



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2021



**HISTORY P2
MARKING GUIDELINE**

MARKS: 150

This marking guideline consists of 24 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 the sources. Explain information gathered from the sources. Analyse evidence from the 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.
- When assessing open-ended source-based questions, learners should be credited for any other 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.

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), 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 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 additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised



- Wrong statement



- Irrelevant statement



- Repetition

R

- Analysis

A ✓

- 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 5 | |

- (c) Allocate an overall mark with the use of the matrix.

| | | |
|---|---------|-----------|
| C | LEVEL 4 | } 30 – 33 |
| P | LEVEL 5 | |

MARKING MATRIX FOR ESSAY – TOTAL: 50

| <p>PRESENTATION</p> <p>➔</p> <p>CONTENT</p> <p>⬇</p> | <p>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.</p> | <p>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.</p> | <p>LEVEL 5 Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.</p> | <p>LEVEL 4 Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.</p> | <p>LEVEL 3 Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.</p> | <p>LEVEL 2 Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.</p> | <p>LEVEL 1 Little or no attempt to structure the essay.</p> |
|---|--|--|--|---|---|---|--|
| <p>LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.</p> | 47–50 | 43–46 | | | | | |
| <p>LEVEL 6 Question has been answered. Content selection relevant to a line of argument.</p> | 43–46 | 40–42 | 38–39 | | | | |
| <p>LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.</p> | 38–39 | 36–37 | 34–35 | 30–33 | 28–29 | | |
| <p>LEVEL 4 Question recognisable in answer. Some omissions/irrelevant content selection.</p> | | | 30–33 | 28–29 | 26–27 | | |
| <p>LEVEL 3 Content selection does not always relate. Omissions in coverage.</p> | | | | 26–27 | 24–25 | 20–23 | |
| <p>LEVEL 2 Sparse content. Question inadequately addressed</p> | | | | | 20–23 | 18–19 | 14–17 |
| <p>LEVEL 1 Question not answered. Inadequate content. Significant irrelevance</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
- Content selection includes basic and generally irrelevant information; no attempt to structure the essay = 1 – 6
- Question inadequately addressed and vague; little attempt to structure the essay = 7 – 13

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: WHAT WERE THE CHALLENGES THAT THE SOUTH AFRICAN GOVERNMENT FACED DURING THE 1980s?**

- 1.1 1.1.1 *[Definition of a historical concept from Source 1A – L1]*
- The government's response to the 'Total Onslaught'
 - It was to entrench white minority rule at all costs
 - Any other relevant response (Any 1 x 2) (2)
- 1.1.2 *[Interpretation of evidence from Source 1A – L2]*
- It would reduce international criticism of apartheid
 - Satisfy white South Africans
 - Form relations with other black countries in Africa
 - Reduce internal black resistance
 - Any other relevant response (Any 2 x 2) (4)
- 1.1.3 *[Interpretation of evidence from Source 1A – L2]*
- To employ black people as community councillors
 - This would give them power to run affairs in the townships
 - To give black people limited power at local level
 - To reduce the demand for political rights and accommodate political aspirations of blacks
 - Any other relevant response (Any 1 x 2) (2)
- 1.1.4 *[Extraction of evidence from Source 1A – L1]*
- Separate Amenities Act
 - Influx control
 - Job reservation (Any 2 x 1) (2)
- 1.2 1.2.1 *[Interpretation of evidence from Source 1B – L2]*
- The new constitution made provision for the creation of different houses in parliament
 - Only Coloureds and Indians were represented with limited powers in the new parliament
 - Black South Africans were excluded from the new parliamentary system (seen standing outside the fence)
 - The power remained in the hands of the white minority
 - Apartheid is being reformed by changing power-sharing
 - Any other relevant response (Any 2 x 2) (4)
- 1.2.2 *[Extraction of evidence from Source 1B – L1]*
- Coloureds
 - Indians (2 x 1) (2)

1.2.3 *[Evaluate the limitation of the evidence from Source 1B – L3]***This source is limited because:**

- It shows reforms in Parliament only for the three races
- Black people are not considered in the creation of this Parliament
- The source reinforces the idea that whites are enjoying bigger benefits than the other races
- Only the white race is making the decisions
- Any other relevant response

(Any 2 x 2) (4)

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

- Source 1A states that the government used a 'divide and rule' approach by dividing the population. Source 1B shows the government created a new parliamentary system which created different houses for different races
- Source 1A states that government proposed that political power will be shared amongst whites, coloured and Indians and Source 1B shows the three race groups will be represented in parliament
- Source 1A states that cosmetic changes were implemented by the apartheid government and Source 1B shows that the power is still in the hands of the apartheid government who had the most representatives and the other houses have limited powers
- Any other relevant response

(Any 2 x 2) (4)

1.4 1.4.1 *[Extraction of evidence from Source 1C – L1]*

- Because the opposition became united

(1 x 2) (2)

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

- Women
- Students
- Churches
- Trade unions
- Cultural groups
- Sports groups/teams

(Any 2 x 1) (2)

1.4.3 *[Extraction of evidence from Source 1C – L1]*

- Do Not Vote Campaign
- Million Signatures Campaign

(2 x 1) (2)

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

- That all South Africans should have political rights, not only Coloureds and Indians
- That all South Africans should have their rights here in a united, undivided South Africa and not in the homelands
- Their political rights should be given to them immediately
- All races should be treated the same
- Any other relevant response

(Any 2 x 2) (4)

- 1.5 1.5.1 *[Extraction of evidence from Source 1D – L1]*
- Declining real wages as inflation increased
 - Increase in the cost of basic foodstuff and transport
 - Overcrowding
 - Housing shortage
 - Rising rent charges (sometimes by 100%)
 - Growing unemployment rate
- (Any 2 x 1) (2)
- 1.5.2 *[Interpretation of evidence from Source 1D – L2]*
- Seen as collaborators with the government
 - They were perceived as furthering the aims of apartheid
 - Perceived as ‘sell-outs’
 - Any other relevant response
- (Any 2 x 2) (4)
- 1.5.3 *[Definition of historical concepts from Source 1D – L2]*
- The police and the army were permanently deployed in the townships
 - The police had the power to arrest someone without a warrant
 - People could be detained indefinitely
 - Lawyers and family were not notified about the arrest
 - Censored radio, television and newspapers coverage of these unrests
 - Any other relevant response
- (Any 1 x 2) (2)
- 1.6 *[Interpretation, comprehension and synthesis of evidence from relevant sources – L3]*
- Candidates could include the following aspects in their response:
- Botha realised the strength of united black resistance (Source 1A)
 - The government’s attempts to divide the population was failing (Source 1A)
 - Cosmetic reforms implemented with the Tricameral Parliament (Source 1B)
 - Limited power given to Coloureds and Indians (Source 1B)
 - The opposition to apartheid became united (Source 1C)
 - Led to the formation of the UDF that co-ordinated the resistance against apartheid (Source 1C)
 - Mass mobilisation against apartheid (own knowledge)
 - Marches, strikes and boycotts organised against the government, making the country ungovernable (own knowledge)
 - Voter turn-out was low for the election of the new parliament
 - Rent boycotts caused the government to lose revenue (Source 1D)
 - Government buildings and elements of apartheid destroyed (Source 1D)
 - Country in turmoil (own knowledge)
 - Any other relevant response

Use the following rubric to allocate marks:

| | | |
|---------|--|--------------|
| LEVEL 1 | <ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g., shows no or little understanding of the challenges that the South African government faced during the 1980s. • Uses evidence partially to report or cannot write a paragraph. | MARKS 0–2 |
| LEVEL 2 | <ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g., shows some understanding of the challenges that the South African government faced during the 1980s. • Uses evidence in a very basic manner to write a paragraph. | MARKS 3–5 |
| LEVEL 3 | <ul style="list-style-type: none"> • Uses relevant evidence, e.g., demonstrates a thorough understanding of the challenges that the South African government faced during the 1980s. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. | MARKS 6–8 |

(8)
[50]



QUESTION 2: DID THE AMNESTY PROCESS OF THE TRUTH AND RECONCILIATION COMMISSION (TRC) BRING CLOSURE TO THE FAMILY OF NEIL AGGETT?

- 2.1 2.1.1 *[Definition of historical concepts from Source 2A – L1]*
- Separateness of races
 - Inequalities amongst races
 - Any other relevant response (1 x 2) (2)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*
He witnessed:
- Extreme poverty
 - Disease affecting black workers
 - Overcrowded, poorly resourced hospitals (Any 2 x 1) (2)
- 2.1.3 *[Interpretation of evidence Source 2A – L2]*
- When activists were caught committing a political crime by the police it meant detention and death
 - There were 50 other activists before Aggett who suffered the same fate
 - Many activists died as a result of police brutality
 - Any other relevant response (Any 2 x 2) (4)
- 2.2 2.2.1 *[Interpretation of evidence from Source 2D – L2]*
- It shows supporters paying tribute to Neil Aggett
 - She regards him as a true patriot of this country
 - She took to the streets to mourn his death
 - She wanted to know the truth of how he died
 - Any other relevant response (Any 2 x 2) (4)
- 2.2.2 *[Interpretation of evidence from Source 2D – L2]*
- He was a fighter for workers' rights
 - They believed that he died for them
 - He died at the hands of the Security Police fighting against the unjust system of apartheid
 - Any other relevant response (Any 1 x 2) (2)
- 2.3 2.3.1 *[Definition of a historical concept from Source 2B – L1]*
- Official pardon for politically motivated crimes
 - Any other relevant response (1 x 2) (2)
- 2.3.2 *[Extraction of evidence from Source 2B – L1]*
- Major Cronwright
 - Lieutenant Whitehead (2 x 1) (2)

- 2.3.3 *[Interpretation of evidence Source 2B – L2]*
- They were seen as communists by the apartheid government
 - They were seen as threats that wanted to overthrow the apartheid government
 - They instigated labour unrest that destabilised the economy
 - Any other relevant response (Any 2 x 2) (4)
- 2.3.4 *[Extraction of evidence from Source 2B – L1]*
- Gross violation of human rights (1 x 2) (2)
- 2.3.5 *[Evaluate the reliability of Source 2B – L3]*
The source is reliable:
- Some answers to the death of Neil Aggett.
 - There were different versions to Aggett's death.
 - The interrogators were now telling the truth.
 - They were able to find closure
 - Any other relevant response (Any 2 x 2) (4)
- 2.4 2.4.1 *[Extraction of evidence from Source 4B – L1]*
- Cronwright
 - Whitehead (2 x 1) (2)
- 2.4.2 *[Interpretation of evidence Source 2C – L2]*
- To find closure
 - To find peace
 - They wanted to hear the truth of how Neil Aggett died
 - Any other relevant response (Any 2 x 2) (4)
- 2.4.3 *[Extraction of evidence from Source 2C – L1]*
- The police staged his death
 - He committed suicide as a result of the brutal treatment he received (2 x 1) (2)
- 2.4.4 *[Extraction of evidence from Source 2C – L1]*
- He could not stop weeping
 - He was a broken man (Any 1 x 2) (2)
- 2.5 *[Comparison of evidence from Sources 2C and 2D – L3]*
- Source 2C indicates that Neil Aggett's father mourned his death by weeping. Source 2D shows supporters mourned his death by protesting in the street.
 - Source 2C indicates that Neil Aggett had many supporters who wanted his case to be reopened. Source 2D shows one of his supporters placarding in the streets
 - Both sources indicated that the family and the supporters were distraught about the death of Neil Aggett
 - Any other relevant response (Any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- The reason for the establishment of the TRC was to deal with the past (own knowledge)
- The TRC offered full amnesty to those who came forward and confessed their crimes (Source 2B)
- TRC provided a platform for the security policemen to reveal the truth about the death of Neil Aggett (Source 2B)
- Smith revealed the truth of how they tortured detainees in his amnesty hearing (Source 2B)
- Victims had the opportunity to confront those who hurt their loved ones (own knowledge)
- Perpetrators were not granted amnesty (own knowledge)
- TRC overruled the decision that Aggett committed suicide (Source 2B)
- Cronwright and Whitehead did not apply for amnesty (Source 2C)
- The TRC was not a court of law that could punish the perpetrators (own knowledge)
- Jill Burger revealed the suffering they endured because of the loss of Neil (Source 2C)
- The family had no closure as they believed he did not commit suicide (Source 2C)
- The two main torturers never appeared before the TRC to reveal the truth on how Neil Aggett died (Source 2C)
- A second inquest was held to reveal the truth on the death of Neil Aggett
- Supporters wanted the perpetrators to be punished (Source 2C)
- Supporters took to the streets to mourn his death (Sources 2C and 2D)
- Any other relevant response.

Use the following rubric to allocate marks:

| | | |
|---------|---|--------------|
| LEVEL 1 | <ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding in explaining whether the amnesty process of the Truth and Reconciliation Commission brought closure to the family of Neil Aggett. • Uses evidence partially to report on topic or cannot write a paragraph. | MARKS 0–2 |
| LEVEL 2 | <ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows an understanding in explaining whether the amnesty process of the Truth and Reconciliation Commission brought closure to the family of Neil Aggett. • Uses evidence in a very basic manner to write a paragraph. | MARKS 3–5 |
| LEVEL 3 | <ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding in explaining whether the amnesty process Truth and Reconciliation Commission brought closure to the family of Neil Aggett. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. | MARKS 6–8 |

(8)
[50]



QUESTION 3: WHAT IMPACT DID THE GLOBAL COVID-19 PANDEMIC HAVE ON SOUTH AFRICA?

- 3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*
• Wuhan / China (1 x 1) (1)
- 3.1.2 *[Extraction of evidence from Source 3A – L1]*
• Partial travel bans
• Travel advisories
• Discouraging public transport
• The closing of schools
• and prohibiting gatherings of more than 100 people (Any 2 x 1) (2)
- 3.1.3 *[Interpretation of evidence from Source 3A – L2]*
• Difficult to prevent social distancing
• Spread of the pandemic would be greater
• It affects both staff and learners/students
• Learners/students are travelling by different modes of transport
• Any other relevant response (Any 2 x 2) (4)
- 3.1.4 *[Explanation of a concept from Source 3A – L2]*
A lockdown is a restriction for people or community to stay where they are, usually due to specific risks to themselves or to others if they can move and interact freely. (Any 1 x 2) (2)
- 3.1.5 *[Interpretation of evidence from Source 3A – L2]*
• Forced to teach online
• Zoom and Teams teaching
• Rotational teaching
• Any other relevant response (Any 1 x 2) (2)
- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
• Social distancing
• Regular hand washing
• Wearing of masks (Any 2 x 1) (2)
- 3.2.2 *[Interpretation of evidence from Source 3B – L2]*
• A state of disaster was declared
• The movement of persons and goods were restricted
• Foreign nationals from high-risk countries were prohibited from entering South Africa
• Limitations on all gatherings
• Any other relevant response (Any 2 x 2) (4)

3.2.3 *[Evaluate the usefulness of the evidence from Source 3B – L3]*

This source is useful because:

- Their freedom of movement was restricted
- Their freedom of assembly was restricted
- The unemployment rate increased to 1,7 million
- Led to poverty
- Many businesses became bankrupt
- Any other relevant response

(Any 2 x 2) (4)

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

- To buy essential goods
- Seek medical attention
- Buy medical products
- Collect social grants
- Attend funerals where no more than 50 people attended

(Any 2 x 1) (2)

3.3. 3.3.1 *[Extraction of evidence from Source 3C – L1]*

- Textiles
- Educational services
- Catering and accommodation
- Beverages
- Tobacco
- Glass products
- Footwear



(Any 1 x 1) (1)

3.3.2 *[Explanation of historical concepts from Source 3C – L1]*

- Fine
- Imprisonment of up to six months

(Any 1 x 2) (2)

3.3.3 *[Interpretation of evidence Source 3C – L2]*

- Due to the decline of activity in the industry, commerce, restaurants and hotels
- Slowdown in economic activities
- Disruption in both the international and domestic supply chain
- South Africa being unable to export its minerals
- Night-time curfews and the ban on the sale of alcohol
- Any other relevant response

(Any 2 x 2) (4)

3.4 3.4.1 *[Interpretation of evidence Source 3D – L2]*

- To help stop the spread of the pandemic (the third wave will be even more devastating)
- To keep taking safety precaution measures to avoid being infected
- Shows the importance of wearing masks at all times
- Any other relevant response

(Any 2 x 2) (4)

3.4.2 *[Extraction of evidence Source 3D – L1]*

- Wear a mask

(1 x 2) (2)

3.4.3 *[Interpretation of evidence from Source 3D – L2]*

- It can cause people to become ill
- It can lead to the death of people
- It could lead to the spreading of the virus
- Any other relevant response (Any 1 x 2) (2)

3.5 *[Comparison of evidence from Sources 3B and 3D – L3]*

- Source 3B indicates the health measures that must be taken to prevent the spread of the virus. Source 3D shows the measures that must be taken
- Source 3B indicates that certain rights and freedom of South Africans were curtailed. Source 3D shows it is compulsory to wear a mask in public
- Both sources reveal that precautionary measures must be taken to stop the spread of the virus
- Any other relevant response (Any 2 x 2) (4)

3.6 *[Interpretation, comprehension and synthesis of evidence from sources – L3]*
Candidates could include the following aspects in their response:

- The WHO declared the pandemic as a worldwide issue (Source 3A)
- Forced South Africa to initiate partial lockdown as well as lockdown for schools and higher institutions for 14 days (Source 3A)
- Certain rights and freedom of South Africans were limited (Source 3B)
- It exposed the high rate of poverty in South Africa (own knowledge)
- Limited the freedom of movement and assembly since apartheid (Source 3B)
- Strict lockdown measures imposed in South Africa (Source 3C and 3D)
- Lockdown is not the only solution to the pandemic (Source 3C)
- Social protection programmes should be implemented (Source 3C)
- International funding will eventually come to the rescue (Source 3C)
- Follow the Covid protocols to reduce infection (Source 3D)
- Any other relevant response

Use the following rubric to allocate marks:

| | | |
|---------|---|--------------|
| LEVEL 1 | <ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of the impact that the global Covid-19 pandemic had on South Africa. • Uses evidence partially to report on the topic or cannot write a paragraph. | MARKS 0–2 |
| LEVEL 2 | <ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of the impact that the global Covid-19 pandemic had on South Africa. • Uses evidence in a very basic manner to write a paragraph. | MARKS 3–5 |
| LEVEL 3 | <ul style="list-style-type: none"> • Uses relevant evidence, e. g. demonstrates a thorough understanding of the impact that the global Covid-19 pandemic had on South Africa. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. | MARKS 6–8 |

(8)
[50]



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 should take a stance on how Steve Biko and the BCM challenged the apartheid regime in the 1970s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to take a stance and demonstrate to what extent Steve Biko and the BCM challenged the apartheid regime in the 1970s.

ELABORATION

- Reason for the formation of the Black Consciousness Movement (Background)
- **Biko's philosophy of Black Consciousness (BC)**
- Conscientise black people of the evils of apartheid
- Instilled a sense of self-worth and confidence in black South Africans
- Restore 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
- Encouraged 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 becomes 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 it seemed 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
 - **Governments 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 should tie up their argument with a relevant conclusion.

[50]

QUESTION 5: 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 should take a stance on whether it was De Klerk's decision that paved the way for a negotiated settlement that ultimately led to the establishment of a democratic South Africa in 1994.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to indicate whether it was only De Klerk's decision that led to a negotiated settlement that paved the way for 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)
- Release of Mandela and the unbanning of political and civic organisations, such as the ANC, PAC and the 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 Separate Reservation of Amenities Act (Political leadership and commitment)
- 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) (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 ANC wanted an interim government for no longer than 18 months and simple majority rule
- Boipatong Massacre and its consequences (17 June 1992)
- Bhishe 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

- 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:
THE EVENTS OF 1989**

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

SYNOPSIS

Candidates need to indicate if they agree with the statement or not. Candidates need to explain if it was the demise of communism that was largely responsible for political changes that occurred in South Africa after 1989.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to take a stance and indicate whether the demise of communism was largely responsible for political changes that occurred in South Africa after 1989.

ELABORATION

- Gorbachev's 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 National Party's claim that it was protecting South Africa from a communist onslaught 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'
- 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

