
- 3.1.3 *[Evaluation and interpretation of evidence from Source 3A– L3 – LO1 (AS4)]*
- His account of events came from people who were at the scene of the crime
 - The police had a track record of not telling the truth
 - The police did not want to be implicated in this crime
 - Nelson Mandela was an iconic figure-his words could be regarded as reliable
- Any other relevant response (any 2 x 2) (4)
- 3.2 3.2.1 *[Interpretation and analysing of a visual source from Source 3B – L2 – LO1 (AS3 and 4)]*
- Conservative South Africans were against negotiations
 - White South Africans wanted to vote 'no' in the referendum
 - They disliked the manner in which De Klerk was negotiating with the ANC
- Any other relevant response (any 2 x 2) (4)

- 3.2.2 *[Interpretation and analysing of a visual source from Source 3B–L3– LO1 (AS3)]*
- The majority of white South Africans supported De Klerk's negotiations with the ANC
 - The majority of white South Africans favoured democracy
 - The majority of white South Africans favoured a 'New South Africa' free of discrimination
- Any other relevant response (any 1 x 3) (3)
- 3.3 3.3.1 *[Extraction of evidence from Source 3C – L1 – LO1 (AS3)]*
- Lucas Mangope
 - Oupa Gqozo
 - Mangosuthu Buthelezi
- (any 2 x 1) (2)
- 3.3.2 *[Interpretation and analysing of a visual source from Source 3C – L3 – LO1 (AS3 and 4)]*
- This agreement paved the way for constitutional negotiations to continue
 - This agreement paved the way that South Africa will become a democracy
 - This agreement paved the way that all Bantustan homelands be incorporated in a new democratic South Africa
 - This agreement meant that Bantustan homeland leaders would lose their homelands and their status and prestige would be diminished
- Any other relevant response (any 2 x 2) (4)
- 3.3.3 *[Interpretation and analysing of a visual source from Source 3C – L3 – LO1 (AS3 and 4)]*
- Candidates can either SUPPORT or NOT SUPPORT Treurnicht's view and backup their response with relevant evidence**
- SUPPORT**
- Many of the ANC membership were communist
 - Generally communist favoured dictatorships
 - One man one vote would lead to death of Afrikaner privileges as well power
- Any other relevant response
- NOT SUPPORT**
- The aims of the negotiations was to create a democratic South Africa
 - The fact that all major political parties were invited to CODESA are testimony that South Africa was moving towards a democracy
 - The ANC had a rich history of being a democratic organisation
- Any other relevant response (any 2 x 2) (4)

- 3.3.4 *[Interpretation of evidence from Source 3C – L2- LO1 (AS3)]*
- They did not favour democracy
 - They wanted to hold on to their type of leadership in their Bantustan Homelands
 - Meant the loss of power and control
- Any other relevant response (any 1 x 2) (2)
- 3.4 3.4.1 *[Interpretation and analysing of a visual source from Source 3D – L2 – LO1 (AS3 and 4)]*
- Elections took place
 - The ANC won the elections
 - Mandela was inaugurated as the first black president
- Any other relevant answer (any 2 x 2) (4)
- 3.4.2 *[Interpretation and analysing of a visual source from Source 3D – L2 – LO1 (AS3 and 4)]*
- A new government will be voted into power (breaking of the chains)
 - Long queues of people voting in South Africa's election
 - The majority of South Africans went out to vote
- Any other relevant response (any 2 x 2) (4)
- 3.5 *[Interpretation, analysis and synthesis of evidence from all sources - L3- LO1 (AS3 and 4), LO2 (AS1, 2 and 3) LO3 (AS 1, 2, 3 and 4)]*
- Candidates could include the following aspects in their response:
- White members of the security forces were guilty of racism and excessive force against black South Africans
 - Conservative white South Africans called for a 'no' vote in the referendum of 1992
 - They opposed the negotiating process that would lead to democracy
 - Conservative groups (Right Wing) were also responsible for violence (1990 they committed 52 acts of violence)
 - In 1991 they prevented De Klerk to speak at a meeting in Ventersdorp
 - In April 1993, Right Wingers murdered Chris Hani
 - In June 1993 they disrupted the negotiations at the World Trade Centre
 - Conservative black leaders were also opposed negotiations for a new democratic South Africa
 - They feared that they would lose their leadership positions in the Bantustan homelands
 - They opposed CODESA and formed COSAG
- 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 how conservative South Africans attempted to derail/disrupt the process of negotiations in South Africa during the 1990's • Uses evidence partially to write a paragraph on the topic 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 how conservative South Africans attempted to derail/disrupt the process of negotiations in South Africa during the 1990's • 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. shows a thorough understanding of how conservative South Africans attempted to derail/disrupt the process of negotiations in South Africa during the 1990's • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 6–8

(8)

3.6 EXTENDED WRITING

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

SYNOPSIS

Candidates should explain how various obstacles that South Africa faced during the road to democracy between 1990 and 1994.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should refer to various obstacles that confronted South Africa on the road to democracy between 1990 and 1994.

ELABORATION

Candidates should support their argument by referring to some of the examples as contained below.

VIOLENCE

- Armed IFP supporters attacked residents of Sebokeng (22 July 1990) after Inkatha rally (More than 30 people, mostly ANC supporters were killed)
- Township residents formed 'self-defence unit' and the violence escalated (By 1992 about eighty five 'self defence units' were in operation-many were out of control)

- 'Seven Day War' in Pietermaritzburg (March 1991)
- In August 1990, 500 people died over an eleven-day period
- In November 1990 Inkatha attacked the Zonkizizwe (Germiston) squatter camp Inkathagate scandal (July 1991)
- Goldstone Report cited the prime reason for violence was caused by ANC and Inkatha supporters
- Boipatong massacre (17 June 1992)/Bhisho massacre (7 September 1992: 28 marchers killed)
- Chris Hani murdered (10 April 1993)
- AWB and right-wing attacked the World Trade Centre (25 June 1993)
- St James Church bombing (July 1993) -11 killed in this attack by Apla)
- Shell House massacre (28 March 1994) - 8 Zulu speaking were killed)

NEGOTIATING PROCESS

- 20 December 1991 CODESA began – 23 parties invited, the PAC, AZAPO and the Conservative Party boycotted this event
- CODESA (2 May 1992) collapsed because the ANC and NP could not agree on majority rule

POLITICAL INTOLERANCE

- Rolling Mass action, strikes and demonstrations after collapse of Codesa II and Boipatong massacre; 'Third Force' implicated; Goldstone Commission confirmed the involvement of police
- Battle of Ventersdorp (August 1991)
- IFP and COSAG favoured federalism/AWB and CP wanted a volkstaat
- Lucas Mangope of Bophuthatswana called on AWB to suppress uprising

Any other relevant point

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

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

(30)

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

SYNOPSIS

Candidate should critically discuss how the Record of Understanding was seen as a breakthrough for the liberation of South Africa.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate their line of argument and how they would support their response with relevant evidence.

ELABORATION

- Record of Understanding between the ANC and NP (September 1992)
- Record of Understanding laid the foundation for the Multi Party Negotiating Forum
- The Record of Understanding broke the deadlock on constitutional negotiations (Replaced CODESA, CODESA seen as a failure)
- Multi Party negotiations resumed in 1993
- 26 Political parties attended (Including the Conservative Party, Afrikaner Volks Unie and PAC)
- Traditional leaders including the king of Zulus (Zwelithini) attended
- AZAPO and several extreme Afrikaner groupings refused to attend
- 'The 'sunset clause' was accepted during negotiations (It made provision for power sharing)
- A Government of National Unity (GNU) would be in power for the first 5 years
- Parties gaining more than 5% of the vote will be part of the GNU
- The cabinet would be proportionately represented
- After 5 years the government will become a simple majority-rule government
- On 3 June 1993, the negotiators at the MPNF set the date (27 April 1994) for the first democratic elections
- A Transitional Executive Council representing all parties would oversee the election
- An elected constitutional assembly would draw up a final constitution
- On 22 November 1993 an interim constitution was accepted
- Both the ANC (accepted private property and free market economy) and the NNP (ditched insistence on minority rights) made concessions

Any other relevant point

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

Use the matrix on page 8 in this document to assess this extended writing.

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[75]

QUESTION 4: WHAT WAS THE IMPACT OF THE TRUTH AND RECONCILIATION COMMISSION (TRC) ON SOUTH AFRICA?

- 4.1 4.1.1 *[Extraction of evidence from Source 4A – L1- LO1 (AS3)]*
- A historic bridge between the past and the future characterised by strife, conflict, untold suffering and injustice
 - A future rounded on the recognition of human rights, democracy and peaceful co-existence and development opportunities for all South Africans, irrespective of colour, race, class or belief
 - The pursuit of national unity, the well-being of all South African citizens and peace require reconciliation between the people of South Africa and the reconstruction of society (any 1 x 2) (2)
- 4.1.2 *[Explanation of historical concept from source 4A – L1 – LO 2 (AS 1)]*
- To restore friendly relations between former enemies
- Any other relevant response (any 1 x 2) (2)
- 4.1.3 *[Interpretation of evidence from Source 4A – L2 –LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2)]*
- Previously the human rights of South Africans were violated
 - South Africa's democracy was based on human rights which was lacking under apartheid rule
- Any other relevant response (any 2 x 2) (4)
- 4.2 4.2.1 *[Interpretation of evidence from Source 4B – L2- LO1 (AS3)]*
- De Kock was approached by General van Rensburg to Motherwell policemen
 - De Kock was assisted by the technical division of the Pretoria police
 - He was approached to make a bomb
- Any other relevant response (any 2 x 2) (4)
- 4.2.2 *[Interpretation and analysis of evidence from Source 4B – L2 – LO1 (AS3); LO3 (AS2)]*
- Candidates need to state YES or NO and support their response with relevant answers**
- YES**
- He made an appeal to meet with the widows of the victims
 - He wanted to apologise
 - He acknowledged their pain
- Any other relevant response (any 1 x 2) (2)
- If candidates state NO they need to support their response with relevant answers**

- 4.2.3 *[Interpretation of evidence from Source 4B – L2 – LO1 (AS3 and 4); LO3 (AS2)]*
- Emotional
 - Forgiveness
 - Tearful
- Any other relevant response (any 2 x 2) (4)
- 4.2.4 *Interpretation and analysing of a visual source from Source 4B – L3– LO1 (AS3 and 4)]*
- It depicts Eugene De Kock, Craig Williamson and Johan Coetzee appearing before the Amnesty Commission of the TRC
 - The Amnesty Commission sat at the Union Buildings in Pretoria
 - It depicts Williamson as being reluctant to testify
 - It shows that Johan Coetzee chose to testify
- Any other relevant response (any 2 x 2) (4)
- 4.2.5 *[Interpretation and analysing of a visual source from Source 4B – L3 – LO1 (AS3 and 4)]*
- Seat of power of the government which was guilty of human rights abuses
 - It represented the leadership of the government who gave orders
 - They were all ex government officials
- Any other relevant response (any 1 x 3) (3)
- 4.2.6 *[Comparing of evidence from Source 4B – L3 – LO3 (AS4)]*
- Both sources implicate De Kock in human rights atrocities
 - Both sources state that De Kock appeared before the amnesty commission of the TRC
 - Both sources state that De Kock testified at the TRC
- (any 2 x 2) (4)
- 4.3 4.3.1 *[Evaluation of evidence from Source 4C – L3 – LO1 (AS3); LO3 (AS2,3)]*

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

AGREE

- Perpetrators appeared before the Amnesty Commission and made disclosure
- Relatives of victims came to know what happened to their loved ones
- Some victims reconciled with the perpetrators
- Perpetrators who gave disclosures were granted amnesty

- Evidence at the TRC revealed that both perpetrators and victims were prepared to heal and reconcile
 - The attitude of some perpetrators was one of remorse and forgiveness
 - The spirit of reconciliation that prevailed at most TRC hearings demonstrated a sense of nation building
- Any other relevant response

DISAGREE

- Many perpetrators of human rights violation did not appear in front of the TRC
 - High-ranking government officials like PW Botha refused to give evidence at the TRC
 - Atrocities that were committed by members of the liberation organisation eg ANC on its own members refused to appear before the TRC
- Any other relevant response (any 2 x 2) (4)

4.3.2 *[Interpretation of evidence from Source 4C – L2 –LO1 (AS3 and 4); LO3 (AS2)]*

- High-ranking government officials like PW Botha refused to give evidence at the TRC
 - The Amnesty Commission of the TRC did not have the power to subpoena people
 - TRC only dealt with those cases that were reported
 - The NP government officials destroyed important document that could have been used by the TRC as evidence
- Any other relevant response (any 2 x 2) (4)

4.4 *[Interpretation, analysis and synthesis of evidence from all sources – L3 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

Candidates could include the following aspects in their response:

- Some anti-apartheid activists wanted war crimes tribunals
 - They were not satisfied with the work of the TRC
 - They were angry that perpetrators of gross human rights abuses escaped punishment
 - They wanted perpetrators to be tried in a court of law
 - They wanted them to be sentence for their crimes
 - Mxenge, Biko and Hani families were opposed to amnesty without justice
 - High-ranking government officials like PW Botha refused to give evidence at the TRC and regarded it as a circus
 - Some were unhappy with the amount of money paid as reparations (R30 000)
- 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 why the TRC was regarded as controversial by some anti-apartheid activists • Uses evidence partially to write a paragraph on the topic 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 TRC was regarded as controversial by some anti-apartheid activists • 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. shows a thorough understanding of why the TRC was regarded as controversial by some anti-apartheid activists • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic 	MARKS: 6–8

(8)

4.5 EXTENDED WRITING

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

SYNOPSIS

Candidates should discuss to what extent the TRC was successful in bringing about healing between perpetrators and victims.

MAIN ASPECTS

The candidate should include the following points in the response.

- Introduction: Candidates need to indicate to what extent the TRC was successful in healing South Africa from its divided past

ELABORATION

SUCCESSFUL TO A CERTAIN EXTENT

- Aims of the TRC: investigate the causes and extent of human rights violations under apartheid; recommended compensation to victims and to grant amnesty to those guilty of human rights offences under set conditions

- The TRC hoped that the telling of truth, to promote national reconciliation through its three committees. Committee on Human Rights Violations; Committee on Reparation and Reconciliation and Committee on Amnesty – to grant amnesty from prosecution to perpetrators of gross human rights violations, if they met the set conditions – make full disclosure of what exactly happened for their politically motivated human rights abuses that happened between 1960 and 1994.
- TRC moved across South Africa listening to stories by both victims and perpetrators; National unity was promoted through hearings in East London, Queenstown, Nelspruit etc; both sides of the conflict came to testify i.e. activists from liberation movement and members from the apartheid government and security agency
- Listening to testimonies of perpetrators helped victims to reconcile and bring about healing e.g. Mrs Calata in East London; Many unaccounted victims were identified, graves located and bodies exhumed and given to families for reburial e.g. Jabulani Ndaba, Oscar Maleka, Reginald Kekana, the Mamelodi 10 etc.
- Reparations paid to families of victims e.g. R30 000 once-off payment of an individual grant, R15 000 once-off grants for reburial purposes etc.

Any other relevant answer

NOT SUCCESSFUL TO CERTAIN EXTENT

- Members of the old regime e.g. Eugene de Kock, Adriaan Vlok and Dirk Coetzee came forward to apply for amnesty but complained of having been undermined by their leaders. (Vlok and Coetzee were granted amnesty)
- Amnesty led to perpetrators willingness to testify. (Only after former security forces appeared or testified, did others for fear of implication, also come forward/De Kock's testimony encouraged many others to apply but he was not granted amnesty himself)
- The Conservative Party regarded the TRC's objective as to destroy the Afrikaners (their members who applied for amnesty were not granted)
- SADF members did not co-operate with the TRC
- Some offenders, e.g. PW Botha refused to give evidence; FW de Klerk took legal advice to prevent publication of a paragraph implicating him in 'third force' activities
- The Biko, Hani and Mxenge families and Azapo did not support the process adopted by the TRC – without justice
- Late payments of reparations

Any other relevant response

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

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

(30)

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

SYNOPSIS

Candidates should explain whether the TRC was able to achieve its objectives of healing the wounds of the past, forgiveness and building a future based on respect for human rights

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Information: Candidates should indicate whether they agree or disagree with the statement and indicate how they intend supporting their line of argument with relevant evidence.

ELABORATION

AGREE

- The TRC had a Human Rights Commission to deal with past abuses of human rights
- National unity was promoted through hearings throughout the country and by televising it
- Both sides of the conflict came to testify i.e. liberation movement and government e.g. Adriaan Vlok later apologised to families for the role of the police in killing activists
- Amnesty led to perpetrators willing to testify for e.g. De Kock, Dirk Coetzee gave crucial evidence
- Some victims received reparations as compensation for their losses
- Victims came to know what really happened to their family members during the apartheid years
- Many unaccounted victims were identified, graves located and bodies exhumed and given to families for reburial
- Led to reconciliation and nation building

Any other relevant response

DISAGREE

- Public confessions revealed how much violence had been carried out in for example, Queenstown known as the 'Necklace capital' of the world
- Some perpetrators did not appear before TRC e.g. PW Botha
- Anger amongst many black South Africans that the perpetrators of gross human rights violations escaped punishment e.g. P W Botha
- Amnesty was controversial because everybody was not granted amnesty or given prison sentences
- The Biko, Hani and Mxenge families and Azapo were opposed to the process adopted by the TRC
- Apartheid government did not show remorse for its involvement in gross human rights violations its deeds e.g. FW De Klerk
- Reopened painful wounds e.g. Mrs Calata, Dullah Omar, Greta Applegren, Nozibele Madubedube and others
- Neutrality of TRC viewed suspiciously by previous leaders of the apartheid government

Any other relevant response

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

Use the matrix on page 8 in this document to assess this extended writing

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[75]

TOTAL: 150