



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2020**



**HISTORY P2  
MARKING GUIDELINE**

**MARKS: 150**

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This marking guideline consists of 22 pages.

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## 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"> <li>Extract evidence from sources.</li> <li>Selection and organisation of relevant information from sources.</li> <li>Define historical concepts/terms.</li> </ul>	30% (14)
LEVEL 2	<ul style="list-style-type: none"> <li>Interpretation of evidence from the sources.</li> <li>Explain information gathered from the sources.</li> <li>Analyse evidence from the sources.</li> </ul>	40% (20)
LEVEL 3	<ul style="list-style-type: none"> <li>Interpret and evaluate evidence from sources.</li> <li>Engage with sources to determine its usefulness, reliability, bias and limitations.</li> <li>Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions.</li> </ul>	30% (16)

1.2 The information below indicates how source-based questions are assessed:

<ul style="list-style-type: none"> <li>In the marking of source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.</li> <li>In the allocation of marks emphasis should be placed on how the requirements of the question have been addressed.</li> <li>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.</li> <li>When assessing open-ended source-based questions, learners should be credited for any relevant answers.</li> <li>Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.</li> </ul>
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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.

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 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 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	<b>Point:</b> The candidate introduces the essay by taking a line of argument/making a major point.
E	<b>Explanation:</b> 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	<b>Example:</b> 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	<b>Link:</b> 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	

## MARKING MATRIX FOR ESSAY: TOTAL: 50

<p><b>PRESENTATION</b></p> <p>→</p> <p><b>CONTENT</b></p> <p>↓</p>	<p><b>LEVEL 7</b></p> <p>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.</p>	<p><b>LEVEL 6</b></p> <p>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.</p>	<p><b>LEVEL 5</b></p> <p>Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.</p>	<p><b>LEVEL 4</b></p> <p>Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.</p>	<p><b>LEVEL 3</b></p> <p>Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.</p>	<p><b>LEVEL 2</b></p> <p>Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.</p>	<p><b>LEVEL 1*</b></p> <p>Little or no attempt to structure the essay.</p>
<p><b>LEVEL 7</b></p> <p>Question has been fully answered. Content selection fully relevant to line of argument.</p>	47–50	43–46					
<p><b>LEVEL 6</b></p> <p>Question has been answered. Content selection relevant to a line of argument.</p>	43–46	40–42	38–39				
<p><b>LEVEL 5</b></p> <p>Question answered to a great extent. Content adequately covered and relevant.</p>	38–39	36–37	34–35	30–33	28–29		
<p><b>LEVEL 4</b></p> <p>Question recognisable in answer. Some omissions or irrelevant content selection.</p>			30–33	28–29	26–27		
<p><b>LEVEL 3</b></p> <p>Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.</p>				26–27	24–25	20–23	
<p><b>LEVEL 2</b></p> <p>Question inadequately addressed. Sparse content.</p>					20–23	18–19	14–17
<p><b>LEVEL 1*</b></p> <p>Question inadequately addressed or not at all. Inadequate or irrelevant content.</p>						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 PHILOSOPHY OF BLACK CONSCIOUSNESS INFLUENCE THE SOUTH AFRICAN YOUTH IN THE 1970s?**

- 1.1 1.1.1 *[Definition of historical concepts from Source 1A – L1]*
- Accepting oneself as black/self-value/self-esteem/self-worth
  - To be proud of what you are/black pride
  - Black South Africans should be proud of themselves and should strive for self-reliance
  - Black South Africans should become independent
  - Any other relevant response (Any 1 x 2) (2)
- 1.1.2 *[Interpretation of evidence from Source 1A – L2]*
- Motivated blacks to unite and fight against apartheid
  - Black South Africans should stand up and fight for their rights
  - Black South Africans should change their mindset
  - Blacks should stop feeling inferior
  - Any other relevant response (Any 2 x 2) (4)
- 1.1.3 *[Extraction of evidence from Source 1A – L1]*
- It mobilised the people when all the major political opposition was banned, their leaders in exile or in jail (1 x 2) (2)
- 1.1.4 *[Evaluate the usefulness of the evidence from Source 1C – L3]*  
This source is useful because:
- It became the mouth piece/voice of the oppressed people in South Africa
  - It filled the political vacuum that existed at that stage
  - It made black South Africans aware not to accept their oppression by the apartheid government
  - Any other relevant response (Any 2 x 2) (4)
- 1.1.5 *[Extraction of evidence from Source 1A – L1]*
- Independent thinking
  - Self-reliance
  - Fearlessness
  - Dignity (4 x 1) (4)
- 1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- Self-concept
  - Self-esteem (2 x 1) (2)
- 1.2.2 *[Interpretation of evidence from Source 1B – L2]*
- The apartheid government saw the BCM as a threat
  - Many leaders were imprisoned/banned
  - Any other relevant response (Any 1 x 2) (2)

- 1.2.3 *[Extraction of evidence from Source 1B – L1]*
- There were forces that threatened to deal with them
  - Denied employment if we didn't abandon our political beliefs
- (2 x 1) (2)
- 1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- Because they spread the ideas of Black Consciousness
- (1 x 2) (2)
- 1.3.2 *[Interpretation of evidence from Source 1C – L2]*
- Major anti-apartheid organisations were banned at this stage
  - Influenced by the BCM, they learned to resist apartheid
  - They became aware of their social, political and economic oppression they endured
  - Any other relevant response
- (Any 2 x 2) (4)
- 1.3.3 *[Interpretation of evidence from Source 1C – L2]*
- He was banned
  - Detained
  - Could not leave King William's Town
  - He could not attend meetings
  - The police often searched his home to check on him
  - Could not write for newspapers or magazines
  - He was refused a passport and could not leave the country
  - Any other relevant response
- (Any 1 x 2) (2)
- 1.3.4 *[Interpretation of evidence from Source 1C – L2]*
- Wanted to maintain white minority rule
  - Saw the Black Consciousness Movement as a threat
  - Perceived the Black Consciousness Movement as agitators that wanted to overthrow the government
  - Any other relevant response
- (Any 1 x 2) (2)
- 1.4 1.4.1 *[Interpretation of evidence from Source 1D – L2]*
- Fearless
  - Independent
  - Prepared to die for his beliefs
  - He lived according to his beliefs
  - Any other relevant response
- (Any 2 x 2) (4)
- 1.4.2 *[Interpretation of evidence from Source 1D – L2]*
- Power to the people
- (1 x 2) (2)



## 1.5 [Comparison of evidence from Sources 1A and 1D – L3]

- Both sources reveal that the BCM influenced the youth
- Both sources show that the youth were taught to become fearless
- Any other relevant response (2 x 2) (4)

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

Candidates can include the following aspects in their responses:

- BCM mobilised the people (Source 1A)
- BCM instilled independent thinking, self-reliance, fearlessness and dignity (Source 1A)
- Broke the silence of the time (Source 1A)
- It conscientised black South Africans to stand up against oppression (Own knowledge)
- Young blacks refused to be held in an inferior position (Own knowledge)
- Students were at the forefront of the struggle (Source 1B)
- Black people to be proud of their colour (Source 1B)
- Made black South Africans realise their self-worth (Source 1B)
- Conscientised black students to reject apartheid (Source 1B)
- Led to the formation of community organisations (Own knowledge)
- Students influenced through the writings of Biko (Source 1C)
- Influenced by the BCM, students became fearless (Source 1A and 1D)
- Transformed into disciplined young black men (Source 1C)
- Any other relevant response

Use the following rubric to allocate a mark:



LEVEL 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>show no or little understanding of how the philosophy of Black Consciousness influence the South African youth in the 1970s.</b></li> <li>• Uses evidence partially to report on topic or cannot write a paragraph.</li> </ul>	Marks: 0–2
LEVEL 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows some understanding of how the philosophy of Black Consciousness influence the South African youth in the 1970s.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>	Marks: 3–5
LEVEL 3	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding of how the philosophy of Black Consciousness influence the South African youth in the 1970s.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	Marks: 6–8

(8)  
[50]

**QUESTION 2: HOW SUCCESSFUL WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) IN DEALING WITH THE MURDER OF AMY BIEHL?**

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- Establish the causes, nature and extent of the gross violation of human rights
  - Conducting investigations and holding hearings
  - To facilitate the granting of amnesty to persons who made full disclosure of all the relevant facts, related to acts associated with a political objective
  - Restore the human and civil dignity of victims
  - Recommend reparation measures
  - To compile a report of its findings and activities and recommend measures to prevent future violations of human rights (Any 2 x 1) (2)
- 2.1.2 *[Interpretation of evidence from Source 2A – L2]*
- Apartheid violated the rights of most South Africans
  - Apartheid discriminated against South Africans based on the colour of their skin
  - Any other relevant response (Any 1 x 2) (2)
- 2.1.3 *[Definition of historical concepts from Source 2A – L2]*
- Is the granting of official pardon for people that committed politically related offences
  - Any other relevant response (1 x 2) (2)
- 2.1.4 *[Evaluate the usefulness of the evidence from Source 2B – L3]*  
This source is useful because:
- It explains the reasons for the establishment of the TRC
  - It gives an overview of the period being investigated
  - It gives the reasons for the need of a TRC
  - It gives information on the committees that will perform the duties of the TRC
  - Any other relevant response (Any 2 x 2) (4)
- 2.1.5 *[Extraction of evidence from Source 2A – L1]*
- Human Rights Violation Committee
  - Amnesty Committee
  - Reparation and Rehabilitation Committee (3 x 1) (3)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- She was a victim of racial violence
  - She was white (2 x 1) (2)
- 2.2.2 *[Extraction of evidence from Source 2B – L1]*
- Beaten
  - Stabbed (2 x 1) (2)

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

- She was an anti-apartheid activist
- She did legal research for the ANC
- Assisted with voter registration/education
- Worked with underprivileged communities
- Any other relevant response (Any 2 x 2) (4)

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

- To kill white people
- By killing the white people, they would get their land back
- Wanted to end apartheid
- Wanted whites to feel what blacks had to endure
- Any other relevant response (Any 2 x 2) (4)

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

- Mzikhona Nofemela
- Ntobeka Peni
- Vusumzi Ntamo
- Mongezi Manqina (Any 3 x 1) (3)

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

- Wanted their forgiveness
- Wanted amnesty
- Showed remorse for their senseless deeds
- Any other relevant response (Any 2 x 2) (4)

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

- “I feel sorry and very down-hearted, especially today, realising the contribution Amy Biehl played in the struggle” (1 x 2) (2)

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

- It provided a platform for perpetrators to tell their stories
- It provided a platform for victims to find closure
- Any other relevant response (Any 1 x 2) (2)

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

- To tell the truth
- To prove that their actions were politically motivated
- To be released from jail
- Any other relevant response (Any 1 x 2) (2)

2.5 *[Comparison of evidence from Sources 2C and 2D – L3]*

- Source 2C indicates that the killers of Amy Biehl applied for amnesty and Source 2D shows them appearing before the Amnesty Commission
- Both sources reveal that it provided a platform for the killers to reveal the truth of their atrocities
- Both sources show they showed remorse for their actions
- Any other relevant response (Any 2 x 2) (4)

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

Candidates could include some of the following:

- The reason for the establishment of the TRC was to deal with the past (Source 2A)
- The TRC offered full amnesty to those who came forward and confessed their crimes (Source 2A)
- TRC provided a platform for the killers of Amy to reveal the truth about the reasons for their actions (Source 2C)
- Peni revealed the truth of their actions and claimed that it was politically motivated at his amnesty hearing (Source 2C)
- Victims had the opportunity to confront those who hurt their loved ones (Own knowledge)
- Perpetrators had the chance to show remorse (Source 2C and 2D)
- The TRC provided a platform for the parents of Amy to give their opinions on the amnesty process (Source 2C)
- Victims found out for the first time what happened to their loved ones and how they had died (Own knowledge)
- Parents forgave the perpetrators (Source 2C)
- Perpetrators were released from jail (Source 2C)
- Perpetrators received amnesty (Source 2C and 2D)
- The Amy Biehl Foundation was set up by her parents to commemorate Amy (Own knowledge)
- Perpetrators are working at the foundation level, doing community work and help to prevent violence (Own knowledge)
- Any other relevant response

Use the following rubric to assess this paragraph.

LEVEL 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows no or little understanding of how successful the Truth and Reconciliation Commission (TRC) was in dealing with the murder of Amy Biehl.</b></li> <li>• Uses evidence partially to report on topic or cannot write a paragraph.</li> </ul>	Marks: 0–2
LEVEL 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows an understanding of how successful the Truth and Reconciliation Commission (TRC) was in dealing with the murder of Amy Biehl.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>	Marks: 3–5
LEVEL 3	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding of how successful the Truth and Reconciliation Commission (TRC) was in dealing with the murder of Amy Biehl.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	Marks: 6–8

(8)  
[50]



**QUESTION 3: WHAT IMPACT DID MULTI-NATIONAL CORPORATIONS (MNC'S) HAVE ON GLOBAL CULTURES IN THE 1990s?**

- 3.1 3.1.1 *[Definition of historical concepts from Source 3A – L1]*
- Refers to the technological, political and economic changes which have resulted in the world functioning in a different way from what it did 20 years ago
  - Any other relevant explanation (1 x 2) (2)
- 3.1.2 *[Extraction of evidence from Source 3A – L1]*
- International trade
  - Investment (2 x 1) (2)
- 3.1.3 *[Extraction of evidence from Source 3A – L1]*
- 'For thousands of years, people – and later, corporations – have been buying from and selling to each other in lands at great distances' (1 x 2) (2)
- 3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- Less trade barriers between countries
  - Mass production by MNC's led to cheaper products
  - Technological advances enable goods to move faster between countries
  - Many countries have adopted a free-market economic system
  - Any other relevant response (Any 2 x 2) (4)
- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- American countries
  - European countries (2 x 1) (2)
- 3.2.2 *[Extraction of evidence from Source 3B – L2]*
- Television
  - Radio
  - Satellite
  - Internet (Any 2 x 1) (2)
- 3.2.3 *[Interpretation of evidence from Source 3B – L2]*
- Consumers have access to a variety of goods and services
  - Inter-connectedness of the world through information technology
  - People can learn about other people's cultures and traditions
  - Any other relevant response (Any 2 x 2) (4)
- 3.2.4 *Evaluate the reliability of the evidence from Source 3B – L3]*
- This source is reliable because:
- The source shows both the positive and negative effects that globalisation had on the cultures of people around the world
  - It is not biased
  - People wearing name brands from overseas corporations has become a daily feature
  - Many people around the world have acquired some knowledge of the English language
  - Any other relevant response (Any 2 x 2) (4)

- 3.3 3.3.1 [*Extraction of evidence from Source 3C – L1*]
- Sweatshops
  - Child labour
- (2 x 1) (2)
- 3.3.2 [*Extraction of evidence from Source 3C – L1*]
- Boston
  - Washington D.C.
  - Bangalore
  - San Pedro Sula
- (Any 2 x 1) (2)
- 3.3.3 [*Interpretation of evidence from Source 3C – L2*]
- People worked under harsh conditions
  - People were paid low wages
  - It did not respect workers' rights
  - The commitment to change the company's practices were not implemented
  - Any other relevant response
- (Any 2 x 2) (4)
- 3.4 3.4.1 [*Interpretation of evidence Source 3D – L2*]
- It shows opposition against the corporations
  - It accuses the big corporations of enslaving the people
  - Any other relevant response
- (2 x 2) (4)
- 3.4.2 [*Interpretation of evidence from Source 3D – L2*]
- JUSTIFIED**
- TNC's only motive was profit-making
  - People had to work in harsh conditions for low wages
  - TNC's used contractors and sub-contractors thus saving on operation costs and allowing them to leave whenever they desire
  - Any other relevant response
- OR**
- NOT JUSTIFIED**
- TNC's provide jobs
  - They stimulate economic growth of countries
  - It promotes access to technology and skills
  - Any other relevant response
- (Any 2 x 2) (4)
- 3.5 [*Comparison of evidence from Sources 3C and 3D – L3*]
- Source 3C shows that a demonstration was held against the Nike sweatshop and Source 3D shows opposition against sweatshops
  - Source 3C indicates that people worked in harsh conditions and Source 3D indicates that corporates were enslaving people in sweatshops
  - Both sources indicate that MNC's being accused of exploiting people
  - Any other relevant response
- (Any 2 x 2) (4)

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

Candidates could include some of the following:

- Cultures have been changed due to globalisation (Source 3B)
- People's culture changed through television, radio, satellite and internet (Source 3B)
- Globalisation made people to learn about other people's cultures (own knowledge)
- Name brand goods produced by MNC's has become a popular phenomenon worldwide (Own knowledge)
- It has led to the destruction of local cultures and identities (own knowledge)
- It has impoverished many nations as many people do not buy locally produced products (Own knowledge)
- It caused poverty in many countries as the profits made from production is taken out of the countries (own knowledge)
- People work in harsh conditions in sweatshops (Source 3C)
- TNC's only care about making profit (own knowledge)
- Led to opposition against MNC's (Source 3D)
- Any other relevant response

Use the following rubric to assess this paragraph.

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows no or little understanding of the impact that MNC's had on global cultures.</b></li> <li>• Uses evidence partially to report on the topic or cannot write a paragraph.</li> </ul>	<b>Marks: 0–2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows some understanding of the impact that MNC's had on global cultures.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>	<b>Marks: 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e. g. <b>demonstrates a thorough understanding of the impact that MNC's had on global cultures.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>Marks: 6–8</b>

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**SECTION B: ESSAY QUESTIONS****QUESTION 4: 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 indicate to what extent demonstrations, boycotts, sanctions and disinvestments by the international anti-apartheid organisations contributed to the eventual demise of the apartheid regime in the 1980's.

**MAIN ASPECTS**

Candidates should include the following aspects in their response:

- Introduction: Candidates need to take a stance and demonstrate how different actions taken by the international anti-apartheid organisations eventually led to the demise of apartheid.

**ELABORATION**

- Formation and role of the Anti-Apartheid Movement (AAM) in the United Kingdom/Irish Anti-Apartheid
- The role of the International Defence Aid Fund (IDAF) made funds available for anti-apartheid activities
- P. W. Botha's attempt at reforming apartheid/cosmetic reforms
- P.W. Botha's Rubicon speech in 1985 forced the international community into action which embarked on various forms of boycotts, sanctions and disinvestments against the apartheid regime
- **Sport boycotts:** SANROC, HART and SACOS
- **Cultural boycotts:** In 1985 US artists protested against apartheid and refused to perform in South Africa and raised money for liberation movements (In 1986 the Freedom Festival in London); Musicians displayed their solidarity with the people in SA
- **Academic boycotts:** International scholars refused to travel to South Africa / International publishers refused to publish South African manuscripts and grant access to information/International conferences barred South Africa scholars/ Institutions abroad denied South Africa academic access and refused to recognise South African degrees
- **Consumer boycotts:** OPEC placed an embargo on oil sales to South Africa (South Africa experienced a recession in the 1980s)/Irish workers refused to handle fruits from SA/Imports of raw materials from South Africa – coal, iron, steel – were banned
- **Disinvestment:** In 1980s foreign investments dropped by 30%; by 1980 Britain already disinvested from Simon's Town naval dockyard; General Motors and Barclays Bank pulled out of SA/ In the 1980s South Africa's economy struggled as investors left the country/The effects of AAM protests had a negative effect on the South African government
- Between 1985 and 1990 over 200 US companies pulled out of South Africa/ The University of California withdrew investments of three million dollars from South Africa

- **Sanctions:** In 1985 the US Bank Chase Manhattan cut ties with South Africa/the Johannesburg Stock Exchange closed for 4 days/The value of the rand dropped by 35% from 54 cents to 34 cents against the dollar/In 1986 the US Congress passed a law that banned all new investments and loans in South Africa
- Big corporations such as General Electric, Pepsi Cola, General Motors, Mobil and IBM stopped their activities in South Africa/The USA threatened to stop weapon sales to countries which provided weapons to South Africa/In 1986 the Anti-Apartheid Law of the USA caused Europe and Japan to introduce sanctions against South Africa/International banks lost confidence in South Africa's economy
- In 1982 the United Nations condemned apartheid and called for total sanctions against South Africa
- In 1985 the European Economic Community banned new investments in South Africa
- In 1988 one fifth of British companies withdrew their businesses from South Africa because of pressure from shareholders/Barclays Bank sold their shares due to pressure of the British public/The South African economy kept stagnating and produced growth of only 1,1%
- **Release Mandela Campaign:** Wembley Stadium/United Nations/UN Security Council and UN General Assembly called for the release of Nelson Mandela
- **The role of international trade unions:** The AAM in Europe and Australia/Liverpool dockworkers/Finland's Transport Workers Union imposed a ban on trade with South Africa
- This resulted in South Africa experiencing great economic difficulties and they were forced to begin negotiations with liberation organisations in South Africa
- The role of the frontline states
- Any other relevant response

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

[50]

**QUESTION 5: THE COMING OF DEMOCRACY IN 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 critically discuss how South Africa's road to democracy was beset with various challenges, dilemmas and obstacles, but it was the spirit of intense negotiations, resolute leadership and commitment that eventually led to the birth of a democratic dispensation in 1994.

**MAIN ASPECTS**

Candidates should include the following aspects in their response:

- Introduction: Candidates need to take a stance and indicate how the spirit of intense negotiations, resolute leadership, and commitment paved the way for the birth of a democratic South Africa in 1994.

**ELABORATION**

- De Klerk comes to power in 1989 – brief background
- De Klerk's speech in parliament on 2 February 1990 (Political leadership)
- The unbanning of political and civic organisations, such as the ANC and SACP
- The removal of restrictions on COSATU, AZAPO, etc. (Political leadership and commitment)
- Groote Schuur Minute, 2 May 1990 (ANC and NP met, ANC delegation led by Nelson Mandela, NP delegation led by FW de Klerk) (Political leadership and commitment)
- Apartheid legislation revoked, such as the Reservation of Separate (Amenities Act (Political leadership and commitment)
- Pretoria Minute, 6 August 1990 (Suspension the armed struggle by the ANC)
- CODESA 1 (19 political parties, excluding AZAPO, CP and PAC/300 delegates met) (Political leadership and commitment)
- Violence erupts in some parts of the country, such as the Witwatersrand and Natal Whites-only referendum and its impact (March 1992) (Political leadership)
- CODESA 2 (2 May 1992 collapsed); parties failed to agree on a new constitution making body and interim government (Political leadership and commitment)
- NP wanted minority veto while the ANC wanted an interim government for no longer than 18 months and simple majority rule
- Boipatong massacre and its consequences (17 June 1992)
- Bisho massacre derailed the process of negotiations (7 September 1992)
- Record of Understanding signed on 26 September 1992 between Roelf Meyer (NP) and Cyril Ramaphosa (ANC) (Political leadership and commitment)
- Assassination of Chris Hani (10 April 1993) and its impact on South Africa (Political leadership)
- Multiparty Negotiating Forum (Political leadership and commitment)
- Right-wing (AWB) attack on World Trade Centre and its consequences
- Increasing violence – rolling mass action (i.e. Boipatong, Bisho, etc.)

- Sunset Clause introduced by Joe Slovo broke the negotiations deadlock (Political leadership and commitment)
- Election date announced, 27 April 1994 (Political leadership)
- ANC won elections and Mandela became the first black South African President
- Any other relevant response

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

**[50]**



**QUESTION 6: THE END OF THE COLD WAR AND A NEW WORLD ORDER: 1989 TO THE PRESENT**

*[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 with the statement and indicate if it was the collapse of the Soviet Union in 1989 that significantly contributed to the political transformation that occurred in South Africa.

**MAIN ASPECTS**

Candidates should include the following aspects in their response:

- Introduction: Candidates need to take a stance and indicate if it was the collapse of the Soviet Union that contributed to the political transformation in South Africa.

**ELABORATION**

- Gorbachev's reform policies of Glasnost and Perestroika
- By the end of 1989 the Soviet Union disintegrated and its impact
- The communist regimes in Eastern Europa collapsed
- Political changes in the rest of the world put pressure on the apartheid regime to embark on changes
- The collapse of communism affected both the National Party and the ANC
- The National Party was now prepared to negotiate with the ANC
- The National Party's fear of a communist-controlled ANC now seemed unfounded
- After the demise of communism in the Soviet Union; the ANC did not receive further support from the Soviet Union
- The ANC could no longer rely on the Soviet Union for economic and military support
- The fall of the USSR deprived the ANC of its main source of support (financial, military, morally and the consequences thereof)
- The National Party's claim that it acted as protector to a communist onslaught in Southern Africa became unrealistic
- Countries in the western world supported the move that South Africa should resolve its problems peacefully and democratically
- There was no doubt that continued repression of black South Africans by the apartheid regime was not sustainable and would result in political instability
- The government started to believe that reform was needed to include the development of a strong middle class which would act as a 'bulwark against the revolution'
- Influential members of the National Party realised that apartheid was not the answer to the needs of white capitalist development
- The Battle of Cuito Cuanavale and the consequences thereof
- The security forces and state of emergency did not stop township protests
- 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 realised South Africa's political predicament and began 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'
- De Klerk unbanned all anti-apartheid organisations including the ANC, PAC and South African Communist Party
- This signalled the end of apartheid and the beginning of the process of negotiations
- Any other relevant response

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

**[50]**

**TOTAL: 150**

