



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

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**HISTORY P2
MEMORANDUM**

MARKS: 150

This memorandum consists of 21 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
LEVEL 1 (L1)	<ul style="list-style-type: none">• Extract evidence from sources• Selection and organisation of relevant information from sources• Define historical concepts/terms	30% (15)
LEVEL 2 (L2)	<ul style="list-style-type: none">• Interpretation of evidence from sources• Explain information gathered from sources• Analyse evidence from sources	40% (20)
LEVEL 3 (L3)	<ul style="list-style-type: none">• Interpret and evaluate evidence from the sources• Engage with sources to determine its usefulness, reliability, bias and limitations• Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions	30% (15)

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

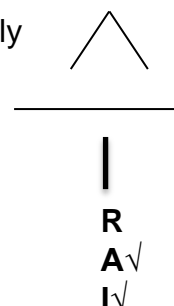
2.4 Assessment procedures of the essay

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

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

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: WHAT ROLE DID STEVE BIKO PLAY IN SOUTH AFRICA'S LIBERATION STRUGGLE IN THE 1970s?**

1.1 1.1.1 *[Explain historical concepts from Source 1A – L1]*

- (a)
- When people are treated unfairly and their freedom is limited.
 - People are denied their basic human rights.
 - Any other relevant explanation. (1 x 2) (2)
- (b)
- A philosophy based on the belief that liberation for blacks would be attained if they remove the shackles of their inferiority.
 - Any other relevant explanation. (1 x 2) (2)

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

- ANC
- PAC (2 x 1) (2)

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

- All non-white people should unite and fight against apartheid.
- Biko wanted to make the people aware that all non-whites are being oppressed in South Africa.
- Appeal to black people to join the BCM in their fight against apartheid.
- Any other relevant response. (Any 2 x 2) (4)

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

- "We must unite ourselves and respond as a strong force"
- "BC made an effort to go beyond its narrow student base"
- "Black people – workers, students, teachers, the unemployed – all gathered in the hall"
- Any other relevant response. (Any 2 x 1) (2)

1.2 1.2.1 *[Interpretation of information from Source 1B – L2]*

- To uplift black communities.
- Blacks to help each other.
- Create employment.
- To become self-reliant.
- Any other relevant response. (Any 2 x 2) (4)

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

- Zimele Trust Fund
- Ginsberg Educational Trust (2 x 1) (2)

1.2.3 *[Interpretation of information from Source 1B – L1]*

- Zanempilo Clinic (1 x 1) (1)

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

- Apartheid government was against the BCM.
- Apartheid saw BC as a threat to their existence.
- BC challenged apartheid government to end apartheid
- Apartheid government not prepared to share power
- Apartheid government not prepared to relinquish power to blacks.
- Any other relevant response. (Any 2 x 2) (4)

1.3 1.3.1 *[Extraction of information from Source 1C – L1]*

- Be proud
- Assert yourself
- Be self-reliant
- Any other relevant response. (3 x 1) (3)

1.3.2 *[Interpretation and analysis of evidence from Source 1C – L3]***JUSTIFIED**

- Both Mandela and Biko were black
- Both Mandela and Biko fought against apartheid.
- Biko and the BC filled the vacuum left by the banned ANC.
- Biko and the BC kept the struggle alive during the banishment of the ANC.
- Any other relevant response.

NOT JUSTIFIED

- Mandela is subjective.
- Mandela did not know Biko very well.
- Mandela was in prison during the 1970s.
- BC did not remove apartheid immediately.
- Any other relevant response. (Any 2 x 2) (4)

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

- He mobilised the youth into action against apartheid.
- The formation of the BCM filled the political vacuum in South Africa.
- Biko initiated the formation of student organisations to oppose Apartheid.
- He motivated blacks not to fear and remove the feeling of inferiority.
- Biko played a key role in dismantling apartheid.
- Any other relevant response. (Any 2 x 2) (4)

1.3.4 *[Interpretation of information from Source 1C – L2]*

- To stand up and fight against oppression.
- Mental emancipation
- To break the chains of oppression against apartheid.
- Any other relevant response. (Any 2 x 2) (4)

1.3.5 *[Interpretation and evaluation of evidence from Source 1C – L3]*

Candidates should take a stance and indicate whether they AGREE or DISAGREE and motivate their answer.

AGREE

- Apartheid was an evil system.
- Apartheid led to black servitude.
- Both Mandela and Biko condemned apartheid.
- Biko's Black Consciousness contributed to the demise of apartheid.
- Any other relevant response.

DISAGREE

- Internal and external pressures in the 1980s led to the fall of apartheid.
- Collapse of communism forced both the ANC and NP to negotiate a peaceful settlement.
- Biko and his BC brought no change in the 1970s.
- The UDF and trade unions brought the apartheid government to its knees.
- Any other relevant response. (Any 2 x 2) (4)

1.4 *[Interpretation and evaluation of information from all the sources – L3]*

Candidates may use the following points to answer the question.

- BC kept the liberation struggle alive while the ANC was banned (Source 1A)
- BC united black people, students, teachers and workers to fight against apartheid (Source 1A)
- Apartheid discriminated against all blacks irrespective of tribes/race (Source 1A)
- Mobilised parents, workers and students to spread the ideas of BC (Source 1B)
- Self-help programs established by Biko and controlled by blacks (Source 1B)
- Mandela acknowledge Biko's role in shaping the new South Africa (Source 1C)
- Biko's emphasis on self-reliance united blacks (Source 1C)
- Shows that the BC was feared by the NP
- BC was seen as an extension of the aims of the ANC (Source 1C)
- Shows that Biko was killed but his legacy lives on (Source 1C)
- Poster shows that although he was killed his ideas lived on.
- Any other relevant response.

(8)

Use the following rubric to allocate marks.

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. show little or no understanding of the role of Biko in the South African liberation struggle. • Uses evidence partially to report on topic or cannot report on topic. 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows an understanding of the role of Biko in the South African liberation struggle. • Uses evidence in a very basic manner. 	Marks: 3 – 5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of the role of Biko in the South African liberation struggle. • Evidence relates well to the topic. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	Marks: 6 – 8

[50]

QUESTION 2: TO WHAT EXTENT WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCESSFUL IN DEALING WITH SOUTH AFRICA'S DIVIDED PAST?

2.1 2.1.1 *[Explanation of historical concepts from Source 2A – L1]*

- (a)
- Racial segregation
 - Discrimination of people on the basis of their colour, race and gender.
 - Separation of races politically, economically or socially.
 - Any other relevant explanation. (Any 1 x 2) (2)
- (b)
- Is the granting of official pardon for people that committed politically related offences.
 - Any other relevant explanation. (Any 1 x 2) (2)

2.1.2 *[Extraction of information from Source 2A – L1]*

- To bring to light the causes and nature of gross human violations.
- Granting of amnesty
- Disclosure of all relevant facts related to acts of violence.
- Restoring human and civil dignity
- Recommending reparation/amnesty.
- Any other relevant response. (Any 4 x 1) (4)

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

- Much hatred/mistrust existed between different races.
- To make the new dispensation work in South Africa
- To prevent further violence that has plagued South Africa for years.
- To secure the survival of the new democracy.
- Any other relevant response. (Any 1 x 2) (2)

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

- Victim-friendly: Allowed them to find closure and an opportunity to forgive.

OR

- Perpetrator-friendly: They were not jailed for their actions/they were granted amnesty. (1 x 2) (2)

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

- To seek amnesty. (1 x 1) (1)

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

- Victims were allowed to tell their perpetrators how the atrocities affected them.
- The perpetrators got a chance to tell their stories.
- The perpetrator applied for amnesty.
- The victims' families forgave the perpetrators.
- The victims' families received compensation.
- Any other relevant response. (Any 2 x 2) (4)

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

- Restorative justice – bent on repairing the harm caused by political crimes
- Retributive justice – bent on punishment for crimes committed (2 x 2) (4)

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

- Some did not reveal the full detail of their atrocities.
- Some refused to testify before the TRC.
- Some perpetrators showed no remorse for the crimes they committed.
- They favoured retributive justice system.
- Any other relevant response. (Any 1 x 2) (2)

2.2.5 *[Extraction of information from Source 2B – L1]*

- Mxenges
- Seremanes
- Khulumani group (Any 3 x 1) (3)

2.2.6 *[Interpretation and evaluation of evidence from Source 2B – L3]*

Candidates should take a stance and motivate their answer.

JUSTIFIED

- People must be punished for their crimes.
- Perpetrators cannot get away with murder.
- Victims could not be denied justice.
- Perpetrators held responsible for their crimes.
- Any other relevant response.

NOT JUSTIFIED

- Did not understand the aims of the TRC.
- Aimed at repairing the damage caused by Apartheid
- Attempted to restore human rights' culture.
- Any relevant response. (Any 2 x 2) (4)

2.3 2.3.1 *[Interpretation of information from Source 2C – L2]*

- P.W. Botha not interested in the aims of the TRC
- P.W. Botha refused to disclose human rights abuses during his term of office.
- P.W. refused to appear before the TRC.
- Any other relevant response. (Any 2 x 2) (4)

2.3.2 *[Interpretation of evidence from Source 2C – L1]*

- Archbishop Desmond Tutu (1 x 2) (2)

2.3.3 *[Interpretation and evaluation of evidence from Source 2C – L2]*

- They felt that the TRC was a witch hunt against them.
- Some agents felt that they only carried out orders.
- The TRC focused only on crimes committed by apartheid agents.
- P.W. Botha maintained, "I did nothing wrong".
- Any other relevant response. (Any 1 x 2) (2)

2.3.4 *[Engage with sources to determine its usefulness, reliability, bias and limitations from Source 2C – L3]*

RELIABLE

- It shows that P.W. Botha refused to testify before the TRC
- The TRC had no legal power to force someone to testify.
- It was not a court of law.
- Message can be corroborated with other sources.
- Any other relevant response.

NOT RELIABLE

- It only shows one person but there were others who also refused to testify.
- Secondary source.
- It's the perception of Shapiro on the TRC.
- Does not show the reasons for P.W.'s refusal to appear.
- TRC was a voluntary process.
- Any other relevant response. (Any 2 x 2) (4)

2.4 *[Interpretation and evaluation of information from all sources – L3]*

Candidates should focus on the following in their response.

SUCCESS

- Brought reconciliation between whites/Blacks (Source 2A)
- Eradicated hatred between blacks and whites
 - Aim: - forgiving without forgetting
 - restorative justice to enhance unity
 - restorative justice to enhance human rights (Source 2A)
- Amnesty given to those who told their stories (Source 2B)
- Victims forgiven them/find disclosure (Source 2B)
- Victims compensated
- Many people testified (small fry) – (Source 2C)
- Leaders of major parties missed out on the opportunity to enhance racial unity by refusing to testify (Source 2C)
- Ensured the survival of the new democracy
- Any other relevant response

FAILURE

- Did not bring unity amongst blacks and whites (Source 2B)
- Reparation could not replace a human life.
- Some wanted retributive justice (Source 2B)
- Perpetrators must be punished for their crimes
- Leaders of major political parties did not appear before the TRC
- P.W. Botha refused to testify, "I did nothing wrong" (Source 2C)
- F.W. De Klerk said it was a "witch hunt" against whites.
- IFP who committed lots of political crimes refused to testify.
- The ANC said that TRC tried to criminalise the liberation struggle.
- Any other relevant response. (8)

Use the following rubric to assess this paragraph.

LEVEL 1	<ul style="list-style-type: none">• Uses evidence in an elementary manner, e.g. show little or no understanding whether the TRC was a success or failure.• 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 whether the TRC was a success or a failure.• Uses evidence in a very basic manner.	Marks: 3 – 5
LEVEL 3	<ul style="list-style-type: none">• Uses relevant evidence, e.g. shows a thorough understanding of whether the TRC was a success or a failure.• Evidence relates well to the topic• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	Marks: 6 – 8

[50]

QUESTION 3: WHAT IMPACT DID OF GLOBALISATION HAVE ON AFRICA AFTER 1989?

3.1 3.1.1 *[Explanation of historical concept from Source 3A – L1]*

- Movement of people, information, investments, goods and services around the world.
- People and countries become increasingly interconnected – politically, economically and culturally.
- Any other relevant explanation (Any 1 x 2) (2)

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

- The growth of large companies (1 x 2) (2)

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

- They are more profitable than smaller ones.
- They accounted for 17% of world trade.
- 200 transnational corporations now dominate 32% of world trade (Any 2 x 1) (2)

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

- Advanced technology in travel made distance irrelevant
- Internet made news and information move quickly around the world
- Disappearance of borders – few trade barriers
- Greater movement and migration of people in search of jobs
- Any other relevant response. (Any 1 x 2) (2)

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

- | | | |
|--|--------------|---------|
| • Coca Cola | • McDonald's | • Lilly |
| • Camel | • Microsoft | • Pepsi |
| • Playboy | • Apple | • Shell |
| • Nike | • IBM | • EXXOX |
| • Any other relevant answer. (Any 4 x 1) (4) | | |

3.1.6 *[Interpretation and evaluation of evidence from Source 3A L3]*

- Both sources mention large companies.
- The written source shows that large companies produce goods in bulk and the visual source shows these big famous companies.
- Any other relevant response. (Any 2 x 2) (4)

3.1.7 *[Engage with sources to determine its usefulness, reliability, bias and limitations from Source 3A – L3]*

- Large companies control the US.
- Large companies control US policies.
- Shows that the designer is against multi-national organisations that not only control the US but also the world.
- Any other relevant response. (Any 2 x 2) (4)

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

- Collapse of the USSR
- Collapse of communism (2 x 1) (2)

3.2.2 *[Interpretation of information from Source 3B – L2]*

- They forced African countries to adopt democracy.
- They set conditions for African states.
- They forced African countries to privatise state enterprises.
- They wanted less trade union activity.
- Any other relevant response. (Any 2 x 2) (4)

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

LESSER EXTENT

- Globalisation widens the gap between rich and poor.
- Underdeveloped and developing African countries are subjected to a set of pre-conditions for aid.
- African countries were forced to privatise state enterprises.
- African countries cannot compete with prices from the North.
- Western culture spread into African countries – Africa losing their culture.
- Aid lead to more debt.
- Any other relevant response.

GREATER EXTENT

- Africa countries can sell their products overseas.
- African skilled labour can migrate in search of a better living.
- Created an international job market.
- Any other relevant response. (Any 2 x 2) (4)

3.3 3.3.1 *[Extraction of evidence from Source 3C – L1]*

- Governments fear they will withdraw their business and relocate. (1 x 1) (1)

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

- Low taxes on profit.
- Relaxation of labour laws.
- Any other relevant response. (Any 2 x 2) (4)

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

- Northern Hemisphere (1 x 1) (1)

3.4 3.4.1 *[Interpretation of evidence from Source 3C – L2]*

- South Africa's economy is small in relation to other BRICS countries.
- South Africa's contribution to BRICS would be limited.
- South Africa will not be influential in world economics
- Any other relevant response. (Any 1 x 2) (2)

3.4.2 *[Interpretation of information from Source 3C – L2]*

- To discuss/promote common interest.
- These countries made up a sizeable chunk of the world's population and economy.
- It includes the continents outside the Northern Hemisphere who control the globalisation process.
- Non-Western countries can play a role in the global economy.
- Want to establish a South-South development bank.
- To increase global influence.
- Any other relevant response. (Any 2 x 2) (4)

3.5 *[Interpretation and evaluation of information from all the sources – L3]*

Candidates should include the following points to answer the question.

POSITIVE IMPACT

- Accumulates wealth
- Accumulates power
- TNC accumulates wealth and power (Source 3A)
- Seeks new investment opportunities (Source 3B)
- Lowering of tariffs/trade barriers (Source 3C)
- Creates jobs
- Extends skills/education
- New trends in fashion culture/ideas/technology (Source 3A)
- Any other relevant response.

NEGATIVE IMPACT

- Dividing factor
- Northern Hemisphere controls 80% of global wealth (Source 3A)
- Rich is getting richer, poor getting poorer
- In one way led to the spread of western culture (Source 3A)
- TNC influences/dominates local political and economic policies (Source 3B)
- TNC's favours countries with less trade union activities
- Globalisation operates in the interest of businesses and not in the interest of people (Source 3B)
- African continent by and large do not share in the wealth of globalisation (Source 3C)
- Millions are not connected to the internet
- IMF/World Bank/WTO set strict rules for financial aid (Source 3C).
- Financial aid reinforces poverty and unemployment in Africa.
- Any other relevant response.

(8)

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 little or no understanding of the impact of globalisation on Africa. • Uses evidence partially to report on the topic or cannot report on topic. 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows an understanding of the impact of globalisation on Africa. • Uses evidence in a very basic manner. 	Marks: 3 – 5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e. g. demonstrates a thorough understanding of the impact of globalisation on Africa. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	Marks: 6 – 8

[50]

SECTION B: ESSAY QUESTIONS

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

QUESTION 4: CIVIL RESISTANCE IN SOUTH AFRICA: 1970s TO 1980s**SYNOPSIS**

Candidates should take a stance and discuss how internal unrest in South Africa succeeded in dismantling apartheid during the 1980s.

MAIN ASPECTS

Candidates should include the following aspects in their response.

INTRODUCTION: Candidates should indicate to what extent the internal resistance succeeded in dismantling apartheid.

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
- The UDF was a non-racial alliance that was launched in 1983
- The UDF launched a massive nationwide campaign to persuade Coloureds and Indians 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
- AZASO (Azanian Student Organisation) and COSAS organised school boycotts, stay-aways, 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
- Any other relevant response.

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

[50]

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

Candidates should take a stance regarding the statement and discuss how conflicts disturbed negotiations and the path to a new South Africa.

MAIN ASPECTS

Candidates should include the following aspects in their response

INTRODUCTION: Candidates should agree or disagree with the line of argument to support their answer with relevant examples

ELABORATION

- Release of Mandela
- Process of negotiations and reform
- Talks between major stakeholders begin
- Groote Schuur Minute
- Pretoria Minute
- Violence – Boipatong, Natal and PWV
- COSAG group and Freedom Alliance
- Codesa 1 and 2
- Bisho massacre
- Assassination of Chris Hani
- AWP storming the World Trade Centre
- Bophuthatswana coup
- 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 conclusion.

[50]

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

SYNOPSIS

Candidates must discuss how the collapse of communism and 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.

INTRODUCTION: Candidates can give some background on the situation in both the USSR and South Africa in the 1980s or any other relevant introduction.

ELABORATION

Gorbachev's reforms and the collapse of the Soviet Union

- Perestroika and Glasnost
- Reform communism, but not dismantle it
- Resulted in protests and demonstrations
- Boris Yeltsin – held multi-party elections
- This allowed for the break – up of the Soviet Union – 1989 – 1992

International events and the collapse of the Soviet Union

- Star War race with USA in the 1980s
- Economically weak
- War in Afghanistan
- Forced Gorbachev to implement reforms
- USSR weak in the 1980s to enforce discipline on satellite states
- Fall of Berlin Wall – indicated to Soviet bloc states that they could now determine their own fate
- Revolts: Czechoslovakia, Romania, Lithuania and Poland
- Soviet satellites followed the example of the Eastern bloc states
- Direct cause of disintegration of the Soviet empire

De Klerk's policies and the release of Mandela

- Botha steps down and is replaced by De Klerk in 1989
- De Klerk release Mandela
- Unban the ANC and PAC

International events that forced De Klerk to release Mandela

- Increasing external pressure and opposition to apartheid
- Collapse of communism
- Loss of America as an ally
- Defeat of South Africa at Cuito Cuanavale and withdrawal of South African forces from Angola and Namibia
- Independence of Namibia
- All of the above forced De Klerk to order the release of Mandela and unban the ANC, PAC and SACP
- Any other relevant response.

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

GRANDTOTAL: 150