



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

JUNE 2021

**HISTORY P2
MARKING GUIDELINE
(EXEMPLAR)**

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:

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.

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 extended writing

- Markers must be aware that the content of the answer will be guided by the textbooks in use at a 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.

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 an 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 reading of the essay, ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline), each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline) and a relevant conclusion (indicated by a bullet in the marking guideline) e.g. in an answer where there are 5 main points, there could be 7 ticks.

2.4.3 Keep the **PEEL** structure in mind when assessing an essay.

P	Point: The candidate introduces the essay by taking a line of argument/making a major point.
E	Explanation: The candidate should explain in more detail what the main point is all about and how it relates to the question posed (line of argument).
E	Example: The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	Link: Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

2.4.4 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised

Λ

- Wrong statement

- Irrelevant statement

|
|
|

- Repetition

R

- Analysis

A√

- Interpretation

I√

- Line of argument

LOA ⇕

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 essays 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 essays 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 ESSAYS – TOTAL: 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 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
- Answer 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: HOW DID SOUTH AFRICANS REACT TO P.W. BOTHA'S REFORMS IN THE 1980s?**

- 1.1 1.1.1 *[Extraction of information from Source 1A – L1]*
- It granted rights to African trade unions
 - Allowed privileges for the urban African workforce
 - Create a black middle class (Any 2 x 1) (2)
- 1.1.2 *[Interpretation of evidence from Source 1A – L2]*
- The government hoped that there would be fewer uprisings in the townships
 - The house owners would not tolerate the uprisings as it might damage their houses/property
 - Any other relevant response (Any 1 x 2) (2)
- 1.1.3 *[Extraction of information from Source 1A – L1]*
- Advertising campaigns
 - New loans were made available (2 x 1) (2)
- 1.2 1.2.1 *[Interpretation of evidence of from Source 1B – L2]*
- The apartheid government used harsher methods to oppress uprisings
 - Many of the political leaders were in jail or in exile
 - Any other relevant response (2 x 2) (4)
- 1.2.2 *[Extraction of information from Source 1B – L1]*
- Reverend Allan Boesak
 - Albertina Sisulu
 - Patrick ‘Terror’ Lekota (Any 2 x 1) (2)
- 1.2.3 *[Extraction of information from Source 1B – L1]*
- Freedom from the apartheid regime (1 x 2) (2)
- 1.2.4 *[Interpretation of evidence of from Source 1B – L2]*
- They had the same goal and that was to end apartheid
 - As the ANC was banned, it called on the UDF to increase internal pressure on the government
 - Any other relevant response (2 x 2) (4)

1.2.5 *[Evaluating the usefulness of Source 1B – L3]***The source is useful because:**

- It coordinated the anti-apartheid groups so that effective protests could be launched
- The UDF brought together many different anti-apartheid organisations across the country
- As it was a loose alliance, the government could not easily destroy it
- The UDF made the country ungovernable through various campaigns
- Any other relevant response (Any 2 x 2) (4)

1.3 1.3.1 *[Interpretation of evidence from Source 1C – L2]*

- To discourage Coloured and Indians from participating in the elections for the Tri-cameral parliament
- The reforms were seen as cosmetic and the political power would still remain in the hands of the white minority
- The fact that black South Africans were left out of the new parliamentary system
- Any other relevant response (Any 2 x 2) (4)

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

- 'Don't Vote' campaign (1 x 2) (2)

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

- To make people aware of the need to organise and actively resist apartheid
- To mobilise South Africans to fight against discrimination and oppression
- Any other relevant response (2 x 2) (4)

1.4 *[Comparison of Source 1B and Source 1C – L3]*

- Source 1B indicates that the UDF became a mass-based organisation and Source 1C shows the many people/organisations that were affiliated to the UDF
- Source 1B refers to resistance campaigns launched by the UDF and Source 1C show the 'Don't Vote' campaign
- Source 1B indicates that the goal was to get freedom from the apartheid regime and Source 1C shows them fighting for freedom
- Any other relevant response (Any 2 x 2) (4)

1.5 1.5.1 *[Explanation of historical concept from Source 1D – L1]*

- The power of the ordinary people to bring change
- To insist on a government that represents their interests
- Any other relevant response (Any 1 x 2) (2)

1.5.2 *[Extraction of information from Source 1D – L1]*

- Rent boycotts
- Consumer boycotts (2 x 1) (2)

1.5.3 *[Interpretation of evidence from Source 1D – L2]*

- The rent money was not used to improve the conditions/facilities in their communities
- The black councillors who collected the rent became corrupt and were seen as 'sell-outs'
- Any other relevant response (Any 1 x 2) (2)

1.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources-L3]*

Candidates could include the following aspects in their response:

- Black South Africans saw Botha's reforms as cosmetic (own knowledge)
- Tri-cameral parliament was rejected by black South Africans (own knowledge)
- UDF formed to oppose apartheid (Source 1B)
- UDF coordinated the actions against apartheid (Source 1B)
- Protests, rent and consumer boycotts held (Source 1B and Source 1D)
- Different organisations affiliated to the UDF (Source 1B)
- UDF held anti-elections campaigns (Source 1C)
- People demanded freedom (Source 1C)
- Civic organisations fought for better conditions in townships (Source 1D)
- Workers, student organisations and churches joined the protest actions against apartheid (own knowledge)
- Any other relevant response

Use the following rubric to allocate marks:

<p>LEVEL 1</p>	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of how South African reacted to P.W. Botha's reforms in the 1980s. • Uses evidence partially or cannot write a paragraph. 	<p>MARKS 0–2</p>
<p>LEVEL 2</p>	<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 South African reacted to P.W. Botha's reforms in the 1980s. • Uses evidence in a very basic manner to write a paragraph. 	<p>MARKS 3–5</p>
<p>LEVEL 3</p>	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of how South African reacted to P.W. Botha's reforms in the 1980s • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	<p>MARKS 6–8</p>

(8)
[50]

QUESTION 2: HOW SUCCESSFUL WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) IN DEALING WITH THE DEATH OF ACTIVIST LENNY NAIDU?

- 2.1 2.1.1 *[Extraction of information from Source 2A – L1]*
- Umkhonto we Sizwe (MK) (1 x 2) (2)
- 2.1.2 *[Extraction of information from Source 2A – L1]*
- Advancing the ideas of non-racialism and unity
 - Fighting for freedom
 - Striving to improve the quality of life of all people (3 x 1) (3)
- 2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- If caught he would be jailed or killed by the apartheid system
 - He openly rebelled against apartheid and was thus perceived as a threat
 - Could not operate freely to dismantle apartheid
 - Determined to fight against the unjust apartheid system
 - Any other relevant response (Any 2 x 2) (4)
- 2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- He was waiting to execute the instructions or orders from the ANC in South Africa
 - Which government institutions he had to attack/destroy
 - Any other relevant response (Any 1 x 2) (2)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- If caught he would be jailed or killed by the apartheid system
 - He would have been charged for being a member of the ANC
 - Charged without a passport (Any 2 x 1) (2)
- 2.2.2 *[Extraction of evidence from Source 2B – L1]*
- Eugene De Kock
 - Mr Nafumela (2 x 1) (2)
- 2.2.3 *[Interpretation of evidence of from Source 2B – L2]*
- NO.
- The commissioner told them to wait for full disclosure at the amnesty hearing
 - They will find a lead of what happened at the hearing
 - Any other relevant response (Any 1 x 2) (2)

- 2.2.4 *[Extraction of evidence from Source 2B – L1]*
 • Murder (1 x 2) (2)

2.2.5 *[Evaluating the reliability of Source 2B – L3]*

The source is reliable because:

- The parents and brother were convinced that Lenny was murdered
- Both de Kock and Nafumela are guilty because they applied for amnesty
- They were able to speak their hearts out and get some kind of closure
- Any other relevant response

OR

The source is not reliable because:

- It did not give full disclosure because the commissioner told them they still have to wait for the amnesty hearing
- Both of them still believed that they were innocent by applying for amnesty
- Any relevant response (Any 2 x 2) (4)

2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*

- 'How two sets of Umkhonto we Sizwe cadres were ambushed at Piet Retief' (1 x 2) (2)

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

- Swaziland supported the ANC's fight against the apartheid regime
- Swaziland did not favour white minority rule in South Africa
- Swaziland wanted a free, democratic and liberated South Africa
- Swaziland was one of the closest independent African countries and therefore ANC cadres were able to gain access for onward travel to MK training camps, for example in Lusaka (Zambia)
- Any other relevant response (Any 2 x 2) (4)

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

- Charity Nyembezi
- Makhosi Nyoka
- Nonsikelelo Cothoza (3 x 1) (3)

2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*

- The cartoon shows Eugene de Kock submitting his application for amnesty to the TRC
- It depicts Archbishop Desmond Tutu, the chairperson of the TRC receiving De Kock's application
- The cartoon shows a very long list of crimes that were committed by De Kock
- Any other relevant response (Any 2 x 2) (4)

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

- Tutu wanted De Kock to list all the crimes that he had committed before he could apply for amnesty
- De Kock had committed a number of human rights crimes against anti-apartheid activists
- De Kock was famous as a killer of anti-apartheid activist
- Any other relevant response (Any 1 x 2) (2)

2.5 *[Comparison of Source 2C and Source 2D – L3]*

- Source 2C explains De Kock's application for amnesty and Source 2D shows De Kock submitting his application for amnesty
- Source 2C reveals many crimes that De Kock had committed and Source 2D shows De Kock with a long list of crimes that he has committed
- Any other relevant response (2 x 2) (4)

2.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources – L3]*

Candidates could include the following aspects in their response:

- Lenny Naidu was a member of the ANC's armed wing, Umkhonto we Sizwe (Source 2A)
- Both parents and brother of Lenny Naidu attended the TRC hearing to seek the truth about the murder (Source 2B)
- The commissioner thanked them for coming forward and making a disclosure (Source 2B)
- The TRC revealed the truth about human rights abuses committed from 1960 to 1994 (Source 2C)
- Leslie Naidu appeared before the TRC to give evidence regarding the murder of Lenny Naidu (Source 2B)
- Eugene De Kock and other former security policemen testified about their role regarding the killings of political activists at Piet Retief (Source 2C)
- The truth of how Lenny Naidu was murdered was revealed to the TRC (Source 2C)
- Eugene De Kock submitted the list of crimes he committed to the TRC (Source 2D)
- De Kock applied for amnesty for the murder of Lenny Naidu (Source 2C)
- The TRC was able to solve some murders and disappearances of political activists such as that of Lenny Naidu (own knowledge)
- Any other relevant response

Use the following rubric to allocate marks:

<p>LEVEL 1</p>	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of how successful was the Truth and Reconciliation Commission (TRC) were in dealing with the death of activist Lenny Naidu • Uses evidence partially or cannot write a paragraph. 	<p>MARKS 0–2</p>
<p>LEVEL 2</p>	<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 successful was the Truth and Reconciliation Commission (TRC) were in dealing with the death of activist Lenny Naidu • Uses evidence in a very basic manner to write a paragraph. 	<p>MARKS 3–5</p>
<p>LEVEL 3</p>	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of how successful was the Truth and Reconciliation Commission (TRC) were in dealing with the death of activist Lenny Naidu • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	<p>MARKS 6–8</p>

(8)
[50]

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

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

SYNOPSIS

Candidates should critically discuss the role and impact of the Black Consciousness Movement under Steve Biko on black South Africans in the 1970s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to take a stance and discuss the role and impact of the Black Consciousness Movement under Steve Biko on black South Africans in the 1970s.

ELABORATION

- Reason for the formation of the Black Consciousness Movement (Background)
- **Biko's philosophy of Black Consciousness (BC)**
- Conscientised black people of the evils of apartheid
- Instilled a sense of self-worth and confidence in black South Africans
- Restored black pride
- Changed the way black South Africans saw themselves
- Empowered them to confront apartheid
- Biko urged black South Africans to assert themselves and to do things for themselves
- Eliminated the feeling of inferiority
- **Role of Steve Biko**
- Formation of SASO
- SASO spread BC ideas across the campuses of the ethnically separated universities
- SASO promoted black unity and solidarity
- Made students more politically aware
- Encouraging students to liberate themselves from apartheid
- Biko promoted self-liberation
- He believed that association with whites made the liberation struggle ineffective and that blacks must liberate themselves
- Established self-help groups for black communities with other BC leaders
- BC ideas were published in SASO newsletters
- **Black Consciousness became a national movement**
- In 1972 the Black People's Convention was formed
- Aimed to liberate black people from both psychological and physical oppression
- Self-help projects were set up e.g. Zanempilo Clinic, Ginsburg, and Zimele Trust Fund
- Led to the formation of the Black Allied Workers Union in 1973
- BC influenced scholars that led to the formation of SASM

- **Challenges posed by the ideas of BC to the state**
- At first the South African government was not concerned about the BCM and assumed it to be in line with its own policy of separate development
- BCM became stronger and posed a challenge to the state
- It became a mass movement that sought to undermine apartheid
- Biko's speeches encouraged black South Africans to reject apartheid
- BC ideas incited the workers to embark on strike action
- BCM supported disinvestment companies
- **Government's reaction to Biko's philosophy**
- Banning and house arrest of Biko and other leaders
- BC leaders were banned from speaking in public
- BPC activists were detained without trial
- SASO was banned on university campuses
- Biko was arrested and interrogated
- Biko was brutally murdered by the security police in 1977
- Any other relevant response

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

[50]

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

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

SYNOPSIS

Candidates need to agree or disagree with the statement by discussing the commitment and leadership displayed by both Mandela and De Klerk that ensured South Africa's democracy. Relevant examples to South Africa's road to democracy must be discussed.

MAIN ASPECTS

Candidates should include the following aspects in their essays:

- Introduction: Candidates need to discuss the commitment and leadership role played by Mandela and De Klerk in creating conditions for South Africa's road to democracy from 1990 to 1994.

ELABORATION

Focus on different role players in the following key historical events and turning points:

- Release of Mandela and unbanning of ANC, PAC and SACP
- The process of negotiations (i.e. Groote Schuur Minute, Pretoria Minute)
- Suspension of the armed struggle
- CODESA 1
- Referendum
- CODESA 2
- Record of Understanding
- Increased violence – Rolling mass action (i.e. Boipatong, Bhishe, etc.)
- Goldstone Commission
- Multi party negotiations
- Death of Hani
- Storming of the World Trade Centre, etc.
- 1994 election – cast ballot in KZN
- ANC won elections and Mandela became the first black South African President
- Any other relevant response

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

**QUESTION 5: THE END OF THE COLD WAR AND A NEW WORLD ORDER:
THE EVENTS OF 1989**

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

SYNOPSIS

They need to indicate to what extent the disintegration of the Soviet Union in 1989 served as a catalyst for South Africa to begin its political transformation in the 1990s. Candidates must support their given line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to indicate the extent of the disintegration of the Soviet Union in 1989 served as a catalyst for the political transformation that occurred in South Africa in the 1990s.

ELABORATION

In agreeing, candidates could include the following points in their answer:

- The impact of the disintegration of the Soviet Union in 1989 on South Africa
- Gorbachev's reform policies of Glasnost and Perestroika
- The communist regimes in Eastern Europe collapsed
- 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 (financial; military and moral and its consequences)
- The National Party claim that it was protecting South Africa from a communist onslaught became unrealistic
- Western world powers supported the move that South Africa resolve its problems peacefully and democratically
- It became evident the National Party government could not maintain white supremacy indefinitely
- 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 its consequences
- The security forces and state of emergency had not stopped township revolts
- By the late 1980s South Africa was in a state of economic depression
- The role of business leaders in South Africa's political transformation
- PW Botha suffered a stroke and was succeeded by FW de Klerk
- FW De Klerk started to accept that the black South African 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
- Any other relevant response

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

TOTAL: 100