



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2016

**HISTORY P2
MEMORANDUM**

MARKS: 150

This memorandum consists of 17 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.

1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 x 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 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

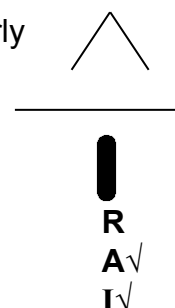
2.4 Assessment procedures of the essay

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 3	

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

C	LEVEL 4	} 26–27
P	LEVEL 3	

MARKING MATRIX FOR ESSAY: TOTAL: 50

PRESENTATION 	LEVEL 7 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.	LEVEL 6 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.	LEVEL 5 Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	LEVEL 4 Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	LEVEL 3 Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	LEVEL 2 Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	LEVEL 1 Little or no attempt to structure the essay.
CONTENT 							
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	0–13

*** Guidelines for allocating a mark for Level 1:**

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- Question includes basic and generally irrelevant information; no attempt to structure the essay = 1–6
- Question inadequately addressed and vague; little attempt to structure the essay = 7–13

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: WHAT IMPACT DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS (BC) HAVE ON SOUTH AFRICAN STUDENTS IN THE 1970s?**

- 1.1 1.1.1 *[Definition of historical concepts Source 1A–L1]*
- Black people should be proud of themselves
 - Black people should do things on their own without the help of white people
 - Aimed to conscientise many black South Africans about their political, economic and cultural rights
 - Any other relevant response (Any 1 x 2) (2)
- 1.1.2 *[Extraction of historical evidence Source 1A–L1]*
- SASM
 - BPC
 - SASO (Any 2 x 1) (2)
- 1.1.3 *[Interpretation of historical concepts Source 1A–L2]*
- The book was biased because it shows blacks in an inferior light
 - Frustrating and humiliating
 - Whites exploiting Blacks
 - Any other relevant answer (Any 1 x 2) (2)
- 1.1.4 *[Interpretation of evidence from Source 1A–L2]*
- They became aware of the philosophy of Black Consciousness
 - They stood up for their rights and demanded equal education
 - Defied the imposition of Bantu Education
 - Coloured pupils boycotted the exams on the *Swart Pelgrim*
 - Influenced them to be self-reliant
 - Any other relevant response (Any 2 x 2) (4)
- 1.1.5 *[Engage with Source 1A to ascertain the usefulness of the source–L3]*
- It shows the influence of Black Consciousness on the students
 - It highlights the emergence of organisations that promoted Black Consciousness'
 - Any other relevant response (Any 2 x 2) (4)
- 1.2 1.2.1 *[Extraction of evidence from Source 1B–L1]*
- boldness
 - dedication
 - sense of purpose
 - clarity of analysis of the situation (Any 4 x 1) (4)

- 1.2.2 *[Interpretation of evidence in Source 1B–L2]*
- Inferior education
 - Cost of living was high
 - Wanted some aim/direction in life
 - Increased in rent
 - High unemployment
 - Any other relevant response (Any 2 x 2) (4)
- 1.3 1.3.1 *[Extraction of evidence from Source 1C–L1]*
- The forced use of Afrikaans as a medium of instruction in all subjects (1 x 2) (2)
- 1.3.2 *[Interpretation of evidence from Source 1C–L2]*
- Shows that students were dissatisfied with Afrikaans as a medium of instruction
 - Shows learners embarking on a march
 - Shows that students were united in their fight for better education
 - Any other relevant response (Any 1 x 2) (2)
- 1.3.3 *[Engage with the information to ascertain the reliability of Source 1C–L3]*
- Reliable – primary source
 - That information can be corroborated
 - The photo captures the event as it happened
 - True reflection of the attitude of the students
 - Any other relevant response (Any 2 x 2) (4)
- 1.4 1.4.1 *[Interpretation of evidence from Source 1D–L2]*
- All people will be equal
 - Country concerned about the humanity and welfare of its people
 - No one race more superior than the other
 - End of apartheid
 - Any other relevant response (Any 2 x 2) (4)
- 1.4.2 *[Interpretation of evidence from Source 1D–L2]*
- Threat to the apartheid regime
 - Influenced black people to revolt against apartheid
 - Unified Blacks, Indians and coloureds
 - He fulfilled the role of the ANC in exile
 - Any other relevant response (Any 2 x 2) (4)
- 1.4.3 *[Extraction of evidence from the Source 1D–L1]*
- the explosion of pride among the victims of apartheid (1 x 2) (2)
- 1.4.4 *[Extraction of evidence from the Source 1D–L1]*
- unveiling a statue
 - renaming the bridge
 - declaring his Ginsberg house a national monument (Any 2 x 1) (2)

1.5 *[Interpretation and evaluation of evidence from relevant sources–L3]*

Candidates must focus on the following:

- BCM gave hope and impetus to the liberation struggle
- Restored the confidence of the youth (Source 1A)
- Promoted black pride (Source 1B)
- BCM educated students to stand up for their rights (Source 1A)
- Promoted unity in challenging the apartheid government
- Through the BCM they were united to break the shackles of apartheid and oppression (Source 1C)
- 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 the impact of the philosophy of Black Consciousness on South African Black students in the 1970s • 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 impact of the philosophy of Black Consciousness on South African Black students in the 1970s • Uses evidence in a basic manner 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding the impact of the philosophy of Black Consciousness on South African Black students in the 1970s • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS 6–8

(8)
[50]

QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE PAST?

- 2.1 2.1.1 *[Extraction of evidence Source 2A–L1]*
- terrors
 - the pains
 - miseries
 - vexations (worries)
 - lassitudes (state of physical or mental weariness)
- (Any 2 x 1) (2)
- 2.1.2 *[Extraction of evidence from Source 2A–L1]*
- They wanted to help the society move forward
- (1 x 1) (1)
- 2.1.3 *[Interpretation of information from Source 2A–L1]*
- Wanting for others what you want for yourself
 - To foster national unity
 - To be human
 - We cannot live in isolation
 - I am who I am because of who we all are
 - Any other relevant response
- (Any 2 x 2) (4)
- 2.1.4 *[Explanation of concepts from Source 2A–L1]*
- Provide help to victims so that they could move on
 - Help through grants, bursaries, social pension, housing
 - An amount of R30 000 for the victims of human rights violations
 - Compensation for the loss of their loved ones
 - Any other relevant response
- (Any 1 x 2) (2)
- 2.2 2.2.1 *[Interpretation of evidence Source 2B–L2]*
- She wanted to hear the truth about her son's death
 - She wanted to see the perpetrators
 - She wanted closure
 - Any other relevant response
- (Any 2 x 2) (4)
- 2.2.2 *[Interpretation of evidence from Source 2B–L2]*
- She did not have his body to bury but only the hair
 - Only remembrance she had of her son
 - She needed to know who did this to her son
 - The hair would be used as proof if needed
 - Any other relevant answer
- (Any 1 x 2) (2)
- 2.3 2.3.1 *[Extraction of evidence from Source 2C–L1]*
- Shot at the back of the head/
 - Put on the pyre to burn
- (Any 1 x 1) (1)
- 2.3.2 *[Extraction of evidence from Source 2C–L1]*
- Col. du Plessis
 - Gen. van Rensburg
- (2 x 1) (2)
- 2.3.3 *[Interpretation of evidence from Source 2C–L2]*

- Harms commission was appointed by the National Party government
 - He felt what he did was right
 - He did not expect to give evidence before the TRC
 - He wanted to get amnesty
 - He lied to the Commission because he knew that they would not pursue the matter further/not going to jail
 - Any other relevant response (Any 2 x 2) (4)
- 2.3.4 *[Extraction of evidence from Source 2C–L1]*
- Admitted to the abduction and shooting of Mr Madaka and Mr Mtimkulu on April 14, 1982 (1 x 2) (2)
- 2.3.5 *[Interpretation of evidence from Source 2C–L2]*
- When her son died her hair was black
 - After 20 years her hair turned grey/white
 - It shows that it took 20 years to find some closure
 - Any other relevant answer (Any 2 x 2) (4)
- 2.4 *[Comparison of evidence of from sources 2A and 2C–L3]*
- 2A – talks about pains, terror miseries that victims suffered
2C – supported when Mrs Mtimkulu collapsed at the hearing as a result of re-living the pain at the hearing
 - 2A – perpetrators asking for amnesty by showing remorse
2C – this is supported by Gen. van Rensburg when he admits before the amnesty committee to the killing of Siphiso
 - Any other relevant response (Any 2 x 2) (4)
- 2.5 2.5.1 *[Extracting evidence from Source 2D–L1]*
- South African Security Branch bomb hidden in the earphones of Walkman tape player exploded (1 x 2) (2)
- 2.5.2 *[Interpretation of evidence from the Source 2D–L2]*
- He is the bread winner, and when he died their hopes also died
 - They cannot continue with their lives without him, even though he is dead
 - Any other relevant response (Any 1 x 2) (2)
- 2.5.3 *[Extraction of evidence from Source 2D–L1]*
- “What can they do for me now” (1 x 2) (2)
- 2.5.4 *[Evaluation of evidence to determine justification from the Source 2D–L3]*
- Useful**
- Shows the impact on the lives of family who survived
 - It shows how and why activists were killed during apartheid
 - It reveals that survivors needed some form of compensation
 - Any other relevant response (Any 2 x 2) (4)

2.6 *[Interpretation, analysis and synthesis of evidence from sources and using own knowledge to construct own argument–L3]*

Learners are expected to evaluate the TRC process and say that it was successful, unsuccessful or both in obtaining their outcomes.

The TRC process was successful in dealing with the past.

- Improved race relations between black and white South Africans (Source 2A)
- Some victims received reparations as compensation for their loss
- Helped with the process of nation building (Source 2B)
- Helped with reconciliation
- Granting of amnesty (Source 2C)
- Both sides of the conflict came to testify
- Many unaccounted victims were identified, graves located and exhumed and given to families for reburial
- Victims came to know what really happened during the apartheid years (Source 2C)
- Any other relevant response

The TRC process was less successful in dealing with the past.

- Some perpetrators did not appear before the TRC (Source 2D)
- Some victims wanted the perpetrators to face prosecution
- Some regarded the TRC as a witch hunt (Source 2A)
- Amnesty was controversial (Source 2D)
- Reopened painful wounds (Source 2B)
- 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 on how the TRC was able to deal with the past • 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 on how the TRC was able to deal with the past • Uses evidence in a basic manner 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. shows a thorough understanding on how the TRC was able to deal with the past • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows understanding of the topic 	MARKS 6–8

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[50]

QUESTION 3: WHAT WAS THE IMPACT OF GLOBALISATION ON THE LIVES OF ORDINARY PEOPLE IN THE NEW WORLD ORDER?

- 3.1 3.1.1 *[Explanation of concepts from Source 3A–L1]*
- Operating at an international level with regard to trade, economy and technology of national and cultural resources
 - Processes that promote world-wide exchanges
 - Any relevant response (Any 1 x 2) (2)
- 3.1.2 *[Extraction of evidence from Source 3A–L1]*
- Gain from trade
 - Grow economically
 - Grow socially
 - Higher income
 - Higher GDP
 - Any relevant response (Any 3 x 1) (3)
- 3.1.3 *[Usefulness of evidence from Source 3A–L3]*
- Every country can gain from trade
 - Countries will expand and achieve higher incomes
 - Raise the GDP
 - Both rich and poor globalised countries will show increase
 - Any relevant response (Any 2 x 2) (4)
- 3.1.4 *[Interpretation of Source 3A–L2]*
- Incomes of the rich increased compared to the poor
 - The rich remained richer and the poor remained poorer
 - The industrialised countries benefit more because they sell the finished product and the poor countries extract the raw materials
 - Any relevant response (Any 2 x 2) (4)
- 3.2 3.2.1 *[Interpretation of evidence from Source 3B–L2]*
- Provided financial aid to poor or underdeveloped countries
 - Provided economic aid to poor or underdeveloped countries
 - These countries will be able to survive and compete
 - Any other relevant answer (Any 2 x 2) (4)
- 3.2.2 *[Interpretation of evidence from Source 3B–L2]*
- Aid/help would not solve the problems of the poor
 - The IMF/World Bank should make aid available to all poor countries
 - The IMF/World Bank should not have any rules/restrictions for poor countries to apply for loans
 - When loans are given to poor countries they cannot pay the loan amount, but rich countries when receiving loans become richer
 - Any other relevant response (Any 2 x 2) (4)

- 3.3 3.3.1 *[Extraction of the evidence from the source 3C–L1]*
- IMF
 - World Bank
 - WTO
- (3 x 1) (3)
- 3.3.2 *[Extraction of evidence from Source 3C–L1]*
- To carry the plan of privatisation
 - Deregulation
 - Free trade
- (Any 2 x 1) (2)
- 3.3.3 *[Interpretation of the evidence from the Source 3C–L2]*
- If you export, generate more income to pay off your loan and no money for your own use
 - Cultivate luxury crops for export
 - Protection of their own people were compromised to attract foreign investment
 - Any other relevant response
- (Any 2 x 2) (4)
- 3.3.4 *[Interpretation of evidence from Source 3C–L2]*
- The countries were in debt
 - Any other relevant response
- (Any 1 x 2) (2)
- 3.3.5 *[Extraction of evidence from Source 3C–L1]*
- To attract foreign investment
- (1 x 2) (2)
- 3.4 3.4.1 *[Extraction of information in the Source 3D–L1]*
- lack of shelter
 - poor clothing
 - poor living conditions
 - Any other relevant answer
- (Any 2 x 1) (2)
- 3.4.2 *[Interpretation of relevant information from Source 3D–L2]*
- Global economy dominated by the rich
 - The world economy is dominated by industrial nations
 - Created debts among the poor countries
 - Cannot compete with rich countries
 - Exported unprocessed material to rich countries which in turn sold it as finished products
 - Any other relevant response
- (Any 1 x 2) (2)
- 3.5 *[Comparison of information in Sources 3C and 3D–L3]*
- 3C – countries were not producing for local consumption
3D – supports this because it shows people are underfed
 - 3C – poor countries were paying their loans
3D – evidence of poor clothing and inadequate housing
 - Any other relevant response
- (Any 2 x 2) (4)

- 3.6 *[Interpretation, analysis and synthesis of evidence from all sources and own knowledge to construct own original argument]*

Candidates should either take a stance or focus on both positive and negative aspects of globalisation.

Candidates should focus on the following aspects in their response.

Positive

- Brought advancement in fast food chains (Source 3A)
- Advancement in communication, transport and infrastructure
- Exchange of culture made possible (Source 3D)
- Produce more export, bring in more money. etc. (Source 3C)
- Global market much more developed than previously. (Source 3C)
- Through IMF and WTO managed to standardised international economic policies (Source 3C)
- Any other relevant response

Negative

- Domination of economies of the world by big companies (Source 3D)
- Poor countries have no access to shelter, dress and living conditions (Source 3D)
- Indigenous culture suffer due to universal culture (Source 3C)
- Exploitation of natural resources/Prices of raw material kept low/do not benefit from company profits (Source 3A)
- Exploitation of labour (Source 3D)
- Accumulation of debts by poor countries (Source 3A)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in a very elementary manner e.g. shows little or no understanding of the impact of globalisation on the lives of ordinary people in the New World Order • Use evidence partially to report on topic or cannot write a paragraph on the topic 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic e.g. show some understanding of the impact of globalisation on the lives of ordinary people in the New World Order • Use evidence from sources in a very basic manner 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence from the sources e.g. demonstrate a thorough understanding of the impact of globalisation on the lives of ordinary people in the New World Order • Use evidence from sources very effectively in an organised paragraph that shows a thorough understanding of the topic 	MARKS 6–8

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SECTION B: ESSAY QUESTIONS**QUESTION 4: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA THE CRISIS OF APARTHEID IN THE 1980s****SYNOPSIS**

Candidates need to take focus on the adaptation of the apartheid policy; the measures Botha introduced to further divide and rule the non-white people. They need to show that this had the opposite effect and led to massive internal resistance that will ultimately lead to the destruction of apartheid.

MAIN ASPECTS

Candidates should include the following aspects in their essays:

Introduction: Candidates should indicate the extent to which internal resistance movements challenged the apartheid regime in the 1980s.

Elaboration:

To a large extent

- Botha's policy of Total Onslaught/Total Strategy
- Reform measures (1983 Constitution, Tricameral Parliament 1984)
- Formation and role of the UDF ('Don't vote' campaign, 'Million Signature' campaign)
- Mass protests in Black South African townships in 1984/5
- Protest marches (e.g. Langa township in the Western Cape)
- School boycotts led mainly by COSAS in 1983 and 1985
- Communities embarked on rent boycotts e.g. Vaal Triangle and Soweto in 1984
- Formation and impact of COSATU and other unions in workers struggles
- Stay-away campaigns in May Day 1986 and NUM strike in 1987
- Declaration of the State of Emergency 1985 to 1986 by the PW Botha government
- Emergence of the Mass Democratic Movement in 1989 and the Defiance campaign
- The role of the Black Sash
- SACC
- End Conscription Campaign
- Any other relevant response

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

If candidates should indicate to a lesser extent, they need to substantiate their argument with relevant examples.

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

Candidates need to focus on the roles of the NP and the ANC as the key role players but should also take into account the roles played by Inkhata, AWB, CP and the Communist Party.

MAIN ASPECTS

Candidates should include the following aspects in their essays:

Introduction: Candidates should indicate whether they agree with the statement or not and elaborate.

Elaboration:

Candidates should include:

- The process of negotiations (i.e. Groote Schuur Minute, Pretoria Minute)
- Commitment of the ANC to review the armed struggle
- CODESA I – signing the Declaration of Intent aimed at the creation of a non-racial, non-discriminatory South Africa
- Whites only referendum gives a clear mandate for De Klerk to continue negotiations
- CODESA II collapses
- Increased violence (i.e. Boipatong, Bhishe, etc.)
- Record of Understanding restarted the negotiation process/Role of Ramaphosa and Meyer
- Death of Hani but Mandela asks for calmness
- Sunset Clause
- Storming of the World Trade Centre by right wingers
- Final agreement reached
- 1994 election
- Any other relevant point

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:
THE EVENTS OF 1989****SYNOPSIS**

Candidates need to agree or disagree with the statement and elaborate on how the collapse of communism forced both the ANC and National Party to negotiate for a better future for all South Africans.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates must focus on the collapse of communism, the impact on the ANC, impact on the National party, the independence of Namibia and independence of Angola.

Elaboration:

In agreeing with the assertion, candidates should have the following points in their elaboration:

- Policy of Glasnost and Perestroika paved the way for both the ANC and NP to reform
- There was pressure from major powers to work towards a peaceful settlement
- The ANC had to redefine its position and began to seek recognition from western countries
- Disappearance of Marxist-Leninist states and the fall of the Berlin Wall affected the ANC
- De Klerk desired reform
- USSR economy unable to support/sustain aid to Africa and the ANC
- South Africa's economy took a downturn in 1989
- The ANC struggle for self-determination began
- The ANC and the apartheid government had to find a peaceful and workable solution
- The apartheid government took the opportunity to negotiate with the ANC because there was no longer a threat from the Soviet Union
- Both the NP and the ANC took cognisance of internal factors to save the country's future
- Independence of Namibia and Angola
- Any other response

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

TOTAL: 150