



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12



HISTORY P2

JUNE 2021

MEMORANDUM

MARKS: 100

This memorandum consists of 18 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 sources Explain information gathered from sources Analyse evidence from 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 were 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 in the bottom right-hand 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 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 argument (planned, structured and has 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 first 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.

P	Point: The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
E	Explanation: The candidate should explain in more detail what the main point is all about and how it relates to the question posed (line of argument)
E	Example: The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	Link: Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

2.4.4 The following symbols **MUST** be used when assessing an essay:

- Introduction, main aspects and conclusion not properly contextualised

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- Wrong statement

- Irrelevant statement

|
|
|

- Repetition

R

- Analysis

A√

- Interpretation

1√

- 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 the essay 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 the essay will relate to the level (on the matrix) of **presentation**.



C	LEVEL 4	
P	LEVEL 3	

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



C	LEVEL 4	} 26–27
P	LEVEL 3	

MARKING MATRIX FOR ESSAY: TOTAL: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
PRESENTATION  CONTENT 	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.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20–23	18–19	14–17
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

* **Guidelines for allocating a mark for Level 1:**

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- 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: WHY DID SOUTH AFRICANS REJECT THE POLITICAL REFORMS THAT WERE INTRODUCED BY PRESIDENT P.W. BOTHA IN THE 1980S?**

1.1

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

- Reduce international criticism of apartheid.
- Satisfy white South Africans.
- Form relations with other black countries in Africa.
- Reduce internal black resistance.

(any 3x1) (3)

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

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

(1x2) (2)

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

- Because Botha's government had preferred to rule over a divided nation.
- Botha's government provided privileges according to a hierarchical order of skin colour with blacks at the bottom.
- Any other relevant response.

(2x2) (4)

1.1.4 *[interpretation of evidence from Source 1A-L1]*

- Although they changed the face of apartheid from the outside, the system did not really change at all.
- The situation for the normal man on the street got worse rather than better.
- Any other relevant response

(1x2) (2)

1.2

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

- White parliament
- Coloured parliament
- Indian parliament

(any 2x1) (2)

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

- Whites had a higher representation in parliament than other races.
- Blacks were not represented in parliament.

- The percentage representation of Coloureds and Indians combined was lower than that of whites alone in the tricameral parliament.
- Any other relevant responses (2x2) (4)

1.3

1.3.1 [*Interpretation of evidence from Source 1C-L2*]


- Black people have natural rights that need not be negotiated with white people.
- They did not need to ask for human rights from the apartheid government.
- Any other relevant response

(any 2x2) (4)

1.3.2 [*Interpretation of evidence from Source 1C-L2*]

- Black people were refusing to accept racial injustice and ready to face the challenges of the moment
- Black people were found at every level of society fighting the evil system.
- Any other relevant response (any 2x2) (4)

1.3.3 [*ascertaining usefulness of source 2D-L3*]

- It is an extract from a speech by Allan Boesak at the launch of the UDF at the Rocklands Civic Centre, Mitchell's Plain on 20 August 1983, the same year the tricameral parliament was introduced.
- It explains the reaction by different groups within the UDF to the tricameral parliament.
- It gives an impression of the determination that black people at all levels had to fight apartheid.
- Any other relevant response.  (2x2) (4)

1.4

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

- They were made junior partners to Whites in government.
- It excluded the Black majority.
- Any other relevant response (1x2) (4)

1.4.2 [*Extraction of evidence from Source 1D-L1*]

It ended with a barrage of :

- Rubber bullet
- Tear gas
- Stone-throwing
- Baton charges

(any 2x1) (2)

1.4.3 [*Interpretation of evidence from Source 1D-L2*]

- De Klerk was disappointed with the voter turnouts.
- He blamed the intimidation by organisations for the disappointing voter turnout.
- He accused Indians and Coloureds for being ignorant and inexperienced in political participation.
- Any other relevant response. (any 2x2) (4)

1.5 [*Comparison of evidence in Sources 1A and 1D-L3*]

- Source 1D says Indians and Coloureds had limited power-sharing with Whites and it made them junior partners (inferior) to whites and it is supported by Source 1B which shows Whites with 178 MPs and the other races 130 MPs combined.
- Source 1D says Botha's parliament did not make any provision for the country's Black majority and source 1D shows the black majority being excluded from the parliament, and represented by community councils.
- Any other relevant responses (2X2) (4)

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

Candidates should include some of the following

- The government introduced changes that it claimed were reforms
- The government hoped that the changes would reduce international criticism of apartheid
- The government had wanted to satisfy white South Africans from relations with other black countries in Africa
- The government introduced the Tri-cameral Parliament that further made the gap between Indian, Coloured and African more defined
- Many people saw these reforms as merely cosmetic – the changes did not improve the lives of ordinary Africans (Source 1A)
- The local committees only served as advisory bodies similarly to the Black Advisory Boards, they were rejected because they had no powers
- UDF groups encouraged people to boycott tricameral elections.
- De Klerk was disappointed with the voter turnouts.
- Blacks at all levels were ready to challenge apartheid
- Any other relevant response

Use the following rubric to allocate marks:

<p>LEVEL 1</p>	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows little or no understanding why South Africans rejected the political reforms that were introduced by President P.W. Botha in the 1980s • Uses evidence partially to report on topic or cannot report on the topic. 	<p>MARKS: 0–2</p>
<p>LEVEL 2</p>	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows an understanding why South Africans rejected the political reforms that were introduced by President P.W. Botha in the 1980s • Uses evidence in a very basic manner. 	<p>MARKS: 3–5</p>
<p>LEVEL 3</p>	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding why South Africans rejected the political reforms that were introduced by President P.W. Botha in the 1980s. • Evidence relates well to the topic. • Uses evidence very effectively in an organised paragraph that shows understanding of the topic. 	<p>MARKS: 6–8</p>

(8)
[50]

QUESTION 2: WHAT CHALLENGES DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) FACE IN ITS ATTEMPTS TO UNEARTH TRUTH FROM THE HIDDEN PAST?

2.1

2.1.1 [*Extraction of evidence from Source 2A-L1*]

- To investigate human rights violations since 1960.
- To grant amnesty to those perpetrators who made full disclosure.
- To foster reconciliation and unity among South Africans.
- Any two responses. (2x1) (2)

2.1.2 [*Interpretation of evidence from Source 2A-L2*]

- Desmond Tutu had taken part in the struggle for freedom in South Africa through the UDF.
- Since Tutu was neither a member of the NP nor ANC, he was regarded as neutral.
- Tutu was regarded as a leader of great moral stature
- Any other relevant response (2X1) (2)

2.1.3 [*Interpretation of evidence from Source 2A-L2*]

- The media covered all hearings
- The covering of the hearings made it impossible for one thereafter to deny the atrocities of the previous regime.
- Any other relevant response (2x2) (4)

2.1.4 [*Extraction of evidence from Source 2A-L1*]

- The TRC performed a therapeutic role (giving victims the opportunity to tell their story and have their suffering acknowledged).
- It revealed the truth in some notorious cases. (2x1) (2)

2.2

2.2.1 [*Interpretation of evidence from Source 2B-L2*]

- South Africa had to know the truth about the past so that the nation would find healing in their freedom
- The TRC will shed light (brought out/revealed) on the evils/violations that were committed in the past
- Reveal the perpetrators to the victims
- Dullah Omar as the Minister of Justice was responsible for the establishment of the TRC
- South Africa's past was filled with rotten/evil happenings, that is why sad memories (vultures) haunted the house
- Any other relevant response (any 2x2) (4)

2.2.2 [Ascertaining the usefulness of Source 2B-L3]

The source is USEFUL because

- The cartoon captures the feeling that people had during the time of the establishment of the TRC.
- The cartoon depicts how the TRC was supposed to shed light on South Africa's dreaded past.
- Any other relevant response. (2x2) (4)

2.3 [Comparison of evidence in Sources 2A and 2B –L3]

- According to Source 2A, perpetrators had to make full disclosure and in Source 2B, Dullar Omar holds the light that represents revelation of the wrongs that were committed.
- According to Source 2A, the TRC had to foster reconciliation and unity among South Africans, and Source 2B stated that if the past was not known, that would haunt South Africans – South Africans would be able to forgive each other once the truth is known..
- Source 2A indicates that the TRC revealed the truth in some notorious cases while in Source 2B the light is shed on the dark house that represents South Africa's past.
- Any other relevant response. (any 2x2) (4)

2.4

2.4.1 [Extraction of information from Source 2C-L1]

- Her son was a sincere Christian who frequently helped to strengthen her faith in God.
- He was always a loving and peaceful person.
- He planned to become a Lutheran minister. (any 2x1) (2)

2.4.2 [Interpretation of evidence from Source 2C-L2]

- It was not easy for her to understand why only him out of 18 detainees was killed.
- It seemed to her that there was a plot to kill her son and a cover up was made by arresting more people.
- Any other relevant response (2x2) (4)

2.4.3 [Extraction of evidence from Source 2C-L1]

- Rev Ndanganeni Phaswana.
- Rev Mbulaheni Phosiwa. (2x1) (2)

2.4.4 [Extraction of evidence from Source 2C-L1]

- Electric shock treatment
- Punches
- Clubbing
- Hit with an open hand
- Torture

- Detained several times (any 2x1) (2)

2.5

2.5.1 [Extraction of evidence from Source 2D-L1]

- To ascertain much information on what exactly happened.
- To charge them.
- To send them to court (any 2X1) (2)

2.5.2 [Explanation of historical concept from Source 2D-L2]

- The granting of official pardon for people that committed politically motivated crimes.
- The granting of official pardon to perpetrators who gave full disclosure of atrocities they had committed for political reasons.
- Any other relevant response. (1x2) (2)

2.5.3 [Interpretation of evidence from Source 2D-L2]

- Director Ramaligela was aware that his violations of people's human rights would not qualify him to receive amnesty.
- Director Ramaligela's human rights violations were not politically motivated.
- Director Ramaligela thought that the TRC would not thoroughly check his application for amnesty before granting (he thought the TRC would simply grant him amnesty without scrutinizing his application).
- Any other relevant response. (any 2x2) (4)

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

Candidates should include some of the following

- The aim of the TRC was investigate human rights violations since 1960 (Source 2A) grant amnesty to those who qualified (Source 2D)
- The TRC wanted to foster reconciliation and unity among South Africans (Source 2A)
- It was difficult sometimes for victims to tell their stories and have their suffering acknowledged (Source 2C)
- Perpetrators lied the TRC e.g.Ramaligela.
- Revealing the perpetrators to the victim the case of Director Ramaligela.
- Some victims found it difficult to find closure because the whole truth was not told.
- Perpetrators were not willing to freely volunteer information needed by the TRC. Even though they applied for amnesty.
- Some families of victims were not willing to forgive.
- 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 little or no understanding about what challenges the truth and reconciliation commission (TRC) face in its attempts to unearth the truth from the hidden past. Uses evidence partially to report on topic or cannot report on the topic. 	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 about what challenges the truth and reconciliation commission (TRC) face in its attempts to unearth the truth from the hidden past. • Uses evidence in a very basic manner. 	MARKS: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding what challenges the truth and reconciliation commission (TRC) face in its attempts to unearth the truth from the hidden past. • Evidence relates well to the topic. • Uses evidence very effectively in an organised paragraph that shows understanding of the topic. 	MARKS: 6–8

(8)

[50]

**QUESTION 3: CIVIL RESISTANCE IN SOUTH AFRICA: 1970s TO 1980
THE CHALLENGE OF THE BLACK CONCIOUSNESS TO THE
APARTHEID STATE**

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

SYNOPSIS

Candidates need to indicate whether they agree or disagree with the statement. If they agree they need to discuss how the Black Consciousness Movement (BCM) successfully challenged the Apartheid government in South Africa from the 1970s to 1980. If they disagree they need to substantiate their line of argument with relevant evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to contextualise the question to establish a clear line of argument indicating how various activities by the Black Consciousness Movement challenged the Apartheid government in the 1970s to 1980.

ELABORATION

- Reasons for Steve Biko and other like-minded students to break away from NUSAS and the launch of SASO
- Biko was responsible for the Black Consciousness Movement (BCM)
- The BCM was solely for blacks and promoted that blacks must have pride, self-worth, self-confidence, self-reliance, solidarity and unity among Africans and psychological freedom and independence from other races
- A philosophy that also promoted equality and justice and advocated that black South Africans must liberate themselves from the shackles of discrimination and oppression
- BCM filled the political vacuum that was left by political activists who were imprisoned in Robben Island
- It gave black South Africans renewed hope to challenge the Apartheid regime
- Biko rejected the influence and involvement of white liberals in the BCM because they benefited from Apartheid
- He believed the greatest role that white liberals could play was to change the attitude of all white South Africans
- At first the Apartheid regime didn't see the BCM as a threat thinking that it was in line with the National Party government's policy of separate development
- The Apartheid regime realised that the BCM undermined the philosophy of separate development and went against its leaders

- Various political and community organisations operated under the influence of the BCM
- The Black People's Convention (BPC) acted as a political wing of the BCM and an umbrella organisation
- Black community programmes were central to the ideas of the BCM
- The programmes were a way of Biko's influence on blacks to be self-reliant and reject Apartheid
- Community projects like the Zimele trust fund and Dr Mamphela Ramphele's Zanempilo Community Health were established the influence of the BCM
- Adult literacy programmes were used by the BCM to combat literacy among black South Africans
- The Mhloti Black Theatre (started in Alexandre Township in Johannesburg in 1977) provided a platform for drama that reflected black history and culture
- SASO advocated liberation from Apartheid and conscientised students to be more politically aware of their rights
- It led to the establishment of SASM which served as a forum for discussing educational and political matters
- Student leaders like Tsietsi Mashinini and Murphy Morobe played a major role in the influence of students rejecting apartheid policies e.g. the Language policy which made Afrikaans a medium of instruction in schools for certain subjects
- The language policy was regarded as the language of the oppressor and seen as an obstacle in transforming the curriculum and was challenged and rejected by students, teachers and parents
- On 16 June 1976 students from various schools in Soweto engaged in a peaceful march against the introduction of Afrikaans as a medium of instruction (inspired by the BCM)
- The march turned violent when the police opened fire on students resulting in the death of Hector Peterson
- Police violence against the students caught media attention leading to international condemnation of the Apartheid government
- With determination, resilience and pride the students reacted to police violence and fought back (stoned cars, barricaded the streets, set fire to government buildings killing two white officials)
- It led to further nation-wide protests like stay away, boycotts, confrontation with the police and destruction of property
- Organizations like the Black Parents' Association helped to coordinate funerals for victims of police violence
- Historians describe 1976 as the turning point in South African History
- Any other relevant response

Conclusion: Candidates should sum up their argument with a relevant conclusion

[50]

QUESTION 4: 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 analytic and interpretative skills]

SYNOPSIS

Candidates need to critically discuss how the negotiations to democracy in South Africa took place under a cloud of unrest and crises.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should establish their line of argument as they critically discuss how the negotiations to democracy in South Africa took place under a cloud of unrest and crises.

ELABORATION

- De Klerk comes to power in 1989 – brief background
- De Klerk's speech in parliament – 2 February 1990
- The unbanning of political and civic organisations such as the ANC and SACP
- The removal of restrictions on COSATU and AZAPO
- De Klerk's decision to release Mandela from prison on 11 February 1990 which paved the way for negotiations
- Violence that erupted in Sebokeng - April 1990
- Groote Schuur Minute – 2 May 1990 ANC and NP met, ANC delegation led by Nelson Mandela, NP delegation led by FW De Klerk
- Pretoria Minute – 6 August 1990 - ANC agreed to suspend the armed struggle-
- Third force violence in Natal between Inkatha, the ANC and the apartheid government
- CODESA 1 -19 political parties excluding AZAPO, CP and PAC/300 delegates
- Violence erupts in some parts of the country such as the Transvaal and Natal
- White's only referendum and its impact -March 1992
- CODESA 2 -2 May 1992- collapsed. Parties failed to agree on a new constitution-making body and interim government
- 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)
- Bisho massacre derailed the process of negotiations (7 September 1992)
- Record of Understanding signed on 26 September 1992 between Roelf Meyer (NP) and Cyril Ramaphosa (ANC)

- Assassination of Chris Hani (10 April 1993) and its impact on South Africa
- Right-wing (AWB) attack on World Trade Centre and its consequences – June 1993
- St James massacre by APLA – July 1993
- Heidelberg tavern massacre by APLA – December 1993
- Multiparty negotiating Forum
- Sunset Clause introduced by Joe Slovo broke the negotiations deadlock
- Shell House massacre and its consequences – March 1994
- Election date – 27 April 1994 announced
- ANC won elections and Mandela became the first black South African President
- Any other relevant response

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

TOTAL :100

