



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2015**

**HISTORY P2  
MEMORANDUM**

**MARKS: 150**

---

This memorandum consists of 20 pages.

---

## 1. SOURCE-BASED QUESTIONS

### 1.1 The following cognitive levels were used to develop source-based questions:

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
<b>LEVEL 1 (L1)</b>	<ul style="list-style-type: none"><li>• Extract evidence from sources.</li><li>• Selection and organisation of relevant information from sources.</li><li>• Define historical concepts/terms.</li></ul>	<b>30% (15)</b>
<b>LEVEL 2 (L2)</b>	<ul style="list-style-type: none"><li>• Interpretation of evidence from sources.</li><li>• Explain information gathered from sources.</li><li>• Analyse evidence from sources.</li></ul>	<b>40% (20)</b>
<b>LEVEL 3 (L3)</b>	<ul style="list-style-type: none"><li>• Interpret and evaluate evidence from the sources.</li><li>• Engage with sources to determine its usefulness, reliability, bias and limitations</li><li>• Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions.</li></ul>	<b>30% (15)</b>

### 1.2 The following information below indicates how to source-based questions are assessed:

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

## 2. ESSAY QUESTIONS

### 2.1 The essay questions require candidates to:

- Be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion.

### 2.2 Marking of essays questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answer.

### 2.3 Global assessment of the essay

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

- The construction of argument
- The appropriate selection of factual evidence to support such argument
- The learner's interpretation of the question

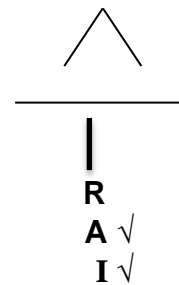
## 2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing essays.

2.4.2 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 the memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

2.4.3 The following additional symbols can also be used:

- introduction, main aspects and conclusion not properly contextualised
- Wrong statement
- Irrelevant statement
- Repetition
- Analysis
- Interpretation



## 2.5 The Matrix

2.5.1 Use of analytical matrix in the marking of essay:

In the marking of essays, with reference to page 5, 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.

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

C	LEVEL 4	



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

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	30 – 33
P	LEVEL 5	

## MARKING MATRIX FOR ESSAY: TOTAL MARKS – 50

<p><b>PRESENTATION</b></p> 	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
	<p>Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.</p>	<p>Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.</p>	<p>Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.</p>	<p>Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.</p>	<p>Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.</p>	<p>Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.</p>	<p>Little or no attempt to structure the essay.</p>
<p><b>CONTENT</b></p> 							
<p><b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.</p>	47–50	43–46					
<p><b>LEVEL 6</b> Question has been answered. Content selection relevant to a line of argument.</p>	43–46	40–42	38–39				
<p><b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.</p>	38–39	36–37	34–35	30–33	28–29		
<p><b>LEVEL 4</b> Question recognisable in answer. Some omissions or irrelevant content selection.</p>			30–33	28–29	26–27		
<p><b>LEVEL 3</b> Content selection does not relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.</p>				26–27	24–25	20–23	
<p><b>LEVEL 2</b> Question inadequately addressed. Sparse content.</p>					20–23	18–19	14–17
<p><b>LEVEL 1</b> Question inadequately addressed or not at all. Inadequate or irrelevant content.</p>						14–17	0–3

**SECTION A: SOURCE BASED QUESTIONS****QUESTION 1: HOW DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS INFLUENCE THE SOUTH AFRICAN YOUTH IN THE 1970s?**

1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*

- “Whatever we do in this country, it has to be by blacks, for blacks, period.” (1 x 1) (1)

1.1.2 *[Definition of a concept from Source 1A – L1]*

- This is a philosophy that advocates black pride and values.
- Black people must liberate themselves from discrimination and oppression.
- Any other relevant explanation. (Any 1 x 2) (2)

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

- National Party
- Apartheid government (Any 1 x 2) (2)

1.1.4 *[Interpretation of evidence from Source 1A – L2]*

- They should conscientise each other on the plight of black people.
- Liberate their thoughts to see blacks as their equal counterparts.
- Any other relevant response. (1 x 2) (2)

1.1.5 *[Interpretation of evidence from Source 1A – L2]*

- Black South Africans has accepted the idea of separate development.
- The fact that Black South Africans were forming their own organisations for the upliftment of their people.
- The formation of SASO, a union of black students seemed to be in accordance with the apartheid theories of “own affairs”.
- Any other relevant response. (Any 2 x 2) (4)

1.2 1.2.1 *[Definition of a concept from Source 1B – L1]*

- To be free from oppression.
- To free yourself from bondage.
- The act of setting someone free from imprisonment, slavery or oppression.
- Any other relevant explanation. (Any 1 x 2) (2)

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

- Kept blacks in perpetual state of oppression and subservience. (1 x 2) (2)

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

- “We are not carbon copies of our fathers.”
- “Where they failed, we will succeed.” (Any 1 x 2) (2)

1.3 *[Comparing and analysing evidence in Source 1A with 1B – L3]*

**Candidates need to refer to both sources in their response.**

- Source 1A refers to the statement: “whites cannot deliver me from the hands of nationalists”.
- Source 1B notes that the struggle is ours/ball of liberation is in our hands.
- Source 1A indicates that blacks should do things for themselves.
- Source 1B shows that blacks stood up and fought apartheid.
- Any other relevant response. (2 x 2) (4)

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

- That Afrikaans should be put on equal basis with English.
- Afrikaans had to be used as a medium of instruction. (Any 1 x 2) (2)

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

- Tswana School Board (1 x 2) (2)

1.4.3 *[Interpretation of evidence from Source 1C – L2]*

- High failure rate
- High dropout rate
- Prepared them for servitude
- Forced to learn their subjects in Afrikaans.
- Any other relevant response. (Any 1 x 2) (2)

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

- Determination
- Fearless
- Blacks did things for themselves
- Blacks did not wait for whites to liberate them
- Any other relevant response (Any 1 x 2) (2)

1.5.2 *[Determining the limitations of Source 1D – L3]*

- Source do not clearly show the presence of the army in Soweto.
- It does not reveal the acts of violence that occurred on 16 June
- It does not reveal the actual events of 16 June as mentioned in many other sources.
- It only shows two army officials as being peaceful (reading something to students).
- Any other relevant response. (Any 2 x 2) (4)

1.5.3 *[Extraction evidence from Source 1D – L1]*

- Kruger (1 x 2) (2)

1.6 1.6.1 *[Interpretation of evidence from Source 1E – L2]*

- Brave
- Fought back
- Their protest became more intense
- Any other relevant response (Any 1 x 2) (2)

1.6.2 *[Extraction of information from Source 1E – L1]*

- “They have won a great political victory.”  
“They have demonstrated the power of the people.” (Any 1 x 1) (1)

1.6.3 *[Interpretation of evidence from Source 1E – L2]*

- Both believed in mass action against apartheid.
- The ANC had the same goals as the students, i.e. to bring the apartheid government to a fall.
- Both were fighting for the liberation of black South Africans.
- The BC filled the political vacuum while the liberation organisations was in exile.
- Any other relevant response. (Any 2 x 2) (4)



1.7 [Interpretation, analysis and synthesis of evidence from the relevant sources – L3]

Candidates should include some of the following in their response:

- Black South Africans should liberate themselves. (Source 1A)
- Be it political, economic and social, it has to be done by black people. (Source 1A)
- The youth should be on the forefront in the fight against apartheid. (Source 1B)
- The ball of liberation is in our hands. (Source 1B)
- We have the full right to stand up and reject the whole system of apartheid. (Source 1B)
- Youth showing they have removed the shackles of fear. (Sources 1D and 1E)
- Blacks to stop depending on whites. (Source 1A)
- Whites to stop making decisions on behalf of blacks. (Source 1A)
- Motivated blacks to rise against apartheid. (Source 1C)
- To conscientise blacks to stand up for their rights. (Sources 1A and 1B)
- Blacks to become self-reliant.
- Determined to destroy the system that oppressed and kept them in a subservient position. (Source 1D)
- Led to the Soweto uprising. (Source 1D)
- Led to riots right over South Africa. (Source 1D)
- Black students were not intimidated. (Source 1D)
- Any other relevant response.

Use the following rubric to allocate 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 of how the philosophy of Black Consciousness influenced the South African youth in the 1970s</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 philosophy of Black Consciousness influenced the South African youth in the 1970s.</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	<b>Marks: 3 – 5</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 philosophy of Black Consciousness influenced the South African youth in the 1970s.</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: 6 – 8</b>

(8)  
[50]

**QUESTION 2: DID VICTIMS OF HUMAN RIGHTS VIOLATIONS FIND CLOSURE THROUGH THE PROCESS OF THE TRUTH AND RECONCILIATION COMMITTEE (TRC)?**

2.1 2.1.1 *[Definition of a concept from Source 2A – L1]*

- Bringing together former enemies in a manner that promotes forgiveness and healing.
- Any other relevant explanation. (1 x 2) (2)

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

- To promote the TRC to the South African public.
- To speak out to each other.
- Motivate people to come forward and reveal the truth.
- Tell their stories of the past.
- To bring about reconciliation.
- Any other relevant response. (Any 2 x 2) (4)

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

- Atrocities committed in the past should be revealed.
- Victims expected to forgive perpetrators.
- Victims found closure.
- To establish a culture of human rights.
- To safeguard the newly found democracy.
- Any other relevant response. (Any 2 x 2) (4)

2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*

- For the killing of Ashley Kriel.
- For the use of his favourite torture method.
- The torture of Peter Jacobs.
- For the torture and assault of Ashley Forbes.
- Any other relevant explanation. (1 x 2) (2)

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

- 'Wet Bag Method'
- Electric shocks (Any 2 x 1) (2)

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

- TRC advocates restorative justice.
- The TRC encouraged perpetrators to come forward and reveal the truth.
- It encouraged people to tell their stories of the past.
- TRC aimed to bring reconciliation between victims and perpetrators.
- Any other relevant response. (Any 2 x 2) (4)

2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*

- He committed murder.
- He tortured his victims. (2 x 1) (2)

2.3.2 *[Interpretation of evidence from Source 2C – L2]*

- The protestors favoured retributive justice.
- They wanted the perpetrator to be punished for his atrocities.
- They did not support the aims of the TRC.
- They did not support restorative justice.
- Not to go free of the crimes he committed.
- Any other relevant response. (Any 2 x 2) (4)

2.3.3 *[Interpretation and evaluation evidence from Source 2C – L3]*

**Candidates need to take a stance and support their answer with relevant evidence.**

**JUSTIFIED**

- He walked free/wanted retributive justice.
- They wanted perpetrators to be punished for their crimes.
- He boasted how he tortured his victims.
- Any other relevant response.

**NOT JUSTIFIED**

- They contradicted the aims of the TRC.
- The emphasis was based on reconciliation and not retributive justice.
- Any other relevant response. (Any 2 x 2) (4)

2.4 2.4.1 *[Extraction of evidence from Source 2D – L1]*

- Holding over 50 public hearings.
- Travelled throughout the country.
- Taken statements from over 20 000 survivors of political violence. (Any 2 x 1) (2)

2.4.2 *[Interpretation of evidence from Source 2D – L2]*

- To apply the democratic principle of transparency.
- To gain the trust/confidence from the South African public on the work of the TRC.
- To show it was genuine in its aims of gaining the truth about gross human violations of the past/no hidden agenda.
- Facilitate nation reconciliation.
- Any other relevant response. (Any 2 x 2) (4)

2.4.3 *[Application of information from Source 2D – L1]*

- She describes how many victims and perpetrators came forward to share their stories, more than expected.
- She also describes how the information the commission collected allowed it to solve many apartheid crimes relating to death squads and infamous political murders.
- It brought closure to some victims.
- Perpetrators showed remorse.
- Any other relevant response.

(Any 2 x 2) (4)

2.4.4 *[Determining the reliability of Source 2D – L3]*

**Candidates need to take a stance and motivate their answer with relevant evidence.**

**RELIABLE**

- Got statements from thousands of people.
- Hearings/information can be verified with recorded and documented evidence (corroborated).
- Perpetrators came forward to reveal the truth.
- Many applied for amnesty.
- Any other relevant response.

**NOT RELIABLE**

- Bias
- Only show the positive aspects of the TRC.
- Does not show the flaws in the TRC process/objections.
- Any other relevant response.

(Any 2 x 2) (4)

2.5 *[Interpretation, synthesis and analysis of evidence from the relevant sources – L3]*

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

- TRC provided a platform for the truth to be told about gross human violations. (Source 2A)
- TRC invited both the victims and perpetrators to appear before the TRC. (Source 2A)
- It provided closure to many victims (Sources 2B and 2D)
- TRC helped to heal the nation. (Source 2A)
- Helped many South Africans to come to terms with the past. (Sources 2A and 2B)
- Perpetrators came forward (Jeffery Benzien) and revealed the truth about past atrocities. (Source 2B)
- TRC believed that healing could come only after full disclosure. (Source 2D)
- The nation could grieve over atrocities committed and move forward to reconciliation. (Source 2A)
- Many perpetrators broke their silence. (Sources 2A and 2D).
- Chose restorative justice. (Sources 2B and 2C).
- Decided not to punish perpetrators/Granted amnesty. (Source 2D).
- Had public hearings to ensure transparency. (Sources 2A and 2C).
- TRC took statements from more than 20 000 survivors of political violence. (Source 2D).
- TRC provided a platform for victims' stories to be heard. (Source 2D)
- It focused on healing and reconciling people, both victims and perpetrators. (Source 2C)
- Any other relevant response.

(8)

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows little or no understanding of whether victims of human rights violations found closure through the TRC processes.</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 of whether victims of human rights violations found closure through the TRC processes</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	<b>Marks: 3 – 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of whether victims of human rights violations found closure through the TRC processes.</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: 6 – 8</b>

[50]

**QUESTION 3: WHAT IMPACT DID THE POLICIES OF THE INTERNATIONAL MONETARY ORGANISATIONS HAVE ON DEVELOPING COUNTRIES?**

3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*

- One billion people on the brink of starvation
- 2,5 trillion in international debt
- The decline of the ecosystem on the planet
- Sweatshops (4 x 1) (4)

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

- To carry out the corporate plan of privatisation, deregulation and 'free trade'. (1 x 1) (1)

3.1.3 *[Determining the bias of evidence from Source 3A – L3]*

- These organisations have been controlled by bankers and economists from the United States and Europe.
- Domestic needs such as food security, universal education and health care were ignored.
- The needs of local communities and domestic businesses not taken into account.
- No protection of workers, women and marginalised people.
- Nature resources exploited and polluted. (Any 2 x 2) (4)

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

- Brought poverty.
- Forced to open their forest, minerals, fisheries, agricultural land, workforce and financial markets to foreign investors.
- Found themselves in debt by the loans provided by these organisations.
- These countries have to adopt capitalist economic policies.
- Any other relevant response. (Any 2 x 2) (4)

3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*

- “World trade has soared 15-fold, more than 45 billion rand a year.” (1 x 1) (1)

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

- Raised the standards of living
- People live longer
- Eat better
- Access to clean water (4 x 1) (4)

3.2.3 *[Compare and contrast information in both Viewpoint 1 and Viewpoint 2 from Source 3B – L3]*

- Viewpoint 1 argues in favour of the WTO that it brought about a prosperous world.
- Its role has led to developments/advances/improvements in technology.
- Viewpoint 2 shows criticism against the WTO and its policies as it only benefit the transnational corporations/richer nations.
- Any other relevant response. (Any 2 x 2) (4)

3.2.4 *[Interpretation and analyses of evidence from Source 3B – L2]*

- Promoted the interest of richer countries.
- Domination of world trade by the West has impoverished Third World countries.
- The removal of tariff barriers has a negative effect on poorer countries which export primary products.
- Any other relevant response (Any 2 x 2) (4)

3.2.5 *[Interpretation of evidence from Source 3B – L2]*

- Local farmers cannot compete against subsidised farming done elsewhere in the wealthier countries.
- Local farmers cannot compete in terms of the price set for products.
- Farmers in wealthier countries produce more food than European markets really need, so they sell their subsidised excesses to the developing world at a cost far below that of production.
- Any other relevant explanation. (Any 2 x 2) (4)

3.3 3.3.1 *[Straight forward interpretation of evidence from Source 3C – L1]*

- Third World countries
- Developing countries (Any 2 x 1) (2)

3.3.2 *[Interpretation of evidence from Source 3C – L2]*

- It effectively shows the power the IMF and WTO had over developing countries.
- Developing countries is being exploited by these organisations.
- Debt repayments had a negative impact on developing countries.
- Any other relevant response. (Any 2 x 2) (4)

3.3.3 *[Extraction of information from Source 3C – L1]*

- Debt repayment (1 x 2) (2)

3.3.4 *[Interpretation of evidence from Source 3C – L2]*

- Government had less money to spend on social services.
- Less money to spend on education and healthcare.
- Rising unemployment.
- Third World countries became markets of cheap labour.
- Paid little wages as profit went to foreign countries.
- Did not benefit from profits made in their countries.
- Natural resources were exploited by foreigner who invested in developing countries.
- Any other relevant response. (Any 2 x 2) (4)



3.4 *[Interpretation, evaluation and synthesis of evidence from the relevant sources – L3]*

**Candidates should include the following in their response:**

**POSITIVE IMPACT**

- Had access to loans. (Source 3A)
- Developing countries could develop their economies.
- Had access to clean water. (Source 3B)
- Bring financial stability.
- Ensure free trade between countries. (Sources 3A and 3B)
- Could have access to new technology, such as the internet (Source 3B)
- Raised the standards of living of many developing countries. (Source 3B)
- Spread the ideas of human rights.
- Any other relevant response.

**NEGATIVE IMPACT**

- Led to inequality – rich become richer and poor become poorer. (Source 3B)
- Led to poverty. (Source 3A)
- Developing countries had to privatise previously state owned enterprises
- Had to cut on subsidies of social services to their people (Sources 3A and 3C)
- Open up their countries to foreign investments. (Source 3A)
- Did not benefit from investments in their country (Sources 3B and 3C)
- Became a market for cheap labour. (Source 3C)
- Lose indigenous economic practices. (Source 3A)
- Any other relevant response.

Use the following rubric to allocate 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 impact the policies of the International Monetary Organisations had on developing countries.</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 the impact the policies of the International Monetary Organisations had on developing.</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	<b>Marks: 3 – 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding of the impact the policies of the International Monetary Organisations had on developing countries</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: 6 – 8</b>

(8)  
[50]

**SECTION B: ESSAY QUESTIONS**

Answer at least ONE essay question and not more than TWO from this section.

**QUESTION 4: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA:  
THE CRISIS OF THE APARTHEID IN THE 1980s.**

*[Plan, construct and discuss an argument based on evidence using analytical and interpretative skills.]*

**SYNOPSIS**

Candidates should evaluate the role of internal resistance in bringing about the demise of P.W. Botha's apartheid's regime.

**MAIN ASPECTS**

Candidates should include the following aspects in their response.

**INTRODUCTION:** Candidates should indicate the reforms that were implemented by the Botha government and the responses to it.

**ELABORATION**

- Botha's total strategy
- Tri-cameral parliament created by P.W. Botha
- 'Coloured' and 'Indians' represented but excluded blacks
- Africans were seen to have political rights in the so-called homelands
- Reaction of anti-apartheid movements
- UDF was a non-racial alliance that was launched in 1983
- UDF launched a massive nationwide campaign to persuade Coloured and Indian not to participate in the elections for the Houses of Representatives and Delegates
- Civil society protest against the Tri-cameral parliament showed that the majority of South Africans opposed the new structure
- Freedom marches/strikes/school, rent and consumer boycotts
- Civil protest – role of civic organisations/'bread and butter issues'
- Wanted to improve the quality of life of township residence
- Protest against poor services by boycotts – refuses to pay rent
- Role of SACC (South African Council of Churches)
- Prominent in fighting for social justice and challenged the apartheid laws
- Stand up for the poor and oppressed
- Role of trade unions – fought for the rights of black workers
- Role of students COSAS (Congress of South African Students)
- Was to co-ordinate student activities in different regions
- Unite students and fight for the demands of students
- AZOSO (Azanian Student Organisation) and COSAS organised school boycotts, stay-away, consumer boycotts and self-defence structures against the apartheid security forces.
- Mass Democratic Movement (MDM)
- Formed when UDF was banned
- Defiance campaign against segregation
- 1989 – "year of mass action"
- End Conscription Campaign

- Black Sash
- Any other relevant response

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

[50]

•  
**QUESTION 5: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND  
COMING TO TERMS WITH THE PAST: NEGOTIATED  
SETTLEMENT AND THE GNU.**

*[Plan, construct and discuss an argument based on evidence using analytical and interpretative skill.]*

**SYNOPSIS**

Candidates should discuss to what extent the increase in violence and conflict accelerated the process of negotiations in South Africa between 1990 and 1994.

**MAIN ASPECTS**

Candidates should include the following aspects in their response.

INTRODUCTION: Candidates should affirm the contributions of violence and indicate how they would support a given line of argument.

**ELABORATION**

- Release of Mandela
- Process of negotiations and reform
- Talks between major stakeholders begin
- Sebokeng – 8 protestors killed in riots against rent increase
- Groote Schuur Minute – all parties agree to end violence and work toward process of negotiation
- Pretoria Minute – ANC agree to suspend the armed struggle
- Violence-Boipatong, Natal and PWV – Inkatha and ANC clashes – Third Force involvement
- COSAG group and Freedom Alliance
- Codesa 1 and 2
- Bisho massacre – unarmed ANC marched. Ciskei leader Oupa Gqozo ordered shooting
- Assassination of Chris Hani
- AWB storming the World Trade Centre
- Bophuthatswana coup – Lucas Mangope
- Record of understanding
- Interim constitution and Bill of Rights
- Multi-party negotiation process – Sunset clause
- 1994 elections
- New constitution
- Any other relevant response

CONCLUSION: Candidates should tie up their argument with a relevant.

[50]

**QUESTION 6: THE END OF THE COLD WAR AND A NEW WORLD ORDER:  
THE EVENTS OF 1989.**

*[Plan, construct and discuss an argument based on evidence using analytical and interpretative skills]*

**SYNOPSIS**

Candidates should critically discuss how Gorbachev's reforms had a significant impact on South Africa's political scene by referring to both the impact it had on the NP and the ANC.

**MAIN ASPECTS**

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

**INTRODUCTION:** Candidates should take a line of argument and indicate how they would support it.

**ELABORATION**

- Perestroika and Glasnost
- Reform communism, but not dismantle it
- Resulted in protest and demonstrations
- Led to fall of communism
- Fall of the Berlin Wall led to revolts in Soviet satellite states
- The fall of Berlin Wall affected the reform process in South Africa
- The South African government could no longer use the threat of communism to get support from Western powers
- The National Party was now prepared to negotiate with the ANC
- After the collapse of communism the ANC was no longer supported by the Soviet Union
- This also forced the ANC to negotiate with the National Party
- The collapse of communism was a critical factor that led to change in South Africa
- De Klerk's speech of 2 February 1990 brought an end to apartheid
- Battle of Cuito / South African Defence Force defeated
- Independence of Namibia / Blueprint for majority rule
- Any other relevant response

**CONCLUSION:** Candidates should tie up their argument with a relevant conclusion. **[50]**

**TOTAL: 150**