



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2012**

**HISTORY P2  
MEMORANDUM**

**MARKS: 150**

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This memorandum consists of 32 pages.

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## SOURCE-BASED QUESTIONS

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

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT STANDARDS</b> <b>The ability of the learner to:</b>
<b>Learning Outcome 1</b>  <b>(Historical enquiry)</b>	1. Formulate questions to analyse concepts for investigation within the context of what is being studied. <b>(Not for examination purposes.)</b> 2. Access a variety of relevant sources of information in order to carry out an investigation. <b>(Not for examination purposes.)</b> 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.
<b>Learning Outcome 2</b>  <b>(Historical concepts)</b>	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 the actions or events.
<b>Learning Outcome 3</b>  <b>(Knowledge construction and communication)</b>	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:

<b>LEVELS OF SOURCE-BASED QUESTIONS</b>	
<b>LEVEL 1 (L1)</b>	<ul style="list-style-type: none"> <li>• Extract relevant information and data from the sources.</li> <li>• Organise information logically.</li> <li>• Explain historical concepts.</li> </ul>
<b>LEVEL 2 (L2)</b>	<ul style="list-style-type: none"> <li>• Categorise appropriate or relevant source of information provided to answer the questions raised.</li> <li>• Analyse the information and data gathered from a variety of sources.</li> <li>• Evaluate the sources of information provided to assess the appropriateness of the sources for the task.</li> </ul>
<b>LEVEL 3 (L3)</b>	<ul style="list-style-type: none"> <li>• Interpret and evaluate information and data from the sources.</li> <li>• 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.</li> <li>• Analyse historical concepts as social constructs.</li> <li>• Examine and explain the dynamics of changing power relations within the aspects of societies studied.</li> <li>• Compare and contrast interpretations and perspectives of peoples' actions or events and changes to draw independent conclusions about the actions or events.</li> <li>• Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data.</li> </ul>

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

<ul style="list-style-type: none"> <li>• In the marking of source-based questions credit needs to be given to (Any other valid and relevant viewpoints, arguments, evidence or examples.</li> <li>• In the allocation of marks emphasis should be placed on how the requirements of the question have been addressed.</li> <li>• 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.</li> </ul>
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## EXTENDED WRITING

### 2.1 The extended writing questions focus on one of the following levels:

LEVELS OF QUESTIONS
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Discuss or describe according to a given line of argument set out in the extended writing question.</li> <li>• Plan and construct an argument based on evidence, using the evidence to reach a conclusion.</li> </ul>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• Synthesise information to construct an original argument using evidence to support the argument.</li> <li>• Sustain and defend a coherent and balanced argument with evidence.</li> <li>• Write clearly and coherently in constructing the argument.</li> </ul>

### 2.2 Marking of extended writing

<ul style="list-style-type: none"> <li>• <b>MARKERS MUST BE AWARE THAT THE CONTENT OF THE ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT THE PARTICULAR CENTRE.</b></li> <li>• <b>CANDIDATES MAY HAVE (ANY OTHER RELEVANT INTRODUCTION AND OR CONCLUSION THAN THOSE INCLUDED IN A SPECIFIC EXTENDED WRITING MARKING GUIDELINE.</b></li> <li>• <b>IN ASSESSING THE OPEN-ENDED SOURCE-BASED QUESTIONS CANDIDATES SHOULD BE GIVEN CREDIT FOR ANY OTHER RELEVANT RESPONSE.</b></li> </ul>
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#### Global assessment of extended writing

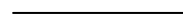
The extended writing will be assessed holistically (globally). This approach requires the educator to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support 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 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 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.
3. The following additional symbols can also be used:

- introduction, main aspects and conclusion not properly contextualised
- wrong statement
- irrelevant statement
- repetition
- analysis
- interpretation



**R**

**A**✓

**I**✓

## 4. The Matrix

4.1 **Use of analytical matrix in the marking of extended writing (refer to page 7)**

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 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.
<b>7</b> <b>Outstanding</b> <b>80 – 100%</b> <b>24 – 30</b>	Consistently focuses on topic – demonstrates a 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 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)
<b>6</b> <b>Meritorious</b> <b>70 – 79%</b> <b>21 – 23</b>	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 Perhaps, lacking some depth of overall focuses, or does not make reference to one or more relevant source. If appropriate, makes an attempt to consider counter-argument Rather superficial or no attempt to refer to relevancy, bias, accuracy, limitation of sources Expression good Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
<b>5</b> <b>Substantial</b> <b>60 – 69%</b> <b>18 – 20</b>	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 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 but with lapses Does not make an altogether convincing attempt to take a stand (i.e. limitations in reaching an independent conclusion)
<b>4</b> <b>Moderate</b> <b>50 – 59%</b> <b>15 – 17</b>	Makes an effort to focus on the topic but argument has many lapses in focus Adequate comprehension of most of the sources Adequate use of relevant evidence from the sources Adequate attempt to consider counter-argument Adequate attempt to refer to relevancy, bias, accuracy, limitation of sources Expression adequate 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
<b>3</b> <b>Adequate</b> <b>40 – 49%</b> <b>12 – 14</b>	Poor 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 no effort to consider counter-argument – or exceptionally weak attempt Easily characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression poor Makes a very poor attempt to take a stand (i.e. battles to reach an independent conclusion)
<b>2</b> <b>Elementary</b> <b>30 – 39%</b> <b>09 – 11</b>	Uses only one or two sources Unable to identify relevant sources 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
<b>1</b> <b>Not Achieved</b> <b>0 – 29%</b> <b>0 – 8</b>	No attempt to focus on the topic Uses no sources Completely irrelevant Answer extremely poor sources copied without relevance



**QUESTION 1: HOW DID GORBACHEV'S DECISION NOT ONLY BRING CHANGES TO THE SOVIET UNION, BUT ALSO INFLUENCED THE SITUATION IN SOUTH AFRICA?**

- 1.1 1.1.1 [*Explanation of concept from source 1A–L1–LO2(AS1)*]
- (a) **Communism**
- Is a political philosophy that believes that factories, mines, shops and all businesses should be controlled by the state instead of individuals and that everyone should share in the wealth of the country.
  - Any other relevant response (1x2) (2)
- (b) **Coup**
- Sudden seizure of power in a country, often undertaken violently and with the help of the army to overthrow the government
  - Any relevant explanation (1x2) (2)
- 1.1.2 [*Extraction of evidence from source 1A–L1–LO1(AS3)*]
- Perestroika/Reform  
Glasnost/Openness (1x2) (2)
- 1.1.3 [*Interpretation of evidence from source 1A–L2–LO2(AS3)*]
- Led to the end of communism
  - Hard-line communist protested against democratisation
  - Fall of the Berlin Wall
  - Independence of East European countries(satellite states)
  - Any other relevant response (Any 2x2) (4)
- 1.1.4 [*Interpretation and synthesis of information from source 1A–L3–LO2(AS2)*]
- It emphasizes the fact that previous regimes have been oppressive
  - People could for the first time in history, openly express their opinions and feelings
  - People could express their grievances publically
  - Had freedom of speech
  - Any other relevant response (Any 2x2) (4)

- 1.2 1.2.1 [*Interpretation of evidence from source 1B-L2-LO2(AS2)*]
- After the fall of communism the excuse could no longer be used that the ANC were communist
  - The ANC no longer got support from the Soviet Union
  - Worried how they going to justify apartheid
  - Any other relevant response (Any 2x2) (4)
- 1.2.2 [*Interpretation of evidence from source 1B-L2-LO2(AS2)*]
- Abandon apartheid
  - Give political rights to majority of people in South Africa
  - Start negotiations with the ANC
  - Any other relevant response (Any 1x2) (2)
- 1.2.3 [*Interpretation and synthesis of evidence from source 1B-L3-LO2(AS2)*]
- It changed the NP thinking of their opponents and themselves
  - The NP could no longer claim to be the protector of capitalism in Southern Africa
  - The government believed the ANC will be weak after it lost its support from the Soviet Union
  - The USA's distrust for the ANC as a communist front and their support for the apartheid government became irrelevant
  - Any other relevant response (Any 2x2) (4)
- 1.2.4 [*Interpretation of evidence from source 1B-L1-LO2(AS2)*]
- Sanctions imposed on South Africa
  - Collapse of the Soviet Union
  - International pressure
  - Any other relevant response (Any 2x2) (4)
- 1.3 1.3.1 [*Interpretation of evidence from source 1C-L2-LO2(AS2)*]
- Unbanned political organisations
  - Release political prisoners
  - Laid the foundation for negotiations
  - Paved the way for a new dispensation
  - Any other relevant response (Any 2x2) (4)

1.3.2 [*Interpretation of evidence from source 1C–L2–LO3(AS2)*]

**Candidates should take a stance and motivate their answer.**

**No**

- It led to a new democratic South Africa
- Any other relevant response

**Yes**

- He was determined to maintain the apartheid principle of group rights
- Any other relevant response (Any 1x3) (3)

1.3.3 [*Interpretation and analysis of evidence from source 1C–L3–LO3(AS2&3)*]

- A new era in the history of both countries has started
- In both countries the majority of people who have been oppressed are now free
- Changes in leadership in both countries led to political changes/freedom of expression allowed
- Any other relevant response (Any 1x3) (3)

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

Candidates should include some of the following in their response:

- The collapse of communism forced the ANC and the NP to start negotiations
- Internal pressure
- External pressure – sanctions
- USA no longer willing to support the apartheid government
- Britain started putting pressure on the South African government
- USSR no longer willing to assist the ANC
- USSR encourages negotiation
- Negotiations start after F.W. De Klerk's famous speech
- Any other relevant response

(6)

Use the following rubric to award a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>Shows no or little understanding of why the apartheid government was forced to change its policy</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>Shows an understanding on why the apartheid government was forced to change its policy</b></li> <li>• Uses evidence in a basic manner</li> </ul>	<b>Marks: 3 – 4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>Demonstrates a thorough understanding on why the apartheid government was forced to change its policy</b></li> <li>• Evidence relates well to topic</li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic</li> </ul>	<b>Marks: 5 – 6</b>

## 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 explain how Gorbachev's decision not only brought changes in the Soviet Union but in South Africa as well.

**MAIN ASPECTS**

Candidates should include the following in their response:

Introduction:

Candidates can explain why changes were necessary in both the Soviet Union and South Africa.

Elaboration:

- The Soviet Union were economically weak
- Gorbachev implement Perestroika and Glasnost
- Describe the policy of Perestroika and Glasnost shortly
- Led to democratic policy
- Open-door policy in the economy applied
- Collapse of communism – impact on South Africa
- Internal and external pressure
- South Africa cannot justify apartheid anymore
- To prevent further blood shedding in South Africa
- Forced to negotiate with the ANC
- ANC no longer receive support from the Soviet Union
- Also forced to negotiate
- Start with the process of negotiations to end apartheid
- Any other relevant response

Conclusion:

Candidates should tie up their argument with a relevant conclusion.

**Use the analytical matrix (page 7) to assess this extended writing.**

(30)

**OR**

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

#### SYNOPSIS

Candidates must write an essay on how the collapse of communism, internal and external pressure forced the NP and the ANC to negotiate.

#### MAIN ASPECTS

Candidates should include the following aspects in their response:

##### Introduction:

Candidates should explain how the collapse of communism influenced the situation in South Africa.

##### Elaboration:

- Gorbachev's policy of Perestroika and Glasnost
- Eventually led to the collapse of communism
- No Soviet danger anymore
- ANC without financial and military aid – weaken the ANC
- USSR encouraged negotiations
- Britain and the USA pressure South Africa to change
- Sanctions and boycotts launched against South Africa
- South Africa cornered
- Previous negotiations failed
- Deadlock reached with De Klerk's speech in 1990
- Led to a democratic South Africa in 1994
- Any other relevant response

##### Conclusion:

Candidates should tie up their argument with a relevant conclusion.

**Use the analytical matrix (page 8) to assess this extended writing.**

(30)  
[75]

**QUESTION 2: HOW DID THE COLLAPSE OF THE USSR CONTRIBUTE TO ANGOLA TO RE-IMAGINE ITSELF IN THE 1990s?**

- 2.1 2.1.1 [*Interpretation of evidence using source 2A–L1–LO1(AS2)*]
- The involvement of the Soviet Union in Angola
  - The Soviet Union supporting Angola financially and military
  - Any other relevant answer (Any 1x2) (2)
- 2.1.2 [*Interpretation and analysis of evidence from source 2A–L2–LO2(AS2)*]
- Wanted to spread communism
  - Supported the MPLA government that was communist
  - The Soviet Union could benefit economically from the natural resources that Angola had
  - Any other relevant response (Any 2x2) (4)
- 2.1.3 [*Interpretation and analysis of information from source 2A–L3–LO2(AS3)*]
- The fall of communism made the Soviet Union to adopt a democratic form of government
  - No longer supplied military and financial aid to Angola
  - The Soviet Union became actively involved to arrange a ceasefire between the MPLA and UNITA
  - The Soviet Union was part of the peace negotiation between the rivalry groups
  - Any other relevant answer (Any 2x2) (4)
- 2.1.4 [*Explanation of concept from source 2A L1–LO2(AS1)*]
- Is a war between different groups in the same country
  - Any other relevant explanation (Any 1x2) (2)
- 2.1.5 [*Interpretation and analysis of evidence from source 2A–L3–LO2(AS2)*]
- The Soviet Union and Cuba assisted the MPLA government in Angola against South Africa, together with the USA backed the UNITA forces
  - Any other relevant response (Any 1x2) (2)

2.1.6 [*Interpretation and analysis of evidence from source 2A–L1–L3–LO2(AS2)*]

- Feared the spread of communism
- It will help the exiled ANC movement
- South Africa wanted to protect South-West Africa (now Namibia) from communist rule
- Any other relevant response (Any 2x2) (4)

2.1.7 [*Interpretation of evidence from source 2A–L1–LO2(AS)*]

- “The people of Angola elect the president and National Assembly”
- “Multi-Party elections was held in September 1992”
- “The UN declared the elections free and fair” (Any 2x2) (4)

2.2 2.2.1 [*Extraction of information from source 2B–L1–LO2(AS)*]

- Diamonds
- Petroleum
- Iron-ore (3x1) (3)

2.2.2 [*Interpretation and analysis of evidence from source 2B–L2–LO2(AS2)*]

- Because of the civil war that broke out after independence
- The diamond mines were controlled by UNITA as used to finance her guerrilla struggle
- MPLA controlled oil fields
- Skilled and experienced technicians fled the country due to civil wars
- Any other relevant response (Any 2x2) (4)

2.2.3 [*Interpretation and analysis of evidence from source 2B–L3–LO2&3(AS3)*]

- They only produce for their families and not to feed the people of the country.
- Any other relevant response (Any 1x2) (2)



2.3 2.3.1 [*Extraction and interpretation of information from source 2C–L2–LO2(AS3)*]

- Innocent people lost limbs
- Had no freedom of choice
- More than a million died
- Lack of health facilities
- Shortage of food
- No share in the wealth of their own country
- Education in bad state
- Any other relevant response (Any 2x2) (4)

2.3.2 [*Interpretation and analysis of information from source 2C–L3–LO2(AS3)*]

**Candidates should explain whether the statement is justified or not justified. Candidates need to support their answer with relevant evidence.**

**Agree**

- The people of Angola had to fight the Portuguese to gain their independence
- Immediately after independence a civil war broke out that claimed many lives
- Even after the collapse of communism, and a democratic form of government was formed, violence continued, leaving many limbless
- Any other relevant response

**Disagree**

- Before the 1992 elections a peace accord was signed between the MPLA and UNITA
- A cease-fire was agreed upon by both parties
- After 1994 the remaining UNITA forces was assimilated into the national force and appointed to prominent positions in government to promote unity
- Any other relevant response (Any 2x2) (4)

- 2.4 [*Interpretation, analysis and synthesis of evidence from all sources L3–LO1(AS3&4)LO2(AS1,2&3);LO3(AS1,2,3&4)*] (6)

Candidates should include some of the following in their response:

- Angola continued the Cold War in Africa
  - Highlighted the struggle between East and West
  - MPLA supported by Cuba and Soviet Union
  - UNITA supported by South Africa and the USA
  - Superpowers wanted to win the support of Third World countries
  - Involvement of superpower intensified fighting in Angola
  - Negatively impacted on the economy
  - Civil War affected the lives of people in Angola
  - Angola became a focus point in the Cold War
  - Any other relevant response
- (6)

Use the following rubric to award a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>Shows no or little understanding of the significance of Angola in terms of the Cold War</b></li> <li>• Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>Shows an understanding of the significance of Angola in terms of the Cold War</b></li> <li>• Uses evidence in a very basic manner to write a paragraph</li> </ul>	<b>Marks: 3 – 4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>Demonstrate a thorough understanding of the significance of Angola in terms of the Cold War</b></li> <li>• Evidence has to do with the topic</li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic</li> </ul>	<b>Marks: 5 – 6</b>

## 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 should explain how the collapse of communism contributed to the re-imagining of Angola in the 1990s.

### MAIN ASPECTS

Candidates should include some of the following aspects in their response:

#### Introduction:

Candidates can explain how the collapse of the USSR impacted on Angola.

#### Elaboration:

- Gorbachev's reforms led to the collapse of communism
- The Soviet Union implemented democracy and an open-door economic policy
- Russian satellite states become independent
- USSR forced to leave Angola
- Because of the collapse of communism it was no longer necessary for the USA to stop the spread of communism
- The MPLA government replaced communism with a multi-party system
- Both the USSR and USA laid the foundation to end the civil war
- Bicesse Peace accord was signed by both the MPLA and UNITA
- Free and fair elections was held as declared by the United Nations
- Foreign help and loans lead to economic and social changes
- Growth and development takes place
- Any other relevant response

#### Conclusion:

Candidates should tie up their argument with a relevant conclusion.

**Use the analytical matrix (page 7) to assess this extended writing.**

(30)

- 2.5.2 [*Synthesise information to construct an original argument using evidence from the sources and your own knowledge to support the argument–L2–LO1(AS2&3);LO2(AS1,2&3);LO3(AS1,2,3&4)*]

#### SYNOPSIS

Candidates should indicate whether they agree or disagree with the statement and motivate their answer.

#### MAIN ASPECTS

Candidates should include the following aspects in their response:

##### Introduction:

Candidates can focus on the consequences that the collapse of communism had on Angola.

##### Elaboration:

#### POSITIVE ASPECTS

- Democratic form of government implemented – free and fair elections held
- Implement capitalism
- Receive loans from the IMF and World Bank
- Diamonds and oil remain the main asset
- The USA and Soviet Union play important role to end the civil war
- Cease-fire arranged
- Humanitarian programs launched to improve the standard of living
- Any other relevant response

#### NEGATIVE ASPECTS

- Political instability in Angola
- Unstoppable civil war after the collapse of communism
- Four decades of civil war causes Angola to remain underdeveloped
- People with experience and engineers leave the country
- Foreign investors hesitant to invest in Angola
- Ordinary people are suffering
- Millions killed because of landmines
- The most limbless people in the world are found here
- Dependant on foreign aid
- Any other relevant response

##### Conclusion:

Candidates should tie up their argument with a relevant conclusion.

**Use the analytical matrix (page 8) to assess this extended writing.**

(30)  
[75]

**QUESTION 3: HOW DID THE PROCESS OF NEGOTIATIONS EVENTUALLY LEAD TO THE FIRST DEMOCRATIC ELECTIONS IN 1994?**

3.1 3.1.1 [*Explanation of concept from source 3A–L1–LO2(AS1)*]

(a) **Referendum**

- To vote on one issue
- To vote yes or no
- Any relevant explanation (Any 1x2) (2)

(b) **Interim Constitution**

- A temporary constitution
- An agreement that was reached during the multi-party talks that would be laid before parliament after the election for approval or changes
- Any other relevant explanation (Any 1x2) (2)

3.1.2 [*Extraction of evidence from source 3A–L1–LO1(AS3)*]

- Seen as a blank cheque for the ANC where only their wishes would be catered for
- Would favour the ANC
- Any other relevant response (Any 1x2) (2)

3.1.3 [*Interpretation of evidence from source 3B–L2–LO2(AS2)*]

- Guerrilla organisation of the ANC
- Used violence to fight the apartheid government
- Any other relevant response (Any 1x2) (2)

3.1.4 [*Interpretation of evidence from source 3B–L3–LO1(AS3)*]

**Candidates should explain whether the statement is justified or not justified. Candidates need to support their answer with relevant evidence.**

**Justified**

- Negotiated settlement between the different parties not reached yet
- Mistrust between the ANC and NP still prevalent during negotiations
- Would weaken the ANC
- Have a backup if negotiations failed
- Any other relevant response

**Not Justified**

- Violence continued in South Africa
- Negotiations could fail to reach a settlement
- De Klerk did not bring the perpetrators of violence to justice
- Any other relevant response (Any 2x2) (4)

## 3.1.5 [Interpretation of evidence from source 1C–L2–LO2(AS2)]

- Reflect that white and black sitting together to draw up a new constitution for South Africa
- All races are sitting together to decide on a new dispensation for South Africa
- Beams shows they are working together towards a better South Africa
- Any other relevant response (Any 2x2) (4)

## 3.2 3.2.1 [Interpretation and analysis of evidence from source 3C–L3–LO1(AS3&amp;4);LO2(AS2);LO3(AS2&amp;3)]

**Candidates should decide whether they agree or disagree with the statement. They should support their answer with relevant evidence.**

**Agree**

- For the first time in history the NP government was prepared to negotiate with the ANC
- In previous elections only relied on the vote of whites
- The NP election campaign also targeted the black areas
- De Klerk's announcement led to the ending of apartheid
- Any other relevant response

**Disagree**

- The NP government hoped that they would remain in power
- The NP was forced to change its policy because of international and internal pressure
- Any other relevant response (Any 2x2) (4)

## 3.2.2 [Interpretation and synthesis of information from source 3B–L3–LO2(AS)]

- To frighten black away from voting
- Right-wing organisations that were not part of negotiations were against elections
- Black homeland leaders were not happy with settlement reached
- Any other relevant response (Any 2x2) (4)

## 3.2.3 [Interpretation of evidence from source 3B–L2–LO2(AS1)]

- In the past only whites could vote
- Campaigned to get black votes
- The party that gained the most votes would become the ruling party (Any 1x2) (2)

- 3.3 3.3.1 [*Interpretation of evidence from source 3C–L2–LO2(AS1)*]
- Determined to have change
  - Many voted for the first time in their lives
  - Had patience to vote
  - Determined to get political rights
  - Any other relevant response (Any 2x2) (4)
- 3.3.2 [*Interpretation of evidence from source 3C–L2–LO2(AS3)*]
- Excited because they are voting for the first time
  - Happy
  - Relieved
  - Satisfied
  - Optimistic about the future
  - Any other relevant response (Any 3x1) (3)
- 3.3.3 [*Interpretation of evidence from source 3C–L1–LO1(AS3)*]
- Useful**
- Is a primary source
  - Shows the events of the day
  - Any other relevant response
- Not Useful**
- Not a true reflection of this historical day
  - Only one polling station are shown, while there were many right over the country
  - Millions of people voted on this day, but only a few are reflected
  - Any other relevant response (Any 1x2) (2)
- 3.3.4 [*Interpretation and evaluation of evidence from source 3C–L3–LO3(AS2)*]
- To show the people of the divided province that there were no danger in voting
  - To bring unity between the ANC and IFP
  - Violence would end
  - Any other relevant response (Any 2x2) (4)

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

Candidates should focus on the following aspects:

- 27 April 1994 - was decided on as election day
- All political parties launched election campaigns
- Except the IFP
- South Africans enthusiastic, eager and patient
- Many South Africans vote for the first time in their lives
- People wait for hours in long queues
- No incidents of violence reported
- The IEC declare the elections free and fair
- Any other relevant response

(6)

Use the following rubric to award a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding on how the 1994 elections were handled by South Africans.</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows some understanding of how the 1994 elections were handled by South Africans.</b></li> <li>• Uses evidence in a very basic manner</li> </ul>	<b>Marks: 3 – 4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrate a thorough understanding of how the 1994 elections were handled by South Africans.</b></li> <li>• Evidence relates well to the topic</li> <li>• Uses evidence very effectively an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>Marks: 5 – 6</b>



### 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 explain how the process of negotiations eventually led to the first democratic elections in 1994.

#### MAIN ASPECTS

Candidates should include the following aspects in their response:

##### Introduction:

Candidates can indicate how De Klerk's announcement started the negotiation process.

##### Elaboration:

- Release of Mandela - set the process of negotiations between political parties in motion
- Talks between Mandela and De Klerk start - 11 April 1990
- Grootte Schuur talks
- Both parties dedicated to end violence
- More talks - the so called Pretoria Minute
- Later Codesa I followed
- Record of Understanding
- Certain groups like PAC,CP and IFP boycott the talks
- Codesa 2 held in May 1992
- First democratic elections
- Any relevant response

##### Conclusion:

Candidates should tie up their argument with a relevant conclusion.

**Use the analytical matrix (page 7) to assess this extended writing.**

(30)

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

#### SYNOPSIS

Candidates should explain how Nelson Mandela, a previous jailbird became president of South Africa.

#### MAIN ASPECTS

Candidates should include the following aspects in their response:

##### Introduction:

Candidates can refer to the historical importance of the 2 February 1990 speech.

##### Elaboration:

- De Klerk's decision to unban political parties
- Release political prisoners
- The process of negotiations start Groote Schuur, Pretoria Minute)
- Different viewpoints at negotiations
- Temporary constitution
- Codesa1 and 2
- Only white referendum held
- Led to the first democratic elections
- Election campaigns
- Many people voting for the first time
- People waited patiently in long queues
- IEC declare elections free and fair
- Nelson Mandela becomes the first black president
- Any other relevant response

##### Conclusion:

Candidates should tie up their argument with a relevant conclusion.

**Use the analytical matrix (page 8) to assess this extended writing.**

(30)  
[75]

**QUESTION 4: WHAT ROLE DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) PLAY IN HEALING THE SOUL OF SOUTH AFRICANS?**

- 4.1 4.1.1 [*Explanation of historical concept from source 4A–L1–LO1(AS3)*]
- Working together to correct the legacy of past injustice
  - Any other relevant response (Any 1x2) (2)

- 4.1.2 [*Interpretation and synthesis of evidence from source 4A–L2–LO2(AS3)*]
- To develop one, united nation
  - Make citizens aware of their obligations towards each other
  - Make citizens aware of their obligations towards their country
  - Important in building the new democratic South Africa
  - Any other relevant response (Any 2x2) (4)

- 4.1.3 [*Extraction of evidence from source 4A–L1–LO1(AS3)*]
- To restore destroyed trust
  - To develop a new relationship of trust
  - To develop visible deeds of trust
  - The removal of conditions that is undermining trust (Any 2x2) (4)

- 4.1.4 [*Interpretation and syntheses of evidence from source 4A–L3–LO3(AS2)*]

**Candidates should take a stance whether they agree or disagree with the statement. They should motivate their stance with relevant evidence.**

**Agree**

- It was necessary to establish a united nation and country
- To prevent gross human violation in future
- To seek forgiveness for atrocities committed in the past
- To bring an end to continuing violence, hatred and bitterness
- Any other relevant response

**Disagree**

- Not everyone was willing to confess or forgive
- Some felt that criminals should be punished and not get amnesty
- Any other relevant response (Any 2x2) (4)

- 4.1.5 [Comparison of evidence from source 4A–L3–LO2(AS2)]
- Restorative justice seeks for forgiveness, peace and to bring an end to suffering
  - Retributive justice seeks for revenge, builds hatred and wants punishment for guilty parties
  - Any other relevant response (Any 2x2) (4)
- 4.2 4.2.1 [Interpretation and syntheses of evidence from source 4B–L3–LO2(AS2)]
- Right-wing conservatives did not agree with changes
  - Some leaders of the homelands were concerned about their independence
  - The oppression endured by the majority was not easy to forget
  - Any other relevant response (Any 2x2) (4)
- 4.2.2 [Interpretation of evidence from source 4B–L2–LO1(AS1)]
- IFP
  - Buthelezi (Any 1x2) (2)
- 4.2.3 [Interpretation of evidence from source 4B–L2–LO2(AS2)]
- People could tell the truth
  - Some felt relieved after confessing
  - Others felt at peace after they for the first time heard what happened to their loved ones
  - Any other relevant response (Any 1x2) (2)
- 4.2.4 [Interpretation of evidence from source 4B–L2–LO1(AS1)]
- The truth
  - Atrocities committed
  - Apartheid
  - Any other relevant response (Any 1x2) (2)

4.3 4.3.1 [*Interpretation of evidence from source 4C–L3–LO3(AS2&3)*]

**Candidates should decide whether they agree or disagree with the statement. They should motivate their answer with relevant evidence.**

**Agree**

- Some victims wanted perpetrators to be punished
- Mxenge felt perpetrators were getting off to lightly-after confessing and getting amnesty
- Any other relevant response

**Disagree**

- The TRC's aim was to forgive and forget
- To bring reconciliation
- Wanted the truth that for so long were concealed to be revealed
- Any other relevant response (Any 2x2) (4)

4.3.2 [*Interpretation and evaluation of evidence from source 4C–L2–LO2(AS2)*]

- Most members had ties with the ANC
- Would not be objective
- Would favour the ANC
- Any other relevant response (Any 1x2) (2)

4.3.3 [*Interpretation of evidence from source 4C–L2–LO2(AS2)*]

**No**

- Not only perpetrators of the ANC got amnesty, but also members of the security forces
- Any other relevant response

**Yes**

- Motivate your answer (Any 1x2) (2)

4.3.4 [*Extraction of evidence from source 4C–L1–LO1(AS3)*]

For its combination:

- The TRC focused more on the perpetrator or victim
- The context of the deed was not explained in detail
- Cross-examination of victims were not allowed
- Any other relevant response (Any 3x1) (3)

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

Candidates should include some of the following aspects in their response:

- Nelson Mandela wanted to bring reconciliation in South Africa
- To change the attitude of hatred, bitterness and racism
- Confess to gross human violation
- To heal the souls of South Africans
- Renew lost trust
- Help to clear the air
- Some not happy with the issue of amnesty
- Everybody not happy with the combination of the TRC
- TRC would favour the ANC
- Any other relevant response

(6)

Use the following rubric to award a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>Shows that everybody was not happy with the work of the TRC, although others had good intentions</b></li> <li>• Uses evidence partially to report or cannot report on topic</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>Show some understanding that everyone was not happy with the work of the TRC, although others had good intentions</b></li> <li>• Uses evidence in a very basic manner</li> </ul>	<b>Marks: 3 – 4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>Demonstrates a thorough understanding that everybody happy with the work of the TRC, although others had good intentions</b></li> <li>• Evidence relates well to the topic</li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic</li> </ul>	<b>Marks: 5 – 6</b>

## 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 explain what role the TRC played to heal the soul of South Africans.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

#### Introduction:

Candidates can indicate why Nelson Mandela considered reconciliation as essential.

#### Elaboration:

- Formation of the TRC
- Purpose of the TRC
- The opportunity to hear about atrocities that was committed in the past
- Was committed to bring reconciliation between perpetrators and victims
- Opportunity to seek forgiveness
- The question of amnesty
- Compensation for victims
- Any other relevant response

#### Conclusion:

Candidates should tie up their argument with a relevant conclusion.

**Use the analytical matrix (page 7) to assess this extended writing.**

(30)

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

#### SYNOPSIS

Candidates must write an article on how the TRC brought reconciliation amongst South Africans, despite the composition and criticism against it.

#### MAIN ASPECTS

Candidates should include the following aspects in their response:

##### Introduction:

Candidates can give background or reason for the establishment of the TRC.

##### Elaboration:

- To end bitterness, hatred and racism
- To bring reconciliation amongst the different races
- Realised that only the truth would bring healing
- To build a united nation
- To forgive each other for crimes committed
- Opposed to the combination of the TRC
- Some feel that the TRC are favouring the ANC
- Opposed to amnesty
- Any other relevant answer

##### Conclusion:

Candidates should tie up their argument with a relevant conclusion.

**Use the analytical matrix (page 8) to assess this extended writing.**

(30)  
[75]

**TOTAL: 150**