

FOCUS

History

Grade 12

Control Test Book



Grade 12

**HISTORY
TEST ONE**

Marks: 75

QUESTION 1

1.1 SOURCE-BASED QUESTIONS

Examine the sources carefully and then answer the questions that follow. The mark allocation will tell you how much to write (usually one mark for one point or fact). Use your **OWN** words unless asked to quote.

SOURCE 1A: Urbanisation statistics in table

The following figures show the growth of the urban population in five major African cities before and after the Second World War:

City	Pre-war population	Post-war population
Lagos, Nigeria	126 000 (1931)	312 000 (1952)
Nairobi, Kenya	65 000 (1939)	210 000 (1956)
Accra, Ghana	70 000 (1931)	165 000 (1954)
Leopoldville, Congo	36 000 (1938)	300 000 (1955)
Luanda, Angola	40 000 (1934)	190 000 (1955)

Adapted from B. Freund, *The Making of Contemporary Africa*

- 1.1.1 Are these statistics a primary or secondary source? Explain your answer fully. (3)
- 1.1.2 Mark Twain, an American writer who was commenting on the kinds of untruth, once said: 'There are lies, damned lies, and statistics.'
- Why did Twain rank 'statistics' as a kind of lie? (2)
- 1.1.3 If you were doing research, how would you check up that the statistics in Source 2A are reliable? Give two reasons and explain them. (4)
- 1.1.4 Summarise the trend that the table shows. (3)
- 1.1.5 From your own historical knowledge, give two reasons for the trend you explained in Question 1.1.4. (2)

SOURCE 1B: Extract from *Africa Since 1940*

This is an extract from *Africa Since 1940* by F. Cooper:

In cities, whatever happens in one street or neighbourhood occurs in close proximity (nearness) to everything else. Density has its consequence – and for a colonial regime, its dangers ... Most important was the mix of urban-born and migrant youth – vibrant, volatile (unstable) force that could be channelled in different directions.

- 1.1.6 Give the physical, geographical reason that the writer of this extract thinks that cities need the government's attention. (2)
- 1.1.7 Quote a single word from the extract that sums up the feature in Question 1.1.6. (1)
- 1.1.8 What is it about the people who live in urban areas that might be difficult for governments to control? List and explain two features. (4)

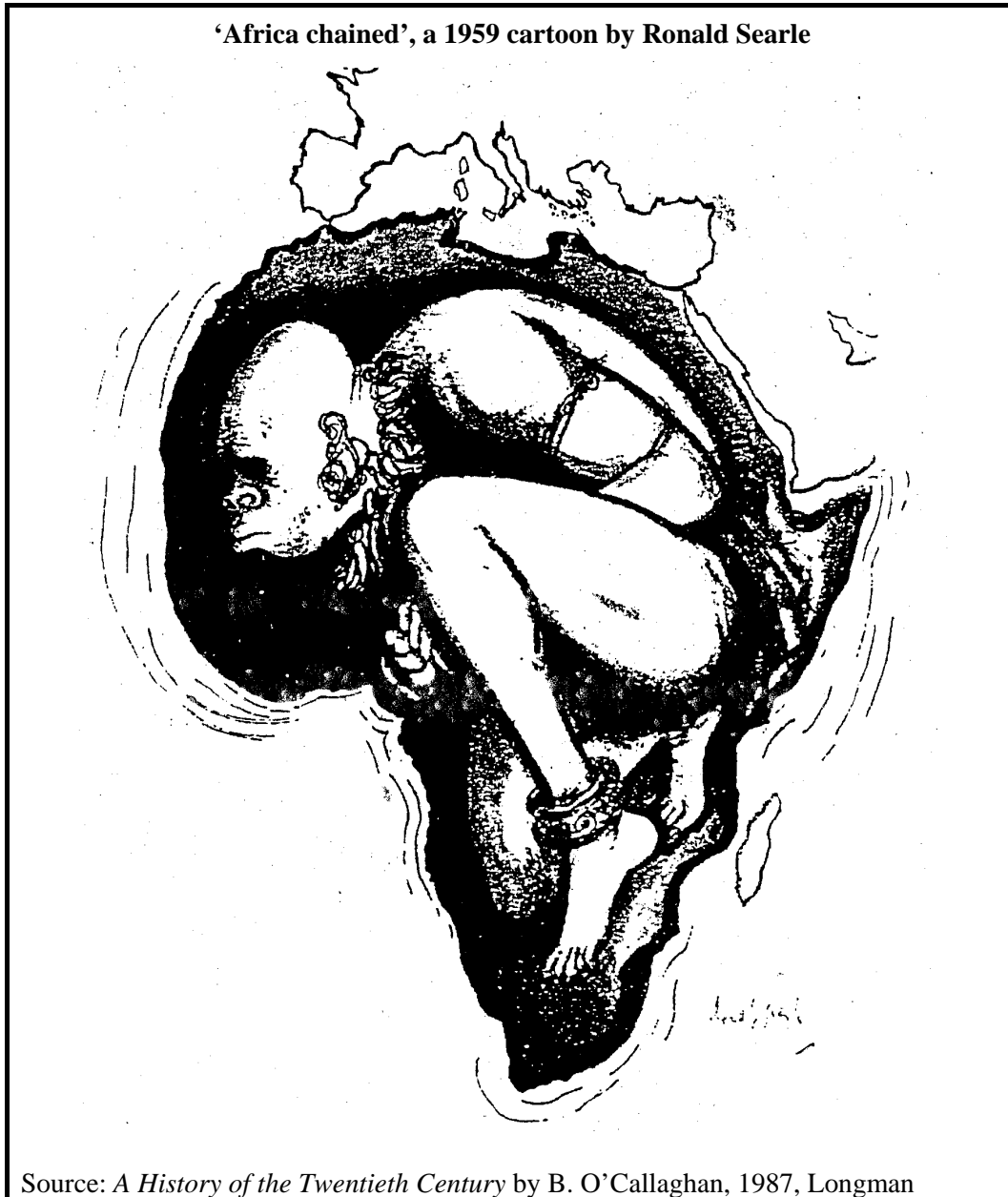
SOURCE 1C: Extract from *Aspects of Central African History*

[O]f all the urban riots none is more famous than that of January 1959 in Leopoldville. The immediate cause of the rioting was the banning of an ABAKO [an African nationalist party] meeting on 4 January 1959. [According to reports,] the ABAKO supporters ... grew excited and talked wildly of independence. ... The police arrived and resorted to the use of firearms, anger spread throughout the native city and the cry of independence was taken up; the pent-up fury of many months was unloosed; Europeans were attacked and churches, schools, hospitals and social centres destroyed. The Europeans gave way to panic, the army was called in and the repression was violent.

Source: an account by a modern African historian, John Masare, in *Aspects of Central African History*, edited by Terence O. Ranger, 1982, Heinemann, p. 257

- 1.1.9 After reading both Sources 1B and 1C, do you think colonial governments were justified in being afraid of people in urban areas? Explain your answer, and make sure you refer to BOTH sources. (5)
- Refer to Source 1C.
- 1.1.10 Why do you think governments ban some political movements and parties? (3)
- 1.1.11 Was the government's banning of ABAKO successful? Explain, referring to the source. (3)
- 1.1.12 What does Source 1C tell you about the mood or atmosphere in Leopoldville in 1959? (2)
- 1.1.13 Would you say that the police reacted with tact and sensitivity? Explain your answer. (3)

'Africa chained', a 1959 cartoon by Ronald Searle



Source: *A History of the Twentieth Century* by B. O'Callaghan, 1987, Longman

SOURCE 1D: Cartoon

- 1.1.14 Is this cartoon a primary or a secondary source? Explain how you know. (3)
- 1.1.15 Explain whether you think this cartoon provides an accurate view of colonialism. (3)
- 1.1.16 By 1959, when the cartoon was produced, the people in Africa were no longer literally in physical chains, so what does the title of the cartoon mean? (2)

[45]

1.2 EXTENDED WRITING EXERCISE

Use the information in the sources above to answer the longer question that follows. Your responses should be factually accurate.

African nationalists had been pushed to the limits of their endurance. They were so desperate to achieve independence from their colonial overlords that they were prepared to take up armed resistance.'

Explain whether you agree with this statement. Use the case studies of decolonisation for the British, Belgians, French and Portuguese in Africa.

[30]

[TOTAL: 75 marks]

Grade 12

**HISTORY
TEST TWO**

Marks: 75

QUESTION 1

1.1 SOURCE-BASED QUESTIONS

Examine the sources carefully and then answer the questions that follow. The mark allocation will tell you how much to write (usually one mark for one point or fact). Use your **OWN** words unless asked to quote.

SOURCE 1A: Black Consciousness

Steve Biko explains the philosophy behind Black Consciousness, 1971:

Black Consciousness is essentially a slogan directing us away from the traditional political big talk to a new approach. This is an inward-looking movement calculated to make us look at ourselves and see ourselves, not in terms of what we have been taught through the absolute values of white society, but with new eyes. It is a call upon us to see the innate value in us, in our institutions, in our traditional outlook to life and in our own worth as people.

(Source: Quoted in *South Africa: The Rise and Fall of Apartheid* by N. Clark and W. Worger, 2004, Pearson Education Limited, pp. 137–138)

- 1.1.1 Who does Biko mean when he says 'we'? How do you know this? (3)
- 1.1.2 Why did Biko think that there was a need for this kind of movement? Explain the general atmosphere in South Africa at the time. (4)
- 1.1.3 Explain in your own words what Biko is saying about **individuals**, and also about **culture**. (4)
- 1.1.4 Who would have been attracted to the Black Consciousness Movement? Why? (4)
- 1.1.5 Explain how the civil rights movements in **America** were important for **South African** thought. (4)

SOURCE 1B: 'Black is beautiful'

Steve Biko on Black Consciousness:

When you say, 'Black is beautiful' ... you are saying, 'Man, you are OK as you are, begin to look upon yourself as a human being.'

(Source: *I write what I like* by Steve Biko)

- 1.1.6 Why are short slogans like 'Black is beautiful' so effective? Explain. (4)
- 1.1.7 Why would people **not** have considered themselves human beings until Black Consciousness took hold? (4)
- 1.1.8 Is this a primary or secondary source? Say how you know, and use the title of Biko's book in your response. (4)
- 1.1.9 Why is this kind of source important for historians? (4)

SOURCE 1C: Nikki Giovanni**Nikki Giovanni (b. 1943)**

Giovanni was born, as the next poem indicates, in Tennessee in the United States. She was for many years the leading figure in female African American writing. She has been a poet, recording artist and lecturer, and has a number of honorary doctorates from universities. She has published over ten collections of her poems.

Nikki Rosa

- childhood memories are always a drag
 if you're Black
 you always remember things like living in Woodlawn
 with no inside toilet
5. and if you become famous or something
 they never talk about how happy you were to have
 your mother
 all to yourself and
 how good the water felt when you got your bath
10. from one of those
 big tubs that folk in Chicago barbecue in
 and somehow when you talk about home
 it never gets across how much you
 understood their feelings
15. as the whole family attended meetings about Hollydale
 and even though you remember
 your biographers never understand
 your father's pain as he sells his stock
 and another dream goes
20. And though you're poor it isn't poverty that
 concerns you
 and though they fought a lot
 it isn't your father's drinking that makes any difference
 but only that everybody is together and you
25. and your sister have happy birthdays and very good
 Christmases
 and I really hope no white person ever has cause
 to write about me
 because they'll never understand
30. Black love is Black wealth and they'll
 probably talk about my hard childhood
 and never understand that
 all the while I was quite happy

(Source: *Black Feeling Black Talk*, 1968, William Marow & Co.)

[The lines of the poem have been numbered for ease of reference.]

- 1.1.10 It is not surprising that Giovanni is both a poet **and** a lecturer. How are these two professions similar? (2)
- 1.1.11 Sum up what Giovanni seems to say about poverty in lines 20 and 21. How is it possible to be poor and rich at the same time? (4)
- 1.1.12 Explain how line 30, 'Black love is Black wealth', has the same message as Biko's ideas in **both** Source 1A and 1B. (4)
- [45]**

1.2 EXTENDED WRITING EXERCISE

Use the information in the sources above to answer the longer question that follows. Your responses should be factually accurate.

'Civil society played a vital role in challenging the apartheid regime in 1980s South Africa.'

Explain whether you agree with this statement by describing the civil movements and assessing their impact. **[30]**

[TOTAL: 75 marks]



Grade 12

**HISTORY
TEST THREE**

Marks: 75

QUESTION 1

1.1 SOURCE-BASED QUESTIONS

Examine the sources carefully and then answer the questions that follow. The mark allocation will tell you how much to write (usually one mark for one point or fact). Use your **OWN** words unless asked to quote.

SOURCE 1A: Interview with filmmaker, Frances Reid

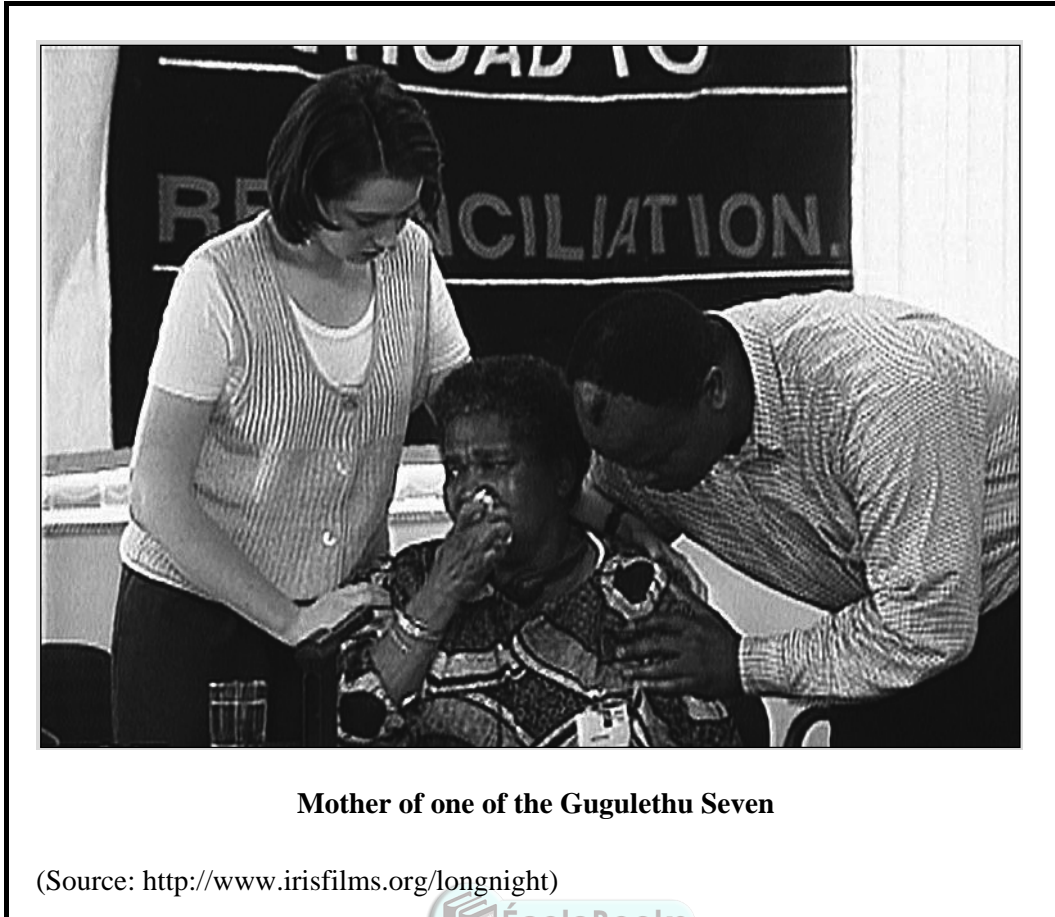
Long Night's Journey into Day: South Africa's Search for Truth & Reconciliation
2000, 94 minutes
Director/Producer: Frances Reid
Director: Deborah Hoffmann
Distributed by California Newsreel

What are you currently working on or what would you like to be working on?

Most recently we returned to South Africa for a month to teach a course on documentary filmmaking to anti-apartheid activists and ex-combatants, many of whom were in exile during the years of apartheid. We are now searching for ways to integrate documentary film into the new South Africa. Course participants were eager to acquire video documenting skills in order to do visual history projects in their communities. One of the consequences of making '*Long Night's Journey into Day*' is the permanent sense of community we now feel with South Africa, so it has been wonderful to have a way to continue our connection there.

- 1.1.1 Was this film, *Long Night's Journey into Day*, made by a South African film company? How do you know this? Quote a single word from Source 1A that supports your answer. (4)
- 1.1.2 Do you think that the nationality of the filmmakers affects the content of this film? Explain fully. (4)
- 1.1.3 Who, do you think, is the target audience for this film – foreigners or South Africans, or both? Why? (5)
- 1.1.4 Why does Reid, the director and producer, think that it is important for anti-apartheid activists and ex-combatants to make documentaries? Explain in your own words, **and** then quote from her response to back up your own answer. (4)
- 1.1.5 The title of the film, *Long Night's Journey into Day*, isn't really about travelling within one 24-hour period. So what does the title mean? (4)

SOURCE 1B: Photograph



[This photograph is a still from the film in Source 1A above.]

- 1.1.6 What has the woman in the photograph come to do? Use the word clue in the photograph to support your answer. (4)
- 1.1.7 What emotions is the seated woman in the photograph experiencing? Use a visual clue from the photograph to support your answer. (4)
- 1.1.8 What do you think the audience is supposed to feel when they see this photograph (which is also a still from the film)? Explain your answer. (4)
- 1.1.9 Do you think a documentary is an effective way to get your message across? Explain your response fully. (4)

SOURCE 1C: The Human Rights Video Project

The *Human Rights Video Project* is dedicated to increasing the public’s awareness of human rights issues through the medium of documentary films. The programme also aims to build a broad community of filmmakers, librarians, activists, teachers and other citizens interested in using independent video to effect social change in their communities. We believe in the importance of the public library as a place for community discussion and learning, and we hope that this project will create new, powerful alliances between public libraries and local advocacy organisations.

The core of the programme is a collection of 12 documentary films selected by a panel of human rights professionals, librarians and filmmakers. The collection was distributed free of charge to 300 public libraries nationwide. Additionally, 50 libraries received funding to create screening and discussion programmes in collaboration with local advocacy organisations.

Features on the website include:

- Film summaries and video clips for each film in the collection
- Essays, articles and commentary that place the films in context
- Interviews with filmmakers
- Bibliographic and other resources
- Programming resources for libraries, advocacy organisations and community groups
- Information for ordering videos from distributors
- Listserv for librarians using these videos

(Source: <http://www.humanrightsproject.org/content.php?sec=about>)

- 1.1.10 Explain in your own words the purpose of the Human Rights Video Project. Give **two** of these purposes. (4)
- 1.1.11 Why, according to Source 6C, are libraries and media centres so important for communities? (2)
- 1.1.12 Look at the list at the end of the source. Why are there so many extra sources of information (not only the films) listed here? (2)

[45]

1.2 EXTENDED WRITING EXERCISE

Use the information in the sources above to answer the longer question that follows. Your responses should be factually accurate.

Why was there a need in the ‘new’ South Africa for a body like the Truth and Reconciliation Commission?

Describe briefly the political and social circumstances of the time, and explain why the idea of cultural and individual memory is so important. **[30]**

[TOTAL: 75 marks]

Grade 12

HISTORY
TEST FOUR

Marks: 75

QUESTION 1

Write a few **paragraphs** (not an essay) that explain **why** the apartheid government was so opposed to communism.

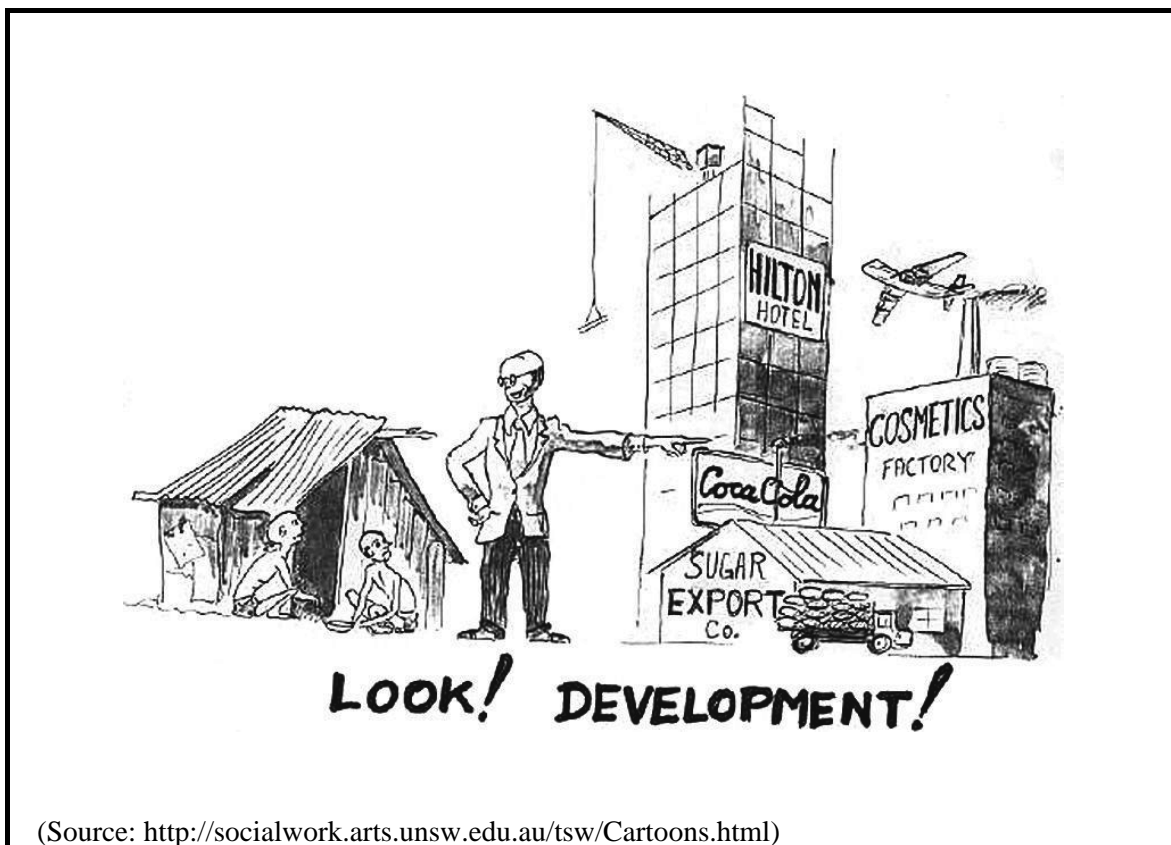
Go on to discuss whether the post-1994 ANC government's **economic** policies are more or less communist / socialist than those of the old apartheid regime. [25]

QUESTION 2

Why was Nigeria identified as a country in need of a Structural Adjustment Programme?
In general, have these SAPs been successful in Africa?

Write an **essay** that covers both these aspects. Use the cartoon in Source 2A in your answer as well.

SOURCE 2A: Cartoon



[25]

QUESTION 3

Did the IMF and World Bank's reform package benefit Africa after the end of the Cold War?

Explain your own ideas in an **essay**. You should also examine the general effects of the Structural Adjustment Programmes in the long term. [25]

[TOTAL: 75 marks]

QUESTION 1

1.1 Source-based questions

- 1.1.1 Secondary: ✓ they are from a book published after the fact; ✓ historian was not actually there ✓ (3)
- 1.1.2 He meant that they can be manipulated to mean anything; ✓ they are not inherently reliable ✓ (2)
- 1.1.3 Compare them to other secondary sources ✓ to check that they correlate; ✓ ask eyewitnesses ✓ and compare with primary sources ✓ (4)
- 1.1.4 Major African cities have far fewer people in urban centres ✓ before WWII; ✓ after the war there is a steep rise in population (usually about 4 or 5 times more) ✓ (3)
- 1.1.5 Push factors from rural areas – eradication of traditional farmland; ✓ pull factors in cities – returning soldiers needed employment ✓ (2)
- 1.1.6 Social friction of so many people in proximity; ✓ easy to organise community ✓ (2)
- 1.1.7 Must quote one of the following: 'density' ✓ or 'close proximity' (1)
- 1.1.8 Youth: ✓ excitable ✓ and powerful in large numbers and volatile force; ✓ might mobilise ✓ (4)
- 1.1.9 Yes; ✓ because fear of potential uprising ✓ justified ✓ when Congo exploded in 1959 ✓ and rioted ✓ (5)
- 1.1.10 To separate potential rabble-raising speakers ✓ from the masses; ✓ separation and censoring of available information ✓ (3)
- 1.1.11 No; ✓ because riots occurred in Leopoldville anyway; ✓ banning only made people angrier and more determined ✓ (3)
- 1.1.12 Any two of the following:
angry (✓), enraged (✓), tense (✓), anxious (✓) (2)
- 1.1.13 No ✓ because they opened fire on demonstrators; ✓ source says repression was violent and aggressive ✓ (3)
- 1.1.14 Primary: ✓ produced in 1959, ✓ therefore made at the time ✓ (3)
- 1.1.15 Yes; ✓ because Africans were denied representation ✓ and were exploited for their labour and the resources of the continent ✓ (3)
- 1.1.16 While Africans were not literally chained in the 20th century, there was economic and social slavery; ✓ inequality ✓ (2)

[45]

1.2 Extended writing exercise

Introduction:

- Learner should give opinion: the statement is mostly accurate ✓
- All of the powers tried to hold on to their colonies – some resulted in wars of liberation and decolonisation was forced (Portuguese) ✓
- Some countries negotiated the transferral of power via constitutional change; pressure from UN for self-determination (Universal Declaration of Human Rights in 1946) ✓
- Examples laid on further pressure to withdraw – France from Asia, Ghana (1957) and Guinea (1958) ✓

Britain:

- Wanted middle-class cooperation and slow change but hand forced by Kwame Nkrumah on Gold Coast from 1959: agitating for independence ✓
- Repression failed; success of Ghana catalysed other independence struggles; Nigeria followed in 1960; up to 1968, most British colonies gained independence, except Southern Rhodesia and Kenya ✓
- Kenya – Mau-Mau Uprising took three years; British instituted concentration camps; 1963 saw Jomo Kenyatta's KANU election win ✓
- Southern Rhodesia – white minority wanted independence from Britain (Unilateral Declaration of Independence in 1965) – aided by RSA and Mozambique ✓
- Struggle from 1965 to 1980: ZANU and ZAPU versus Ian Smith's Rhodesia ✓
- Sanctions; fall of Mozambique; US pressure; successful guerrilla warfare = negotiation; Robert Mugabe in power by 1980 ✓



Belgium:

- Wanted 30-year 'preparation' period before handover; met with violent protest ✓
- Internal conflict and surrounding decolonisation forced review of policy; decolonised in 1960 ✓
- But civil war in resource-rich Katanga province ✓
- 1962 independence of Rwanda and Burundi also led to civil/ethnic war (Hutus vs Tutsis) ✓

France:

- All colonies ruled directly by France in French Union: favoured assimilation and indoctrination for gradual, paced reform; self-government dictated by France; France to retain economic advantages of export of raw materials and cash crops ✓
- Initial demands for independence met with social programmes for upliftment – education and health rather than direct political power ✓
- 1954 defeat in French Indo-China/Vietnam; 1956 successful pressure groups in Tunisia and Morocco, but not Algeria ✓
- Colonies given options – to retain financial aid and render up control, or independence with no aid ✓
- Guinea, under Sekou Touré, gained full independence and suffered punitive measures (withdrawal of all resources) – looked to USSR for assistance ✓
- 1960 – failure of French Community; 14 colonies gained independence ✓
- 1962 withdrawal from Algeria after war vs FLN (National Liberation Front) from 1954 to 1962, costing over a million Algerian lives; new leader Ahmed Ben Bella ✓

Portugal:

- Determined to keep Mozambique, Guinea-Bissau, Angola ✓
- Ruled as province of Portugal; white settlement encouraged; enculturation and social dominance ✓
- Rise of national liberation movements became armed conflicts by 1970s – huge human and economic costs ✓
- 1974 saw coup d'etat and removal of dictator, Salazar, to end wars; independent Guinea-Bissau ✓
- Mozambique followed in 1975 under Frelimo, headed by Samora Machel ✓
- As did Angola under MPLA, headed by Augustinho Neto ✓

Conclusion:

- All colonies suffered violent conflict; some ongoing ✓
- Nationalist movements tried to seize power, therefore dictated pace of decolonisation process ✓
- Definitely desperate and so prepared to use force – the statement therefore accurate ✓ **[30]**

[TOTAL: 75 marks]

PRESENTATION CONTENT	LEVEL 7 Well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence, sustained and defended the argument throughout.	LEVEL 6 Well planned and structured essay. Relevant line of argument. Evidence used to defend the argument.	LEVEL 5 Well planned and structured essay. Developed a clear argument. Conclusions drawn from evidence. Independent conclusion. Evidence used to support the conclusion.	LEVEL 4 Planned and constructed an argument. Evidence used to support argument. Conclusions reached based on evidence.	LEVEL 3 Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	LEVEL 2 Attempts to structure an answer. Largely descriptive/some attempt at developing and argument.	LEVEL1 Little or no attempt to structure the essay. .
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47-50	43-45					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43-46	40-42	38-39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38-39	36-37	35	33-34			
LEVEL 4 Question is recognisable in answer. Some omissions/irrelevant content selection.			33-34	31-32	28-29		
LEVEL 3 Content selection does relate to the question, but do not answer it/does not always relate to the question. Omissions in coverage.				30	25-27	23-24	
LEVEL 2 Question inadequately addressed. Sparse content.					25	21-22	20
LEVEL 1 Question inadequately addressed or not at all. Inadequate/irrelevant content.						20	0-19

QUESTION 1

1.1 Source-based questions

- 1.1.1 Black South Africans: ✓ he says they have been taught the values of white society ✓✓ (3)
- 1.1.2 Apartheid had brutalised all its subjects: ✓ physically (torture, banning, execution, jail); ✓ also psychologically (making black people believe they were inferior and did not deserve equal rights); ✓ white people believed the same ✓ (4)
- 1.1.3 Individuals ✓ should understand their own worth as human beings ✓ and communities ✓ should value their culture and past as worthy ✓ (4)
- 1.1.4 All those black people who had ever felt inferior or unworthy; ✓ those who saw their culture in a new light; ✓ those who were seeking a belief system that would dismantle apartheid ✓ but also bolster a new identity ✓ (4)
- 1.1.5 Provided a template for emulation (copying) ✓ and also showed that progress was possible; ✓ advancement of equal rights in USA ✓ spurred on SA protests ✓ (4)
- 1.1.6 Stick in the mind; ✓ easy to remember; ✓ sum up or encapsulate main point ✓ of the movement or product ✓ (4)
- 1.1.7 Apartheid was aimed at making people feel like they belonged in the social categories it had assigned them ✓ and that race was the only determining factor of social worth; ✓ blackness was equated with dirt and ugliness ✓ while whiteness was seen as pure and desirable ✓ (4)
- 1.1.8 Primary: ✓ use of 'I' in title indicates that it is an autobiography (life story written by the subject); ✓ he was an eyewitness to all these events; ✓ first-hand account ✓ (4)
- 1.1.9 Provides intimacy ✓ and immediacy; ✓ sense of 'realness' ✓ vital for empathy ✓ (4)
- 1.1.10 They both involve public voicing of opinions: ✓ the poet through providing the actual texts, the lecturer through decoding those texts ✓ (2)
- 1.1.11 Spiritual or emotional wealth and physical wealth are not the same thing; ✓✓ you can be poverty-stricken but still have love and feel gratitude ✓✓ (4)
- 1.1.12 Both positive accounts ✓ of how love and community ✓ are the most important binding forces; ✓ *ubuntu* ✓ (4)

[45]

1.2 Extended writing exercise

Introduction:

- Learners should state whether they agree with the statement: they can go either way ✓
- Civil society refers to trade unions and church groups as well as civic, student, women's and political organisations ✓
- Civil groups coordinated and mobilised people, kept ANC principles in mind; UDF and National Forum (NF) ✓
- While civil society did pressure P.W. Botha's 'reform apartheid', the armed struggle and international sanctions against SA were probably having more of an impact ✓

Elaboration:

- United Democratic Front (UDF) formed in 1980s to challenge regime for recognition of equal rights; ✓ non-racial, middle class ✓
- Botha had already introduced limited reforms but also intensified repressive measures like banning, house arrest and detention without trial ✓
- New constitution of 1983 gave SA racially segregated Tricameral Parliament: ✓ white, Indian and coloured chambers received limited representation ✓ while black people were denied franchise except in 'community councils' (Koornhof Bills) ✓
- UDF's initial aim to oppose this parliament and ostensible reforms that excluded black people; ✓ wanted broad alliance to reject state ✓
- Included about 400 national, regional and local organisations ✓ united against regime and based on principles of ANC and Freedom Charter ✓
- Unable to prevent formation of councils or parliament; ✓ radicalised and fanned revolt in townships: consumer boycotts, rent, education and health ✓
- 1986 state of emergency detained UDF leaders; ✓ UDF banned in 1988; ✓ continued in guise of Mass Democratic Movement (MDM) ✓
- Public protest continued in 1989 ✓
- National Forum also formed in response to Botha's 'reforms'; ✓ relied on Black Consciousness and membership exclusively black and socialist; ✓ believed SA to be in class struggle of black proletariat (Azanian people) against white capitalist elite; ✓ against dominance of ANC ✓
- Also used boycott and strike action against rent increases, transport costs and education ✓
- Tension between NF and UDF: competition and ideological disagreement ✓

Conclusion:

- UDF and NF failed to negotiate, therefore less impact than armed struggle ✓
- Turned to more radical revolt and banned ✓
- Infighting among civil movements divided effect on actual government policy but definitely politicised ordinary South Africans; ✓ therefore successful in some ways ✓

[30]

[TOTAL: 75 marks]

PRESENTATION	LEVEL 7 Well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence, sustained and defended the argument throughout.	LEVEL 6 Well planned and structured essay. Relevant line of argument. Evidence used to defend the argument.	LEVEL 5 Well planned and structured essay. Developed a clear argument. Conclusions drawn from evidence. Independent conclusion. Evidence used to support the conclusion.	LEVEL 4 Planned and constructed an argument. Evidence used to support argument. Conclusions reached based on evidence.	LEVEL 3 Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	LEVEL 2 Attempts to structure an answer. Largely descriptive/some attempt at developing and argument.	LEVEL1 Little or no attempt to structure the essay. .
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Grade 12

HISTORY
TEST THREE MEMO

QUESTION 1**1.1 Source-based questions**

- 1.1.1 No: ✓ American; ✓ distributed (sold) by California Newsreel ✓ i.e. clearly based in the USA ✓ (4)
- 1.1.2 Perhaps: ✓ because they are American they are more likely to be pro-ANC; ✓ having no direct experience of apartheid themselves, ✓ they might be biased towards or against certain groups ✓ (4)
- 1.1.3 Both: ✓ South Africans need to see some 'proof' of the work of the TRC ✓ and also gain closure by seeing the information in story form; ✓ foreigners more for factual content; ✓ awareness of historical events ✓ (5)
- 1.1.4 People should be able to articulate their own experiences coherently; ✓ technological advancement – 'integrate documentary film into the new South Africa'; ✓ 'visual history projects in their communities' – spread information; ✓ (also in ways that are independent and alternative to state-sanctioned media like partisan SABC) ✓ (4)
- 1.1.5 Apartheid is being compared to night-time ✓ which is cold, alienating and frightening, full of secrets; ✓ while day is the new South Africa and democracy, ✓ which is being compared to the coming of sun and light: warm, transparent, truthful ✓ (4)
- 1.1.6 Testify before the TRC ✓✓ about her son ✓ who was executed during apartheid ✓ (4)
- 1.1.7 Intense sadness, grief; ✓ she is in mourning: ✓ we know this because she is weeping (crying) ✓ and holding a handkerchief (tissue) to her face ✓ (4)
- 1.1.8 Empathy or sympathy; ✓ the same emotions as she does; ✓ experience her sadness ✓ and acknowledge it ✓ (4)
- 1.1.9 Learner gives their opinion (✓✓) and substantiates it: ✓✓ generally it is, because it is visual and requires less effort and reaches a large number of people (4)
- 1.1.10 To make audiences aware that these issues exist ✓ and that they need to take note of them; ✓ to create filmmakers ✓ that will document their own experiences ✓ (4)
- 1.1.11 They are places of meeting and discussion ✓ and learning new things ✓ (2)
- 1.1.12 So that people will be able to find out more ✓ and become involved in all aspects of the filmmaking ✓ (2)

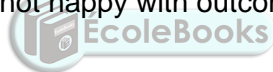
[45]**1.2 Extended writing****Introduction:**

- TRC necessary in wake of atrocities of apartheid regime ✓
- Mood of mistrust among citizenry and suspicion between racially based power blocs; ✓ SA itself on brink of potential civil war after forty years of institutionalised apartheid and 300 years of oppression of indigenous peoples ✓
- Truth-telling a public catharsis (emotional relief) for perpetrators to ask for clemency (mercy) or amnesty ✓ and survivors to be heard ✓

- To promote reconciliation, forgiveness and reparation ✓
- Also a gesture of good faith and starting over; ✓ promotion of dynamics of functioning democracy: responsibility and transparency ✓

Elaboration:

- TRC set up in 1995, after first democratic election ✓
- Set up to make perpetrators take responsibility for actions without causing uprisings and violence, possibly civil war after government changed hands and ANC came into power ✓
- Different to previous bodies in 20th century ✓ because had power to grant amnesty for gross human rights violations ✓ that could be seen as politically motivated ✓ in return for full disclosure ✓
- Also platform to discuss reparations and recommendations to government for future action ✓
- 22 000 survivors applied, some testified publicly, spoke of individual experiences, especially victims of police brutality and torture, and parents of 'the disappeared' ✓
- Memory traumatises and 'freezes' individual people so that they cannot progress; ✓ important to address causes of trauma and move on ✓
- Groups also need to find new ways of interacting rather than relying on the convenient but damaging stereotypes of the past ✓
- Individuals also spoke as representatives of groups particularly prone to committing, or being on the receiving end of, violence; ✓ both powerful and disempowered; ✓ empathy important after decades of policy of 'divide and conquer' ✓
- Some institutional hearings to establish responsibility of major organisations that had facilitated apartheid ✓
- Chairman former Archbishop Desmond Tutu initially reported back in 1998, though amnesty work continued for a further two years; ✓ of 7 000 applications made, 1 000 were successful ✓
- Reparation payments from 2003, after final report submitted ✓
- Not all felt that they had been heard: some applications in international courts, especially USA, so some individuals and groups not happy with outcome ✓



Conclusion:

- Closure on horrible and shameful sociopolitical period; forgiveness ✓
- Letting go, not resentment and grievances; 'clean slate' or starting again in new democracy ✓
- Empathy and racial understanding vital for equality ✓

[30]

[TOTAL: 75 marks]

PRESENTATION CONTENT	LEVEL 7 Well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence, sustained and defended the argument throughout.	LEVEL 6 Well planned and structured essay. Relevant line of argument. Evidence used to defend the argument.	LEVEL 5 Well planned and structured essay. Developed a clear argument. Conclusions drawn from evidence. Independent conclusion. Evidence used to support the conclusion.	LEVEL 4 Planned and constructed an argument. Evidence used to support argument. Conclusions reached based on evidence.	LEVEL 3 Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	LEVEL 2 Attempts to structure an answer. Largely descriptive/some attempt at developing and argument.	LEVEL 1 Little or no attempt to structure the essay. .
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47-50	43-45					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43-46	40-42	38-39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38-39	36-37	35	33-34			
LEVEL 4 Question is recognisable in answer. Some omissions/irrelevant content selection.			33-34	31-32	28-29		
LEVEL 3 Content selection does relate to the question, but do not answer it/does not always relate to the question. Omissions in coverage.				30	25-27	23-24	
LEVEL 2 Question inadequately addressed. Sparse content.					25	21-22	20
LEVEL 1 Question inadequately addressed or not at all. Inadequate/irrelevant content.						20	0-19

QUESTION 1

- Apartheid in South Africa and communism in Eastern Europe extended over the same period, from the 1940s to the end of the 1980s ✓
- Collapse of communism in 1989 very important for SA: ✓ apartheid clearly no longer defence against communism; ✓ allowed President F.W. de Klerk to announce in February 1990 the unbanning of the ANC that led inevitably to black rule in 1994 ✓
- Communism rests on support of poor working majority – ✓ in Africa, this means black workers; ✓ also nationalisation, collectivisation, banning of private enterprise, close relations with the USSR or China ✓
- Achievement of apartheid was white rule in South Africa during the post-war period of communism, when other African countries fought for or negotiated independence from white minority rule of colonisers ✓
- Other African governments either adopted socialist forms of government or used the Cold War to deflect criticism from their corruption and tyranny ✓
- E.g. Kaunda nationalising the copper mines in Zambia; ✓ Nyerere organising peasants onto collective farms; ✓ some dictators corrupt because they knew neither West nor East would dare criticise them for fear of their supporting the other power bloc ✓
- When communism collapsed, former communist countries were worse off than their capitalist neighbours and looked to them for help ✓
- When apartheid collapsed, capitalist SA was better off in terms of technology and infrastructure than the rest of Africa, which looked to it for help – ✓ had been built up by exploitative labour of apartheid system ✓
- ANC in 1994 still based on communism; ✓ new circumstances gave a chance for its non-communists to exert influence, ✓ e.g. Trevor Manuel of the ANC is the most capitalist finance minister South Africa has ever seen; ✓ conservative fiscal policy = low inflation and low debt; SA reduced trade barriers and opened economy; ✓ some privatisation, but no nationalisation (state-ownership) ✓
- ANC members still call each other 'Comrade', still quote Lenin; ✓ e.g. then Minister of Public Service, Geraldine Fraser-Moleketi, herself a communist, quoted from Lenin to justify the fact that she earned more than 20 times as much as the workers – they were told to accept 'revolutionary discipline' and be happy with their small wage increases ✓
- SA now a kind of liberal democracy with a mixed economy; ✓ focused on race, e.g. BEE and Employment Equity Bill; ✓ by far the strongest economy and the best infrastructure in Africa ✓

[25]

QUESTION 2**Introduction:**

- In late 1990s Ghana, Uganda, Rwanda, South Africa, Botswana and Senegal identified by UN as countries that were democratising and promoting market-oriented economies ✓
- Therefore given aid on condition that certain restructuring occurred within country ✓
- Not necessarily positive: ✓ exploited resources and dependence of African countries; ✓ like African Growth and Opportunity Act on 11 March 1998 by the US House of Representatives ✓

Elaboration:

- Nigeria identified because of both its terrible human rights record and despotic government; ✓ seemed keen to make reparations; ✓ also has huge reserves of crude oil, gas ✓
- Enormous areas of farmland available ✓
- Minerals like gold, coal, iron ore and manganese abound ✓

- Offering initial tax-free period to big businesses from West, especially in underdeveloped areas ✓
- But African countries must comply with IMF rules, which require the privatisation of their assets and removal of state benefits for poor local people ✓
- Must also obey World Trade Organisation rules such as tariff cuts and the removal of import restrictions ✓
- Adopt currencies and allow foreign investors to establish ownership over natural resources in the continent; ✓ i.e. trade, not aid enriches West ✓
- SAPs not long-term or sustainable: ✓ imposes certain conditions; ✓ 'trickle-down theory' of wealth from elite to grass-roots ✓
- Cartoon illustrates poverty of workers in Africa after development by West and exploitative business; ✓ multinational corporations are being given more power while the workers remain poverty-stricken and disempowered; ✓ not real development, as title suggests, ✓ but exploitation and advance of consumer capitalism ✓

Conclusion:

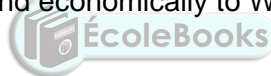
- Therefore seems like a threat to the sovereignty of the African states ✓ as well as impoverishing local economies formerly reliant on government social benefits ✓
- Therefore definitely not positive or successful for African countries ✓

[25]

QUESTION 3

Introduction:

- Learner should indicate their opinion: it could be argued either way, but most historians agree that the SAPs did not benefit Africa ✓
- May have provided initial relief ✓
- But created dependence on foreign aid in long run – impossible to pay off ✓
- Cycle of poverty beneficial politically and economically to West ✓



Elaboration:

- International Monetary Fund and World Bank insisted on controlling reform in return for aid; ✓ called Structural Adjustment Programmes ✓
- SAPs meant price control and little government interference ✓
- African countries desperate for aid: no choice but to accept on these terms ✓
- State major employer, investor and service provider in Africa; ✓ SAPs changed that ✓
- SAPs criticised for negative effects: ✓ governments could no longer provide subsidies (financial support) for food and fuel relied on by the poor; ✓ resulted in food riots ✓
- Health and education services also affected: ✓ saving money meant retrenchment of civil servants, which equalled unemployment ✓
- SAPs devalued local currencies (worth less against the dollar and pound); ✓ more work for less pay ✓ and more products needed to maintain same level of money as before; ✓ workers suffered ✓
- Gap between wealthy elite and poor majority widened; ✓ entrenched social divide and hierarchy; ✓ economic impact had social spin-off ✓

Conclusion:

- IMF and World Bank's aid package did not take into account existing dependence of large and very poor populations on government ✓
- Created international dependence instead – still in foreign debt; ✓ therefore did not benefit Africa in the long term ✓

[25]

[TOTAL: 75 marks]

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Focus History Grade 12
Control Test Book

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