



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

**HISTORY P2
FEBRUARY/MARCH 2015
MEMORANDUM**

MARKS: 150

This memorandum consists of 21 pages.

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.

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 essay 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 educator to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will not be required to simply regurgitate "facts" in order to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of 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 contextualised (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

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 The use of the matrix in the marking of essays

In the marking of essays, the criteria as provided in the matrix for marking essays should be used. In assessing the essay cognisance 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.

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

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	} 26–27
P	LEVEL 3	

GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>PRESENTATION</p> <p></p> <p>CONTENT</p> <p></p>	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, sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	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.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence is used to some extent to support the line of argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive, or some attempt at developing a line of argument. No attempt to draw a conclusion	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 the 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 is recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20–23	18–19	14–17
LEVEL 1 Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: HOW DID THE FORMATION OF THE SOUTH AFRICAN STUDENT ORGANISATION (SASO) CHALLENGE THE APARTHEID REGIME'S POLICY OF BANTU EDUCATION IN THE 1970s?**

- 1.1 1.1.1 *[Extraction of evidence from Source 1A - L1]*
- They were frustrated with their deteriorating situation
 - NUSAS catered largely for white South African students
- (any 1 x 1) (1)
- 1.1.2 *[Extraction of evidence from Source 1A – L1]*
- Black South Africans should form their own organisations
 - Black South Africans should start acting independently from white South Africans
 - Black South Africans should be masters of their own destiny
 - Any other relevant response
- (3 x 1) (3)
- 1.1.3 *[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)
- 1.1.4 *[Interpretation of evidence from Source 1A - L2]*
- Biko believed that the inferiority complex among black South Africans was caused by the psychological effects of apartheid
 - Biko believed that these psychological chains imprisoned them
 - Any other relevant response
- (2 x 2) (4)
- 1.2 1.2.1 *[Interpretation of evidence from Source 1A - L2]*
- SASO was established to mainly uplift black South African students
 - SASO rejected the leadership of NUSAS (white sheep)
 - Wanted to have their own student organisation
 - Any other relevant response
- (2 x 2) (4)

1.2.2 *[Explanation and interpretation of evidence from Source 1B - L2]*

- SASO argued that white South African students did not understand the plight of black South African students
- SASO believed that white South African students benefited from apartheid
- It believed that NUSAS did not really represent the needs of black South African students
- Any other relevant response (2 x 2) (4)

1.3 *[Comparison and interpretation of evidence from Sources 1A and 1B – L3]*

- Source 1A shows that black South African students felt that NUSAS was not serving their needs and they needed to form their own organisation and Source 1B highlights the formation of SASO
- In Source 1A Biko encourages black South African students to be independent and Source 1B demonstrates that black South African students did not want help from white South Africans
- In Source 1A Biko stressed the need for black South African students to free themselves from white domination and Source 1B shows how black South African students rid themselves of white influences
- Any other relevant response (2 x 2) (4)

1.4 1.4.1 *[Extraction of evidence from Source 1C - L1]*

- An extensive training programme for youth leadership was undertaken to address the needs of high-school and township-based youth clubs in all the provinces of South Africa
- By early 1972, SASO branches catered for students in high schools were
- either in existence or were being formed in far-flung places such as Umtata (2 x 1) (2)

1.4.2 *[Extraction of evidence from Source 1C - L1]*

- Umtata
- Kimberly
- Port Elizabeth
- Pietermaritzburg
- Pretoria
- Springs
- Bloemfontein (any 4 x 1) (4)

1.4.3 *[Explanation and interpretation of evidence from Source 1C – L2]*

- African children/youth acquired critical, analytical skills and learnt about the political situation in other parts of the continent
- African children/youth acquired debating skills about events in South Africa
- African children/youth became aware of the poor quality of education they received
- The schools empowered African children/youth to resist Bantu education
- Any other relevant response (any 2 x 2) (4)

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

- Amos Masondo
- Mathe Diseko
- Itumeleng Mosala
- Khehla Mthembu
- Cyril Ramaphosa (any 2 x 1) (2)

1.5 1.5.1 *[Interpretation of evidence from Source 1D - L2]*

- To show their dissatisfaction with the compulsory use of the Afrikaans language
- To show that Afrikaans was associated with Bantu education/apartheid
- To highlight that Afrikaans retarded/slowed black South African children's progress in education
- To show that Afrikaans was regarded as the language of the oppressor
- To express dissatisfaction with Bantu education
- Any other relevant response (any 2 x 2) (4)

1.5.2 *[Engage with Source 1D to determine its limitations – L3]*

- The source only shows the positive aspects of the march
- The visual source does not indicate the anger/frustration of the youth
- Other posters in the source are not visible
- It does not show the use of force by the apartheid police – therefore it does not give a complete picture of how events unfolded on 16 June 1976
- The photograph could have been altered
- Any other relevant response (any 2 x 2) (4)

1.6 *[Interpretation, synthesis and evaluation of evidence - L3]*

Candidates could include the following aspects in their response:

- Formation of SASO (Source 1A)
- SASO instilled self-confidence and assertiveness among the students (Source 1A)
- SASO rejected the moderate approach of NUSAS (Source 1B)
- SASO instilled self-reliance among black South African students - the programmes of SASO were run by the leaders of the organisation (Source 1C)
- SASO introduced programmes to empower the minds of black South African students - psychological struggle (Source 1C)
- The programmes of SASO enabled students to gain political consciousness to challenge Bantu Education (Source 1C)
- SASO influenced black South African students to take initiatives - embarked on protest marches against Bantu education (Source 1D)
- The Soweto uprising was partly attributed to the ideas propagated/ advocated by SASO (own knowledge)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of how SASO challenged the apartheid regime's policy of Bantu education 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 how SASO challenged the apartheid regime's policy of Bantu education 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 how SASO challenged the apartheid regime's policy of Bantu education in the 1970s • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 6–8

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[50]

QUESTION 2: DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) HELP SOUTH AFRICANS TO DEAL WITH THE PAST?

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- To investigate gross human rights abuses
 - To foster reconciliation
 - To promote unity (any 1 x 1) (1)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*
- Between March 1960 and 10 May 1994
 - Between the Sharpeville Massacre and the inauguration of Nelson
 - Mandela as South Africa's first democratic president (any 1 x 1) (1)
- 2.1.3 *[Extraction of evidence from Source 2A – L1]*
- Human Rights Violation Committee
 - Amnesty Committee
 - Reparation and Rehabilitation Committee (any 2 x 1) (2)
- 2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- It was not part of the human rights violations as defined by the TRC Act
 - Apartheid laws legalised the injustices of apartheid
 - It was excluded because it would have caused more controversy
 - Any other relevant response (any 2 x 2) (4)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- Murder
 - Abduction
 - Torture (3 x 1) (3)
- 2.2.2 *[Interpretation of evidence from Source 2B – L2]*
- Silence would not address the injustices of the past
 - South Africans needed to hear the truth about the past
 - The truth will set people free and pave the way for reconciliation
 - Any other relevant response (any 1 x 2) (2)

2.2.3 *[Definition of a concept from Source 2B – L1]*

- Reconciliation is reaching a compromise between two opposing parties
- When people gain a common understanding and seek forgiveness
- An attempt to bring both victims and perpetrators to speak the truth, ask for forgiveness and move forward
- Any other relevant response (any 1 x 2) (2)

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

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

AGREE

- The TRC encouraged victims and perpetrators to speak to each other
- The TRC encouraged people to speak the truth
- The TRC encouraged people to tell their stories of the past
- The TRC believed that the truth would pave the way for reconciliation
- Any other relevant response

OR

DISAGREE

- The TRC was not able to convince all victims to speak to their perpetrators
- The TRC had no control of the truth that was not spoken by all
- The TRC did not hear all the stories as some were left untold
- Reconciliation is still work in progress because of our divided past
- Any other relevant response (any 2 x 2) (4)

- 2.3 2.3.1 *[Interpretation of evidence from Source 2C – L1]*
- Encouraged perpetrators to do some introspection
 - Show remorse for crimes committed
 - Seek forgiveness
 - Heal the wounds of the past (any 3 x 1) (3)
- 2.3.2 *[Interpretation of evidence from Source 2C – L2]*
- He wanted to reveal how he was tortured and the methods used by the security agents
 - To show what Jeffrey Benzien and other apartheid agents were capable of
 - Revealed the character of Jeffrey Benzien and other apartheid agents
 - To show the brutality of how the apartheid government treated Black South Africans during this time
 - Any other relevant response (any 1 x 2) (2)
- 2.3.3 *[Interpretation of evidence from Source 2C – L2]*
- It exposed him and the evil nature of his deeds
 - He felt ashamed about what he did
 - It highlighted the state of mind of the security agents at the time
 - It demonstrated the violence and brutality that apartheid government agents used against freedom fighters/activist
 - They did not hesitate to kill anti-apartheid activists
 - Any other relevant response (any 2 x 2) (4)
- 2.4 *[Compare the poster in Source 2B and the visual source in Source 2C – L3]*
- Poster: Reveals the crimes that were committed
Visual Source: Demonstrates an example of the crimes that were committed
 - Poster: Mentions the brutal crimes that were committed
Visual Source: Demonstrates the brutality that apartheid security agents used against activists
 - Poster: Urged people to break the silence about the actions of the apartheid government
Visual Source: Demonstrates how people suffered because of the actions of the apartheid government. (any 2 x 2) (4)

- 2.5 2.5.1 *[Extraction of evidence from Source 2D – L1]*
- Compensation (rewards)
 - Monetary support
 - Bursaries for school children
 - Better housing
- (any 2 x 1) (2)
- 2.5.2 *[Interpretation of evidence from Source 2D – L2]*
- Many white South Africans were viewed in a negative light
 - White South Africans were labelled as the perpetrators of apartheid
 - The victims of the TRC gained more sympathy at the time
 - White South Africans experienced a guilt syndrome about the atrocities of apartheid
 - Any other relevant response
- (any 2 x 2) (4)
- 2.5.3 *[Determine the limitations of statistics in Source 2D – L3]*
- The view given is in favour of a particular group of South Africans
 - Disadvantaged groups are not mentioned
 - The opinions of all who experienced the atrocities are not taken into account
 - Another perspective is not presented
 - Any other relevant response
- (any 2 x 2) (4)
- 2.6 *[Interpretation, analysis and synthesis of evidence from all sources – L3]*

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

Successful

- It investigated human rights abuses that were politically motivated (Source 2A)
- Encouraged perpetrators to tell their stories (Source 2B)
- They could show remorse and seek forgiveness (Source 2C – written)
- Gave closure to victims, survivors and their families (own knowledge)
- Fostered reconciliation (Source 2B)
- Promoted unity among all South Africans (own knowledge)
- Therapeutic for both victims and perpetrators (Source 2C)
- Publicly acknowledged victims who suffered (own knowledge)
- Revealed the truth about the heinous crimes committed by the apartheid regime (Source 2B)
- Any other relevant response.

OR

Not successful

- Not all perpetrators told their stories (own knowledge)
- Not all victims gained closure (own knowledge)
- Only some of the crimes were mentioned (Source 2B)
- The TRC opened wounds from the past in certain cases (Source 2C)
- Amnesty was granted (Source 2D)
- It was regarded as a witch-hunt (own knowledge)
- Many wanted retributive justice instead of restorative justice (own knowledge)
- Compensation was not received by all (own knowledge)
- Many chose to remain silent (own knowledge)
- Legalised injustices of apartheid were not addressed (Source 2A)
- Did not rectify past injustices and human rights abuses that were committed (Source 2D)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	<ul style="list-style-type: none"> • Use evidence in an elementary manner, e.g. shows no or little understanding of how successful the TRC was in helping South Africans to deal with the 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 how successful the TRC was in helping South Africans to deal with the 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 how successful the TRC was in helping South Africans to deal with the past. • Use evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 6–8

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QUESTION 3: HOW DID THE IMPLEMENTATION OF ECONOMIC POLICIES AFFECT SOUTH AFRICA AFTER 1996?

- 3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*
Neomercantilist globalisation (1 x 1) (1)
- 3.1.2 *[Extraction of evidence from Source 3A – L1]*
- The International Financial Institutions wanted to influence social change
 - The International Financial Institutions wanted to influence economic change
 - The International Financial Institutions wanted to ensure profits for international capital (any 2 x 1) (2)
- 3.1.3 *[Extraction of evidence from Source 3A – L1]*
- World Bank
 - International Monetary Fund (any 2 x 1) (2)
- 3.1.4 *[Definition of a concept in Source 3A – L1]*
- Globalisation refers to the movement of people, information, capital, goods and services around the world
 - Any other relevant response (any 1 x 2) (2)
- 3.1.5 *[Interpretation of evidence from Source 3A – L2]*
- To redress the economic and social inequalities created by the apartheid regime
 - To restructure society
 - To redistribute wealth
 - To build about 300 000 houses a year
 - To provide access to clean water, sanitation and electricity
 - To improve health, education and welfare services
 - Any other relevant response (any 2 x 2) (4)
- 3.1.6 *[Interpretation of evidence from Source 3A – L2]*
- The goals of the RDP were unrealistic
 - The government did not have enough funding to finance the RDP
 - The RDP was replaced with GEAR which was based on free market capitalism
 - The government hoped to attract more overseas investment and increase exports with its GEAR policy
 - It was hoped that South Africa could be more competitive in the global economy
 - It was anticipated that GEAR would create more jobs and facilitate economic growth
 - It was expected that GEAR would generate more revenue to improve the living conditions and provide services for ordinary South Africans
 - Any other relevant response (any 2 x 2) (4)

- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- ANC
 - COSATU
 - SACP (3 x 1) (3)
- 3.2.2 *[Interpretation and analysing of evidence from the visual source in Source 3B – L2]*
- It portrays the implementation of GEAR
 - Thabo Mbeki is seen as the driving force (in control) behind GEAR
 - The ANC unilaterally implemented the policy of GEAR
 - Any other relevant response (any 2 x 2) (4)
- 3.3 *[Comparing and analysing evidence in Source 3A with 3B – L3]*
- Candidates need to refer to both sources in their response:**
- Both sources show that it was the ANC who implemented these economic policies
 - Both sources show that it was the ANC who implemented GEAR
 - Any other relevant response (2 x 2) (4)
- 3.4 3.4.1 *[Extraction of evidence from Source 3C – L1]*
- To liberalise the tariffs on agriculture and manufactured goods
 - To liberalise the tariffs on clothing and textiles (2 x 1) (2)
- 3.4.2 *[Interpretation of evidence from Source 3C – L2]*
- Factories had to restructure their plans in order to cut operating costs, which led to retrenchments
 - Women who work in the clothing manufacturing industries in KwaZulu-Natal and Western Cape were affected the worst as a result of retrenchments
 - Any other relevant response (any 2 x 2) (4)
- 3.4.3 *[Determining the usefulness of Source 3C – L3]*
- Useful to a great extent**
- The source is useful because it shows the impact of the government's neo-liberal policies on South African factory workers
 - The source is useful because it shows how international trade agreements e.g. GATT affected clothing and textile sectors
 - The source is useful because it shows how tariff liberalisation had a negative impact on the clothing industry
 - The source is useful because it shows how trade liberalisation policies affected clothing factory workers in KwaZulu-Natal and Western Cape
 - Any other relevant response

OR

Useful to a lesser extent

- The source is not useful because it only highlights the negative aspects of the government's trade liberalisation policies
- The source is not useful because it does not reflect the government's opinion for trade liberalisation policies
- Any other relevant response (2 x 2) (4)

3.5 3.5.1 *[Extraction of evidence from Source 3D – L1]*

- (a) 126 901 (1 x 1) (1)
- (b) 113 922 (1 x 1) (1)

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

- These statistics show that unemployment fluctuated
- There were slight increases in employment because of African Growth and Opportunity Act
- Destabilised the clothing industry because of retrenchments
- Any other relevant response (any 2 x 2) (4)

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

Candidates' answers could include the following aspects:

- The RDP was abandoned in favour of GEAR (Source 3A)
- GEAR's emphasis was on making profit and exploitation (Source 3A)
- GEAR's emphasis was on the privatisation of public companies (Source 3A)
- This policy led to the cut of government spending on social programmes (Source 3A)
- It led to the reduction of tariffs which led to the closure of e.g. in the clothing industries (Source 3C)
- This had a major negative impact on the jobs of people working in the clothing industry (Source 3C)
- KwaZulu-Natal and the Western Cape suffered the biggest job losses in the clothing industry (Source 3C)
- Job losses in the clothing industry fell from 126 906 in 1997 to 113 922 in 2004 (Source 3D)
- 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 the implementation of neoliberal economic policies affected South Africa after 1996 • 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 how the implementation of neoliberal economic policies affected South Africa after 1996 • 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 how the implementation of neoliberal economic policies affected South Africa after 1996 • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 6–8

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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 critically evaluate the statement. In agreeing with the statement, candidates need to explain why PW Botha's attempt at reforming the system of apartheid was a dismal failure. They need to substantiate their response with suitable examples.

MAIN ASPECTS

Candidates should include the following aspects in their essay:

- Introduction: Candidates should indicate their line of argument with regard to the statement.

ELABORATION

- PW Botha's policy of Total Strategy/Total Onslaught
- Reform measures (1983 Constitution, Tri-cameral Parliament 1984, 'Koornhof Bills')
- Mass protests in black South African townships between 1984 and 1985 (e.g. Stay-away campaigns organised by Vaal Civic Association, Consumer boycotts organised by Pebco in Eastern Cape)
- Protest marches (e.g. Langa township in the Eastern Cape)
- School boycotts led mainly by COSAS-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 in workers struggles
- COSATU embarked on stay away, boycotts, protests and strikes
- Stay away Campaign in May Day 1986 (e.g. NUM strike 1987)
- Declaration of the state of emergency - 1985 to 1986 by PW Botha
- Role of United Democratic Front (UDF)
- Emergence of the Mass Democratic Movement in 1989 (Defiance campaign marches) 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 of 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
- Apartheid at crossroads - country ungovernable
- Any other relevant response

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

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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 evaluate Nelson Mandela's statement and discuss how his view paved the way for negotiations between 1990 and 1994. Relevant examples should be used to support their line of argument.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to evaluate the statement and indicate how the process of negotiation and not war from 1990 led to the establishment of a democratic South Africa in 1994.

ELABORATION

- Release of Nelson Mandela in 1990 paved the way for a negotiated settlement
- IFP attacked ANC supporters at Sebokeng in March 1990
- Groote Schuur Minute in May 1990 - NP released political prisoners
- Pretoria Minute in August 1990 - ANC announced they would suspend the arms struggle and the government agreed to lift the State of Emergency
- CODESA 1 in December 1991 - 19 political parties attended excluding the PAC and CP to negotiate a new Constitution for South Africa
- ANC and NP proposed the Declaration of Intent in 1991
- The 'Whites only' referendum in March 1992 - gave De Klerk the go ahead to negotiate
- CODESA 2 in May 1992 - SABC would present a neutral view, rolling mass action to speed up the negotiation process
- Boipatong Massacre in May 1992 - IFP hostel dwellers attacked residents of Boipatong - 49 people were killed prompts the ANC to walk out of the process of negotiation.
- Bisho Massacre in September 1992 - Gqozo ordered soldiers to fire on ANC members, 28 killed and 200 wounded
- Record of Understanding in September 1992 - secret talks between ANC and NP - committed themselves to the negotiation process
- Assassination of Chris Hani in April 1993 and its political implications
- Multi-party Negotiation process at Kempton Park - proposes a GNU and a Sunset Clause put forward by Joe Slovo
- AWB storms the World Trade Centre in June 1993
- St. James Massacre in July 1993 - APLA open fire - 11 killed and 58 wounded
- Interim Constitution in November 1993
- Shell House Massacre in March 1994 - IFP marches to the ANC headquarters - 8 people killed and 250 injured
- South Africa's first democratic elections in 1994

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 – L2]

SYNOPSIS

Candidates need to show to what extent Mikhail Gorbachev's reform measures led to the disintegration of the Soviet Union in 1992. They should use relevant historical evidence to substantiate their answer.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate the extent to which Gorbachev's reforms were responsible for the disintegration of the Soviet Union. They should take a line of argument and substantiate their argument with relevant evidence.

ELABORATION**To a large extent**

- When Gorbachev became leader, the Soviet Union was in crisis
- Inherited a country that was facing both internal and external problems
- Soviet's resources were being drained by the Cold War arms and space races
- The war in Afghanistan drained the Soviet economy, its resources and morale
- Gorbachev decided to withdraw from Afghanistan because the Soviet Union was facing economic collapse
- Decided to end the culture of silence and censorship to bring about meaningful change in the Soviet Union.
- Introduced two new policies: glasnost and perestroika
- Aim of perestroika was to move to a market orientated economy
- Glasnost guaranteed freedom of speech and criticism of the government was now acceptable
- These reforms contributed not only to the end of the Cold War, but also to the disintegration of the Soviet Union
- Gorbachev's reforms were less popular in the Soviet Union
- Many systems collapsed without state support
- Prices, the cost of living, inflation and foreign debt increased
- Life of ordinary citizens had not improved under Gorbachev
- The control which the Communist Party held over the Soviet Union was beginning to wane
- Gorbachev's policies were met with confusion and he became unpopular
- The Russians became discontent
- Glasnost led to a growing demand for greater independence of the Russian republics
- This led to unrest in the Soviet Union which had a major impact on Eastern Europe
- Any other relevant response

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

[50]

TOTAL: 150