



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2010

HISTORY - PAPER 2

MEMORANDUM

MARKS: 150

TIME: 3 hours

This question paper consists of 31 pages.

1. SOURCE-BASED QUESTIONS

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

LEARNING OUTCOMES	ASSESSMENT STANDARDS The ability of the learner to:
Learning Outcome 1 (Historical enquiry)	1. Formulate questions to analyse concepts for investigation within the context of what is being studied. (Not for examination purposes.) 2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purposes) 3. Interpret and evaluate information and data from sources. 4. Engage with sources of information evaluating the usefulness of the sources for the task, including stereotypes, subjectivity and gaps in the evidence available to the learners.
Learning Outcome 2 (Historical concepts)	1. Analyse historical concepts as social constructs. 2. Examine and explain the dynamics of changing power relations within the societies studied. 3. Compare and contrast interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events.
Learning Outcome 3 (Knowledge construction and communication)	1. Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data. 2. Synthesise information to construct an original argument using evidence to support the argument. 3. Sustain and defend a coherent and balanced argument with evidence provided and independently accessed. 4. Communicate knowledge and understanding in a variety of ways including discussion (written and oral), debate, creating a piece of historical writing using a variety of genres, research assignments, graphics, and oral presentation.

1.2 The following levels of questions were used to assess source-based questions:

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

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

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

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

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

2.2 Marking of extended writing

- **MARKERS MUST BE AWARE THAT THE CONTENT OF THE ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT THE PARTICULAR CENTRE.**
- **CANDIDATES MAY HAVE ANY OTHER RELEVANT INTRODUCTION AND OR CONCLUSION THAN THOSE INCLUDED IN A SPECIFIC EXTENDED WRITING MARKING GUIDELINE.**
- **IN ASSESSING THE OPEN-ENDED SOURCE-BASED QUESTIONS CANDIDATES SHOULD BE GIVEN CREDIT FOR ANY OTHER RELEVANT RESPONSE.**

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.

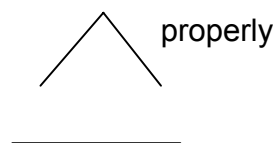
Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- 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 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 6)

In the marking of extended writing with reference to page 6 the given criteria shown in the matrix should be used. In assessing the extended writing note should be taken of both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

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

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	} 18 – 19
P	LEVEL 5	

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

C & P	LEVEL 5	18 – 20
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The given rubric, which takes into account both content and presentation, should be used in the marking of extended writing.

GRADE 12 EXTENDED WRITING ANALYTIC MATRIX: TOTAL MARKS: 30

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

GRADE 12 HOLISTIC RUBRIC TO ASSESS EXTENDED WRITING (SUCH AS 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.
7 Outstanding 80 – 100% 24 – 30	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)
6 Meritorious 70 – 79% 21 – 23	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)
5 Substantial 60 – 69% 18 – 20	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)
4 Moderate 50 – 59% 15 – 17	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
3 Adequate 40 – 49% 12 – 14	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)
2 Elementary 30 – 39% 09 – 11	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
1 Not Achieved 0 – 29% 0 – 8	No attempt to focus on the topic Uses no sources Completely irrelevant Answer extremely poor Sources copied without relevance

QUESTION 1: WHAT WAS THE IMPACT OF THE COLLAPSE OF THE USSR IN 1989 ON SOUTH AFRICA?

- 1.1 1.1.1 *[Interpretation of evidence from Source 1A – L2 – LO1(AS3)]*
- ANC still supported by the Soviet Union.
 - The movement could not have a role in the negotiations
 - ANC did not want to suspend the armed struggle/end violence.
 - According to him the ANC was a communist organisation.
 - Any other relevant answer. (Any 1 x 2) (2)
- 1.1.2 *[Interpretation and synthesis of evidence from Source 1A – L2 – LO1(AS3)]*
- Refer to communist-orientated forces operating in Africa.
 - The ANC
 - The Soviet Union
 - Communist-orientated Southern African states e.g. Angola
 - Any other relevant answer. (Any 2 x 1) (2)
- 1.1.3 *[Extraction and interpretation of evidence from Source 1A – L2 – LO1(AS3)]*
- (a) That the ANC and the South African must start negotiating for a political settlement
 - It was up to South Africans to reach a political settlement (Any 1 x 2) (2)
 - (b) The Soviet Union no longer prepared to support the ANC financially.
 - The Soviet Union had internal troubles
 - Any other relevant answer. (Any 1 x 2) (2)
- 1.1.4 *[Interpretation of evidence from Source 1A – L2 – LO1(AS3)]*
- The fall of the Berlin Wall.
 - The collapse of the USSR and the fall of communism.
 - The end of the Cold War
 - Any other relevant answer. (Any 2 x 2) (4)
- 1.2 1.2.1 *[Interpretation and analysis of evidence from Source 1B – L2 – LO2(AS2)]*
- Plans to visit Moscow continually postponed.
 - The fact that the Soviet Union improved relations with South African government and sidelined the ANC.
 - Any other relevant answer. (Any 1 x 2) (2)
- 1.2.2 *[Interpretation and analysis of evidence from Source 1B – L2 – LO2(AS2)]*
- Soviet Union experienced an economic crisis.
 - The Soviet Union desperately looking for new economic investments. (Any 1 x 2) (2)

- 1.2.3 *[Explanation of historical concepts from Source 1B – L1 – LO2(AS1)]*
- The members (soldiers) of the military wing of the ANC, MK (Umkhonto we Sizwe)
 - Any other relevant explanation. (Any 1 x 2) (2)
- 1.2.4 *[Interpretation and analysis of evidence from Source 1B – L2 – LO2 (AS2)]*
- (a) Supported the ANC military and financially. (1 x 2) (2)
 - (b) ANC in favour of a socialist-communist government in South African.
 - Soviet Union wanted to control the region for strategic and mineral purposes.
 - South Africa supported the USA during the Cold War
 - ANC assisted the MPLA in the war against UNITA and the South African military forces.
 - Any other relevant answer. (Any 1 x 2) (2)
- 1.2.5 *[Interpretation and analysis of evidence from Source 1B – L3 – LO2 (AS2)]*
- Soviet Union no longer prepared to support the ANC.
 - Looking for better economic opportunities in South Africa.
 - Wanted to improve trade relations with the West.
 - The Soviet Union experienced an economic crisis.
 - ANC no longer on the priority list of the Soviet Union.
 - Any other relevant answer (Any 2 x 2) (4)
- 1.3 1.3.1 *[Explanation of historical concepts from Source 1C – L1 – LO2(AS1)]*
- Communism
- (a) Political system/theory/doctrine that prefer a classless society where there is no private ownership and the means of production belong to the community/society.
 - Any other relevant response. (1 x 2) (2)
- Afrikaner Nationalism
- (b) Nationalism that is promoted by Afrikaners (Afrikaans-speaking whites) with the basic aim to protect and to promote the rights of the white people in South Africa. (embodied by the apartheid's philosophy)
 - Any other relevant response. (1 x 2) (2)
- 1.3.2 *[Interpretation of evidence from Source 1C – L2 – LO1(AS3)]*
- A previously divided Germany was now a unified country again.
 - The end of the Cold War.
 - The fall of communism and the collapse of the USSR.
 - It led to the fall of apartheid in South Africa.
 - The beginning of a new world order.
 - Any other relevant explanation (Any 1 x 2) (2)

- 1.3.3 *[Interpretation and analysis of evidence from Source 1C – L2 – LO2 (AS2)]*
- The end of apartheid in South Africa.
 - New political dispensation in the country.
 - The release of political prisoners.
 - The unbanning of the ANC, PAC and other political organisations.
 - The release of Mandela.
 - The democratic election in 1994 and the democratisation of South Africa. (Any 2 x 2) (4)
- 1.3.4 *[Interpretation of evidence from Source 1C – L1 – LO1(AS3)]*
- Glasnost (openness/transparency)
 - Reduction in defence dealings.
 - Encouraging western investment.
 - Any other relevant answer. (Any 1 x 1) (1)
- 1.3.5 *[Interpretation and analysis of evidence from Source 1C – L3 – LO2 (AS2)]*
- Both De Klerk and Gorbachev embarked on policies of reform (democracy).
 - In both South Africa and Russia there was a sense of trauma, excitement and disbelief.
 - In South Africa there was an end to apartheid, while in the Soviet Union it led to the collapse of communism – also to the fall of the Berlin Wall. (Any 2 x 2) (4)
- 1.4 *[Interpretation, analysis and synthesis of evidence from all sources – L2 – LO (AS2&3); LO3 (AS1,2,3&4)]*
- Candidates should include some of the following in their response:
- End of Communism.
 - New policies of Soviet Union – Perestroika and Glasnost.
 - Russia looking for new economic investments.
 - Signed new agreement with De Beers Diamonds Company.
 - Withdraw military and financial aid to the ANC.
 - Encouraged ANC and the South African government to negotiate for a new and peaceful political settlement.
 - Any other relevant response. (6)

Use the following rubric to allocate a mark.

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how the changes in the USSR forced the ANC and the SA-government to negotiations. • Uses evidence partially to report on topic or cannot report on topic. 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows an understanding of how the changes in the USSR forced the ANC and the SA-government to negotiations. • Uses evidence in a very basic manner. 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of how the changes in the USSR forced the ANC and the SA-government to negotiations. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	Marks: 5 – 6

1.5. EXTENDED WRITING

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

SYNOPSIS

Candidates should discuss how the collapse of the Soviet Union and the fall of communism eventually led to the ending of the apartheid system in South Africa.

Candidates should include the following in their response:

MAIN ASPECTS

- Introduction: Candidates should discuss how the collapse of the Soviet Union caused the fall of apartheid in South Africa.

ELABORATION

- Gorbachev's role in the ending of communism.
- The influence of Perestroika and Glasnost in the USSR.
- The impact of Perestroika and Glasnost on South Africa.
- The fall of the Berlin Wall/the ending of the Cold War.
- SA-government could no longer claim that they formed a bulwark against communism in Southern Africa.
- Soviet Union stopped military and financial aid to ANC.
- ANC and the government forced to negotiate
- De Klerk forced to unban ANC and to start negotiating.

- USA and the Western countries pressurised South Africa for a negotiated political settlement.
- Lead to 2 February-speech of De Klerk
- Democratisation of South Africa
- The 1994 democratic election in South Africa.
- Any other relevant response.
- Conclusion: Candidates should tie up their argument with relevant evidence.

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

OR

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

SYNOPSIS

Candidates must write a report explaining how the fall of communism and the fall of apartheid are inextricably linked.

MAIN ASPECTS

Introduction: Candidates must explain how the collapse of the USSR and the fall of communism influenced the fall of apartheid in South Africa.

ELABORATION

- The Soviet Union in an economic crisis.
- The influence of Perestroika and Glasnost.
- The fall of the Berlin Wall.
- Soviet Union stopped military and financial aid to the ANC.
- Closer economic relations with South Africa.
- South African government could no longer blame communism to justify apartheid.
- Pressure from former allies e.g. the USA to unban the ANC.
- Western countries demanded peaceful negotiated settlement between ANC and the South African government.
- Western countries demanded the release of Mandela.
- The 2 February-speech of De Klerk led to new reforms.
- The eventual democratisation – 1994-elections in South Africa.
- Any other relevant response.
- Conclusion: Candidates should end the report with a relevant conclusion.

(30)
[75]

Use the matrix on page 8 in this document to assess this extended writing.

QUESTION 2: HOW DID THE COLLAPSE OF THE USSR CONTRIBUTE TO THE RE-IMAGINING OF GUINEA (WEST AFRICA) IN THE 1990s.

- 2.1 2.1.1 [*Explanation of historical concept from Source 2A – L1 – LO2 (AS1)*]
- The political and economic theories of Karl Marx which explain the changes and development in society as the result of opposition between the social classes.
 - The type of political system followed by the USSR that led to the rise of communism.
 - The philosophy based on the means of production being controlled by the state/system that advocated a classless society.
 - Any other relevant answer. (Any 1 x 2) (2)
- 2.1.2 [*Interpretation and analysis of evidence from Source 2A – L2 – LO2(AS3)*]
- Arrested and exiled the opposition in Guinea.
 - His decision to sever ties with France.
 - Attached the wealth and farms of the landlords.
 - His government could not provide economic and political changes.
 - He received the Lenin Peace Prize from the Soviet Union. (Any 3 x 1) (3)
- 2.1.3 [*Interpretation and analysis of evidence from Source 2A – L2 – LO2(AS2)*]
- He implemented socialism in Guinea.
 - He severed relations with France. (2 x 2) (4)
- 2.1.4 [*Extraction of relevant information from Source 2A – L1 – LO1 (AS2)*]
- (a) He had good relationship with Pres. J.F. Kennedy and considered him as a true and only friend of Guinea.
 - Blame the Soviet Union for labour unrest in Guinea. (Any 1 x 2) (2)
 - (b) With the overthrow of Nkrumah in Ghana he blamed the CIA.
 - He accused (the CIA) them of plotting against his government. (Any 1 x 2) (2)

2.1.5 [Interpretation and analysis of evidence from Source 2A – L2 – LO2(AS2)]

The source is useful because:

USEFUL

- The source is very objective.
- Describe the severing of ties with France
- It also describe the political changes Toure brought along under his socialist rule.
- The angry reaction to his political changes also discussed.
- Portray the human abuses under Toure's leadership.
- Give a detailed discussion on the forming and strengthening and later severing the relations with the Soviet Union.
- Any other relevant answer. (Any 2 x 2) (4)

- 2.2 2.2.1
- *Explanation of historical concepts from Source 2B – L1 – LO1 (AS1)]*
 - Democratic political system that allows several different political parties, guarantees all political freedoms, and allows all parties to participate in free and fair elections.
 - Any other relevant response. (Any 1 x 2) (2)

2.2.2 [Interpretation and analysis of evidence from Source 2B – L2 – LO2(AS3)]

- Western democratic countries started to assist the African states politically and economically.
- The end of the Cold War brought along democratic governments in most of the African states.
- The fall of communism meant the end of the former socialist states in Africa.
- Any other relevant response. (Any 2 x 2) (4)

2.2.3 [Interpretation and analysis of evidence from Source 2B – L3 – LO1(AS3)]

Candidates can state either YES or NO and support their answer with valid substantiation.

YES.

- Sekou Toure formed a socialist government whilst Conte restored multiparty democracy.
- Held elections in Guinea.
- The country had a new constitution.

OR

NO.

- Conte did want to relinquish political power by extending the presidential term limits.
- Poverty and oppression in Guinea under his rule.
- Rule the country for more than two decades
- Ruled the country with an iron fist and became a dictator.
- High level of corruption in Guinea
- Animosity between the different ethnic groups. (Any 2 x 2) (4)

2.2.4 [Extraction of evidence from Source 2B – L1 – LO1(AS3)]

- “...ruled with an iron fist”
- “...sliding into a dictatorship” (Any 1 x 2) (2)

2.3 2.3.1 [Interpretation and analysis of evidence from Source 2C – L2 – LO2 (AS2)]

- He was anti-communistic.
- They controlled and exploited the economy and all the resources of Guinea.
- Guinea rich in mineral resources e.g. bauxite (clay substance to produce aluminium)
- Great asset to them during the Cold War. (Any 2 x 1) (2)

2.3.2 [Explanation of historical concept – L1 – LO2(AS1)]

- System in which one country controls other countries, often after defeating them in a war.
- System where a powerful country increase its influence over other countries through business, culture, etc.
- Any other relevant answer. (Any 1 x 2) (2)

2.3.3 [Interpretation and analysis of evidence from Source 2C – L2 – LO2 (AS3)]

- Oppressed the people of Guinea politically.
- Changed the constitution of the country to be re elected as president.
- Deprived the people of basic political and human rights.
- Assisted by the Western countries e.g. France and the USA through military aid by developing an army and security apparatus.
- Used this military aid to suppress the Guineans. (Any 2 x 1) (2)

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

Reference should be made to both sources

- People not granted political freedom under both Toure and Conte.
- Both were dictators.
- No economical progress in country but the natural resources exploited by the European countries.
- People of Guinea remained poor under Toure and Conte's reign
- High level of corruption in both the governments. (Any 2 x 2) (4)

2.4 *[Interpretation, analysis and synthesis of evidence from all sources – L2&3 – LO2(AS2&3)]*

Candidates should include some of the following in their response:

- Under Toure's reign no political freedom
- Enforce socialism onto the people of Guinea.
- Nationalisation of farmland and wealth of the landlords.
- Suppressing any opposition in the country.
- The exploitation of the natural resources of Guinea
- Guinea richest bauxite-mines in Africa.
- Some political changes under the reign of Conte.
- Return to multi-party democracy
- New constitution and elections in the country
- One of the most corrupt countries in Africa – affect the economy.
- Under the influence and control of the USA and France
- Exploitation of the natural resources by "Imperialist forces"
- Any other relevant response.

Use the following rubric to allocate a mark.

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how the leadership changes in Guinea affected the political and economic situation in the country. • Uses evidence partially to report on topic or cannot report on topic. 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows an understanding of how the leadership changes in Guinea affected the political and economic situation in the country. • Uses evidence in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of how the leadership changes in Guinea affected the political and economic situation in the country. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	Marks: 5 – 6

2.5 EXTENDED WRITING

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

SYNOPSIS

Candidates should discuss how the ending of the Cold War and the fall of communism influenced the political changes in Guinea.

Candidates should include the following in their response:

MAIN ASPECTS

Introduction: Candidates should indicate that a change occurred in Guinea as a result of the collapse of the Soviet Union.

ELABORATION

- Background – Guinea before 1989 – under the rule of Sekou Toure.
 - One party Marxist Republic after independence in 1958.
 - USSR chief force of economic and technical assistance.
 - 1960s changed policy and aligned with the USA.
 - General Conte come to power in 1989 – the year of the collapse of communism/collapse of the USSR.
 - Conte announced the return to multi-party democracy and civilian rule in Guinea.
 - Improved relations with the West – funds from France for hydro-electro plant.
 - 1991 voters approved new constitution in Guinea.
 - 1992 political parties legalised in country.
 - Guinea a multi-party democracy but Conte still rules country with an iron fist.
 - Accusations of high level of corruption in country.
 - Conte government accused of rigging elections results.
 - Any other relevant response.
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)

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

OR

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

SYNOPSIS

Candidates should explain why Guinea was politically affected by the ending of the Cold War and the subsequent fall of communism.

MAIN ASPECTS

Introduction: Candidates should briefly indicate how the fall of communism affected the political situation in the country.

ELABORATION

- Guinea former French colony – independence under Sekou Toure in 1958.
- Marxist-one party rule implement socialist reforms in country.
- Several African states sever ties with Guinea.
- Much political opposition landed up in prison and notorious death camps e.g. Boiro national camp.
- Thousands of Guineans flee the country
- In 1984 change of government under Gen. Conte-restore multi-part democracy.
- In 1989 the fall of communism and the ending of the Cold War.
- Elections held in Guinea.
- In 1991 a new constitution in Guinea.
- Conte government being accused of dictatorship.
- Any other relevant response.

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

(30)
[75]

Use the matrix on page 8 in this document to assess this extended writing question.

QUESTION 3: WHAT IMPACT DID THE OUTBREAK OF VIOLENCE AND CONFLICT DURING THE 1990s HAVE ON THE POLITICAL NEGOTIATIONS IN SOUTH AFRICA?

- 3.1 3.1.1 *[Extraction of relevant information from Source 3A – L1 – LO1(AS3)]*
- Members of the ANC
 - The government
 - The army
 - Members of the police
 - Members of the Intelligence service
 - Inkatha (Any 3 x 1) (3)
- 3.1.2 *[Extraction of relevant information from Source 3A – L1 – LO1(AS3)]*
- Wanted to discredit the ANC.
 - Wanted to cripple and weaken the ANC.
 - Any other relevant response. (Any 1 x 2) (2)
- 3.1.3 *[Interpretation and analysis of evidence from Source 3A – L2 – LO2(AS2)]*
- Violent struggle and conflict between ANC and Inkatha (IFP) in KwaZulu-Natal.
 - Government and NP wanted to portray the ANC as violent and to discredit the organisation.
 - Any other relevant response. (Any 2 x 2) (4)
- 3.1.4 *[Interpretation of evidence from Source 3A – L2 – LO1(AS3)]*
- Must also have the right to exist as an organisation/party.
 - Do not want to submit/surrender to the ANC. (Any 1 x 2) (2)
- 3.1.5 *[Interpretation of evidence from Source 3A – L2 – LO1(AS3)]*
- His supporters, mostly Zulu's.
 - Members of the Inkatha (IFP). (Any 1 x 2) (2)
- 3.1.6 *[Interpretation of evidence from Source 3A – L2 – LO1(AS3)]*
- The Inkatha (IFP)
 - The ANC (2 x 1) (2)
- 3.1.7 *[Interpretation and analysis of evidence from Source 3A – L2 – LO1(AS3)]*
- Members of the police and the army that secretly supported and supplied the Inkatha with financial and military aid. Allegedly responsible for the outbreak of black on black violence.
 - Secret force that attacked mostly ANC supporters.
 - Any other relevant response. (Any 1 x 2) (2)

- 3.2 3.2.1 *[Extraction of relevant information from Source 3B – L1 – LO1(AS3)]*
- Strikes/work stoppages.
 - Demonstrations
 - Disruption of services. (Any 2 x 1) (2)
- 3.2.2 *[Interpretation and analysis of evidence from Source 3B – L3 – LO2(AS2)]*
- Wanted to end the hated homelands-system.
 - Homeland leader did not want to relinquish political power.
 - Black people in homelands was politically suppressed and wanted to be free.
 - Gqozo not in favour of the ANC. (Any 1 x 2) (2)
- 3.2.3 *[Explanation of historical concepts from Source 3B – L1 – LO2(AS1)]*
- Segregated areas created by the NP-government to give blacks self-rule and so-called “independence” – aim to keep black out of white areas in South Africa.
 - Any other relevant response. (Any 1 x 2) (2)
- 3.2.4 *[Interpretation and analysis of evidence from Source 3B – L3 – LO3(AS2&3)]*
- The source is reliable because:**
- RELIABILITY**
- Show the reaction of the protestors/fleeing from the shooting.
 - Photo taken during the actual shooting/march on Bisho.
 - Primary source and supports the explanation of the actual happening in the written source.
 - Any other relevant response. (Any 2 x 2) (4)
- 3.3 3.3.1 *[Interpretation and analysis of evidence from Source 3C – L3 – LO2(AS2&3)]*
- Hani an important leader in the ANC and SACP.
 Military leader of MK (Umkhonto we Sizwe)
 Enjoyed great respect and stature within the black community.
 Mandela pleaded with people to remain calm and peaceful.
 Any other relevant response. (Any 2 x 2) (4)
- 3.3.2 *[Explanation of historical concept from Source 3C – L1 – LO2(AS1)]*
- Afrikaner Weerstandsbeweging/Afrikaner Resistance Movement
 - Extremist militant right-wing organisation that fought for the rights of the Afrikaners – wanted to uphold the system of apartheid.
 - Military wing – Wenkommando – committed sabotage during the negotiations
 - Any other relevant response. (Any 1 x 2) (2)

- 3.3.3 *[Interpretation and analysis of evidence from Source 3C – L3 – LO2(AS2&3)]*
- Piece of land/area where Afrikaner could form their own “Boere Republic”.
 - Afrikaner wanted to accommodate only whites in the Republic.
 - Afrikaner wanted self-rule; did not recognise the ANC.
 - Any other relevant response. (Any 1 x 2) (2)
- 3.3.4 *[Interpretation and analysis of evidence from Source 3C – L3 – LO2 – (AS2&3)]*
- Believed the ANC was communist-orientated.
 - The alliance of the ANC and SACP seen as a threat for the existence of the Afrikaner-people.
 - Feared nationalisation – mean that Afrikaner would lose their land and assets.
 - Any other relevant response. (Any 1 x 2) (2)
- 3.3.5 *[Interpretation and analysis of evidence from Source 3C – L3 – LO2(AS2&3)]*
- Portray the militancy of the AWB
 - Big following/many members
 - Military prepared – camouflage clothing and aggressive attitude – assault on Rajbansi (NNP)
 - AWB-symbol showed resemblance with the hated “swastika-symbol of “Nazi-Germany”.
 - Any other relevant response. (Any 1 x 2) (2)
- 3.4 *[Interpretation, analysis and synthesis of evidence from all sources – L1 – 3 – LO2(AS2,3), LO3(AS3&4)]*

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

- Struggle between ANC and Inkatha.
- Violence in Kwazulu-Natal
- Boipatong and Bisho-massacres
- The assassination of Chris Hani
- Militant right-wing groups (AWB)
- The role of the so-called “Third Force”
- Any other relevant response.

Use the following rubric to allocate a mark.

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. Show no or little understanding of why the outbreak of violence during the 1990's had such a big impact on the political negotiations in South Africa. • Uses evidence partially to report on topic or cannot report on topic. 	Marks : 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows an understanding of why the outbreak of violence during the 1990's had such a big impact on the political negotiations in South Africa. • Uses evidence in a very basic manner. 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Use relevant evidence, e.g. Show a thorough understanding of why the outbreak of violence during the 1990's had such a big impact on the political negotiations in South Africa. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	Marks: 5 – 6

(6)

3.5 EXTENDED WRITING

3.5.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills – L1 – 3 – LO2(AS1,2 3&4); LO3(AS1,23&4)]*

Candidates should include the following in their response.

SYNOPSIS

Candidates must discuss the impact that the outbreak of violence in the 1990s had on the process of negotiations in South Africa.

MAIN ASPECTS

Introduction: Candidates must introduce their essay indicating how the outbreak impacted the negotiations in the country.

ELABORATION

- Process of political negotiations
 - Release of Mandela
 - Outbreak of violence in black townships
 - Negotiations at Grootte Schuur
 - Violence and conflict between the ANC and Inkatha
 - Black on black violence
 - Pretoria-Minute
 - Violence in Boipatong
 - Bisho-massacre
 - Assassination of Chris Han
 - The role of the so-called “Third Force”
 - Codesa 1 and Codesa 2
 - Right-wing political activities
 - AWB – storming of the World Trade Centre
 - Bophuthatswana – coup d’état
 - The role of APLA
 - Record of Understanding
 - 1994-elections
 - Any other relevant response.
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)

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

OR

- 3.5.2 *[Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument – L1 – 3 – LO2(AS1,2,3&4); LO3(AS1,2,3&4)]*

Candidates should include the following in their response.

SYNOPSIS

In the answering of the article candidates must focus on the increase and the impact of the violence on the negotiations during the 1990s in South Africa. Candidates must refer to the sources and also use their own knowledge.

MAIN ASPECTS

Introduction: Candidates must focus on the impact of the violence on the negotiations.

ELABORATION

- The release of Mandela
 - The role of different negotiations
 - The release of Mandela Grootte-Schuur talks
 - ANC-Inkatha clashes in Kwazulu-Natal
 - Violence in black townships-Boipatong –Bisho-massacres
 - Pretoria-Minute – suspension of the armed struggle (MK)
 - The death of Chris Hani
 - Right-wing activities e.g. AWB.
 - CODESA 1 and CODESA 2
 - The role of APLA
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)
[75]

Use the matrix on page 8 in this document to assess this extended writing.

QUESTION 4: WAS THE FORMATION OF THE TRUTH AND RECONCILIATION COMMISSION (TRC) IN SOUTH AFRICA NECESSARY TO BRING ABOUT PEACE AND RECONCILIATION?

- 4.1 4.1.1 *[Explanation of historical concepts from Source 4A – L1 – LO2 (AS1)]*
- (a) The murder of a very large number of people who belong to the same race or group.
 - Any other relevant response. (1 x 2) (2)
- (b) an official order that allows prisoners to be free
A period of time when you can admit to doing something illegal without getting punished.
- Any other relevant response. (1 x 2) (2)
- 4.1.2 *[Interpretation and analysis of evidence from Source 4A – L2 – LO1(AS2)]*
- A racist political system that was based on racial discrimination and the suppression of the black people.
 - Criticise and condemned by nearly all the countries in the world.
 - Any other relevant response. (2 x 2) (4)
- 4.1.3 *[Extraction of relevant evidence from Source 4A – L1 – LO1(AS3)]*
- Truth had to be told
 - Admitting in public about the atrocities. (2 x 1) (2)

- 4.1.4 *[Interpretation of evidence from Source 4A – L1 – LO1(AS3)]*
- National Party
 - Members of police
 - Members of armed forces
 - Certain sections of white people e.g. right-wing Afrikaners
 - Any other relevant response. (Any 1 x 2) (2)
- 4.1.5 *[Extraction of relevant evidence from Source 4A – L1 – LO1(AS3)]*
Yes. “...the TRC was a vital part of the reconciliation process”
 “...It became easier for South Africans to put the past behind them...” (Any 1 x 2) (2)
- 4.1.6 *[Interpretation and analysis of evidence from Source 4A – L3 – LO2 (AS3)]*
- The NP responsible for apartheid system of government-accused of a lot of violence and atrocities e.g. killing of political detainees.
 - ANC also accused of human rights abuses in their military camps while in exile e.g. members of MK assaulted and allegedly raped people in training camps.
 - Any other relevant answer. (2 x 2) (4)
- 4.2 4.2.1 *[Extract and analyse evidence from Source 4B – L1 – LO1(AS3)]*
- It was a miracle.
 - An important milestone
 - The TRC shaped South African’s history.
 - Any other relevant answer. (Any 2 x 1) (2)
- 4.2.2 *[Extraction of evidence from Source 4B – L1 – LO1(AS3)]*
- Spotlight on South Africa’s past
 - An opportunity for people to tell their stories about past atrocities.
 - Any other relevant response. (2 x 1) (2)
- 4.2.3 *[Analysis and interpretation of evidence from Source 4B – L2 – LO2 (AS2&3)]*
- People now had the opportunity to voice their concerns about South Africa’s political past and speak about their suffering.
 - People were free to speak about atrocities that were committed against their family members by the apartheid government.
 - Any relevant explanation. (Any 1 x 2) (2)

4.2.4 *[Interpretation of evidence from Source 4B – L3 – LO2(AS2&3)]*

Candidates can state either YES or NO and support their answer with a valid substantiation.

YES

- Perpetrators were given the opportunity to disclose the truth and start a new life.
- Amnesty offers made to them.
- Victims received some form of compensation.
- Any other relevant answer.

NO

- Some families felt that the TRC was an extremely unfair process.
- They took their case to the Constitutional Court.
- Process not seen as “victim-friendly”
- Any other relevant answer. (Any 1 x 2) (2)

4.2.5 *[Extract relevant evidence from Source 4B – L1 – LO1(AS3)]*

- They felt that the process had serious flaws.
- Process was extremely unfair.
- Amnesty granted too easily to perpetrators. (Any 1 x 2) (2)

4.3 4.3.1 *[Interpretation and analysis of evidence from Source 4C – L1 – LO2(AS2&3)]*

- Archbishop Desmond Tutu was the chairperson of the TRC.
- Alex Boraine was the vice-chairperson. (2 x 1) (2)

4.3.2 *[Interpretation and analysis of evidence from Source 4C – L3 – LO2(AS3)]*

- South Africa was “sick” because of the atrocities and the human rights abuses during apartheid.
- Wounds of South Africa shows the “physical” violence of the political unrest and violent actions of the security forces.
- Any other relevant answer. (Any 1 x 2) (2)

4.3.3 *[Interpretation and analysis of evidence from Source 4C – L2 – LO2(AS2&3)]*

- Members of the TRC are going to have a difficult time working on the injured “patient” (South Africa).
- Suggest that the TRC is going to have a difficult time to rehabilitate South Africa.
- Any other relevant response. (Any 1 x 2) (2)

- 4.3.4 *[Interpretation and analysis of evidence from Source 4C – L2 – LO2(AS2&3)]*
- Accurate reflection of the situation in South Africa when the TRC was formed. (1 x 2) (2)

- 4.3.5 *[Interpretation and analysis of evidence from Source 4C – L2 – LO2(AS2&3)]*

USEFULNESS

- Use visual image to portray a sick and wounded South Africa before the sittings of the TRC.
- It shows the damages done by apartheid and the abuses of human rights in the country.
- Shows how difficult but necessary it was for the TRC to bring about peace and reconciliation.
- It shows the determined and honest approach of the TRC to disclose the truth and to bring about reconciliation in South Africa.
- Any other relevant response. (Any 3 x 1) (3)

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

Candidates should include some of the following in their response:

- To expose the atrocities committed during apartheid
- To find the truth and eventually reconciliation
- Publicly admitting to atrocities
- To grant amnesty
- Eventual healing and closure for victims and families
- To receive some sort of compensation
- Any other relevant response.

Use the following rubric to allocate a mark.

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

4.5 EXTENDED WRITING

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

SYNOPSIS

Candidate should discuss the establishment and aims of the TRC and also outline the role it played in bringing about peace and reconciliation in South Africa.

Candidate should include the following in their response:

MAIN ASPECTS

Introduction: Candidates should discuss the reasons for the establishment of the TRC.

ELABORATION

- TRC set up in terms of National Unity and Reconciliation Act (Act 34/1995).
- Focus on reasons and purpose of TRC.
- Different bodies and their functions of the TRC.
- Role of TRC in dealing with human rights violations from 1 March 1960 to 10 May 1994.
- Offered amnesty to people who told the truth and admitted that atrocities were committed.
- Individuals who lied and who were reluctant to admit atrocities faced prosecution.
- TRC heard statements of 21 000 victims/3 800 incidents of violence and the killings of 14 000 people.
- Most of these atrocities committed by agents of apartheid
- TRC recommended compensation of R30 000 to each family that was affected.
- TRC aimed at developing a culture of human rights in South Africa.
- Any other relevant response.
- Conclusion: Candidates should tie up their response with a relevant conclusion.

(30)

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

OR

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

SYNOPSIS

Candidates should discuss the formation, aims of the TRC, and explain its necessity in the new democracy of South Africa.

MAIN ASPECTS

Introduction: Candidates should explain the formation and the aims of the TRC in a post apartheid South Africa.

ELABORATION

- TRC set up in terms of National Unity and Reconciliation Act (Act 34/1995)
- Outline the purpose and aims of TRC.
- Investigate human rights violations from 1/3/1960 – 10/05/1994.
- Listen to the statements of 21 000 victims, referring to 3 800 incidents and the death of 1 400 people.
- Amnesty granted to people who admitted to atrocities.
- Most atrocities committed by agents of the apartheid regime.
- Others who refused faced prosecution.
- The truth brought about closure and peace for many families.
- Compensation to families of victims to the amount of R30 000.
- Some families against the TRC – challenged its existence and work in the Constitutional Court.
- TRC aimed to a culture of human rights in South Africa.
- Eventually peace and reconciliation in the country because of the TRC.
- Any other relevant response.
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)
[75]

Use the matrix on page 8 in this document to assess this extended writing question.

TOTAL: 150