



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

**HISTORY P2
EXEMPLAR 2014
MEMORANDUM**

MARKS: 150

This memorandum consists of 20 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	<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	<ul style="list-style-type: none"> Interpretation of evidence from sources Explain information gathered from sources Analyse evidence from sources 	40% (20)
LEVEL 3	<ul style="list-style-type: none"> Interpret and evaluate evidence from 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 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.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

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

2.2 Marking of essay questions

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

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will not be required to simply regurgitate 'facts' in order to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

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

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the first reading of the essay 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 contextualized (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.

2.4.3 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised

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- Wrong statement _____
- Irrelevant statement |
|
|
- Repetition R
- Analysis A√
- Interpretation 1√

2.5. The matrix

2.5.1 Use of the matrix in the marking of essays

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

- (a) The first reading of 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	



- (b) The second reading of extended writing 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

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PRESENTATION  CONTENT 	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	0–3

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: HOW DID THE IDEAS OF THE BLACK CONSCIOUSNESS MOVEMENT CHALLENGE THE APARTHEID REGIME IN THE 1970s?**1.1.1 *[Extraction of evidence from Source1A - L1]*

- Self-emancipation
- Black South Africans must become self-reliant
- Must move away from becoming apathetic and stagnant
- To accord dignity to the downtrodden and the oppressed (any 2 x 1) (2)

1.1.2 *[Interpretation of evidence from Source1A - L2]*

- It wanted black South Africans to do things for themselves
- It wanted black South Africans to act independently of other races
- Self-reliance promoted self-pride among black South Africans
- Any other relevant response (any 2 x 2) (4)

1.1.3 *[Extraction of evidence from Source1A - L1]*

- To uplift sagging spirits
- Raise battered self-esteem
- Affirm identity
- Assert human dignity
- To fight off apathy
- To instil confidence (any 4 x 1) (4)

1.2.1 *[Interpretation of evidence from Source1B - L2]*

- SASO was formed to propagate the ideas of Black Consciousness
- To safeguard and promote the interests of black South Africans students
- Any other relevant response (any 1 x 2) (2)

1.2.2 *[Interpretation of evidence from Source1B - L2]*

- SASO was based on the philosophy of Black Consciousness
- SASO was associated with Steve Biko
- SASO encouraged black South Africans students to be self-assertive
- Any other relevant response (any 1 x 2) (2)

1.2.3 *[Extraction of evidence from Source1B - L1]*

- The workers' strikes of 1973
- The fall of the Portuguese regimes in both Angola and Mozambique
- The successes of resistance movements in the war in Rhodesia (Zimbabwe) (any 2 x 1) (2)

1.3 *[Comparison of evidence in Sources 1A and 1B - L3]*

Both Sources 1A and 1B are similar in the following ways:

- Source 1A states that the BC is a breeding ground for a new generation of leaders while Source 1B states that SASO recruited young trainee teachers from Fort Hare and the University of the North as members
- Source 1A states that BC wanted to launch a student movement while Source 1B states that SASO was formed as a movement to propagate BC
- Any other relevant response (any 2 x 2) (4)

1.4.1 *[Extraction of evidence from Source 1C - L1]*

- It challenged the apartheid government
- Black South African student organisations mobilised students to stand up and fight for their rights
- BC taught black South Africans to think critically and become self-reliant (any 1 x 2) (2)

1.4.2 *[Extraction of evidence from Source 1C - L1]*

- Nengwekhulu
- Biko
- Pityana
- Copper
- Moodley
- Mafuna (any 4 x 1) (4)

1.4.3 *[Interpretation of evidence from Source 1C - L2]*

- Black South Africans would now be motivated to demand independence from white minority rule
- Black South Africans would be inspired by these countries attaining independence and would desire to be free from white minority rule
- Any other relevant response (any 1 x 2) (2)

1.4.4 *[Interpretation of evidence from Source 1C - L2]*

- They intensified the struggle against apartheid
- They organised rallies throughout the country
- They held several anti-apartheid rallies
- Any other relevant response (any 2 x 2) (4)

1.5.1 *[Interpretation of evidence from Source 1D - L2]*

- It commemorates Biko's political influence in South Africa during the 1970s
- Steve Biko served as an inspiration for most South Africans
- Steve Biko's ideas had a huge impact on South Africa
- Any other relevant response (any 1 x 2) (2)

1.5.2 [Interpretation of evidence from Source 1D - L2]

- Biko left a firm and long-term legacy on South Africa's struggle for freedom
- The ideas of Steve Biko are still relevant
- Steve Biko is regarded as one of the foremost political heroes/martyrs in South Africa
- Any other relevant response (any 2 x 2) (4)

1.6 [Interpretation and evaluation of evidence from Sources 1A, 1B, 1C and 1D - L3]

Candidates can choose either Source 1A or Source 1B or Source 1C or Source 1D to substantiate its usefulness:

SOURCE 1A

- The source contains key ideas on the philosophy of Black Consciousness
- The source provides a definition of Black Consciousness
- The source outlines the reasons for the establishment of the Black Consciousness Movement
- Any other relevant response

SOURCE 1B

- The source describes the impact of Black Consciousness
- The source mentions organisations associated with the Black Consciousness Movement
- The source describes how the philosophy of Black Consciousness influenced teachers, students and learners
- Any other relevant response

SOURCE 1C

- The source explains the impact of the Black Consciousness Movement
- The source mentions the various leaders of the Black Consciousness Movement
- The source outlines the challenges faced by the Black Consciousness Movement
- Any other relevant response

SOURCE 1D

- The source shows the influence of the ideas of Black Consciousness on South Africa
- The source appeared in a national newspaper depicting the legacy of Steve Biko as the 'father' of Black Consciousness in South Africa
- The cartoon pays tribute to Biko's legacy
- Any other relevant response (any 2 x 2) (4)

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

Candidates should include the following aspects in their responses:

- Instilled self-pride, discipline and assertiveness among black South Africans to demand equality (Source 1A)
- Exposed the negative effects of Bantu Education (Sources 1B and 1C)
- Increased political consciousness among black South Africans (Sources 1A and 1B)
- Filled the gap/void left by the banned liberation organisations (Source 1C)
- Young generation was inspired that being a black South African was worth fighting for (Sources 1B and 1C)
- Black South Africans wanted to collectively end apartheid
- Refusal to accept inferior education
- Led to the formation of SASO (Source 1B)
- Broke away from white dominated organisations like NUSAS (Source 1B)
- Set up community structures such as Zanempilo clinic
- Inspired student boycotts and marches
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how the ideas of Black Consciousness challenged the apartheid regime 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 some understanding of how the ideas of Black Consciousness challenged the apartheid regime in the 1970s • Uses evidence in a very basic manner 	Marks 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. Uses relevant evidence that shows a thorough understanding of how the ideas of Black Consciousness challenged the apartheid regime in the 1970s • 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) ASSIST SOUTH AFRICA TO COME TO TERMS WITH THE PAST?2.1.1 *[Extraction of evidence from Source 2A – L1]*

- To ensure healing and reconciliation among victims and perpetrators of political violence through confession
- The TRC encouraged the truth to be told
- Hoped to bring about forgiveness through healing
- To bring about 'Reconciliation and National Unity' among all South Africans
- Any other relevant response. (any 1 x 2) (2)

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

- Victims gained recognition and validation for their pain and suffering
- Forgiveness contributed to healing (2 x 1) (2)

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

- Apartheid was referred to as a 'beast'
- The human rights violations destroyed the lives of many South Africans
- The TRC aimed to unearth these human rights violations
- Any other relevant response (any 2 x 2) (4)

2.1.4 *[Extraction of evidence from Source 2A – L1]*

- Through forgiveness
- By perpetrators confessing about the human rights crimes that they committed
- Recognition and acknowledging the pain and suffering that the perpetrators caused to unharmed 'victims'
- Any other relevant response (3 x 1) (3)

2.1.5 *[Interpret and evaluate information from Source 2A – L3]***To a great extent because:**

- Survivors received public recognition
- Apologies and forgiveness were offered
- Some families gained closure
- Any other relevant response (any 2 x 2) (4)

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

- The TRC will shed light on the human rights violations that were committed by the apartheid regime
- Reveal the truth so that a process of healing can take place
- Reveal the perpetrators to the victims
- Any other relevant response (any 2 x 2) (4)

2.2.2 *[Interpretation and explanation of information from Source 2B – L2]*

- Events that took place were of an evil nature
- Nobody wanted to deal with it
- It involved murder and executions for political reasons
- Many South Africans did not know about these atrocities
- Senseless killings that people in power were prepared to justify
- Any other relevant response (any 1 x 2) (2)

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

- She became a widow as a result of the crime committed by the apartheid regime
- Any other relevant response (1 x 2) (2)

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

- She wanted to hear the truth about her husband's death (1 x 2) (2)

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

- She claimed that the TRC was a political process
- The TRC promoted nation building and the emergence of rainbow nation at the expense of human lives
- The TRC took place without giving due regard to psychological trauma that people underwent and how people actually felt (any 2 x 1) (2)

2.4.1 *[Extraction of evidence from Source 2D – L1]*

- It embraced reconciliation and sacrificed truth for justice
- The process of reconciliation embraced evil without taking into account the suffering and torment the families of the 'victims' faced
- Any other relevant response (any 1 x 2) (2)

2.4.2 *[Interpretation of evidence from Source 2D – L2]*

- It acknowledged the pain and suffering caused
- Wanted to reveal the truth of the past events
- Acknowledged the injustices of the system of apartheid
- Any other relevant response (any 1 x 3) (3)

2.4.3 *[Interpretation of evidence from Source 2D – L2]*

- To forgive perpetrators without first establishing the extent of the human rights violations that victims experienced
- Acceptance of verbal testimony as the truth without corroborating the evidence
- Come to terms with the evil that caused the hurt
- Any other relevant response (any 2 x 2) (4)

2.4.4 *[Explanation of a historical concept in Source 2D – L2]*

- Matters that are dealt with fairness, honesty, integrity
- Any other relevant response (any 1 x 2) (2)

2.4.5 *[Interpretation and evaluation of information in Source 2D – L3]*

- TRC acknowledged the apartheid system was wrong
- TRC highlighted violation of human rights
- TRC acknowledged the victims pain and suffering
- TRC broke the silence and allowed the truth to be told and heard
- Any other relevant response (any 2 x 2) (4)

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

Candidates should include the following aspects in their responses:

YES

- The TRC aimed to address the gross human rights violations (Source 2A)
- It allowed for the truth to be made known (Sources 2A and 2B)
- Gave many family members of victims the closure they needed (Source 2C)
- Confessions led to forgiveness (Source 2C)
- Promoted healing (Source 2D)
- Contributed to national unity and reconciliation (Source 2D)
- Contributed to nation building and the concept of the rainbow nation (Source 2D)
- Any other relevant response

NO

Candidates must substantiate their response with relevant examples

LEVEL 1	<ul style="list-style-type: none"> • Use evidence in an elementary manner, e.g. shows no or little understanding of whether the TRC assisted South Africans to come to terms with the past. • Is unable to use evidence in a very basic manner and organise a paragraph. 	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 whether the TRC assisted South Africans to come to terms with the past. • Is able to use evidence effectively and organise a paragraph 	Marks 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of whether the TRC assisted South Africans to come to terms with the past. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	Marks 6–8

(8)
[50]

QUESTION 3: HOW DID ORDINARY PEOPLE RESPOND TO GLOBALISATION AFTER THE 1990s?3.1.1 *[Explanation of a historical concept from Source 3A - L2]*

- It is a global network of economic, communication and trade which has monopolised the global village.
- Any other relevant answer (1 x 2) (2)

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

- Increased international trade
- A company can operate in more than one country
- Greater dependence on the global economy
- Free movement of capital, goods and services
- Recognition of companies such as McDonald's and Starbucks (any 2 x 1) (2)

3.1.3 *[Interpretation of evidence from Source 3A - L2]*

(a)

- Provide work in less economically developed countries
- Cheaper products
- Provide income for local communities
- Access new products
- Access new technology
- Investment in less economically developed countries
- Any other relevant answer (any 1 x 2) (2)

(b)

- Fast food not a healthy option
- Exploitation of natural resources in less economically developed countries
- Exploitation of labour
- Polluting the environment
- Any other relevant answer (any 1 x 2) (2)

3.1.4 *[Interpretation of evidence from Source 3A - L2]***YES**

- McDonald's is a multi-national company and it shows its economic power and control
- McDonald's has 30 000 restaurants in 119 countries. This shows its domination
- Any other relevant response (any 2 x 2) (4)

If candidates disagree they should provide relevant evidence3.1.5 *[Extraction of evidence from Source 3A - L1]*

- To provide cheap labour
- To provide raw materials
- Any other relevant answer (2 x 1) (2)

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

- China
- India
- Bermuda (any 2 x 1) (2)

3.2.2 *[Analysis and Interpretation of evidence from Source 3B – L3]*

- Devastated as they could be without a job in the near future (Factories to China)
- Begrudged because economic activities were outsourced (Jobs to India)
- Resentment against the capitalist bosses for not investing profits in the developed countries
- Resentment towards Kerry for leaving America for Canada as he became one of the richest politicians that benefitted from a globalised economy
- Ordinary people who were patriotic may view this cartoon as an insult to their government and therefore could be malicious and biased
- Any other relevant answer (any 2 x 2) (4)

3.2.3 *[Interpretation and evaluation of evidence from Source 3B - L2]*

- He wanted to create an impression that he disagreed with the manner in which the capitalist did business in America
- His action is questionable as he is leaving for another more economically developed country
- John Kerry is in fact one of the richest paid politicians in America and benefitted greatly from globalisation
- Emissions from the three ships as seen in the cartoon are polluting the environment -Kerry is a politician who campaigned for clean air (Clean Air Act) in the USA
- Any other relevant answer (any 1 x 2) (2)

3.3 *[Comparing of evidence in Sources 3A and 3B - L3]*

- Both sources refer to the globalisation of the economy
- Both sources refer to the setting up of MNCs and TNCs in developing countries
- Both sources refer to the creation of employment opportunities in developing countries
- Both sources refer to the pollution of the environment by MNCs and TNCs
- Both sources refer to the wealth that is generated by MNCs and TNCs that would not benefit local communities
- Any other relevant answer (any 2 x 2) (4)

3.4.1 *[Extraction of evidence from Source 3C - L1]*

- World Trade Organisation (1 x 1) (1)

3.4.2 *[Interpretation of evidence from Source 3C-L2]*

- The World Trade Organisation did not protect their rights of workers
- Workers were exploited
- They had no job security
- They were not allowed to be unionised
- Any other relevant answer (any 2 x 2) (4)

3.4.3 *[Extraction of evidence from Source 3C - L1]*

- They were well educated
- They were informed about issues that affected their lives
- They were well informed about issues concerning the activities of the World Trade Organisation
- They did their home work
- They attended workshops and seminars (any 2 x 1) (2)

3.4.4 *[Extraction of evidence from Source 3C - L1]*

- Genetically engineered foods
- Sweat shops
- The clean cutting of forest
- Animal protection laws
- Beef hormones
- Poison air, water and land
- American workers lost their jobs to overseas markets (any 3 x 1) (3)

3.5 *[Extracting evidence from a visual source - Source 3D - L1]*

- Ordinary people were against the World Trade Organisation
- The World Trade Organisation exploited people and nature
- The World Trade Organisation trade agreements favoured the MDCs
- The people wanted a voice in the World Trade Organisation
- Any other relevant answer (any 2 x 1) (2)

3.6 *[Comparing of evidence in Sources 3D and 3C to reach a conclusion – L3]*

- Both sources show that the protest against the WTO focused on the exploitation of people and nature
- Both sources show that the protesters were unhappy about the manner in which the trade agreements of the WTO favoured the rich
- In both sources the protest is aimed against the globalisation of the economy
- Both sources refer to the activities of the World Trade Organisation like poisoning the air, water and land
- Any other relevant answer (any 2 x 2) (4)

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

Candidates should include the following aspects in their responses:

- Globalisation increased the gap between the rich and ordinary people (Source 3A)
- Ordinary people provided cheap labour to MNCs and TNCs (Source 3A)
- Profits did not benefit ordinary people (Source 3A)
- Unemployment endemic because of a globalised economy (Source 3A)
- TNCs and MNCs closed down local businesses (Source 3B)
- Poor working conditions and low wages
- Resistance to a globalised economy led to protest (Sources 3C and 3D)
- Ordinary people saw globalisation as exploitative (Sources 3C and 3D)
- Any other relevant answer

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 globalisation of economic policies influenced ordinary people • Is unable to use evidence in a very basic manner and organise a paragraph 	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 globalisation of economic policies influenced ordinary people • Is able to use evidence effectively and organise a paragraph 	Marks 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of how the globalisation of economic policies influenced ordinary people • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 6– 8

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SECTION B: ESSAY QUESTIONS**QUESTION 4**

[Plan, construct and discuss an argument based on evidence using analytical and interpretative skills]

SYNOPSIS

Candidates need to critically examine whether or not Botha's policy of divide and rule was 'political suicide'.

MAIN ASPECTS

Candidates should include the following aspects in their essays:

- Introduction: Candidates should take a stance as to whether or not Botha's policy to divide and rule the oppressed masses of South Africans.

ELABORATION

- Botha's policy of 'divide and rule'
 - Attempts to reform apartheid
 - The tri-cameral parliament and response by black South African political organisations
 - Reaction to Botha's reforms, formation of the UDF, e.g. the 'million signature' campaign by UDF
 - Intensification of the internal resistance e.g. violent protests in the Vaal Triangle
 - Banning of political organisations (AZAPO, UDF)
 - Detention of political activists, e.g. Thloki Mofokeng and S'celo Dlomo
 - Banned organisations like the ANC called for the country to be ungovernable
 - Imposition of the state of emergency 1985–1986
 - Education struggles – Education Crisis Committee, COSAS, etc.
 - Emergence and impact of MDM
 - Apartheid at crossroads – country ungovernable
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

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QUESTION 5

[Plan, construct and discuss an argument based on evidence using analytical and interpretative skills]

SYNOPSIS

Candidates need to indicate whether or not they agree with the statement and show how the violence negatively affected and hindered the negotiating process in South Africa in the 1990s.

If candidates DISAGREE with the statement, they must substantiate their response with relevant examples.

If candidates AGREE with the statement, they need to include the following aspects in their response:

MAIN ASPECTS

Candidates should include the following aspects in their essays:

- Introduction: Candidates need to take a stance and indicate the various challenges that led to the breakdown in the negotiating process.

ELABORATION

- Talks about Talks (brief background)
 - Groote Schuur Minute
 - Outbreak of violence in Sebokeng
 - Pretoria Minute
 - CODESA 1
 - Boipatong massacre and its impact
 - Record Of Understanding
 - Bhishe massacre and its impact
 - CODESA 2
 - Multiparty Negotiating Forum
 - Sunset Clause
 - Assassination of Chris Hani
 - Election date set and Mandela elected as first black president
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

QUESTION 6

[Plan, construct and discuss an argument based on evidence using analytical and interpretative skills]

SYNOPSIS

Candidates should explain to what extent the fall of the Soviet Union in 1989 influenced change in South Africa. They should argue (with examples) whether the collapse was the only factor that paved the way for negotiations between the National Party and the African National Congress or not. They need to take a line of argument and support their response with historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should state to what extent the fall of the Soviet Union in 1989 influenced change in South Africa and support their line of argument with relevant examples.

ELABORATION

In stating that the fall of the Soviet Union had a significant impact on South Africa's political future, candidates should include the following points in their answer:

EXTERNAL FACTORS

- The fall of the Berlin Wall affected the reform process in South Africa
- South Africa could no longer use the threat of communism to gain support
- It could no longer rely on Western support for its 'anti-communist' stance
- The National Party's fear for a communist-controlled ANC also disappeared
- The National Party was now prepared to negotiate with the ANC
- The collapse of the Soviet Union also affected the ANC
- After the demise of communism the Soviet Union was no longer prepared to support the ANC
- This forced the ANC to negotiate with the National Party
- Influential South Africans began to believe that talks with the ANC were necessary in order to end the turmoil in South Africa
- After the withdrawal of Cuban troops from Angola the ANC could no longer operate from there
- The ANC had to redefine its position and began to seek recognition from Western countries
- Granting of independence to Namibia also encouraged both the NP and ANC to pursue peaceful negotiations
- The NP saw that majority rule did not mean the introduction of communism
- The collapse of communism was a critical factor that led to change in South Africa
- De Klerk's speech of 2 February 1990 brought an end to apartheid
- Any other relevant response

- Conclusion: Candidates should tie up their argument with a relevant conclusion with regard to how the collapse of the Soviet Union led to change in South Africa or how external and internal pressure led to this change.

In stating that the fall of the Soviet Union influenced political changes in South Africa to a lesser extent, candidates should include the following points in their answer:

INTERNAL FACTORS

- In the 1980's the South African government faced a transformed world order
 - South Africa became isolated/most neighbouring states had attained independence
 - By the end of 1989 the Soviet Union was disintegrating/The Berlin Wall had fallen
 - 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 National Party's claim to be protecting South Africans from a communist onslaught became unrealistic
 - Western world powers supported the move that South Africa resolve its problems peacefully and democratically
 - The government started to believe that reform is needed to include the development of a strong black middle class which would act as a 'bulwark against revolution'
 - The PW Botha 'total strategy' did not work
 - PW Botha suffered a stroke and was succeeded by FW De Klerk
 - FW De Klerk started to accept that the black 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'
 - He was declaring the end of apartheid
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

Candidates can also indicate that it was both the internal and external factors that contributed to change in South Africa. [50]

TOTAL: 150