Province of the
EASTERN CAPE
EDUCATION

NATIONAL
SENIOR CERTIFICATE

GRADE 12

JUNE 2022

HISTORY P2
MARKING GUIDELINE

MARKS: 100

This marking guideline 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	• Extract evidence from sources. • Selection and organisation of relevant information from sources. • Define historical concepts/terms.	**30%** **(15)**
LEVEL 2	• Interpretation of evidence from the sources. • Explain information gathered from the sources. • Analyse evidence from the sources.	**40%** **(20)**
LEVEL 3	• 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.
- When assessing open-ended source-based questions, learners should be credited for any relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

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 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*s.

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 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 contextualised (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 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. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
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 symbols MUST be used when assessing an essay:

- Introduction, main aspects and conclusion not properly contextualised

    ^

    _____

- 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	

COMMENT

Some omissions in content coverage.
Attempts to sustain a line of argument.

MARKING MATRIX FOR ESSAY: TOTAL: 50

PRESENTATION → CONTENT ↓	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.
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
- 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: HOW DID THE FORMATION OF THE UNITED DEMOCRATIC FRONT (UDF) HAVE AN IMPACT ON THE APARTHEID REGIME IN THE 1980s?

1.1   1.1.1   *[Extraction of evidence from Source 1A – L1]*
- All
- Here
- Now   (3 x 1)   (3)

        1.1.2   *[Interpretation of evidence from Source 1A – L2]*
- All South Africans who live in the country should have rights
- It should include all four of the race groups, blacks, whites, Coloureds and Indians
- Any other relevant response   (any 1 x 2)   (2)

        1.1.3   *[Interpretation of evidence from Source 1A – L2]*
- Homelands like Ciskei, Transkei that supported the government was given self-government
- The government created separate areas for the different groups to live (poor areas)
- Any other relevant response   (any 1 x 2)   (2)

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

- It explains the link between the words all, here and now in the UDF launch
- It provides information on the rights of all South Africans in the launch of the UDF
- It gives insight on circumstances and intentions of all South Africans to organise themselves into a united front
- It highlights the right time for the launch of the UDF
- Any other relevant response   (any 2 x 2)   (4)

1.2   1.2.1   *[Extraction of evidence from Source 1B – L1]*
- Church groups
- Civic groups
- Trade unions
- Women's groups
- Congress of South African Students (COSAS)
- Indian community organisations   (any 3 x 1)   (3)

1.2.2 *[Interpretation of evidence from Source 1B – L2]*
- Symbolises political solidarity among the discriminated organisations affiliated to the UDF
- Their working together is a symbol of the revolutionary spirit of unity
- Waving of the UDF flag symbolises salute to unity, strength (power) and resistance to apartheid (Forward to People's Power)
- Any other relevant response (any 2 x 2) (4)

1.3 *[Comparison of evidence from Sources 1A and 1B – L3]*

FOCUS ON REASONS
- Source 1A states that Dr Allan Boesak was introducing the rights for all South Africans and Source 1B shows the different civic organisations at the launch of the UDF
- Source 1A states that the THREE key words of 'all', 'here' and 'now' whilst Source 1B mentions the slogan PEOPLES POWER
- Both sources make reference to people's rights
- Any other relevant response (any 2 x 2) (4)

1.4 1.4.1 *[Definition of a historical concept from Source 1C – L2]*
- A policy that governed relations between South Africa's white minority and non-white majority and sanctioned racial segregation and political and economic discrimination against non-whites
- A policy or system of segregation or discrimination on grounds of race
- A former policy of segregation and political, social, and economic discrimination against the non-white majority in the Republic of South Africa
- Any other relevant response (any 1 x 2) (2)

1.4.2 *[Extraction of evidence from Source 1C – L1]*
- Consumer boycotts
- Stay-aways (2 x 1) (2)

1.4.3 *[Extraction of evidence from Source 1C – L1]*
- To collect one million signatures from the public, declare opposition against the apartheid government and its constitutional reforms (1 x 2) (2)

1.4.4 *[Interpretation of evidence from Source 1C – L2]*
- To make sure that they have recruited members from all different walks of life and engage actively in the civil resistance in mass demonstrations
- Ensure masses general members actively participate in activities of the UDF that will in the end replace decision making structure created by the government with a system of peoples' power
- A call for black people to have full participation in the government.
- Any other relevant response (any 1 x 2) (2)

1.5   1.5.1   *[Interpretation of evidence from Source 1D – L2]*
                 • The government did not want to lose power and authority over
                   blacks
                 • The government wanted to keep blacks as inferior or second-
                   class citizens
                 • The government wanted to maintain their constitutional
                   dominance
                 • Any other relevant response   (any 1 x 2)   (2)

        1.5.2   *[Extraction of evidence from Source 1D – L1]*
                 • Jailed its leaders
                 • Detention without trial
                 • Trial for political crimes   (any 2 x 1)   (2)

        1.5.3   *[Interpretation of evidence from Source 1D – L2]*
                 • The government itself sponsored, and supported, all of these
                   acts, legal and illegal.
                 • The police and military themselves were both implicated and
                   instrumental in acts of criminal violence against activists and
                   resistant communities.
                 • Apartheid government structures themselves set the framework
                   for these illegal acts.
                 • Any other relevant response   (any 1 x 2)   (2)

        1.5.4   *[Interpretation of evidence from Source 1D – L2]*
                 • Some protesters were killed and denied the right to life
                 • Protesters' right to equality was deemed by the government as
                   undermining and therefore detained
                 • Leaders were arrested and denied the rights to appear in front of
                   a court.
                 • Any other relevant response   (any 2 x 2)   (4)

        1.5.5   *[Extraction of evidence from Source 1D – L1]*
                 • Archie Gumede
                 • Mewa Ramgobin
                 • George Sewpersadh
                 • MJ Naidoo
                 • Billy Nair
                 • Sam Kikine
                 • Kadir Hassim   (any 2 x 1)   (2)

1.6   *[Interpretation, evaluation and synthesis from relevant sources – L3]*
        Candidates could include the following aspects in their response:

- We want all South Africa's people to have their rights (Source 1A)
- We want all our rights, we want them here and we want them now. (Source 1A)
- The part of the photograph calling for a 'united front' of 'churches, civic associations, trade unions, student organisations, and sports bodies' (Source 1B)
- The UDF was then launched which established relationships with local organisations (Source 1B)
- To unite the masses from the different civic groups (Source 1B)
- Members were determined to unite and take power (Power to the People) (Source 1 B)
- Membership composition reflect unity and representative of all racial groups that were discriminated against (Source 1B)
- Shortly after its formation, it launched a successful boycott action against the election of the (Coloured) House of Representatives and (Indian) House of Delegates (Source 1C)
- The UDF was involved in the organisation of a number of consumer boycotts and stay-aways (Source 1C)
- In 1983 and 1984, it launched the 'one million signatures' campaign, in which signatories were asked to voice their opposition to the so-called Koornhof legislation on black local government, as well as to the new constitution (Source 1C)
- 'Forward to People's Power' (Source 1C)
- The UDF's strategy was to replace decision-making structures created by the government with a system of 'people's power'. (Source 1C)
- As the UDF grew, the apartheid regime tried every method at its disposal and every weapon in its arsenal to stop the spread of popular resistance (Source 1D)
- Any other relevant response

Use the following rubric to allocate marks:

		CRITERIA	MARKS
LEVEL 1	•	Uses evidence in an elementary manner, e.g. **shows no or little understanding of how the formation of the United Democratic Front (UDF) had an impact on the apartheid regime in the 1980s.**	0–2
	•	Uses evidence partially or cannot write a paragraph on the topic.	
LEVEL 2	•	Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding of how the formation of the United Democratic Front (UDF) had an impact on the apartheid regime in the 1980s.**	3–5
	•	Uses evidence from sources in a very basic manner to write a paragraph.	
LEVEL 3	•	Uses relevant evidence, e.g., **demonstrates a thorough understanding of how the formation of the United Democratic Front (UDF) had an impact on the apartheid regime in the 1980s.**	6–8
	•	Uses evidence very effectively in an organised paragraph that shows a thorough understanding of the topic.	

(8)

[50]

QUESTION 2: HOW SUCCESSFUL WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) IN DEALING WITH THE DEATH OF MLUNGISI GRIFFITHS MXENGE?

2.1   2.1.1   *[Extraction of evidence from Source 2A – L1]*
- Anti-apartheid activist and attorney   (1 x 1)   (1)

        2.1.2   *[Extraction of evidence from Source 2A – L1]*
- Dirk Coetzee
- Almond Nofemela
- David Tshikilange   (3 x 1)   (3)

        2.1.3   *[Extraction of evidence from Source 2A – L1]*
- He was struck on the head with a wheel spanner.
- Fell to the ground and was repeatedly stabbed.   (2 x 1)   (2)

        2.1.4   *[Extraction of evidence from Source 2A – L1]*
- To make it look like a robbery.   (1 x 2)   (2)

        2.1.5   *[Interpretation of evidence from Source 2A – L2]*
- They have applied for amnesty
- The TRC was not a court of law
- The TRC was waiting for the Amnesty Committee to make its final decision
- Any other relevant response   (any 2 x 2)   (4)

2.2   2.2.1   *[Interpretation of evidence from Source 2B – L2]*
- The TRC was satisfied that their motives were politically motivated
- Taking orders from a higher authority, the Security Branch of the South African Police
- They applied for amnesty and attended the hearing
- The Commission was satisfied that they had disclosed the truth
- Any other relevant response   (any 2 x 2)   (4)

        2.2.2   *[Interpretation of evidence from Source 2B – L2]*
- They had been granted amnesty by the TRC
- They could not be tried in a criminal court
- Any other relevant response   (any 1 x 2)   (2)

        2.2.3   *[Ascertaining the reliability of evidence from Source 2B – L3]*
- Some doubt about their identity of the persons that gave instructions
- Coetzee acted on behalf of the police
- The three accused did not know the deceased
- Listening to the superiors/They only obeyed orders
- Any other relevant response   (any 2 x 2)   (4)

2.3   2.3.1   *[Interpretation of evidence from Source 2C – L2]*
- The TRC was tasked to investigate the atrocities that was committed
- TRC decided to use restorative justice
- Any other relevant response   (2 x 2)   (4)

2.3.2   *[Extraction of evidence from Source 2C – L1]*
- Desmond Tutu   (1 x 2)   (2)

2.3.3   *[Explanation of concept from Source 2C – L1]*
- Act of revenge for persons that killed their loved ones
- Any other relevant response   (1 x 2)   (2)

2.3.4   *[Interpretation of evidence from Source 2C – L2]*
- The TRC decided to forgive perpetrators for their crimes
- To grant amnesty if they revealed the truth of their atrocities
- To bring healing and reconciliation in South Africa
- Any other relevant response   (any 1 x 2)   (2)

2.4   *[Comparison of Source 2B and Source 2C – L3]*
- Source 2B indicates that the perpetrators were granted amnesty and therefore could not be jailed while in Source 2C it shows that the TRC was not in favour of retributive justice
- Source 2B indicates that the TRC searches for evidence before granting amnesty and Source 2B shows how the TRC is searching for the truth (evidence) of the murder of Griffiths Mxenge
- Both sources show the TRC investigating atrocities that were committed
- Any other relevant response   (any 2 x 2)   (4)

2.5   2.5.1   *[Extraction of evidence from Source 2D – L1]*
- Did not meet the criteria for amnesty   (1 x 2)   (2)

2.5.2   *[Interpretation of evidence from Source 2C – L2]*
- Wanted them to be punished for the murder
- They could not be tried in a criminal court
- Any other relevant response   (2 x 2)   (4)

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

Learners need to include the following points in their answer:
- The three Vlakplaas operatives were charged and convicted of killing Griffiths Mxenge (Source 2A)
- The Amnesty Committee requested sentencing to be postponed until the committee reached a verdict on the applications (Source 2A)
- The Amnesty Committee had some doubts about the identity of the killers of Griffiths Mxenge (Source 2B)
- The Amnesty Committee felt that the three accused acted on the government's instruction (superiors) and not their own (Source 2B)
- Not enough evidence to sentence the three accused and therefore not necessary for the trail court to proceed with the question of sentence (Source 2B)
- Family of Griffiths Mxenge refused to accept the TRC process of amnesty and wanted the perpetrators to be tried in a criminal court (Source 2C)
- Mxenge's brother Mhleli said Coetzee and his co-accused did not meet the criteria for amnesty (Source 2C)
- The TRC were able to investigate most atrocities including Griffiths Mxenge case (Source 2D)
- Most of the families wanted restorative justice but Griffiths Mxenge's family wanted justice (Source 2D)
- Any other relevant response

Use the following rubric to allocate marks:

	CRITERIA	MARKS
LEVEL 1	• Uses evidence in an elementary manner, e.g., **shows no or little understanding of how the TRC dealt with the death of Griffiths Mxenge.** • Uses evidence partially or cannot write a paragraph.	**0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g., **shows some understanding of how the TRC dealt with the death of Griffiths Mxenge.** • Uses evidence in a very basic manner to write a paragraph.	**3–5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of how the TRC dealt with the death of Griffiths Mxenge.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**6–8**

(8)

[50]

SECTION B: ESSAY QUESTIONS

QUESTION 3: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA – THE CRISIS OF APARTHEID IN THE 1980s

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

SYNOPSIS
Candidates need to critically discuss how the Black Consciousness Movement filled the political vacuum left by revolutionary movements and challenged apartheid government in the 1970s.

MAIN ASPECTS
Candidates may include the following aspects in their response:

Introduction:　Candidates need to take a stance on how the Black Consciousness Movement would fill in the political vacuum and change the apartheid government.

ELABORATION
- In the 1970s Black Consciousness Movement (BCM) revived the freedom struggle
- Apartheid became increasingly oppressive in the 1970s and 1980s
- Resistance seemed a hopeless cause. BC ideas changed that mindset
- Black Consciousness (BC) began as a university student movement led by Stephen Biko which aimed to conscientise black people and instil in them a sense of self-worth and confidence to challenge the apartheid regime
- **The role of Biko:** Biko became involved in student politics while studying medicine at the university as a member of NUSAS – a non-racial student organisation. Biko was convinced that they could not understand the needs of black South Africans and felt there was a need for own organisations to speak for themselves. Biko recruited fellow students from other ethnic universities and in December 1968 drafted a constitution for the South African Students Organisation (SASO)
- **SASO:** Spread BC ideas across the campuses of the ethnically separated universities. It was important because it promoted black unity and solidarity, made students more politically aware, encouraged students to liberate themselves from apartheid
- **BCM:** Spread out from the ethnic university campuses to the rest of South Africa. Young black people were sent into various communities to create and run clinics and to set literacy campaigns to encourage solidarity and self-reliance. In 1972, the Black People's Convention (BPC) was formed to coordinate the activities of all the various BCM groups which emerged. BC reawakened labour movements in South Africa. In 1972 SASO established a national trade union council for blacks. The **Black Allied Workers Union (BAWU)** was formed by Drake Koka, and it rejected white involvement in the trade union movement.

- **Urban Workers' Strike (1973**): Reasons for the strike and demands of the workers. Highlights the government's reaction and impact of strikes
- **Viva Frelimo rallies:** These rallies as national campaigns were staged by SASO and how the rallies accelerated tension between SASO and South African government.
- **Government perceptions of BC:** At first the SA government was not concerned about the BCM as it seemed similar to its own policy of separate development. Apartheid philosophy believed in racial segregation so the formation of SASO (black only union) seemed in accordance with apartheid theories of 'own affairs. BC became stronger; it posed a challenge to the state for it had become a mass movement that sought to undermine apartheid. The Apartheid government reacted to the threat posed by the BCM by taking actions such as; banning BC leaders in 1971 from speaking in public (8 SASO leaders were banned); 8 BPC leaders were detained without trial under Terrorism Act; SASO was banned on university campuses by 1975 and Biko was brutally murdered by the security police in 1977.
- **1976 Soweto Uprising:** Learners at schools in Soweto were unhappy because most government funding went to white schools, severe overcrowding in classes, curriculum was limited and education prepared learners for manual and unskilled labour. Introduction of Afrikaans as a medium of instruction in 1975 in black schools triggered mass protest. SASM decided to hold a mass demonstration against Afrikaans as a medium of instruction. On 16 June 1976 thousands of Soweto learners embarked on a peaceful protest. Later the march turned violent and hundreds were injured (Hastings Ndlovu and Hector Pietersen). Angered by the police actions, learners went on a rampage through the streets of Soweto and burnt symbols of apartheid like buildings and white businesses.
- **Debate whether SASO (and SASM) were influenced by BCM:** There were many other factors that played a role such as; poor living conditions in Soweto, influence of the ANC (political influence) and the establishment of the trade union movement. However, there is a most wide accepted idea that BC influenced the learners from Soweto. A number of SASO members became teachers once they graduated. They introduced the BC ideas to learners. SASM provided leadership training to high school learners, and it (SASM) was encouraged by SASO to concern itself with injustices within society and to spread BC ideas.
- **The legacy of BC on SA politics:** BCM revived the struggle against apartheid. Because of the change in attitude brought by the BCM and SASO, school children defied the apartheid state and spearheaded country wide protest. BCM political activists formed a new political organisation, the Azanian Peoples' Organisation (AZAPO) in 1978. Azapo embraced the BC philosophy and rejected white participation in the struggle.
- Any other relevant information

- Conclusion: Candidates should tie up their arguments with relevant conclusions. **[50]**

QUESTION 4: **THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST – NEGOTIATED SETTLEMENT AND THE GNU.**

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

SYNOPSIS

Candidates need to explain to what extent South Africa emerged as a democracy from the crisis of the 1990s. They need to take a stance and support their line of argument with relevant evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates need to indicate to what extent this statement is an accurate assessment of how South Africa emerged as a democracy from the crisis of the 1990s. They must take a stance and the argument must be supported with relevant evidence.

ELABORATION

- De Klerk comes to power in 1989
- De Klerk's speech in parliament on 2 February 1990 regarded as a turning point
- Led to the unbanning of political and civic organisations such as the ANC and SACP
- The removal of restrictions on COSATU and AZAPO; De Klerk's decision to release Mandela from prison on 11 February 1990 paved the way for negotiations
- Groote Schuur Minute, 2 May 1990 (ANC and NP met: ANC delegation led by Nelson Mandela and the NP delegation led by FW de Klerk)
- Apartheid legislation revoked such as Separate Reservation of Amenities Act
- Pretoria Minute, 6 August 1990 (ANC agreed to suspend the armed struggle)
- CODESA 1 (19 political parties excluding AZAPO, CP and PAC – 300 delegates met)
- Violence erupts in various parts of South Africa such as the Rand, Natal and elsewhere (IFP, ANC and Third force violence)
- CODESA 2 (2 May 1992) collapsed. Parties failed to agree on a new constitution-making body and interim government (uncertainty)
- NP wanted minority veto while ANC wanted an interim government for no longer than 18 months and simple majority rule
- Boipatong Massacre (17 June 1992) and its consequences (violence and uncertainty)
- Bhisho Massacre (7 September 1992) almost derailed the process of negotiations (violence and uncertainty)
- 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 (violence and uncertainty)
- Significance of the Multiparty negotiating Forum for South Africa's future
- Right-wing (AWB) attack on the World Trade Centre and its consequences (violence and uncertainty)
- Sunset Clause introduced by Joe Slovo broke the negotiations deadlock
- Heidelberg Tavern Massacre – 31 January 1993 (violence and uncertainty)
- St James Massacre in July 1993 – APLA open fire – 11 killed and 58 wounded (violence and uncertainty)
- Interim Constitution in November 1993
- Shell House Massacre in March 1994 – IFP marches to the ANC headquarters – 8 people killed and 250 injured (violence and uncertainty)
- Election date – 27 April 1994 announced
- ANC won elections and Mandela became the first black South African president
- Any other relevant response

- Conclusion: Candidates should tie up their arguments with relevant conclusions. **[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

Candidates need to indicate whether they agree or disagree that it was Gorbachev's reforms and the downfall of communism in the Soviet Union (USSR) that paved the way for negotiations between the ANC and the apartheid government after 1989.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates need to take a stance whether they agree or disagree that it was Gorbachev's reforms and the downfall of communism in the Soviet Union (USSR) that paved the way for negotiations between the ANC and the apartheid government after 1989. They need to demonstrate how they intend answering the question.

ELABORATION

- Economic conditions in Russia in the late 1980s
- Gorbachev's policies of perestroika and glasnost
- Gorbachev ends the nuclear arms race with the USA
- Gorbachev ends the war in Afghanistan
- The 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 takeover 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
- PW Botha suffered a stroke and was succeeded by F.W. de Klerk

- FW 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.
  If candidates disagree with the statement, they must support their line of argument with relevant evidence. **[50]**

TOTAL: 100