



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2018**

**HISTORY P2  
MARKING GUIDELINE**

**MARKS: 150**

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This marking guideline consists of 23 pages.

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## 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</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</b>	<ul style="list-style-type: none"> <li>Interpretation of evidence from the sources.</li> <li>Explain information gathered from the sources.</li> <li>Analyse evidence from the sources.</li> </ul>	<b>40% (20)</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>Interpret and evaluate evidence from 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 information below indicates how source-based questions are assessed:

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

### 1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2 × 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 × 2) which translates to one reason and is given two marks (✓✓)
- If a question carries 4 marks then indicate by placing 4 ticks (✓✓✓✓)

### Paragraph question

Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- Read the paragraph and place a bullet ( . ) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.
- At the end of the paragraph indicate the ticks (√) that the candidate has been awarded for the paragraph; as well as the level (1, 2 or 3) as indicated in the holistic rubric and a brief comment e.g.

\_\_\_\_\_ \* \_\_\_\_\_ \* \_\_\_\_\_  
 √√√√ \_\_\_\_\_ \* \_\_\_\_\_ \* \_\_\_\_\_  
 Level 2

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the right-hand bottom margin e.g.

$\frac{32}{50}$

- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

## 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 essay questions

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

### 2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the 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 learner will not be required to simply regurgitate 'facts' in order to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

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

### 2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline), each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline) and a relevant conclusion (indicated by a bullet in the marking guideline) 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


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**R**  
**A** ✓  
**I** ✓

## 2. The matrix

### 2.5.1 Use of the matrix in the marking of essays.

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note 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 essays 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 essays 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: 50**

<b>PRESENTATION</b>   <b>CONTENT</b> 	<b>LEVEL 7</b> 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.	<b>LEVEL 6</b> 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.	<b>LEVEL 5</b> Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	<b>LEVEL 4</b> Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence..	<b>LEVEL 3</b> Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	<b>LEVEL 2</b> Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	<b>LEVEL 1</b> Little or no attempt to structure the essay.
<b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
<b>LEVEL 6</b> Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
<b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
<b>LEVEL 4</b> Question recognisable in answer. Some omissions/irrelevant content selection.			30–33	28–29	26–27		
<b>LEVEL 3</b> Content selection does not always relate. Omissions in coverage.				26–27	24–25	20–23	
<b>LEVEL 2</b> Sparse content. Question inadequately addressed					20–23	18–19	14–17
<b>LEVEL 1</b> Question not answered. Inadequate content. Significant irrelevance						14–17	0–13

**SECTION A: SOURCE-BASED QUESTIONS****QUESTION 1: HOW DID STEPHEN BANTU BIKO AND HIS PHILOSOPHY OF BLACK CONSCIOUSNESS INFLUENCE BLACK STUDENT IN THE 1970s?**1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*

- Both the ANC and PAC were banned (1 x 2) (2)

1.1.2 *[Definition of historical concepts from Source 1A – L1]*

- (a)
- Separation of races politically, economically and socially
  - Policy of racial segregation
  - Any other relevant response (1 x 2) (2)
- (b)
- Accepting oneself as black/self-value/self-esteem/self-worth
  - To be proud of what you are/black pride
  - It is not about the colour black but rather about mental emancipation
  - Should not be reliant on white people but self-reliant
  - Any other relevant response (1 x 2) (2)

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

- NP supported BCM because they thought that it was in line with their policy of apartheid
- NP policies only benefitted whites at the expense of Blacks
- Blacks started to question the reasons for their oppression
- Any other relevant response (2 x 2) (4)

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

- SASO (1 x 1) (1)

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

- Biko did not have problems with whites
- Biko was against white oppression and white privileges
- Biko was against white minority rule
- Any other relevant response (2 x 2) (4)

1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*

- Farm area Waverly between PE and Uitenhage (1 x 1) (1)

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

- Arrested
- Demoted (2 x 1) (2)

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

- Because they were involved in Black Consciousness and politics
- They were a threat to the apartheid government
- They incited Blacks to reject the system of apartheid
- Any other relevant response (Any 1 x 2) (2)

- 1.2.4 *[Interpretation of evidence from Source 1B – L2]*
- BCM raised political awareness with students
  - Vusi Pikoli spread the ideas of BCM to other students
  - It made students oppose the apartheid system
  - It made students to reject the Bantu education system
  - Any other relevant response (Any 1 x 2) (2)
- 1.2.5 *[Evaluate the usefulness of the evidence in Source 1B – L3]*  
**The source is USEFUL because:**
- The apartheid state perceived the BCM to be a threat
  - The apartheid state arrested the leaders of the BCM movement
  - The apartheid state interrogated those who were influenced by the BCM
  - The apartheid state demoted principals who supported the BCM ideas
  - Any other relevant response (Any 2 x 2) (4)
- 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- Did not want Afrikaans to be used as one of the languages of instruction in secondary schools
  - Any other relevant response (1 x 2) (2)
- 1.3.2 *[Extraction of evidence from Source 1C – L1]*
- 176 people lost their lives (1 x 1) (1)
- 1.3.3 *[Interpretation of evidence from Source 1C – L2]*
- African learners were forced to do Afrikaans as a subject then Vorster should do Zulu as a subject
  - African learners were also taught subjects in Afrikaans as a medium of instruction and Vorster should also be taught other subjects in Zulu
  - What applies to them as students should also apply to Vorster
  - Any other relevant response (2 x 2) (4)
- 1.4.1 *[Extraction of evidence from Source 1D]*
- Afrikaans (1 x 1) (1)
- 1.4.2 *[Interpretation of evidence from the Source 1D – L2]*
- The learners were against the imposition of Afrikaans
  - The learners saw Afrikaans as the language of the oppressor
  - The learners understood that it would lead to a high failure rate
  - The learners knew it would prepare them for servitude
  - Any other relevant response (Any 2 x 2) (4)



1.5 *[Comparison of evidence from Sources 1C and 1D – L3]*

- In Source 1C, 20 000 students marched because they did not want Afrikaans to be the language of instruction and in 1D it shows part of the 20 000 marching displaying placards that Afrikaans must be abolished
- Source 1C states that the learners were high spirited and excited while 1D depict the mood of the learners as good humoured and well-disciplined
- Both sources mention that the students were against Afrikaans
- Any other relevant response (2 x 2) (4)

1.6 *[Interpretation, comprehension and synthesis of evidence from relevant sources – L3]*

- Candidates could include the following aspects in their response:
- Founder of BCM (Source 1A)
- He is credited with launching the South African Students Organisation (SASO), which was created as a Black alternative to the liberal National Union of South African Students (NUSAS) (Source 1A)
- Biko had no issue with White people per se – his target was always, ultimately white supremacy and the apartheid government (Source 1A)
- Biko is best remembered for empowering Black voices and installing a sense of Black pride (Source 1A)
- Leadership courses was run by Steve Biko and the Black Consciousness Movement (BCM) people in Port Elizabeth (Source 1B)
- Even schools, principals and students were talking about BCM (Source 1B)
- 20 000 learners took to the street protesting against Afrikaans (Source 1C)
- Learners were prepared to sacrifice their lives for the abolition of Afrikaans (Source 1C)
- Inspired black African learners to achieve their goals (Source 1D)
- Black South African students displayed unity and solidarity when attending the protests (Source 1D)
- 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>show no or little understanding of how Stephen Bantu Biko and his philosophy of Black Consciousness influenced Black students in the 1970s.</b></li><li>• Uses evidence partially to report on topic or cannot write a paragraph.</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 Stephen Bantu Biko and his philosophy of Black Consciousness influenced Black students in the 1970s.</b></li><li>• Uses evidence in a very basic manner to write a paragraph.</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 how Stephen Bantu Biko and his philosophy of Black Consciousness influenced Black students in the 1970s.</b></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 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE ASSASSINATION OF CHRIS HANI?**

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*  
 • Leader of the SA Communist Party (1 x 1) (1)
- 2.1.2 *[Definition of concept from Source 2A – L1]*  
 • Official pardon for politically motivated crimes committed during the apartheid era  
 • Any other relevant response (1 x 2) (2)
- 2.1.3 *[Extraction of information from Source 2A – L1]*  
 • Conservative Party (CP) (1 x 1) (1)
- 2.1.4 *[Extraction of evidence from Source 2A – L1]*  
 • Failed to do a full disclosure  
 • Failed to make political motivation in respect of any relevant and material issues set out by the Act no. 34 of 1995  
 • Any other relevant response (Any 1 x 2) (2)
- 2.1.5 *[Interpretation of information from Source 2A – L2]*  
 • The applicants went against CP policy by using violence/assassination of political opponents  
 • They acted on their own accord  
 • They could have acted on leaders outside the party  
 • Any other relevant response (Any 2 x 2) (4)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*  
 • Dr Hartzenburg (1 x 1) (1)
- 2.2.2 *[Extraction of evidence from Source 2B – L12]*  
 • It was non-violence (1 x 2) (2)
- 2.2.3 *[Extraction of evidence from Source 2B – L1]*  
 • '... that the official policy of the CP was against violence ...'  
 • 'Mr Chairman I did not say there was an unofficial policy in the CP, I said it was outside'  
 • 'He (Hartzenburg) was telling the truth, and I've already said that.' (Any 2 x 1) (2)
- 2.2.4 *[Interpretation of evidence from Source 2B – L2]*  
 • CP feared that the ANC/SACP would take over the country  
 • Feared communism would plunge the country in chaos  
 • Hani was the successor to Mandela – CP feared that he would destroy the Afrikaner nation  
 • Prepare the Afrikaner nation to fight for their freedom against Black rule/communism  
 • Any other relevant response (Any 2 x 2) (4)

- 2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*  
 • Wanted to apologise to Limpho (1 x 2) (2)
- 2.3.2 *[Extraction of evidence from Source 2C – L1]*  
 • Propel whites into a rebellion  
 • Destabilise the relationships built during the multi-party political negotiations  
 • Any other relevant response (2 x 1) (2)
- 2.3.3 *[Interpretation of evidence from Source 2C – L2]*  
 • CP felt that the NP betrayed the country by unbanning the SACP and ANC  
 • They did not agree with the process of negotiations  
 • They wanted to stop the handing over of power to the ANC/SACP majority rule  
 • To maintain white minority rule  
 • Any other relevant response (2 x 2) (4)
- 2.3.4 *[Evaluate the usefulness of the evidence in Source 2B – L3]*  
**Useful**  
 • TRC showed that it was a planned assassination to create chaos  
 • Shows that the TRC refused to grant them amnesty  
 • TRC also knew that these killers wanted to create a situation where they could take over control the country  
 • Shows that the TRC wanted them to be repentant for the crime committed  
 • Wanted them to make full disclosure rather than just offering Limpho an apology  
 • Any other relevant response (Any 2 x 2) (4)
- 2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*  
 • To show that the people was against Janusz getting parole  
 • It was a reminder to the Justice Minister of what Janusz has done  
 • To show that Janusz was not repenting about his deeds  
 • Any other relevant response (Any 2 x 2) (4)
- 2.4.2 *[Interpretation of evidence from Source 2D – L2]*  
 • SACP supporters will ensure that Janusz does not get parole  
 • He did not show enough remorse to the family about what he did  
 • Janusz still believes that what he did was right and therefore he was unrepentant  
 • Any other relevant response (Any 2 x 2) (2)

2.5 *[Comparison of evidence from Sources 1C and 1D – L3]*

- Source 3C shows that Derby-Lewis followed a policy of violence whilst Source 3D shows he was unrepentant believing that he was right in what he has done
- Source 3C emphasises that he did not have to follow CP policy whilst Source 3D depicts his careless attitude about remorse
- Any other response (Any 2 x 2) (4)

2.6 *[Interpretation, comprehension and synthesis of evidence from sources – L3]*

Candidates could include some of the following:

- The TRC felt that both of them failed to make full disclosure (Source 2A)
- TRC felt that they did not listen to their leaders and committed this assassination (Source 2A)
- Even up to 2017, people that supported Hani felt that both of them should not get parole (Source 2A)
- George Bizos questioned their reasons for using violence (Source 2B)
- He also felt that the response given by Derby-Lewis was contrary to the policies of the CP (Source 2B)
- Clive Derby-Lewis said that violence started before Hani was murdered (Source 2B)
- Assassination of Chris Hani changed the course of history in South Africa and world-wide (Source 2C)
- The TRC felt after years Derby-Lewis wanted to offer an apology to Limpho only for the sake of clemency (Source 2C)
- According to the TRC, both of them wanted to destabilise the country (Source 2C)
- The TRC summed up the view that those who supported Hani would cause chaos and the right wing would unite (Source 2C)
- They felt that they were unrepentant (Source 2D)
- They did not show enough remorse for their action
- Any other relevant response (8)

Use the following rubric to assess this paragraph.

<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 in explaining the role played by the Truth and Reconciliation Commission in dealing with the assassination Chis Hani.</b></li> <li>• Uses evidence partially to report on topic or cannot write a paragraph.</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 in explaining the role played by the Truth and Reconciliation Commission in dealing with the assassination Chis Hani.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</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 in explaining the role played by the Truth and Reconciliation Commission in dealing with the assassination Chis Hani.</b></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 3: WHAT WAS THE EFFECT OF GLOBALISATION ON SOUTH AFRICA?

- 3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*
- To produce export driven growth (1 x 1) (1)
- 3.1.2 *[Extraction of evidence from Source 3A – L1]*
- Exchange rates
  - Privatisation
  - Fiscal discipline
  - Collaboration with the private sector to produce export driven growth (Any 2 x 1) (2)
- 3.1.3 *[Extraction of evidence from Source 3A – L1]*
- SACP
  - COSATU (2 x 1) (2)
- 3.1.4 *[Extraction of evidence from Source 3A – L1]*
- Their socialist concerns had been roughly cast aside
  - It was foisted on them without consultation (Any 1 x 1) (1)
- 3.1.5 *[Interpretation of information from Source 3A – L2]*
- Policy change forced on them
  - Alliance partners were not consulted
  - Alliance partners did not believe that capitalism was the way forward
  - ANC needed to improve the quality of life for blacks through socialist interventions
  - There was no debate on the topic
  - Any other relevant response (Any 2 x 2) (4)
- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- As they would increasingly be faced with a less protected economy
  - Turmoil of the world's markets (2 x 1) (2)
- 3.2.2 *[Interpretation of information from Source 3B – L2]*
- Mining is an important export product and therefore brings in revenue
  - Mining also leads to the expansion of other businesses and creates more jobs
  - There is no need to import raw mining materials
  - Any other relevant response (Any 2 x 2) (4)

- 3.2.3 *[Extraction of evidence from Source 3B – L1]*
- Coal
  - Iron
  - Zinc
- (Any 2 x 1) (2)
- 3.2.4 *[Interpretation of evidence from Source 3B – L2]*
- African markets are opening up for foreign investments
  - South African mining companies are successfully expanding in African countries
  - Foreign investment also leads to the demand for South African products
  - Any other relevant response.
- (2 x 2) (4)
- 3.3. 3.3.1 *[Extraction of evidence from Source 3C – L1]*
- Poor developing nations
- (1 x 1) (1)
- 3.3.2 *[Interpretation of evidence from Source 3C – L2]*
- Globalisation seen as an unstoppable force
  - Globalisation will drown, destroy the poor countries
  - Globalisation will benefit the rich
  - Any other relevant response.
- (Any 2 x 2) (4)
- 3.4 *[Comparison of Sources 3B and 3C to determine usefulness, reliability and bias – L3]*
- Source 3B shows the positive aspects of globalisation whilst Source 3C shows the negative aspects
  - Source 3B shows African countries were part of the global market whilst Source 3C shows only the rich benefits from globalisation
  - Any other relevant response
- (Any 2 x 2) (4)
- 3.5 3.5.1 *[Extraction of evidence from Source 3D – L1]*
- Resulted in international sanctions
  - And protectionist policies that negatively affected the manufacturing segment
- (Any 1 x 1) (1)
- 3.5.2 *[Interpretation of evidence from Source 3D – L2]*
- Discouraged small and medium enterprises from starting up
  - Did not invest in the development of human capital
  - High import tariffs
  - International sanctions
  - Lack of incentives for production improvement
  - Any other relevant response
- (Any 2 x 2) (4)
- 3.5.3 *[Extraction of evidence from Source 3D – L1]*
- Used obsolete (outdated) technology and processes
- (1 x 2) (2)



3.5.4 *[Evaluate the usefulness of the evidence in Source 1B – L3]*

- The isolation of SA industries ended
- South Africa became part of the global market
- Experienced an average of 6,7% increase in manufactured exports
- Consumers could access a variety of goods and services
- Any other relevant response (Any 2 x 2) (4)

3.6 *[Interpretation, comprehension and synthesis of evidence from sources – L3]*

Candidates could include some of the following:

- GEAR was an unvarnished free market programme (Source 3A)
- COSATU and SACP feel their socialist concerns had been roughly cast aside (Source 3A)
- GEAR introduced/exposed SA to globalisation (Source 3A)
- Alec Erwin stressed the need to have strategic thinking (Source 3B)
- The need to export mining products to bring in revenues (Source 3B)
- It also leads to the expansion of other businesses and creates more jobs (Source 3B)
- There is no need to import raw mining materials (Source 3B)
- The market for South African products is really international (Source 3B)
- Only the developed (rich) nations benefit from globalisation (Source 3C)
- Through industrialisation, trade both local and international can be developed (Source 3D)
- South African economy before apartheid era (Source 3D)
- South African economy after the post-apartheid era (Source 3D)
- South Africa's rightful place in the world market place (Source 3D)
- Any other relevant response. (8)

Use the following rubric to assess this paragraph.

<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 effects of globalisation on the economy of South Africa.</b></li> <li>• Uses evidence partially to report on the topic or cannot write a paragraph.</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 effects of globalisation on the economy of South Africa.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</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 effects of globalisation on the economy of South Africa</b></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****QUESTION 4: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA:  
THE CRISIS OF APARTHEID IN THE 1980s**

*[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills]*

**SYNOPSIS**

Candidates need to critically discuss the activities of the international communities and how it would bring about the collapse of the apartheid regime in the late 1980s.

**MAIN ASPECTS**

Candidates should include the following aspects in their essays:

- Introduction: Candidates need to critically discuss the statement that the added pressure of the international communities could bring about the collapse of apartheid in the late 1980s.

**ELABORATION**

- Formation and role of the **Anti-Apartheid Movement (AAM)** and Irish **Anti-Apartheid Movement (IAAM)**
- The role of the **International Defence Aid Fund (IDAF)** making funds available for activists' families
- Introduction of the **Tricameral system** by P.W. Botha
- Botha's **Rubicon speech** in 1985 forced the international community to embark on various forms of boycotts (Banning of sporting and cultural participation with South Africa (Gleneagles Agreement), British Commonwealth also introduced sanctions and disinvestments) (Multinational companies decision to withdraw their businesses)
- **Sports boycotts** – SANROC and HART, SACOS
- **Cultural boycotts** – in 1985 US artists protested against apartheid and refused to perform in South Africa and raised money for liberation movements/In 1986 the Freedom Festival in London/Musicians expressed their solidarity with freedom loving South African
- **Academic boycotts** – International scholars refused to travel to South Africa/International publishers refused to publish South Africa manuscripts and grant access to information/international conferences barred South African scholars/Institutions abroad denied South Africa academic access and refused to recognise South African degrees
- **Consumer boycotts** – OPEC placed an embargo on oil sales to South Africa/Irish workers refused to handle fruits from SA/Imports of raw materials from South Africa like coal, iron and steel were banned
- **Disinvestments** – In 1980s foreign investments dropped by 30%/By 1980 Britain already disinvested from Simon's Town naval dockyard/General Motors and Barclays Bank pulled out of SA/In the 1980s SAs economy struggled as investors left the country/the effects of AAM protests had a negative on the South African government/Over 200 US companies pulled out of the South Africa/The University of California withdrew investments of three billion dollars from South Africa.

- **Sanctions** – in 1985 the US Bank, Chase Manhattan Bank cut ties with South Africa/JSE closed for four days/The value of the rand dropped by 35% (from 54 cents to 34 cents to the dollar). In 1986 the US Congress passed a law that banned all new investments and loans in SA/Big corporations such as General Electric, Pepsi Cola, General Motors, Mobil and IBM stopped activities in South Africa/The US threatened to stop weapon sales to countries which provided weapons to South Africa/International banks lost confidence in South Africa's economy/In 1982 European countries condemned apartheid and called for total sanctions against South Africa/In 1985 the EEC banned new investments in South Africa/In 1988 one fifth of British companies withdrew their businesses from South Africa because of pressure from shareholders/Barclays Bank, sold their shares due to pressure of the British public/The South African economy kept stagnating and produced a growth of only 1,1%.
- **Release Mandela campaign** – Wembley Stadium/United Nations/UN Security Council and UN General Assembly called for the release of Nelson Mandela
- **The role of International Trade Unions** – The AAM in Europe and Australia/Liverpool dockworkers/Finland's Transport Workers Union imposed a ban on trade with South Africa/resulted in SA experiencing great economic difficulties and they were forced to begin negotiations with liberation organisations in South Africa
- **The role of frontline states**
- Any other relevant response

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

Use the matrix on page 6 to assess this essay.

[50]

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

*[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills]*

**SYNOPSIS**

Candidates need to explain to what extent the negotiation process was nearly derailed by violence and disagreements amongst the various parties.

**MAIN ASPECTS**

Candidates should include the following aspects in their essays:

- Introduction: Candidates need to indicate to what extent this statement is an accurate assessment of how the negotiation process was nearly derailed by violence and disagreements about how the future of South Africa should be governed.

**ELABORATION**

- De Klerk comes to power in 1989 – brief background (De Klerk's speech)
- The unbanning of political and civic organisations such as the ANC and SACP
- The removal of restrictions on COSATU and AZAPO
- De Klerk's decision to release Mandela from prison on 11 February 1990 which paved the way for negotiations
- Violence that erupted in Sebokeng – April 1990 Groote Schuur Minute – 2 May 1990 (ANC and NP met, ANC delegation led by Nelson Mandela, NP delegation led by FW de Klerk)
- Pretoria Minute – August 1990 (ANC agreed to suspend the armed struggle)
- Third force violence in Natal between Inkatha, the ANC and the apartheid government
- CODESA 1 (19 political parties minus AZAPO, CP and PAC/300 delegates)
- Violence erupts in some parts of the country – Transvaal and Natal
- White's only referendum and its impact (March 1992)
- CODESA 2 (2 May 1992) collapsed. Parties failed to agree on a new constitution-making body and interim government
- NP wanted minority veto while ANC wanted an interim government for no longer than 18 months and simple majority rule
- Boipatong Massacre and its consequences (17 June 1992)
- Bisho Massacre derailed the process of negotiations (7 September 1992)
- Record of Understanding signed on 26 September 1992 between Roelf Meyer (NP) and Cyril Ramaphosa (ANC)
- Assassination of Chris Hani (10 April 1993) and its impact on South Africa
- Right-wing (AWB) attack on World Trade Centre and its consequences
- Multiparty negotiating Forum
- Sunset Clause introduced by Joe Slovo broke the negotiations deadlock
- Shell House massacre and its consequences – March 1994
- Election date – 27 April 1994 announced
- ANC won elections and Mandela first black South African President
- Any other relevant response

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

**Use the matrix on page 6 to assess this essay.**

**[50]**

## **QUESTION 6: THE END OF THE COLD WAR AND A NEW WORLD ORDER: 1989 TO THE PRESENT**

*[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills]*

### **SYNOPSIS**

Candidates must discuss how Gorbachev's reforms and the downfall of communism in the USSR paved the way for negotiations between the ANC and the apartheid government after 1989.

### **MAIN ASPECTS**

Candidates should include the following aspects in their response:

- Candidates need to take a stand and show whether disintegration of the Soviet Union paved the way for change in South Africa and provide relevant evidence.

### **ELABORATION**

- Economic conditions in Russia in the late 1980s
- Gorbachev's policies of glasnost and perestroika
- Gorbachev ends the nuclear arms race with the USA
- Gorbachev ends the war in Afghanistan
- The USSR relinquishes her dominance over Eastern Europe
- The fall of the Berlin Wall and the end of communism
- Changes in the world contributed to the end of apartheid
- The collapse of the USSR deprived the ANC of its main source of support
- The ANC could not depend on the USSR to support it economically or with weapons anymore
- Gorbachev was also in favour of a peaceful transition of power in South Africa
- The National Party's claim that it was acting as a 'bulwark' against communist expansion in southern Africa became unrealistic
- The National Party's claim that it was protecting South Africa from a communist takeover was naïve
- Western world powers supported the move that South Africa resolved its problems peacefully and democratically
- It became clear that the National Party could no longer maintain white supremacy rule in South Africa anymore
- Influential National Party members started to realise that apartheid was not the answer to the needs of white capitalist development
- The Battle of Cuito Cuanavale and the independence of Namibia
- There was no doubt that the continued repression of black South Africans would not ensure political stability
- P.W. Botha suffered a stroke and was succeeded by F.W. de Klerk

- F.W. de Klerk started to accept that the black South Africans struggle against apartheid was not a conspiracy directed from Moscow
- This enabled De Klerk to engage in discussions with the liberation organisations
- On 2 February 1990, De Klerk announced, 'a new and just constitutional dispensation'
- This signalled the end of apartheid rule
- Any other relevant answer

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

**Use the matrix on page 6 to assess this essay.**

**[50]**

**TOTAL: 150**