



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**HISTORY P2  
NOVEMBER 2019  
MARKING GUIDELINES**

**MARKS: 150**

**These marking guidelines consist of 23 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"> <li>Extract evidence from sources</li> <li>Selection and organisation of relevant information from sources</li> <li>Define historical concepts/terms</li> </ul>  | 30%<br>(15)            |
| Level 2          | <ul style="list-style-type: none"> <li>Interpretation of evidence from sources</li> <li>Explain information gathered from sources</li> <li>Analyse evidence from sources</li> </ul>   | 40%<br>(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%<br>(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 ✓✓✓✓

**COMMENT**

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. 
- 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 assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will **not** be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of an argument (planned, structured and has an independent line of argument)

## 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 (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline). For example in an essay where there are five (5) main points there could be about seven (7) ticks.

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

|          |   |
|----------|---|
| <b>P</b> | <b>Point:</b> 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. |
| <b>E</b> | <b>Explanation:</b> The candidate should explain in more detail what the main point is about and how it relates to the question posed (line of argument).   |
| <b>E</b> | <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.                                   |
| <b>L</b> | <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 |        |

**COMMENT**

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

**MARKING MATRIX FOR ESSAY: TOTAL: 50**

|   | LEVEL 7  | LEVEL 6  | LEVEL 5  | LEVEL 4   | LEVEL 3   | LEVEL 2   | LEVEL 1*                                     |
|---|--|--|--|---|---|---|--|
| <b>PRESENTATION</b><br><br><b>CONTENT</b><br> | Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument. | Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument. | Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument. | Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence. | Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence. | Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion. | Little or no attempt to structure the essay. |
| <b>LEVEL 7</b><br>Question has been fully answered. Content selection fully relevant to line of argument.   | 47–50  | 43–46  |  |   |   |   |  |
| <b>LEVEL 6</b><br>Question has been answered. Content selection relevant to a line of argument.   | 43–46  | 40–42  | 38–39  |   |   |   |  |
| <b>LEVEL 5</b><br>Question answered to a great extent. Content adequately covered and relevant.   | 38–39  | 36–37  | 34–35  | 30–33   | 28–29   |   |  |
| <b>LEVEL 4</b><br>Question recognisable in answer. Some omissions or irrelevant content selection.  |  |  | 30–33  | 28–29   | 26–27   |   |  |
| <b>LEVEL 3</b><br>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   |  |
| <b>LEVEL 2</b><br>Question inadequately addressed. Sparse content.  |  |  |  |   | 20–23   | 18–19   | 14–17  |
| <b>LEVEL 1*</b><br>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
- 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 ROLE DID THE SOUTH AFRICAN STUDENTS' ORGANISATION (SASO) PLAY IN CONSCIENTISING BLACK SOUTH AFRICANS?**

1.1

1.1.1 *[Extraction of evidence from Source 1A - L1]*

- 'It was outspoken in its criticism of government actions'
- 'Several white leaders empathised (sympathised) with the black cause by speaking out for them' (2 x 1) (2)

1.1.2 *[Definition of historical concept from Source 1A - L1]*

- Apartheid was legislated by the National Party in 1948 that stipulated the separation of people based on their race (Africans, Indians, Coloureds and Whites); it implemented laws such as the Group Areas Act and others to ensure the separation of South Africans
- Racial discrimination where the apartheid government ensured that white South Africans had better jobs and opportunities than black South Africans
- Legal entrenchment of white privilege in most spheres such as economic, political and social
- Any other relevant response (any 1 x 2) (2)

1.1.3 *[Interpretation of evidence from Source 1A – L2]*

- Biko and his colleagues felt that black South Africans needed to represent themselves by establishing SASO
- To establish their own organisation to promote black unity, self-reliance and solidarity because black South Africans were not allowed to play a role in white South Africans politics
- Biko and his supporters felt that an exclusively all-black movement was necessary to make black South Africans to become politically aware of their rights
- NUSAS no longer met the needs of the black South African students
- To challenge the apartheid regime/government regarding their racist policies such as the refusal to allow mixed race accommodation or eating facilities
- Any other relevant response (any 2 x 2) (4)

1.2

1.2.1 *[Extraction of evidence from Source 1B – L1]*

- 'SASO began to bring together other black organisations'
- 'created the Black People's Convention as a political organisation' (2 x 1) (2)

1.2.2 *[Extraction of evidence from Source 1B – L1]*

- 'Julius Nyerere'
- 'Paulo Freire' (2 x 1) (2)

- 1.2.3 *[Extraction of evidence from Source 1B – L1]*
- 'Clean water, shelter and health services'
  - 'building of small dams'
  - 'the construction of school buildings'
  - 'provision of medicine'
  - 'soup kitchens'
  - 'assisting relocated communities'
  - 'literacy programmes'
  - 'home education scheme' (any 3 x 1) (3)
- 1.2.4 *[Interpretation of evidence from Source 1B – L2]*  
The community development projects had the following impact:
- Assisted black South African communities to determine their own needs and realise their own potential
  - Won the trust and confidence of black South Africans
  - Provided a practical programme for the education and upliftment of black South Africans to alleviate poverty and improve literacy through political, economic and social conscientisation
  - Any other relevant response (any 2 x 2) (4)
- 1.3
- 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- 'By admitting that eight SASO leaders had been banned because court proceedings would have given them a platform' (1 x 2) (2)
- 1.3.2 *[Interpretation of evidence from Source 1C - L2]*
- The statements made by black South African student leaders could have led to the outbreak of violence and would have impacted on the security of white South Africans
  - Pelsler perceived the philosophy of Black Consciousness as a threat and claimed that the SASO 8 were inciting violence (reference made to 'arson, rape and bloody revolution')
  - Any other relevant response (any 1 x 2) (2)
- 1.3.3 *[Extraction of evidence from Source 1C – L1]*
- 'It would have given them a platform (publicity)' (1 x 1) (1)
- 1.3.4 *[Interpretation of evidence from Source 1C - L2]*
- The harsh treatment of black South Africans by the apartheid regime was directly responsible for the rise of Black nationalism
  - The apartheid regime continued to support and protect white minorities and this would result in the rise of black nationalism (it led to resistance against apartheid)
  - Afrikaner nationalism suppressed the rise of African nationalism and this was responsible for sowing the seeds of black nationalism
  - Any other relevant response (any 2 x 2) (4)



1.4

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

- To inform members of SASO about the banning of the SASO 8
- To honour the leaders that were banned
- To expose how the apartheid regime treated leaders of SASO and the BPC
- To appeal to black South Africans to unite against (raised clenched fist) the banning of the SASO 8
- Any other relevant response (any 2 x 2) (4)

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

- The raised black clenched fist represents a symbol of power ('amandla')/strength/unity
- Represents a symbol of resistance/struggle/fight against white domination and oppression (apartheid)/fighting for freedom
- Any other relevant response (any 1 x 2) (2)

1.4.3 *[Ascertain the usefulness of the evidence in Source 1D – L3]***The source is USEFUL because:**

- It is a cover of a SASO newsletter (banned issue) which was published in 1973
- It shows the SASO 8 which were banned by the apartheid regime
- It gives insight into how the apartheid regime responded to the SASO 8/it shows the insensitivity of the apartheid regime towards black South African political activists
- Any other relevant response (any 2 x 2) (4)

1.5 *[Comparison of evidence in Sources 1C and 1D – L3]*

- Both Sources 1C and 1D make reference to the banning of the SASO 8
- Source 1C indicates the names of the SASO 8 who were banned and Source 1D shows the images of the SASO 8 that were banned
- Source 1C outlines the consequences of the apartheid regime's attempt to undermine black South Africans and in Source 1D we see the evidence of black South African leaders who challenged the apartheid regime
- Source 1C makes reference to the 'Black revolution' and in Source 1D we see the front cover of a newsletter showing the raised clenched fist which implies the start of the black revolution/fight for freedom
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- Owing to the lack of integration of student politics in South Africa Biko advocated for the formation of SASO (Source 1A)
- SASO was responsible for the formation of BPC in 1972 which spearheaded the conscientisation of black South Africans through the philosophy of Black Consciousness (Source 1B)
- SASO established community projects that were influenced by Julius Nyerere and Paulo Freire (Source 1B)
- SASO expanded and established various self-help projects across South Africa to help black South Africans (Source 1B)
- SASO's community programmes improved the living conditions of poor black South Africans (Source 1B)
- SASO was also involved in literacy programmes and a 'Home Education Scheme' to assist black South Africans (Source 1B)
- SASO published several newsletters to spread their philosophy of Black Consciousness among its members (own knowledge)
- The Minister of Justice banned the SASO 8 which led to black South Africans galvanising support to defy the apartheid regime (Source 1C)
- The action of BC leaders inspired black South Africans to challenge the apartheid regime (Source 1C)
- The SASO March 1973 newsletter served to transmit information about the banned SASO 8 (Source 1D)
- SASO experienced discrimination at the hands of the apartheid regime (own knowledge)
- Any other relevant response

Use the following rubric to allocate marks:

|                |   |                        |
|----------------|---|------------------------|
| <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 role that the South African Students' Organisation (SASO) played in conscientising black South Africans.</b></li> <li>• Uses evidence partially or cannot write a paragraph.</li> </ul>                                     | <b>MARKS<br/>0 – 2</b> |
| <b>LEVEL 2</b> | <ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent on the topic, e.g. <b>shows some understanding of the role that the South African Students' Organisation (SASO) played in conscientising black South Africans.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>      | <b>MARKS<br/>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 role that the South African Students' Organisation (SASO) played in conscientising black South Africans.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul> | <b>MARKS<br/>6 – 8</b> |

(8)  
[50]

**QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE MURDER OF POLITICAL ACTIVIST ASHLEY KRIEL?**

- 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- 'National Party'
  - 'African National Congress'
- (2 x 1) (2)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*
- 'To address South Africa's violent and repressive (brutal) past'
  - 'As a way of promoting national unity and reconciliation'
- (2 x 1) (2)
- 2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- The TRC did not have the time or resources to investigate atrocities that were committed from the inception of apartheid
  - During 1960 to 1994 a large number of political atrocities/killings occurred in South Africa (from the Sharpeville massacre to the birth of democracy)
  - Any other relevant response
- (2 x 2) (4)
- 2.1.4 *[Explanation of a historical concept in Source 2A – L1]*
- The granting of official pardon for people that committed politically related crimes
  - The granting of official pardon to perpetrators who gave full disclosure of atrocities they had committed for political reasons
  - Any other relevant response
- (any 1 x 2) (2)
- 2.1.5 *[Interpretation of evidence from Source 2A – L2]*
- So that a fair judgement could be made
  - To hear the truth about atrocities that were committed during the apartheid rule so that the appropriate decision/finding that the TRC could make
  - To allow for the voice of victims and perpetrators to be heard so that healing and closure could be achieved
  - Any other relevant response
- (any 2 x 2) (4)
- 2.2
- 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- '9 July 1987'
  - 'Cape Flats'
- (2 x 1) (2)
- 2.2.2 *[Extraction of evidence from Source 2B – L1]*
- 'hero'
  - 'champion'
  - 'struggle icon'
  - 'born leader'
  - 'spirited'
  - 'funny'
- (any 2 x 1) (2)

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

- Ashley Kriel was an anti-apartheid youth leader/political activist/freedom fighter in Cape Town
- He supported the ANC in the fight against apartheid
- He had organisational skills and united the youth to challenge the apartheid regime
- He joined the armed wing of the ANC (MK)
- The apartheid regime viewed Kriel as a threat in contributing in making South Africa 'ungovernable'
- Any other relevant response (any 2 x 2) (4)

2.2.4 *[Extraction of evidence from Source 2B – L1]*

- 'spent most of his time in hiding'
- 'beaten with the spade'
- 'Kriel was killed'
- 'brutally tortured'
- 'he was shot in the back' (any 2 x 1) (2)

## 2.3

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

- 'Peter Jacobs'
- 'Ashley Forbes'
- 'Anwar Dramat'
- 'Tony Yengeni'
- 'Gary Kruse'
- 'Niclo Pedro'
- 'Allan Mamba' (any 2 x 1) (2)

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

**JUSTIFIED** because:

- Benzien appeared before the TRC and acknowledged his role (gave full disclosure) in the killing of Ashley Kriel
- Benzien was not acting on his own (politically motivated)/he was merely implementing instructions from leaders of the apartheid government
- Any other relevant response

**NOT JUSTIFIED** because:

- Benzien did not tell the truth about the role he played in the murder of Ashley Kriel
- There was ample evidence to show that Kriel was brutally tortured when he was murdered by Benzien
- Any other relevant response (2 x 2) (4)

2.4 *[Comparison of evidence in Sources 2B and 2C – L3]*

- Source 2B states that Ashley Kriel was brutally tortured and killed while in Source 2C Benzien denied that he 'unlawfully and wrongfully' killed Kriel
- In Source 2B Ashley Kriel's sisters state that he was shot by Jeffrey Benzien while in Source 2C Benzien did not admit that he was responsible for the murder of Kriel
- Source 2B states that Ashley Kriel was killed on 9 July 1987 while Source 2C states that Kriel was killed on 15 July 1987
- Any other relevant response (any 2 x 2) (4)

## 2.5

2.5.1 *[Interpretation of evidence in Source 2D – L2]*

- The TRC had failed the family of Ashley Kriel by granting Benzien amnesty
- Benzien who was responsible for the murder of Kriel was allowed to walk free
- The family and friends of Kriel did not find closure regarding the circumstances of his death
- Any other relevant response (any 2 x 2) (4)

2.5.2 *[Ascertaining the usefulness of evidence from Source 2D – L3]***The source is USEFUL because:**

- It shows that people protested against the TRC's decision regarding the death of Ashley Kriel
- It shows that not all people agreed with the TRC's findings regarding the murder of political activists such as Kriel
- It highlights how people felt about the TRC and how it dealt with the perpetrators of political violence such as those who were responsible for the murder of Kriel
- The source can be corroborated with other sources to indicate how the TRC dealt with the murder of Kriel
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- The TRC was formed to determine how political activists were killed (Source 2A)
- The TRC was established to build national unity and reconciliation in order to determine the 'nature, causes and extent of gross violations of human rights' committed between 1 March 1960 and 10 May 1994 by the apartheid regime (Source 2A)
- The TRC held public hearings where both victims and perpetrators of politically motivated crimes had a chance to tell their stories (Source 2A)
- The TRC held public hearings at the Bellville Community Centre in Cape Town to listen to testimonies on how Kriel was murdered (Source 2C)
- Jeffrey Benzien appeared before the TRC in Cape Town to give evidence regarding the killing of Ashley Kriel (Source 2C)
- The TRC granted Benzien amnesty for the murder of Kriel ((Source 2C)
- The TRC offered a platform for perpetrators and victims to meet so that healing could occur (Source 2C)
- By allowing both victims and perpetrators to meet the TRC provided a platform for healing and reconciliation to occur (own knowledge)
- The protesters were unhappy about the verdict reached by the TRC regarding the killing of Kriel (Source 2D)
- Any other relevant response

Use the following rubric to allocate marks:

|         |   |                |
|---------|---|----------------|
| 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 the Truth and Reconciliation Commission (TRC) dealt with the murder of political activist Ashley Kriel.</b></li> <li>• Uses evidence partially or cannot write a paragraph.</li> <li>• Evidence is mostly relevant and relates to a great extent on the topic e.g. <b>shows some understanding of how the Truth and Reconciliation Commission (TRC) dealt with the murder of political activist Ashley Kriel.</b></li> </ul> | MARKS<br>0 – 2 |
| LEVEL 2 | <ul style="list-style-type: none"> <li>• Uses evidence in a very basic manner to write a paragraph</li> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of how the Truth and Reconciliation Commission (TRC) dealt with the murder of political activist Ashley Kriel.</b></li> </ul>  | MARKS<br>3 – 5 |
| LEVEL 3 | <ul style="list-style-type: none"> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>  | MARKS<br>6 – 8 |

(8)  
[50]



**QUESTION 3: WHAT IMPACT DID THE 2018 BRICS SUMMIT HAVE ON SOUTH AFRICA?**

3.1

3.1.1 *[Extraction of evidence from Source 3A – L1]*

- 'Brazil'
- 'Russia'
- 'India'
- 'China'
- 'South Africa'

(any 3 x 1) (3)

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

- 'Sandton Convention Centre'
- 'Johannesburg'

(any 1 x 1) (1)

3.1.3 *[Extraction of evidence from Source 3A – L1]*

- 'developmental challenges'
- 'growing their economies'
- 'addressing poverty'
- 'unemployment'

(any 3 x 1) (3)

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

- To bring about inclusive economic growth in developing countries
- To ensure trade among emerging economies in developing countries
- To increase investment amongst BRICS countries
- Any other relevant response

(any 2 x 2) (4)

3.2

3.2.1 *[Interpretation of evidence from Source 3B – L2]*

- It shows the leaders of their respective countries attending the 10<sup>th</sup> BRICS Summit in South Africa
- It indicates a close and friendly relationship amongst leaders of the BRICS countries
- It indicates a sense of unity/co-operation amongst various leaders of BRICS
- Any other relevant response

(any 2 x 2) (4)

3.2.2 *[Interpretation of information from Source 3B – L2]*

- It displays unity amongst the leaders of BRICS
- It displays strength and solidarity among the various leaders
- It displays a sense of camaraderie among leaders of BRICS
- Any other relevant response

(any 1 x 2) (2)

3.3 *[Comparison of evidence from Sources 3A and 3B – L3]*

- Both Sources 3A and 3B indicate that the 10<sup>th</sup> BRICS Summit was held in Sandton/South Africa
- Source 3A mentions the five member states that made up BRICS while Source 3B shows the evidence of the five leaders of BRICS
- Both Sources 3A and 3B indicate co-operation and unity amongst members of BRICS
- Any other relevant response

(any 2 x 2) (4)



## 3.4

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

- 'Poor South Africans'
- 'Unemployed South Africans' (2 x 1) (2)

3.4.2 *[Interpretation of information from Source 3C – L2]*

- It was expected to create new jobs in South Africa
- To boost the economy of South Africa
- To alleviate poverty
- To promote trade relations amongst member states of BRICS
- To become less reliant on western capitalist funding
- Any other relevant response (any 2 x 2) (4)

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

- South Africa was referred to as an 'underdog' because it had the smallest GDP/economy compared to other member states of BRICS
- It had the smallest population hence it had limited buying power
- South Africa did not have the fiscal and economic muscle as opposed to other BRICS member states
- Any other relevant response (any 1 x 2) (2)

3.4.4 *[Ascertaining the limitations of evidence from Source 3C – L3]***The source has LIMITATIONS because:**

- It gives the views of South African analysts only (biased)/gives a pro BRICS perspective
- There is no indication as to which agreements were signed
- The investment deals do not mention which sector of South Africa's economy would benefit from BRICS
- Any other relevant response (any 2 x 2) (4)

## 3.5

3.5.1 *[Extraction of evidence from Source 3D– L1]*

- 'The challenge for South Africa is that BRICS may erode South Africa's domestic economy and directly affect employment of its citizens'
- 'Many products from BRICS countries compete with those of South Africa.'
- 'BRICS and western capitalist countries are all targeting Africa's resources, which poses a direct threat to South Africa's economy' (any 2 x 1) (2)

3.5.2 *[Explanation of a historical concept in Source 3D – L1]*

- The means of production are controlled by a few/private ownership and profit maximisation is key
- It thrives on the exploitation and casualisation of workers
- Any other relevant response (any 1 x 2) (2)

3.5.3 *[Extraction of evidence from Source 3D – L1]*

- 'Structural obstacles'
- 'poor economic and political policies'
- 'the lack of imagination in leadership have restricted South Africa's growth' (any 1 x 1) (1)



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

- Huge tariffs that were imposed on South African products made it difficult for South Africa to enter the markets of BRICS member states
- South Africa needed some transparency on how tariff schedules and hidden internal taxes from BRICS partners were implemented
- Cheap goods were exported to South Africa which impacted negatively on South Africa's manufacturing industry leading to high levels of unemployment
- South Africa offered BRICS member states easy access to its markets
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response

- The 10<sup>th</sup> BRICS Summit that was held in South Africa showcased the cooperation between the BRICS countries – this had a positive impact on South Africa (Source 3A)
- The investment deals that South Africa signed with BRICS addressed South Africa's weak economy which was expected to create more jobs (Source 3C)
- China made a commitment to pay out \$14,7 billion (R196 billion) to fund investments in South Africa (Source 3C)
- Structural obstacles, poor economic and political policies and the lack of imagination in leadership have restricted South Africa's growth (Source 3D)
- There were also a number of challenges highlighted namely high tariff barriers, lack of transparency and hidden internal taxes that ought to be addressed (Source 3D)
- It shows that South Africa is not dependent on its previous trade partners the USA and United Kingdom to get economic assistance to grow its economy (own knowledge)
- South Africa's membership of BRICS showcases its independence to establish economic links with any other economic block (own knowledge)
- Any other relevant response

**Use the following rubric to allocate marks:**

|                |  |                        |
|----------------|--|------------------------|
| <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 the 2018 BRICS summit had on South Africa.</b></li> <li>• Uses evidence partially or cannot write a paragraph.</li> </ul>                                     | <b>MARKS<br/>0 – 2</b> |
| <b>LEVEL 2</b> | <ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent on the topic e.g. <b>shows some understanding of the impact that the 2018 BRICS summit had on South Africa.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>      | <b>MARKS<br/>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 the 2018 BRICS summit had on South Africa.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul> | <b>MARKS<br/>6 – 8</b> |

(8)  
[50]

**SECTION B: ESSAY QUESTIONS****QUESTION 4**

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

**SYNOPSIS**

Candidates need to explain to what extent boycotts, disinvestments and sanctions by the international anti-apartheid movements were responsible for the downfall of PW Botha's regime in the 1980s.

**MAIN ASPECTS**

Candidates should include the following aspects in their essays:

- Introduction: Candidates need to explain to what extent boycotts, disinvestments and sanctions by the international anti-apartheid movements were responsible for the downfall of PW Botha's regime in the 1980s.

**ELABORATION**

- Reasons for the intense pressure from the Anti-apartheid Movement (AAM) in the 1970s and 1980s in response to PW Botha's reforms in South Africa (Brief background)
- In the 1980s the International Defence and Aid Fund (IDAF) funded state of emergency detentions/smuggled R200 million into South Africa/created a network of donors who funded the release of political prisoners/From January 1985 IDAF funded 16 551 legal matters (e.g. detentions, common law prosecutions of street activists)
- **Sport Boycotts:** In 1981 New Zealand protested against the 'racist' Springbok tour/South African Council of Sport (SACOS) established political links with the UDF and COSATU/slogan 'No normal sport in an abnormal society'/By the late 1980s SA was banned from 90% of world sport
- **Cultural Boycotts:** International artists – non-segregated audiences only/Artists against Apartheid formed in Britain by Dali Tambo and Jerry Dammers/The British Actors' Union Equity forbid the use of television programmes in SA involving its members/1985 USA 'Artists United against Apartheid'/refused to perform in South Africa and raised money for liberation movements/1986 Freedom Festival in London audience of 250 000 attended/musicians expressed their solidarity with people in SA/speakers from ANC, SWAPO and British Anti-apartheid Movement addressed the crowd
- **Academic Boycotts:** Scholars refused to travel to South Africa/Publishers refused to publish SA manuscripts/No collaboration of scholars/Publishers abroad refused to grant access to information/International conferences barred South African participation/Institutions abroad denied SA academic access/overseas institutions refused to recognise SA degrees/schools abroad refused to act as external examiners for thesis presented at SA universities/Trinity College forbade its faculties to collaborate with South African universities
- **Consumer Boycotts:** SA experienced a recession in the 1980s/Anti-apartheid groups encouraged the public to boycott SA products/Irish workers refused to handle fruits from SA/Imports of raw materials such as coal, iron, steel from South Africa were banned

- **Disinvestments:** This was a consequence as a result of the Soweto Uprising and the death of Steve Biko/Sweden was the first country to disinvest in SA/By 1984 foreign investments in South Africa dropped by 30%/By 1980 Britain already disinvested from the Simon's Town Naval Dockyard/General Motors and Barclays Bank pulled out of SA/In the 1980s SAs economy struggled as investors left the country / The rand was devalued/the effects of AAM actions began to show results/ Between 1985 and 1990 over 200 US companies pulled out of SA)/University of California withdrew investments of three billion dollars from SA
- **Sanctions:** In the 1980s the Sullivan Principle (which implied that workers of all USA companies should be treated equally) formed the basis for the disinvestment campaign in South Africa in the 1980s/Student protests in 1980s sparked withdrawal of the USA trading companies/1982 United Nations (UN) condemned apartheid and called for total sanctions against SA
  - In 1985 Chase Manhattan Bank cut ties with SA/Johannesburg Stock Exchange (JSE) closed for 4 days. The value of the rand dropped by 35% from 54 to 34 cents to the dollar)/In 1985 the European Economic Community banned new investments in SA
  - In 1986 the US Congress passed a law that banned all new investments and loans in SA/Big corporations such as General Electric, Pepsi Cola, General Motors, Mobil and IBM stopped doing business in SA/USA threatened to stop the sale of weapons to SA/In 1986 anti-apartheid Law of USA led to some European countries and Japan to introduce sanctions against SA/International banks lost confidence in SA's economy
  - In 1987 Israel voted not to extend its existing defence contracts with SA/In 1988 one fifth of British and 184 American companies withdrew from SA because of pressure from its shareholders/Barclays Bank sold their shares due to pressure of the British public/The SA economy declined substantially and grew at a mere 1.1% per annum
- **The Role of International Trade Unions:** The AAM imposed a trade ban on SA/ Irish Congress of Trade Unions opposed apartheid regime in SA
- Political and financial crisis in SA continued/Western nations applied enormous pressure on SA to end apartheid/The apartheid regime had no choice but to start negotiations with anti-apartheid organisations in earnest
- **Release Mandela Campaign** Wembley Stadium/United Nations/UN Security Council and UN General Assembly called for the release of Nelson Mandela
- **The role of Front Line States** in providing bases for training of freedom fighters; it condemned South Africa's apartheid policies at the United Nations (UN)
- Any other relevant response
- Conclusion: Candidates should sum up their argument with a relevant conclusion

**[50]**

**QUESTION 5**

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

**SYNOPSIS**

Candidates need to critically discuss the roles that various political organisations played in overcoming the challenges that South Africa faced between 1990 and 1994.

**MAIN ASPECTS**

Candidates should include the following aspects in their essays:

- Introduction: Candidates need to critically discuss the roles that various political organisations played in overcoming the challenges that South Africa faced between 1990 and 1994.

**ELABORATION**

- National Party's decision to release leaders from the ANC in 1990
- Unbanning of the political and civic organisations, the ANC and SACP by the NP
- NP's decision to release Nelson Mandela
- Role of Nelson Mandela after he was released from prison in February 1990
- Groote Schuur Minute, 2 May 1990 – NP released political prisoners (Talks between ANC and NP) ((Role of various political organisations)
- Violence in the Vaal Triangle (Role of various political organisations)
- Pretoria Minute in August 1990 – (Role of various political organisations)
- Meeting of political parties – CODESA 1 (20 December 1991) (Role of various political organisations)
- The Declaration of Intent (Role of various political organisations)
- On-going violence on commuter trains on the Rand (Role of various political organisations)
- CODESA 2 (2 May 1992) – rolling mass action to speed up the negotiation process (Role of various political organisations)
- Boipatong massacre and its consequences (17 June 1992) (Role of various political organisations)
- Role of the ANC calling for rolling mass action against the National Party
- Bhishe massacre (Gqozo) and the role of various political organisations to resolve this (7 September 1992)
- Record of Understanding I September 1992 – Meyer and Ramaphosa (Role of various political organisations)
- Multi-party negotiating Forum – the AWB's attack of the World Trade Centre (Role of various political organisations)
- Assassination of Chris Hani (10 April 1993) (Role of various political organisations)
- The roles that leaders of political organisations played to get the IFP, PAC and right wing organisation to participate in South Africa's first democratic elections
- Date for the first democratic elections set (27–29 April 1994) (Role of various political organisations)
- Any other relevant response

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

**[50]**

**QUESTION 6**

*[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. If they agree with the statement they need to explain how the fall of the Berlin Wall in 1989 led to political enemies, the National Party and the African National Congress to begin talks. If they disagree with the statement they need to substantiate their argument with relevant historical evidence.

**MAIN ASPECTS**

Candidates should include the following aspects in their response:

- Introduction: Candidates should discuss how the fall of the Berlin Wall led to political enemies, the National Party and the African National Congress to begin talks and how these talks led to political changes in South Africa.

**ELABORATION**

- Impact of Glasnost and Perestroika
- The Soviet Union disintegrated by the end of 1989 and was no longer regarded as a super power
- Communism was no longer seen as a 'global threat'
- The fall of the Berlin Wall in 1989
- South Africa could no longer use the threat of communism to generate Western support
- South Africa could no longer rely on Western backing for its 'anti-communist' stance
- World politics changed and this had an impact on South Africa's apartheid policies
- The apartheid regime could no longer use communism to justify its policy of racial segregation
- The National Party's claim that it was protecting South Africa from a communist onslaught became unrealistic
- The National Party's claim that it was protecting the Cape sea route against communism became naïve
- The USA and its allies could no longer continue to support the apartheid regime
- The collapse of the USSR also influenced the ANC
- The USSR could no longer support the ANC financially as it was bankrupt
- The USSR would not support the ANC with weapons anymore as it favoured peaceful negotiations
- The collapse of the Soviet Union put pressure on both the National Party and the ANC to begin negotiations
- The Battle of Cuito Cuanavale spurred the National Party to start negotiations with communists over the independence of Namibia
- It became evident that the National Party government could not maintain white supremacy rule indefinitely
- Influential National Party members started to realise that apartheid was not the answer for the development of 'white' economic interests
- There was no doubt that the continued repression of black South Africans would not ensure political stability

- The government started to believe that reform needed to include the development of a strong black middle class which would act as a 'bulwark against revolution'
- The security forces and consecutive state of emergencies had not stopped township revolts
- By the late 1980s the South African economy was in a state of depression
- PW Botha suffered a stroke and was succeeded by FW de Klerk
- FW de Klerk started to accept that the black struggle against apartheid was not a conspiracy directed from Moscow
- This enabled De Klerk to engage with the liberation organisations to find a lasting solution for South Africa
- On 2 February 1990 De Klerk announced the unbanning of all anti-apartheid organisations and this paved the way for multi-party talks
- These talks ultimately led to democratic elections that were held in 1994
- Any other relevant response
  
- Conclusion: Candidates should tie up their argument with a relevant conclusion **[50]**

**TOTAL: 150**

