



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

JUNE 2018

**HISTORY P2
MARKING GUIDELINE**

MARKS: 100

This marking guideline consists of 18 pages.

1. SOURCE-BASED QUESTIONS

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

LEVELS OF 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 source-based questions are assessed:

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

1.3 Assessment procedures for source-based questions

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

Paragraph question

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

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

_____ • _____ • _____
 _____ • _____ • _____
 ✓✓✓✓
 Level 2

Used mostly relevant evidence to write a basic paragraph

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

32
50

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

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

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

2.2 Marking of essay questions

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

|
|
|
- Repetition
 - Analysis
 - Interpretation
- R**
A ✓
I ✓

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 MARKS: 50

PRESENTATION  CONTENT 	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.
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 WAS THE ROLE OF THE SOWETO UPRISING IN THE EVENTUAL DOWNFALL OF THE APARTHEID GOVERNMENT?**

- 1.1 1.1.1 *[Extraction of information from Source 1A – L1]*
- High school fees
 - Bursaries given to rich children rather than the poor
 - Class numbers are high
 - Few desks
 - No heaters
 - No resources
- (Any 3 x 1) (3)
- 1.1.2 *[Explanation of evidence from Source 1A – L2]*
- Not all learners had a desk to sit
 - Learners did not receive quality education
 - No effective teaching and learning
 - Classroom very noisy
 - Difficult to maintain order/silence
 - Any other relevant response
- (Any 1 x 2) (2)
- 1.1.3 *[Interpretation of evidence from Source 1A – L2]*
- Teachers did not care about the well-being of their learners
 - Teachers did not exhibit professional conduct
 - Classroom environment not conducive for quality teaching and learning
 - Any other relevant response
- (Any 2 x 2) (4)
- 1.2 1.2.1. *[Extraction of evidence from Source 1B – L1]*
- Three
- (1 x 1) (1)
- 1.2.2 *[Extraction of evidence from Source 1B – L1]*
- Physics
 - Biology
 - Geography
- (3 x 1) (3)
- 1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- They refused to be taught in Afrikaans
 - Any other relevant response
- (Any 1 x 2) (2)
- 1.3 1.3.1 *[Definition of historical concepts Source 1B – L1]*
- Philosophy that argues that Black people must take pride in being black and start doing things for themselves.
 - Any other relevant response
- (1 x 2) (2)
- 1.3.2 *[Extraction of evidence from Source 1C – L1]*
- SASO
- (1 x 1) (1)

- 1.3.3 *[Interpretation of evidence from Source 1C – L2]*
- It made them aware of the need to resist apartheid
 - It instilled self-reliance and pride in being black
 - It broke the mental slavery blacks suffered from
 - It made them aware of why they were oppressed
 - Any other relevant response (Any 2 x 2) (4)
- 1.4 1.4.1 *[Extraction of evidence from Source 1D – L1]*
- It provided the ANC with 14 000 eager new recruits. (1 x 1) (1)
- 1.4.2 *[Extraction of evidence from Source 1D – L1]*
- Botswana
 - Mozambique
 - Swaziland
 - Lesotho (Any 3 x 1) (3)
- 1.4.3 *[Interpretation of evidence from Source 1D – L2]*
- They totally rejected the whole apartheid system
 - They were resilient in their efforts to end apartheid
 - They were prepared to die in order to see the end of Apartheid.
 - Any other relevant response (Any 2 x 2) (4)
- 1.4.4 *[Determining usefulness of Source 1D – L3]*
- The international community condemned SA
 - The international community called for economic boycotts and sanctions
 - International companies disinvested
 - UN imposed an arms embargo on SA
 - Frontline states harboured ANC MK bases
 - Any other relevant response (Any 2 x 2) (4)
- 1.4.5 *[Interpretation of evidence from Source 1D – L2]*
- It forced the NP to reconsider the apartheid policy
 - It forced the NP to make minor changes to their apartheid policy
 - It forced the NP to look at negotiations with the ANC
 - It would lead to the eventual demise of apartheid
 - Any other relevant response. (Any 2 x 2) (4)

1.5 *[Comparison of Sources 1D and 1E to determine similarities – L3]*

- Source 1D states that ANC was boosted by 14 000 eager black recruits while Source 1E shows the recruits
- Source 1D states that frontline states became a key ANC operational centre for guerrilla warfare training while Source 1E shows the military training in action at one of the bases in Africa
- Any other relevant response (2 x 2) (4)

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

- Poor condition of education in Black schools (Source 1A)
- Underlying problems like overcrowding, insufficient furniture (Source 1A)
- The change of the medium of instruction to Afrikaans (Source 1B)
- Some subjects posed problems for black learners. (Source 1B)
- The influence of BC on learners (Source 1C)
- The influence of SASO taught black students to confront the education and apartheid system (Source 1C)
- ANC took advantage by recruiting youth (Source 1D)
- ANC established bases in frontline states to continue the armed struggle (Source 1D)
- International community condemned the violence and apartheid system of NP (Source 1D)
- International community imposed sanctions, boycotts and disinvestments on SA (Source 1D)
- Internal resistance continued in spite of state of emergency (Source 1D)
- Massive boost of ANC exiles joining MK in preparation for armed struggle (Source 1E)
- Internal and external pressure forced NP to rethink the apartheid policy
- 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 little or no understanding of the role of the Soweto Uprising in the eventual downfall of the apartheid government. • 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 the Soweto Uprising in the eventual downfall of the apartheid government. • 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 the Soweto Uprising in the eventual downfall of the apartheid government. • 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: WHAT HUMAN RIGHTS ABUSES WERE EXPOSED BY THE TRC?

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- To establish as much as possible the truth of what happened in the past (1 x 2) (2)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*
- Many did not testify
 - Some have failed to testify
 - Many of them lied (Any 2 x 1) (2)
- 2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- To put on record, the human rights atrocities
 - To ensure that these atrocities do not happen again
 - To safeguard the newly found democracy
 - To eradicate the hatred between blacks and whites
 - To bring about reconciliation
 - Any other relevant response (2 x 2) (4)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- Abduction
 - Murder (2 x 1) (2)
- 2.2.2 *[Extraction of evidence from Source 2B – L1]*
- She was a woman
 - The remoteness of the terrain
 - The condition of her detention and death (3 x 1) (3)
- 2.2.3 *[Interpretation of evidence from Source 2B – L2]*
- She was MK commander for operations in KZN
 - She knew about the MK structures and plans
 - They wanted her to reveal the secret operations of MK
 - Any other relevant response (Any 2 x 2) (4)
- 2.2.4 *[Interpretations of evidence from Source 2B – L2]*
- She was breastfeeding her baby
 - Any other relevant response (Any 1 x 2) (2)
- 2.3 *[Comparison of Sources 2A and 2B to determine similarities – L3]*
- Source 2A talks about the disappearance of friends and colleagues whilst Source 2B talks about the disappearance of Portia
 - Source 2A talks about people who were killed mysteriously whilst Source 2B describes how Portia was killed
 - Source 2A states the spot where people were buried was identified whilst Source 2B shows the spot where Portia's body was exhumed.
 - Any other relevant response (2 x 2) (4)

- 2.4 2.4.1 *[Extraction of evidence from Source 2C – L1]*
- Torture (1 x 1) (1)
- 2.4.2 *[Interpretation of evidence from Source 2C – L2]*
- She was psychologically scared or damaged
 - Her situation became worse
 - She would not live a normal life again
 - Any other relevant response (Any 2 x 2) (4)
- 2.5 2.5.1 *[Definition of historical concepts – L1]*
- Official pardon for politically motivated crimes committed during apartheid.
 - Any other relevant response (1 x 2) (2)
- 2.5.2 *[Extraction of evidence from Source 2D – L1]*
- It was not part of the function of committee
 - He cannot apologise for the act of war (2 x 1) (2)
- 2.5.3 *[Interpretation of evidence from Source 2D – L2]*
- He did not have a political motive
 - He did not disclose the whole truth
 - He did not show remorse
 - The killing was meant to stop the process of negotiations
 - Negotiations were at an advanced stage – no reason for killing
 - Any other relevant response. (Any 2 x 2) (4)
- 2.6 2.6.1 *[Interpretation of evidence from Source 2D – L2]*
- The apartheid government did not disclose the truth to her regarding her son's death
 - She was forced to bury her son without viewing/identifying his body
 - Any other relevant response (Any 1 x 2) (2)
- 2.6.2 *[Determining reliability of evidence in Source 2E – L3]*
- Reliable
 - She looks sad
 - Black dress befitting of funeral occasion
 - Flowers befitting of funeral occasion/sign of love
 - Her facial expression shows that she was still mourning her son's death
 - Any other relevant response (Any 2 x 2) (4)

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

- People now knew what happened to missing loved ones during the apartheid era (Source 2A)
- People now knew where missing loved ones were buried (Source 2A)
- The truth of why and how Portia Ndwandwe was killed was revealed (Source 2B)
- The abduction and torture of Portia revealed the violent nature of the apartheid security forces (Source 2B)
- Torture through solitary confinement was revealed (Source 2C)
- The psychological effects of torture scared Narkedien for life (Source 2C)
- Amnesty give perpetrators a chance to come forward and reveal the truth (Source 2D)
- Darby-Lewis was found guilty of murder and sentenced life imprisonment
- Amnesty offered perpetrators a chance to reconcile with victims
- TRC revealed the truth about the death of Wallace McGregor (Source 2E)
- TRC offered people a chance to find closure
- Any other relevant response

Use the following rubric to assess this paragraph.

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of the human rights abuses that were exposed by the TRC. • 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 human rights abuses that were exposed by the TRC. • 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 human rights abuses that were exposed by the TRC. • 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]

SECTION B: ESSAY TYPE QUESTIONS**QUESTION 3: CIVIL RESISTANCE IN SOUTH AFRICA: 1970s TO 1980s**

Explain to what extent the international community's condemnation of apartheid was successful in dismantling Nationalist rule in South Africa between the years 1970 and 1989

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

SYNOPSIS

Candidates should indicate whether the international community's condemnation of apartheid was successful in the disintegration of the nationalist regime in South Africa between the 1970s and 1980s.

MAIN ASPECTS

Candidates should include the following aspects in their essays:

Introduction: Candidates should state to what extent they agree with the statement.

ELABORATION

- The anti-apartheid movement (AAM) in Britain aimed to end apartheid through boycotts and isolating South Africa from the international community
- They held demonstrations outside the South African Embassy in Britain and against companies who did business with South Africa
- The result of this action: Barclays Bank sold their holdings in South Africa
- They held a star-studded concert in Wembley to demand the release of Mandela
- (AAM) initiated sport, cultural, academic and economic boycotts that isolated South Africa internationally
- Sport Boycotts:
 - The AAM prevented South Africa from participating in international competitions:
 - The Gleneagles Agreement called on Commonwealth countries to cut all sporting ties with South Africa
 - South Africa was expelled from the International Olympics
- Cultural Boycotts:
 - British and American musicians refused to perform in South Africa
- Academic Boycotts:
 - South African academics were barred from attending international academic conferences
- Consumer Boycotts:
 - The general public were urged to boycott South African products
- Disinvestment:
 - Chase Manhattan Bank cut its links with SA
 - The European Economic Community banned new investments in South Africa in 1985
 - In 1986 America banned all new loans and investments in SA
 - Large companies like General Electric, Pepsi Cola, IBM General Motors and Mobil closed their operations in South Africa.

- Sanctions:
 - In 1977 the UN banned the sales of weapons to SA
 - In 1973 OPEC imposed an oil embargo on SA
 - The USA refused to buy South African agricultural products, iron and steel
 - The USA banned direct air travel between the countries
- International trade unions called on the anti-apartheid movements to boycott South African goods and to support sanction and disinvestment initiatives
- The Frontline states allowed the ANC to establish bases and military training camps in their countries
- From here the ANC was able to step up MK raids and intensify the armed struggle.
- By the late 1980s the South African economy was on the verge of collapse
- Sanctions and disinvestment led to increased unemployment and poverty
- This led to increased internal resistance
- All this made it very difficult for the NP to survive in power
- It was the combination of internal and external pressures that eventually led to the downfall of apartheid.
- Any other relevant answer.

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

Use the matrix on page 6 to assess this essay.

[50]

QUESTION 4: THE COMING OF DEMOCRACY IN SOUTH AFRICA AND COMING TO TERMS WITH THE PAST

'The transfer of political power from white minority rule to black majority rule in South Africa was not an easy process.'

Do you agree with the statement? Substantiate your argument with relevant historical evidence.

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

SYNOPSIS

Candidates need to focus on all the challenges and the solutions the political parties faced whilst trying to transfer the political power from whites to blacks.

MAIN ASPECTS

Candidates should include the following aspects in their essays:

Introduction: Candidates need to indicate whether they agree with the statement or not and briefly explain why.

ELABORATION

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

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

Use the matrix on page 6 to assess this essay.

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QUESTION 5: THE END OF THE COLD WAR AND A NEW WORLD ORDER: 1989 TO THE PRESENT

‘The collapse of communism in 1989 and the subsequent talks of peaceful coexistence between the ANC and the National Party laid the platform for the birth of a democratic South Africa.’

Critically assess the validity of this statement by referring to the events as it unfolded in the late 1980’s to 1990.

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

SYNOPSIS

Candidates should assess the validity of the statement and briefly explain their stance in relation to the impact the collapse had on South African politics in the late 1980’s to 1990.

MAIN ASPECTS

Candidates should include the following aspects in their essays:

Introduction: Candidates should focus on the validity of the statement and elaborate why.

ELABORATION

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

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

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

Use the matrix on page 6 to assess this essay.

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TOTAL: 100