



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

HISTORY P2

NOVEMBER 2009

MEMORANDUM

MARKS: 150

This memorandum consists of 34 pages.

1. SOURCE-BASED QUESTIONS

1.1 The following Learning Outcomes and Assessment Standards were used to assess candidates in this question paper:

Learning Outcomes	Assessment Standards The ability of the learner to:
Learning Outcome 1 (Historical enquiry)	1. Formulate questions to analyse concepts for investigation within the context of what is being studied. (Not for examination purposes). 2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purposes). 3. Interpret and evaluate information and data from sources. 4. Engage with sources of information evaluating the usefulness of the sources for the task, including stereotypes, subjectivity and gaps in the evidence available to the learners.
Learning Outcome 2 (Historical concepts)	1. Analyse historical concepts as social constructs. 2. Examine and explain the dynamics of changing power relations within the societies studied. 3. Compare and contrast interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about actions or events.
Learning Outcome 3 (Knowledge construction and communication)	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 and 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 answer the questions raised. • Analyse the information and data gathered from a variety of sources. • Evaluate the sources of information provided to assess the appropriateness of the sources for the task.
LEVEL 3 (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 conclusions about the actions or events. • Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data.

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

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

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

- **MARKERS MUST BE AWARE THAT THE CONTENT OF THE ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT THE PARTICULAR CENTRE**
- **CANDIDATES MAY HAVE ANY OTHER RELEVANT INTRODUCTION AND OR CONCLUSION THAN THOSE INCLUDED IN A SPECIFIC EXTENDED WRITING MEMORANDUM**

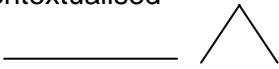

Global assessment of extended writing

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

- The construction of an argument;
- The appropriate selection of factual evidence to support such an 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 memorandum) each of the main points/aspects that is properly contextualised (also indicated by bullets in the memorandum) and a relevant conclusion (indicated by a bullet in memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.
3. The following additional symbols can also be used:

- introduction, main aspects and conclusion not properly contextualised 
- wrong statement 
- irrelevant statement
- repetition **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 allocate the **content level** (on the matrix).

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	} 18-19
P	LEVEL 5	

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

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

C & P	LEVEL 5	18 - 20
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Grade 12 extended writing analytic matrix: Total Marks: 30

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

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

LEVEL	If the candidate has demonstrated all or most of the skills listed in a particular level, she/he will be awarded a mark relevant to the category.
<p>7 Outstanding 80 – 100% 24 – 30</p> <p>[Excellent]</p>	<p>Consistently focuses on topic – demonstrates logical and coherent progress towards a conclusion Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Groups sources (not essential but should not merely list sources) Demonstrates a setting of sources in background understanding If appropriate, deals fully with counterargument 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)</p>
<p>6 Meritorious 70 – 79% 21 – 23</p> <p>[Very Good]</p>	<p>Makes a good effort to focus consistently on the topic but, at times, argument loses some focus Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Good use of relevant evidence from the sources. Good attempt to consider counterargument 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)</p>
<p>5 Substantial 60 – 69% 18 - 20</p> <p>[Good]</p>	<p>Makes an effort to focus on the topic but argument has lapses in focus Comprehends most of the sources Uses most of the sources Selects relevant sources 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 counterargument 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</p>
<p>4 Moderate 50 – 59% 15 – 17</p> <p>[Satisfactory]</p>	<p>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 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</p>
<p>3 Adequate 40 – 49% 12 - 14</p> <p>[Fair]</p>	<p>Little attempt to focus on the topic Little comprehension of the sources Struggles to select relevant information from the sources No quotes – or generally irrelevant Makes little effort to consider counterarguments 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)</p>
<p>2 Elementary 30 - 39% 09 - 11</p> <p>[Weak]</p>	<p>Unable to focus on the topic Unable to identify relevant sources No quotes – or generally irrelevant Makes no effort to consider counterargument 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</p>
<p>1 Not Achieved 0 – 29% 0 – 8 [Poor]</p>	<p>No attempt to focus on the topic Uses no sources Completely irrelevant Copies directly from the sources Answer extremely poor</p>

QUESTION 1: WAS IT THE COLLAPSE OF THE SOVIET UNION THAT INFLUENCED THE ENDING OF APARTHEID IN SOUTH AFRICA?

1.1

1.1.1 *[Explanation of historical concepts from Source 1A – L1 – LO2 (AS1)]*

(a) Apartheid

- legislated segregation to maintain white supremacy;
- lives of blacks made inferior through legislation;
- forced separation of races
- Any other relevant response (any 1 x 2) (2)

(b) Communism

- system of government where there is a one party state;
- resources are owned by the state on behalf of the people;
- Any other relevant response (any 1 x 2) (2)

(c) Sanctions

- imposing trade and other restrictions on a country
- way of singling out and punishing a country
- Any other relevant response (any 1 x 2) (2)

1.1.2 *[Interpretation of evidence from Source 1A – L2 – LO1 (AS3)]***Candidates must substantiate their response if they provide an alternate response**

- Brought Cold War to an end – South Africa could no longer use communism as its cloak
- Changes in Russian foreign policy, no longer interested in propping up communist regimes – South Africa no longer champion of western interests in Africa
- Policies of perestroika and glasnost opened up Russia as a new country – likewise forced changes in South Africa
- Any other relevant response (any 1 x 2) (2)

1.1.3 *[Extraction of information from Source 1A – L1 – LO1 (AS3)]*

- Economic sanctions
- Campaigns to withdraw investments
- Racial unrest
- Financial crisis
- Business confidence was low
- Pressure from the people
- 'We can't go on like this' (any 3 x 1) (3)

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

- De Klerk had no more excuse to defend apartheid
- Relieved of the burden of finding an excuse for his actions
- Any other relevant response (any 1 x 2) (2)

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

- Made peoples of the world conscious of the evils of apartheid
- Initiated trade and sporting boycotts
- Forced the international community to become vigilant and take action against the white racist government
- Provided support to the people within the country who were fighting apartheid
- Any other relevant response (any 1 x 2) (2)

1.1.6 *[Analysis and synthesis of evidence from Source 1A – L2&3 – LO2 (AS3); LO3 (AS2&3)]*

Candidates can state either justified or not justified and support their answer with valid substantiation

JUSTIFIED

- South Africa's racial policy not compliant with international norms
- South Africa's policy of apartheid – violation of human rights
- It is only through international pressure that change can be brought about
- Concerned about major financial and business investments by western countries
- Crime against humanity
- Any other relevant response

NOT JUSTIFIED

- South Africa needs to work on her own to bring about change
- This was South Africa's internal problem where the people of the country had to find their own solutions
- Major powers had vested interests, concerned about their own economic welfare
- Any other relevant response (any 1 x 2) (2)

1.1.7 *[Interpretation of evidence from Source 1A – L3 – LO1 (AS3); LO2 (AS2)]*

Alternate view may be accepted provided the candidate can substantiate their response

- Both events reflect a weakening of South Africa's military and political strength
- Both events left South Africa with no choice but to pursue a process of change and reform
- Both events signalled the dawn of a new era for South Africa (any 2 x 2) (4)

1.2

1.2.1 *[Extraction and extrapolation of information from Source 1B – L1 – LO1 (AS3)]*

- Right-wing backlash
- To nullify deep misgivings among the security establishment
- To change the belief and mindset that whites were superior to the other race groups (any 1 x 2) (2)

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

- Lifted the ban on the ANC and other banned political organisations
- Release of Mandela
- A complete change breaking the empty promises and traditions of the past
- Any other relevant response (any 1 x 2) (2)

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

Candidates can state either commendable or not commendable and support their answer with valid substantiation

COMMENDED

- He had the courage and vision to take South Africa on this new road of reform
- He faced strong opposition from his own people and other sections of the country's population
- His action would invite enemies and lead to his downfall
- Any other relevant response

NOT COMMENDED

- Pressurised by external and internal forces
- Was left with no choice but to give in to the forces of change
- Any other relevant response (2 x 2) (4)

1.2.4 *[Interpretation and analysis of evidence from Source 1B – L2 – LO2 (AS2); LO3 (AS2)]*

Candidates can state either reliable or not reliable and support their answer with valid substantiation

RELIABLE

- Event occurred on 2 February 1990
- Event changed South Africa's political destiny
- Information could be compared with available evidence and authenticated for reliability
- Any other relevant response

NOT RELIABLE

- It is a secondary source
- Biased source
- Any other relevant response (any 2 x 2) (4)

1.3

1.3.1 *[Interpretation and analysis of evidence from Source 1C – L3 – LO2 (AS2);
LO3 (AS2)]*

- To show the world that De Klerk was committed to negotiations
- To fulfil the promise of the 2 February 1990 speech
- To commence with reforms for a peaceful settlement
- To relieve the country of the both internal and external pressures for change
- Any other relevant response (any 1 x 2) (2)

1.3.2 *[Interpretation and analysis of evidence from Source 1C – L2 – LO2 (AS2);
LO3 (AS2)]*

- Excitement
- Joy
- Satisfaction
- Surprise
- Shock
- Relief
- Any other relevant response (any 1 x 2) (2)

1.3.3 *[Interpretation and analysis of evidence from Source 1C – L2 – LO2 (AS2);
LO3 (AS2)]*

- Photograph/picture captures the moment of triumph,
- joy and the celebratory mood of the release
- Any other relevant response (any 1 x 2) (2)

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

Candidates should include the following aspects in their response

- End of Communism
- New policy of Soviet Union - Glasnost and Perestroika
- Economic and sporting sanctions
- Investment withdrawal
- Financial crisis
- International anti-apartheid pressure
- SADF's defeat in Angola
- Swapo's victory in Namibia
- 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 international community influenced change in South Africa • Uses evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows an understanding of how the international community influenced change in South Africa • Uses evidence in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of how the international community influenced change in South Africa • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

(6)

1.5 EXTENDED WRITING

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

SYNOPSIS

Candidates should discuss how the collapse of the Soviet Union opened the way for reforms in South Africa.

Candidates should include the following aspects in their response:

MAIN ASPECTS

- Introduction: Candidates should discuss how the collapse of the Soviet Union paved the way for reforms.

ELABORATION

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

(30)

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

OR

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

SYNOPSIS

Candidates should write a report explaining how the collapse of the Soviet Union left the ANC and the NP with no choice but to agree to a negotiated settlement.

Candidates should include the following aspects in their response:

MAIN ASPECTS

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

ELABORATION

- The collapse of the Soviet Union was viewed by the NP as strategically important to commence negotiations with the ANC – belief that the movement was now weak and in disarray
- The ANC was forced to negotiate with the apartheid government because it had no military, revolutionary and economic support from the Soviet Union
- Objective of the Soviet Union that South Africa must find its solutions internally
- The end of communism meant the removal of Cuban troops and MK soldiers from Angola
- Independence of Namibia seen as a forerunner to a negotiated settlement
- The ANC was left to fend for itself because of the changing international scenario
- Pressure from major powers to work towards a peaceful settlement
- The ANC and the apartheid government had to find a peaceful and workable solution
- The apartheid government took the opportunity to negotiate with the ANC because it appeared weakened without Soviet revolutionary support
- The desire for vengeance and overthrow by the ANC had to be sacrificed for sharing and nation building
- Both the NP and the ANC had to take cognisance of internal factors (economic stagnation, racial unrest, financial crisis, etc) save the country's future
- Any other relevant response
- Conclusion: Candidates should end the report with a relevant conclusion.

(30)

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

[75]

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

2.1

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

(a) Marxism-Leninism

- Philosophy of Marx and Lenin: a combination of communist ideology based on the theory of Marx and the practice of Lenin
- This philosophy was based on the means of production being controlled by the state/system that advocates a classless society
- Free enterprise and profiteering was outlawed/capitalism was not allowed
- Any other relevant response (any 1 x 2) (2)

(c) Multiparty system

- Participation of many parties in an election process
- Tolerance of many parties in a country
- Country receptive to a democratic climate
- Any other relevant response (any 1 x 2) (2)

2.1.2 *[Interpretation and analysis of evidence from Source 2A – L2 – LO2 (AS2); LO3 (AS2&3)]*

- Natural resources exploited by superpowers
- Proxy wars fought to serve interests of the superpowers
- Soviet Union assisted the MPLA
- USA assisted UNITA
- Angola was used by USSR and USA to further their political ideologies
- Any other relevant response (any 2 x 1) (2)

2.1.3 *[Interpretation and analysis of evidence from Source 2A – L2 – LO2 (AS2); LO3 (AS2&3)]*

- Both sought to use Angola for their own economic welfare and well-being
- Angola was rich in natural resources, oil and diamonds
- Both wanted to use Angola to spread their ideology/sphere of influence
- Any other relevant response (any 1 x 2) (2)

2.1.4 *[Extract relevant information from Source 2A – L1 – LO1 (AS3)]*

- Moved towards market-oriented economic policies
- Provided more business opportunities
- Privatisation of state assets (any 2 x 1) (2)

2.1.5 *[Interpretation and analysis of evidence from Source 2A – L3 – LO2 (AS2); LO3 (AS2)]*

- To show that they have abandoned Marxism-Leninism
- Moving towards market orientated economy
- They no longer needed to follow a policy which supported the USSR
- Angola wanted to re-imagine itself/develop an own identity
- Collapse of Communism
- Any other relevant response (any 1 x 2) (2)

- 2.1.6 *[Interpretation and analysis of evidence from Source 2A – L3 – LO2 (AS2); LO3 (AS2)]*
- Confidence in the country's stability and growth
 - World recognition that Angola re-imagined itself
 - No longer following Socialist policies
 - Angola not seen as a puppet government
 - Any other relevant response
- (any 1 x 2) (2)

2.2

- 2.2.1 *[Interpretation and analysis of evidence from Source 2B – L2 – LO2 (AS2); LO3 (AS2)]*
- Conflict between MPLA and UNITA
 - Civil war
- (any 1 x 2) (2)

- 2.2.2 *[Interpretation and analysis of evidence from Source 2B – L2 – LO2 (AS2); LO3 (AS2)]*
- The end of the Cold War paved the way for a peace settlement
 - US Secretary of State and Soviet Foreign Minister were willing to negotiate a peace settlement
 - Cuban troops withdrawn
 - Intervention by the international community to stabilise the country
 - Military aid from USA and Soviet Union would stop
 - British and French assistance in creating a national army
 - Any other relevant response
- (any 1 x 2) (2)

- 2.2.3 *[Interpretation and analysis of evidence from Source 2B – L2 – LO2 (AS2); LO3 (AS2)]*
- They were to assist with the forming of a national army to monitor the ceasefire process
 - Provide training for a national army to serve the interests of the country
 - Ensuring free and fair elections
 - Any other relevant response
- (1 x 2) (2)

- 2.2.4 *[Interpretation and analysis of evidence from Source 2B – L2 – LO2 (AS2); LO3 (AS2)]*

The source is useful because:

USEFUL – highlights the following:

- Angola was no longer a pawn in the Cold War
 - Peace agreement signed
 - Angola re-imagined itself e.g. New shops and bars opened, etc
 - Useful to a certain extent as it provides a one sided point of view
 - Any other relevant response
- (any 2 x 2) (4)

2.2.5 *[Extraction of relevant information from Source 2B – L1 – LO1 (AS3)]*

- Angola experienced its first dance of freedom
- New shops and bars opened
- Foreign volunteers – cooperantes – arrived
- Ambitious plans for reconstruction were drawn up
- Foreign businessmen came in search of contracts
- Residents painted their houses

(any 2 x 1) (2)

2.2.6 *[Interpretation and analysis of evidence from Source 2B – L3 – LO2 (AS2); LO3 (AS2)]*

Candidates need to relate their response to the awakening of Rip van Winkle from a dream and to suddenly realise that there were changes.

The source is appropriate because:

- Angola had undergone a change
- Angola had re-imagined itself
- Any other relevant response

(any 1 x 3) (3)

2.3

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

- 34,10%

(1 x 2) (2)

2.3.2 *[Extraction of relevant information from Source 2C – L1 – LO1 (AS3)]*

- MPLA

(1 x 1) (1)

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

- Multi-party elections
- Tolerance of all parties
- Democratic climate for change
- Too many parties for a stable government
- Any other relevant response

(any 1 x 2) (2)

2.3.4 *[Interpretation and analysis of evidence from Source 2C – L3 – LO3 (AS2&3)]***Reference should be made to both sources**

- Source 2C depicts the election results while Source 2B explains the progress towards the 1992 elections and the changes that resulted thereafter
- Source 2B explains the changes that made the multi-party elections possible as indicated in Source 2C

(any 1 x 3) (3)

2.3.5 *[Interpretation and analysis of evidence from Sources 2C – L3 – LO3 (AS2&3)]***The source is useful because:****USEFUL**

- Authentic election results/primary source
- Results can be verified
- It gives one an overview of the political parties/changes
- Useful to a certain extent as it does provide background information regarding the election
- Any other relevant response (any 1 x 2) (2)

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

Candidates should include the following aspects in their response:

- Soviet Union stopped supporting MPLA
- USA stopped supporting UNITA
- Soviet Union lost interest in Angola
- MPLA abandoned Marxism-Leninism and adopted a multiparty system
- US Secretary of State and Soviet Foreign Minister paved the way to end the civil war
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of the role played by the USA and USSR in paving the way for elections • Uses evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows an understanding of the role played by the USA and USSR in paving the way for elections • Uses evidence in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of the role played by USA and USSR in paving the way for elections • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

(6)

2.5 EXTENDED WRITING

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

SYNOPSIS

Candidates need to explain how the collapse of the Soviet Union contributed to Angola re-imagining itself in the 1990s.

Candidates should include the following aspects in their response:

MAIN ASPECTS

- Introduction: Candidates need to explain how the collapse of the USSR impacted on Angola.

ELABORATION

The collapse of the USSR had a profound impact on Africa

- Changes in Soviet Union and Eastern Europe forced the USSR to change its role in Angola
 - Gorbachev's Glasnost and Perestroika – USSR forced to retreat from Africa (Angola)
 - Downfall of Marxism–Leninism
 - End of Cold War – changed West's attitude to Africa
 - West no longer needed allies in Africa to counter USSR's influence
 - Democracy and capitalism more popular than communism
 - Soviet Union lost interest in Angola
 - MPLA abandoned Marxism-Leninism and adopted a multiparty system
 - US Secretary of State and Soviet Foreign Minister paved the way to end the first phase of civil war
 - Continuation of Civil War
 - Peace agreement
 - Changes experienced by Angola – freedom; reconstruction; foreign businessmen; etc.
 - Multiparty elections
 - Growth and development
 - Any other relevant response
- Conclusion: Candidates should tie up their argument by explaining whether the collapse of the USSR did in fact re-imagine Angola. (30)

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

OR

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

SYNOPSIS

In writing the report candidates need to focus on how Angola benefited economically, politically and socially from the ending of the Cold War.

The candidate should include the following points in their response.

MAIN ASPECTS

- Introduction: Candidates need to focus on economic, political and social transformation within Angola.

ELABORATION

ECONOMIC

- Ensure good governance – create stable political climate
- Attract foreign investment
- Adhere to market principles (capitalism)
- Invited respected, renowned economic advisors to train officials
- Obtained membership of the IMF and World Bank
- Secure loans from World Bank
- Moved towards market oriented economic policies
- Provided more business opportunities
- Privatisation of state assets
- Diamonds and oil remain vital assets
- Any other relevant response

POLITICAL

- Abandoned Marxism-Leninism
- Settlement of domestic conflict
- Multi-party system
- US Secretary of State and Soviet Foreign Minister paved the way to end the civil war
- Cease fire
- Peace agreement
- Freedom achieved
- Election of 1992
- Respect for Rule of Law
- Uphold democratic principles – free and fair elections
- Any other relevant response

SOCIAL

- Focus on education - primary and secondary enrolment increased
- Adult literacy campaigns
- Uphold basic human rights
- Raise basic living standards – more people can contribute to economy
- Any other relevant response
- Conclusion: Candidates should tie up their argument by explaining how the country was able to re-imagine itself economically, politically and socially.

(30)

Use the matrix on page 7 in this document to assess this extended writing
[75]

QUESTION 3: WHY WAS THE ROAD TO DEMOCRACY IN SOUTH AFRICA FRAUGHT (FILLED) WITH UNCERTAINTY, FEAR AND ANXIETY?

3.1

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

- To get updated about situation in the country
- To get fresh mandate to negotiate with the government
- To legitimize the process by getting a mandate from the Comrades
- Any other relevant response (any 2 x 2) (4)

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

- Terror Lekota
- Cyril Ramaphosa
- Tokyo Sexwale (any 2 x 1) (2)

3.1.3 *[Extraction using Source 3A – L1 – LO1 (AS3); LO3 (AS3)]*

- Proposals for negotiations
- Rejections of preconditions for talks
- Dismantling of apartheid
- Paving the road to reconciliation
- Any other relevant response (any 3 x 1) (3)

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

- He congratulated de Klerk, sign of respect and integrity
- Humility in victory, no pomp and entitlement
- Mandela was concerned with the welfare of the whole country's citizens
- Very open, understanding, mature leadership
- Hope they will work together in a new South Africa
- Any other relevant response (any 1 x 2) (2)

3.1.5 *[Interpretation and analysis of evidence from Sources 3A – L3 – LO3 (AS2&3)]*

The source is reliable because:

RELIABILITY

- Textbook is a tertiary source – information needs to be subjected to further historical evaluation
- Information could be biased and lacking historical accuracy and authenticity
- Reference needs to be made to a primary source to establish reliability
- Reliable to a certain extent because information is typical – supported by other information
- Any other relevant response (any 1 x 2) (2)

3.2

3.2.1 *[Interpretation of evidence – L3 – LO2 (AS1&2)]*

- To calm both black and white citizens of the country
- To give direction to negotiation process/to bring the negotiation process back on track
- To strengthen the process of negotiations
- To prevent civil war/bloodshed
- To stand as one
- Any other relevant response (any 2 x 2) (4)

3.2.2 *[Interpretation of evidence using Source 3B – L2&3 – LO1 (AS3); LO2 (AS2&3); LO3 (AS2)]*

- The whole nation lost a son/leader of the masses
- Hani was a fighter during the war and soldier of peace during peaceful times
- Assassination was intended to derail negotiations
- Any other relevant response (any 2 x 1) (2)

3.2.3 *[Interpretation of evidence using Source 3B – L2&3 – LO1 (AS3); LO2 (AS2&3); LO3 (AS2)]*

- To destabilise the country
- To derail negotiations
- To halt talks of the elections
- He was a Communist
- He showed great leadership qualities
- He was a man of passion/served the nation
- Any other relevant response (any 2 x 1) (2)

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

- He served the cause of liberation with distinction, earning the respect and love of millions in the country
- Beloved son of the soil
- Any other relevant quote (any 1 x 2) (2)

3.2.5 *Interpretation and analysis of evidence from Source 3B – L3 – LO3 (AS2&3)]*

- Mandela had already demonstrated statesman like qualities
- Mandela appealed for calm to all citizens
- Mandela was allaying fears from whites and blacks against domination
- He was insisting on building the nation
- He believed in a multi-party South Africa/reconciliation
- Any other relevant response (any 2 x 2) (4)

3.3

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

- Participation by all parties without fear
- Election was open to people of colour who were previously disenfranchised
- International observers declared the elections free and fair
- Any other relevant response (any 1 x 2) (2)

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

- Fear that the constitution could be altered
- Overwhelming majority of the ANC could be a source of fear and uncertainty
- Not good for democracy – role of opposition made insignificant
- Any other relevant response (any 1 x 2) (2)

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

- The country could have been plunged into a civil war
- Without the IFP's participation the process could not have been inclusive
- The kingdom was part of a new South Africa
- Any other relevant response (any 2 x 2) (4)

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

(a)

- Segregated homelands created by the apartheid government to give blacks a semblance of self-rule
- To explain the results of the election
- Areas set aside for Blacks to set up where they lived in poverty (any 1 x 2) (2)

(b)

- The independent Bantustans were incorporated into a united South Africa of nine provinces (1 x 2) (2)

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

Candidates should include the following aspects in their response:

- Mandela used his stature to contain the situation
- Mandela appealed to both black and white for calm
- Used the colour of the perpetrator as well as witness to demonstrate the willingness of the people to move forward with negotiations
- Disastrous situation averted
- Country was well ahead in the process of negotiated settlement
- Realisation by all concerned parties that a settlement was essential for peace in the country
- The Transitional Executive Council and IEC was created
- Any relevant response

Use the following rubric to allocate a mark:

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

(6)

3.5 EXTENDED WRITING

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

SYNOPSIS

Candidates should discuss how the events of the 90s threatened the peaceful transition to democracy. This question lends itself to an alternative interpretation depending on the candidate's views regarding the issues of fear, anxiety and uncertainty.

Candidates should include the following aspects in their response:

MAIN ASPECTS

Introduction: Candidates should introduce their essay with an indication of how the road to democracy was fraught with uncertainty, fear and anxiety.

ELABORATION

- Release of Mandela
 - Process of negotiations and reform
 - Talks between major stakeholders begin
 - Pretoria Minute
 - Grootte Schuur Minute
 - Violence in Boipatong, Natal and PWV
 - COSAG Group and Freedom Alliance
 - CODESA 1 and 2
 - Bisho massacre
 - Assassination of Chris Hani
 - AWB storming of World Trade Centre
 - Bophuthatswana coup
 - Record of Understanding
 - 1994 elections
 - New Constitution
 - Any other relevant point
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

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

OR

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

SYNOPSIS

Candidates may take a specific line of argument in writing the article. It must be accurate and to the point and demonstrate his/her support of the transition and transformation to democracy.

Candidates should include the following aspects in their response:

MAIN ASPECTS

Introduction: Candidates should take a line of argument. In agreeing with the statement candidates should foreground the role of Mandela, but some may bring issues of collective leadership and the processes.

ELABORATION

- Early years – 27 years in prison; international icon; leadership – great qualities of humility, integrity and selflessness; sacrifices made by him loom larger than life
- Mandela's age at the time of negotiations
- Mandela's stature
- Willingness to compromise
- Reaching out to all the people
- Forsaking his personal interest for the benefit of the country
- Persuading foreign countries to assist South Africa
- Talking to opposition parties
- Reassuring the National Party of his commitments to peace
- Any other relevant point

- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

Use the matrix on page 7 in this document to assess this extended writing question. [75]

QUESTION 4: WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) REOPENING THE HEALING WOUNDS OF A PAINFUL SOUTH AFRICA?

4.1

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

- Headquarters of SA Council of Churches who had the support of the ANC which was a banned organisation at the time
- Khotso House was used as a meeting place by ANC
- The source wanted to blame/discredit the ANC
- Any other relevant response (any 1 x 2) (2)

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

- Angry because the ANC were wrongfully accused of the bombing
- Angry because an innocent woman was accused and jailed
- Disillusioned at government's dirty tricks
- Any other relevant response (any 1 x 2) (2)

4.1.3 *[Extraction of evidence from Source 4A – L1 – LO1 (AS3)]*

- ANC banned organisation – members "terrorists" whose activities were "communist-inspired"
- The world would believe the ANC had been the culprits
- The bombing was the handiwork of the ANC
- This act of terrorism
- Any other relevant response (any 1 x 2) (2)

4.1.4 *[Interpretation of evidence from Source 4A – L2 – LO1 (AS3)]*

- The work of the TRC
- Adrian Vlok, former Minister of Law and Order - admission of guilt in his amnesty application (any 1 x 2) (2)

4.1.5 *[Interpretation and evaluation of evidence from Source 4A – L2- LO1 (AS3); LO2 (AS2)]*

- Feelings of guilt and remorse
- Conscience
- Right thing to do in the spirit of nation-building and reconciliation
- Any other relevant response (any 1 x 2) (2)

4.1.6 *[Analysis and interpretation of evidence from Source 4A- L3- LO1 (AS3); LO3 (AS3)]*

Candidates can state either justified or not justified and support their answer with valid substantiation

JUSTIFIED

- Vlok was prepared to admit that he had abused his power
- Reconciliation - showed democracy in action
- He showed genuine remorse
- Any other relevant response

NOT JUSTIFIED

- Vlok should stand trial for sabotage as a terrorist and government's dirty tricks
- Sends a message that apartheid can be condoned
- Vlok had lied blatantly and publicly
- Any other relevant response (any 2 x 2) (4)

4.1.7 *[Interpretation and analysis of evidence to determine reliability using Source 4A- L3- LO3 (AS2,3)]*

The source is reliable because:

- Desmond Tutu man of the cloth was chairman of TRC – evidence would be reliable
- Vlok testified before TRC - public confession
- Vlok was the minister who gave the order to bomb Khotso House
- Hoping for amnesty made a clear breast of undercover activities
- Reliable to a certain extent because of perceived bias
- Any other relevant response (any 1 x 2) (2)

4.2

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

Candidates can state either necessary or not necessary and support their answer with valid substantiation**NECESSARY**

- PW Botha was the leader of the government that had committed atrocities
- Opportunity to heal the nation and show remorse for apartheid deeds
- Take responsibility for acts of human-rights violations
- Any other relevant response

NOT NECESSARY

- He was the leader of the country at the time
- Old and in ill health
- Testifying before TRC in a public hearing would be humiliating
- Actions carried out by ministerial orders
- Country was at war with the liberation movements
- Any other relevant response (any 1 x 2) (2)

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

- Botha government responsible for gross violations of human rights – yet unrepentant
- Tutu was bending over backwards for unrepentant perpetrator
- Tutu appeared to pander to Botha's whims
- Tutu could not persuade Botha to appear before the TRC
- Any other relevant response (any 1 x 2) (2)

- 4.2.3 *[Interpretation and analysis of evidence from Source 4B – L3 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*
- **PW BOTHA:** Unrepentant and stubborn. Shows no remorse. Did not show respect for the position of Tutu.
 - **TUTU:** Accommodating, reconciliatory. Shows respect and empathy for former enemy
 - Any other relevant response (any 2 x 2) (4)
- 4.2.4 *[Interpretation of evidence from Source 4B – L3 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*
- Very dictatorial/had power over his cabinet
 - Believed in the superiority of the Afrikaner
 - Believed ANC was a communist-terrorist organisation that had to be eliminated
 - Passionate about white supremacy and Afrikaner domination
 - Any other relevant response (any 1 x 2) (2)
- 4.2.5 *[Selection, analysis and synthesis of evidence from Source 4B- L2- LO1 (AS4); LO3 (AS2)]*
- Could be biased/one-sided view
 - Inadequate evidence to meet objectives
 - Any other relevant response (any 1 x 2) (2)
- 4.2.6 *[Interpretation and evaluation of evidence from Source 4B - L2- LO1 (AS3); LO2 (AS2); LO3 (AS2)]*
- TRC an attempt to heal divided past
 - TRC attempt to reconcile the nation and promote nation-building
 - TRC an opportunity to hear the truth
 - People/perpetrators must take responsibility for their actions publicly
 - Any other relevant response (any 1 x 2) (2)
- 4.3
- 4.3.1 *Interpretation of evidence from Source 4C- L2 - LO1 (AS3)]*
- Allegations and accusations of human-rights violations were loaded heavily against the NP
 - The TRC was to probe the wrong-doings of the apartheid era – unearthed volumes of information
 - Weight of criticism against NP – was in power for more than forty years of apartheid rule (any 2 x 1) (2)
- 4.3.2 *Interpretation of evidence from Source 4C- L2 - LO1 (AS3)]*
- Reacted with disbelief and insensitivity believing that only the NP were the wrong-doers
 - Surprise that the ANC was not free of blame
 - The ANC did not want their actions to be compared to that of the NP
 - Any other relevant response (any 1 x 2) (2)

4.3.3 *[Interpretation of evidence from Source 4C- L2 - LO1 (AS3)]*

- Tons and volumes of information that surfaced made it humanly insurmountable for it to be carried without the use of mechanical device
- Attempt to show by the cartoonist that the information gleaned was overwhelming
- Tutu was the chairman of the TRC
- Any other relevant response (any 1 x 2) (2)

4.3.4 *[Evaluate usefulness of evidence from Source 4C - L3- LO1 (AS3&4); LO3 (AS2,3)]***The source is useful because:**

- Portrays varied reaction to TRC report
- TRC investigated both apartheid government and liberation movement
- Provides information on important role-players of TRC
- Supports Tutu's view
- Any other relevant response (any 1 x 3) (3)

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

Candidates should include the following in their response:

- Some perpetrators did not appear before TRC
- Belief that perpetrators of gross human-rights violations escaped punishment
- Increased political tensions
- TRC accused of a "witch-hunt", rather than a tool for national reconciliation
- Apartheid government did not express remorse for deeds
- Amnesty controversial
- Compensation inadequate
- Expectations of punishment being meted out to perpetrators
- Any other relevant response

Use the following to allocate a mark

LEVEL 1	<ul style="list-style-type: none"> • Cannot extract evidence or extracts evidence from the sources in a very elementary manner e.g. shows no or little understanding of why the TRC was subjected to severe criticism • Use evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic e.g. shows an understanding of why the TRC was subjected to severe criticism • Use evidence from sources in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Extract relevant evidence from the sources e.g. demonstrates a thorough understanding of why the TRC was subjected to severe criticism • Extracted evidence – relates well to the topic • Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

(6)

4.5 EXTENDED WRITING

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

SYNOPSIS

Candidates should indicate whether they agree or disagree or partially agree or disagree that the TRC reopened the healing wounds of a painful South Africa.

Candidates should include the following aspects in their response:

MAIN ASPECTS

Introduction: Candidates should take a line of argument, i.e. either agree or disagree or partially agree or disagree that the TRC reopened the healing wounds of a painful South Africa. Candidates can explain the purpose of the TRC.

ELABORATION

Candidates should indicate their viewpoint.

DISAGREE

- Main focus - truth-telling, forgiveness and reconciliation
- There was genuine commitment to reconciliation
- If truth known about past only then healing
- In some cases there was closure
- Families were able to forgive
- For restorative justice to succeed, victims needed to see offenders express remorse
- Perpetrators receive amnesty if they came forward and disclosed the crimes they committed
- TRC linked to nation-building
- TRC healing function for many victims
- TRC changed mindset of people from division and hate to forgiveness
- Any other relevant response

AGREE

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

- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

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

- 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&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]*

SYNOPSIS

Candidates should explain why the TRC became controversial.

Candidates should include the following aspects in their response:

MAIN ASPECTS

Introduction: Candidates should explain why the TRC became controversial.

ELABORATION

- Some perpetrators did not appear before TRC
 - Public confessions revealed how much violence had been carried out
 - Differences of opinion - war crimes tribunals - witch hunt
 - Anger - believed that the perpetrators of gross human-rights violations escaped punishment
 - Amnesty was controversial
 - Apartheid government did not show remorse for deeds
 - Reopened painful wounds
 - Neutrality of Commission viewed suspiciously by previous apartheid government
 - There was disagreement of the final report
 - Any other relevant point
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

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

[75]

TOTAL MARKS: 150