



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

HISTORY P2

2021

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 26 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 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.

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 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



- 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 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**Content**

- Question recognisable in answer; Some omissions in content coverage

Presentation

- Some evidence of a planned argument; attempts to sustain a line of argument; conclusion supported by evidence

MARKING MATRIX FOR ESSAY: TOTAL: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
<p>PRESENTATION</p> <p>→</p> <p>CONTENT</p> <p>↓</p>	<p>Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.</p>	<p>Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.</p>	<p>Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.</p>	<p>Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.</p>	<p>Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.</p>	<p>Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.</p>	<p>Little or no attempt to structure the essay.</p>
<p>LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.</p>	47–50	43–46					
<p>LEVEL 6 Question has been answered. Content selection relevant to a line of argument.</p>	43–46	40–42	38–39				
<p>LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.</p>	38–39	36–37	34–35	30–33	28–29		
<p>LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.</p>			30–33	28–29	26–27		
<p>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.</p>				26–27	24–25	20–23	
<p>LEVEL 2 Question inadequately addressed. Sparse content.</p>					20–23	18–19	14–17
<p>LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.</p>						14–17	0–13

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

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- Content selection includes basic and generally irrelevant information; no attempt to structure the essay = 1–6
- Question inadequately addressed and vague; little attempt to structure the essay = 7–13

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: WHAT WERE THE RESPONSES TO THE COMPULSORY INTRODUCTION OF AFRIKAANS AS A MEDIUM OF INSTRUCTION IN BLACK SOUTH AFRICAN SCHOOLS IN 1976?**

- 1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- 'a decree (law) issued by the Department of Bantu Education'
 - 'The Deputy Minister Andries Treurnicht sent a directive to school boards, inspectors and principals that Afrikaans should be put on an equal basis with English and had to be used as a medium of instruction in all schools' (any 1 x 1) (1)
- 1.1.2 *[Extraction of evidence from Source 1A - L1]*
- 'Meadowlands'
 - 'Orlando West'
 - 'Dobsonville' (any 2 x 1) (2)
- 1.1.3 *[Interpretation of evidence from Source 1A – L2]*
Candidates can choose TO A LESSER EXTENT or TO A LARGER EXTENT and substantiate their response with relevant evidence.
- TO A LESSER EXTENT**
- The teachers and students did not understand Afrikaans
 - The teachers were not qualified to teach various subjects in Afrikaans
 - To ensure black students do not progress academically as white students
 - Schools did not have resources such as textbooks in Afrikaans
 - It was a foreign language that both teachers and students found difficulty in grasping
 - The policy was simply imposed on black South African schools without any consultation with stakeholders in education
 - Any other relevant response
- TO A GREAT LARGER EXTENT**
- The circuit inspector had the right to implement guidelines that he saw right/fit
 - According to the circuit inspector the apartheid government paid for the education of black South African children and therefore had the right to impose this language policy
 - According to the circuit inspector the education of 'black children' in the urban areas was paid for by English and Afrikaans speaking groups and therefore the 50-50 method of teaching was justified
 - Any other relevant response (any 2 x 2) (4)

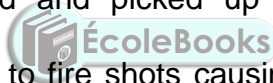
- 1.1.4 *[Interpretation of evidence from Source 1A – L2]*
- Initially the Tswana school boards sought to get clarity from the Department of Bantu Education to put an end to the controversial language policy but failed
 - The school boards were instructed to implement the Department of Bantu Education's language policy and therefore most of them gave in to this directive
 - Any other relevant response (2 x 2) (4)
- 1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- 'Black Consciousness Movement' (BCM)
 - 'South African Students Movement' (SASM) (2 x 1) (2)
- 1.2.2 *[Interpretation of evidence from Source 1B – L2]*
SASM was of the view the instruction:
- To challenge Bantu Education
 - Did not meet the educational needs of Black South African students
 - Was a means to prepare Black South African students for cheap labour market ('good industrial boys')
 - Was a form of indoctrination / language of the oppressor
 - Was draconian, discriminatory and insensitive to the aspirations of Black South Africans
 - Any other relevant response (any 2 x 2) (4)
- 1.2.3 *[Definition of historical concept from Source 1B – L1]*
- Students stayed away from school to protest against the imposition of Afrikaans as a medium of instruction
 - Any other relevant response (1 x 2) (2)
- 1.2.4 *[Ascertaining the usefulness of Source 1B – L3]*
The source is USEFUL because:
- Gives a perspective of the influence of the BCM on the 16 June uprising
 - Qekema gives insight as to the reasons for the students embarking on protest action against the apartheid regime's language policy
 - It gives information about the role that leaders such as Seth Mazibuko and Tsietsi Mashinini played in planning the protest action that occurred on 16 June 1976
 - Any other relevant response (any 2 x 2) (4)
- 1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- 'Phefeni Junior Secondary School'
 - 'Orlando West High School' (2 x 1) (2)
- 1.3.2 *[Extraction of evidence from Source 1C – L1]*
- 'Away with Afrikaans'
 - 'Amandla Ngawethu' (Power to the People)
 - 'Free Azania' (any 2 x 1) (2)

- 1.3.3 *[Interpretation of evidence from Source 1C – L2]*
- The black police officer indicated that no violence will be used against the students because they were marching peacefully while the white police officer instigated violence by throwing a stone into the crowd
 - The black police officer displayed a non-violent approach while the white police officer used violence to provoke students
 - The black police officer did not agitate the students by using violence while the white police officer's action demonstrated his willingness to agitate and provoke students
 - Any other relevant response (any 2 x 2) (4)
- 1.3.4 *[Extraction of evidence from Source 1C – L1]*
- 'on the rugged ridge behind the two schools'
 - 'into alley ways'
 - 'side streets'
 - 'homes' (any 3 x 1) (3)
- 1.4 1.4.1 *[Interpretation of evidence from Source 1D – L2]*
- *The World* newspaper exposed the apartheid regime's use of force against unarmed students in Soweto
 - *The World* newspaper exposed the brutality of the police by killing unarmed students
 - *The World* newspaper exposed the actions of the white minority regime to the rest of the world
 - *The World* newspaper played an important role in mobilising the international community to fight against apartheid
 - The event was significant / newsworthy
 - Any other relevant response (any 1 x 2) (2)
- 1.4.2 *[Interpretation of evidence from Source 1D – L2]*
- The police shot and killed students
 - The police used excessive force against the students
 - The media wanted to alert South Africans and the world about police brutality against the unarmed students
 - Any other relevant response (any 1 x 2) (2)
- 1.5 *[Comparison of evidence in Sources 1C and 1D – L3]*
- Both Sources 1C and 1D state that the police used force against the students
 - Both sources indicate that the police shot and killed students
 - Both sources show that the force used by the police left many students injured and brutalised
 - 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:

- The Department of Bantu Education's decision to make Afrikaans as a compulsory medium of instruction (Source 1A)
- The Tswana School Boards protested against the use of Afrikaans as a medium of instruction (Source 1A)
- The Soweto school boards failed in their attempts to get the Department of Bantu Education to end the implementation of Afrikaans as a medium of instruction (Source 1A)
- Black South African students under the leadership of SASM started to mobilise students against the imposition of Afrikaans as a medium on instruction (Source 1B)
- SASM took a decision to have a march on 16 June 1976 against the use of Afrikaans in Black South African schools (Source 1B)
- On 16 June students gathered in Vilikazi Street chanting slogans to show their disapproval against the apartheid government's imposition of its language policy (Source 1C)
- The police responded to the protest with heavy handedness and used force (Source 1C)
- A white police officer provoked the crowd by throwing a stone at them (Source 1C)
- The students scattered and picked up stones and shouted POWER (Source 1C)
- This caused the police to fire shots causing the students to scatter in all directions (Source 1B)
- Many of the students were wounded and others were killed
- The police actions were reported on the front page of *The World* newspaper on 17 June 1976
- The media also exposed the killing of innocent students during the Soweto uprising (own knowledge)
- Any other relevant response



Use the following rubric to allocate marks:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding in explaining the responses to the compulsory introduction of Afrikaans as a medium of instruction in black South African schools in 1976. • Uses evidence partially or cannot write a paragraph. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent on the topic e.g. shows some understanding in explaining the responses to the compulsory introduction of Afrikaans as a medium of instruction in black South African schools in 1976. • Uses evidence in a very basic manner to write a paragraph. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding in explaining the responses to the compulsory introduction of Afrikaans as a medium of instruction in black South African schools in 1976. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)
[50]



QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE MURDER OF POLITICAL ACTIVISTS SUCH AS LENNY NAIDU?

- 2.1 2.1.1 *[Extraction of evidence from Source 2A - L1]*
- 'that human rights violations during the apartheid era should be investigated'
 - 'to provide some form of public accountability'
 - 'to help purge (remove) the injustices of the past so that reconciliation can take place' (any 2 x 1) (2)
- 2.1.2 *[Definition of a historical concept in Source 2A – L1]*
- Ensuring that victims and perpetrators of gross human rights violations came forward and gave an honest account for the atrocities that were committed so that healing could take place between victim and perpetrator
 - Bringing former political enemies together in a manner that promoted nation-building and healing
 - Bringing people together from different political views/persuasions who previously could not get along to promote nation building
 - Any other relevant response (any 1 x 2) (2)
- 2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- De Klerk felt that the TRC would not be objective in dealing with perpetrators of gross human rights violations
 - He felt that the TRC would ignore the atrocities that were committed by the ANC
 - He felt that the TRC would open up wounds from the past which the National Party were responsible for
 - Any other relevant response (any 1 x 2) (2)
- 2.1.4 *[Extraction of evidence from Source 2A – L1]*
- 'murder'
 - 'abduction (kidnapping)'
 - 'use of torture' (3 x 1) (3)

- 2.1.5 *[Interpretation of evidence from Source 2A – L2]*
Candidates can choose TO A LESSER EXTENT or TO A LARGER EXTENT and substantiate their response with relevant evidence.

TO A GREATER EXTENT

- To ensure that the process was fair and not partisan
- Both the ANC and the apartheid regime were involved in committing gross human rights violations therefore they should be given the opportunity to state their case
- To reveal the atrocities of the past that were committed by the ANC and apartheid regime with the aim of fostering healing and reconciliation
- Any other relevant response

TO A LESSER EXTENT

- The liberation movements and the apartheid regime did not want to take responsibility for the atrocities that they committed and therefore did not willingly appear before the TRC
- Members from the liberation movements and the apartheid regime appeared before the TRC on their volition to give evidence for the atrocities committed
- Liberation movements violations were done for a good cause to free South Africa and the security forces had committed atrocities because they were instructed to do so by the apartheid regime
- Any other relevant response (any 2 x 2) (4)

- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*

- '1988'
- 'Piet Retief' (2 x 1) (2)

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

- He was desperate to know exactly how and why his brother was killed
- Leslie wanted to know the truth as to how his brother Lenny was killed but he was not certain whether justice would be meted out against the perpetrators
- He felt that if the truth was told then forgiveness and healing could occur
- Any other relevant response (any 2 x 2) (4)

- 2.2.3 *[Ascertaining the usefulness of Source 2B – L3]*
The source is USEFUL because:
- It was presented on the date when the TRC was in session
 - The source is a transcript of the events that took place at the TRC hearings / first hand information
 - It gives information on how Leslie Naidu and his family felt about the establishment of the TRC
 - Leslie Naidu's testimony like all other victims of human rights violation wanted to know the truth regarding how their loved ones were killed by perpetrators
 - It shows the ambivalence (uncertainty) of how Leslie Naidu felt about the truth versus justice regarding the final outcome of his brother's murder
 - Any other relevant response (any 2 x 2) (4)
- 2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*
- 'Surendra 'Lenny' Naidu'
 - 'Notsikelelo Cotoza'
 - 'Makhosi Nyoka'
 - 'Lindiwe Mthembu' (any 3 x 1) (3)
- 2.3.2 *[Extraction of evidence from Source 2C – L1]*
- 'a request was sent to him by 'a Mr Pienaar', former head of the security branch in Piet Retief, to 'help them with an operation concerning trained ANC members infiltrating (entered) the country from Swaziland' (1 x 2) (2)
- 2.3.3 *[Interpretation of evidence from Source 2C – L2]*
- They wanted to implicate Lenny Naidu as being involved in subversive activities against the apartheid government
 - De Kock wanted to shift the focus away from the brutalities of the police
 - To cover up the crime that had been committed / cover up the shootings of combatants
 - To implicate MK operatives who were armed and dangerous and therefore justified their killing
 - Any other relevant response (any 2 x 2) (4)
- 2.4 *[Comparison of evidence in Sources 2B and 2C - L3]*
- In Source 2B Leslie Naidu requests the names of the perpetrators who were responsible for the death of his brother, Lenny Naidu and in Source 2C the names of the perpetrators are mentioned
 - In Source 2B Leslie Naidu appears before the TRC to find out how his brother, Lenny Naidu was murdered and in Source 2C De Kock explains how Lenny Naidu was murdered
 - Both sources indicated the place and date when he was murdered by the security police
 - Any other relevant response (2 x 2) (4)

- 2.5 2.5.1 *[Interpretation of evidence from Source 2D – L2]*
- Eugene De Kock is applying for amnesty (APPLICATIONS TO THE TRUTH COMMISSION)
 - Tutu wanted to know from De Kock which crimes he has listed because De Kock was implicated in numerous human rights abuses (HAVE YOU LISTED THE CRIMES FOR WHICH YOU'LL BE APPLYING FOR)
 - De Kock was involved in numerous human rights abuses (LONG LIST OF CRIMES)
 - Zapiro caricatured Tutu as looking surprised (facial expression) as to the crimes that De Kock committed
 - Any other relevant response (any 2 x 2) (4)
- 2.5.2 *[Interpretation of evidence from Source 2D – L2]*
- Tutu wanted De Kock to honestly list all the human rights violations that he had committed
 - Tutu knew that De Kock would lie because he had a notorious reputation for killing political activists
 - Any other relevant response (any 1 x 2) (2)
- 2.6 *[Interpretation, evaluation and synthesis from relevant sources – L3]*

Candidates could include the following aspects in their response:

- The TRC was formed to investigate the human rights violations that was committed after 1960 (Source 2A)
- The TRC was founded on the premise that in order to build national unity and reconciliation, it should establish as truthful a record as possible of the 'nature, causes and extent of gross violations of human rights' committed by the apartheid regime between 1 March 1960 and 10 May 1994 (Source 2A)
- It was premised on the principle that if the truth was disclosed then amnesty should be granted (Source 2A)
- The TRC listened to the testimony of Leslie Naidu who gave evidence surrounding the murder of his brother, Lenny Naidu (Source 2B)
- Leslie Naidu suggested that the TRC establish the truth as to how his brother was killed (Source 2B)
- The TRC provided a platform for perpetrators to give evidence regarding their role in the murder of political activists such as Lenny Naidu (Source 2C)
- Eugene de Kock appeared before the TRC and recollected how the MK operatives were killed (Source 2D)
- The TRC held public hearings throughout South Africa and gave perpetrators the opportunity to indicate how political activists were either killed, maimed or disappeared (own knowledge)
- By allowing both victims and perpetrators to meet the TRC provided a platform for healing and reconciliation to occur (own knowledge)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how the Truth and Reconciliation Commission (TRC) dealt with the murder of political activists such as Lenny Naidu. • Uses evidence partially or cannot write a paragraph. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent on the topic e.g. shows some understanding of how the Truth and Reconciliation Commission (TRC) dealt with the murder of political activists such as Lenny Naidu. • Uses evidence in a very basic manner to write a paragraph 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of how the Truth and Reconciliation Commission (TRC) dealt with the murder of political activists such as Lenny Naidu. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)
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QUESTION 3: WHAT ARE THE DIFFERENT VIEWS REGARDING THE IMPACT OF GLOBALISATION ON DEVELOPING COUNTRIES?

- 3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*
- 'to increase their economic growth'
 - 'solve poverty problems' (2 x 1) (2)
- 3.1.2 *[Extraction of evidence from Source 3A – L1]*
- 'World Bank'
 - 'International Monetary Fund' (2 x 1) (2)
- 3.1.3 *[Interpretation of evidence from Source 3A - L2]*
- They opened their markets for both internal and external trade
 - They removed tariffs to allow goods to come into their countries
 - Developed countries invested in China and India which led to increased job opportunities for the unemployed
 - Investment from developed countries contributed to economic growth and a reduction in poverty levels
 - Any other relevant response (any 2 x 2) (4)
- 3.1.4 *[Definition of a historical concept in Source 3A – L1]*
- Globalisation means that countries are becoming more interdependent and that people all over the world are more connected to each other
 - Globalisation has led to the monopolisation of industries by big business, which make huge profits at the expense of underdeveloped and undeveloped countries
 - Any other relevant response (any 1 x 2) (2)
- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- 'It led to the imposition of higher barriers on imports'
 - 'contributed to limited imports' (2 x 1) (2)
- 3.2.2 *[Interpretation of information from Source 3B – L2]*
- It led to a tax reduction in these countries
 - Trade increased and unemployment decreased
 - Any other relevant response (2 x 2) (4)
- 3.2.3 *[Interpretation of information from Source 3B – L2]*
- Poor countries saw a growth in their economies
 - The living standards in poor countries could improve
 - The poor benefitted from economic growth (trickle down)
 - India showed that its average tax on imports dropped from 80% to 30%
 - Columbia showed a drop from tax on imports from 50% to 13%
 - Any other relevant response (any 2 x 2) (4)

- 3.3 *[Comparison of evidence from Sources 3A and 3B – L3]*
- Sources 3A and 3B indicate that developing countries were encouraged to undergo market reforms (open their markets and lift trade barriers)
 - Both sources indicate that globalisation encouraged developing countries to make radical changes to their economic policies
 - Both sources indicate that economic growth is the main channel through which globalisation can affect poverty
 - Sources 3A and 3B indicate that globalisation causes inequality between the rich and the poor
 - Any other relevant response (any 2 x 2) (4)
- 3.4 3.4.1 *[Extraction of evidence from Source 3C – L1]*
- 'Globalisation' (1 x 1) (1)
- 3.4.2 *[Ascertaining the usefulness of Source 3C – L3]*
The source is USEFUL because:
- It highlights the dangers of globalisation and how it contributed to increased levels of stratification in South Africa
 - It mentions how the effects of globalisation contributed to differences in the incomes and the loss of jobs that contributed to inequality
 - It highlights how globalisation resulted in winners (those who became rich as a result of globalisation) and losers (those who became poorer as a result of globalisation)
 - It mentions that radical economic transformation is misleading as it pretends to benefit the majority but in fact it only benefits the minority (winners)
 - It appeared in the *City Press* newspaper which has a large black South African readership who will become aware of the negative impact of globalisation
 - Any other relevant response (any 2 x 2) (4)
- 3.4.3 *[Interpretation of information from Source 3C – L2]*
- He implied that the minority has also benefitted from globalisation ('the winners')
 - The minority of South Africans got rich because of globalisation ('the winners')
 - The majority of South Africans did not benefit from globalisation ('the losers')
 - Any other relevant response (any 2 x 2) (4)
- 3.4.4 *[Extraction of evidence from Source 3C – L1]*
- 'deceiving people into believing that these initiatives will help the majority whereas it only benefit the minority' (1 x 2) (2)
- 3.5 3.5.1 *[Extraction of evidence from Source 3D – L1]*
- (a) • 'South Africa' (1 x 1)
- (b) • 'Norway' (1 x 1) (2)

3.5.2 [Extraction of evidence from Source 3D – L1]
 • 60% (1 x 1) (1)

3.5.3 [Interpretation of evidence from Source 3D – L2]
 • The liberalisation (globalisation) of the South African economy did not benefit the majority of South Africans / products of developing countries became redundant
 • The liberalisation of economic policies in South Africa created divisions in society
 • Globalisation has resulted in a minority that got richer (winners) and the majority getting poorer (losers) in South Africa
 • Globalisation led to an expanding gap between the rich and the poor who still live in abject poverty
 • 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

- Globalisation helped developing countries increase their economic growth and reduce poverty (Source 3A)
- Through globalisation the World Bank and International Monetary Fund has encouraged developing countries to go through market reforms and make radical economic changes (Source 3A)
- Many developing countries took steps to open up their markets (Source 3B)
- Globalisation contributed to economic growth which had a negative effect on the poor (Source 3B)
- Gordhan indicated that globalisation contributed to inequality in South Africa (Sources 3C and 3D)
- Gordhan further indicated that government devised policies to help the poor who have not benefitted from globalisation (Source 3C)
- Globalisation resulted in the minority getting richer ('winners') and the majority getting poorer ('losers') (Source 3C)
- Globalisation led to the exploitation of workers in developing countries (own knowledge)
- 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 no or little understanding of the different views regarding the impact that globalisation had on developing countries. • Uses evidence partially or cannot write a paragraph. 	<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 on the topic e.g. shows some understanding of the different views regarding the impact that globalisation had on developing countries. • Uses evidence in a very basic manner to write a paragraph. 	<p>MARKS 3–5</p>
<p>LEVEL 3</p>	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of the different views regarding the impact that globalisation had on developing countries. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	<p>MARKS 6–8</p>

(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 whether they agree or disagree with the statement. If they agree they need to explain how the call for sanctions by the anti-apartheid movements were the only form of international protest that significantly contributed to the eventual downfall of the apartheid regime in the 1980s. If they disagree with the statement they need to show how the different forms of international resistance contributed to the eventual downfall of the apartheid regime in the 1980s.

MAIN ASPECTS

Candidates should include the following aspects in their essays:

- Introduction: Candidates need to explain whether they agree or disagree with the statement and substantiate their line of argument with relevant historical evidence.

ELABORATION

In disagreeing with the statement candidates need to discuss the following:

- 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 and 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)
- **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 US 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

- **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 forbade 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 of 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 result of the Soweto Uprising and the death of Steven Bantu 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 SA's 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
- **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.

In agreeing with the statement candidates need to discuss how the call for sanctions by the international anti-apartheid movement was the only form of protest that significantly contributed to the eventual downfall of the regime in the 1980s.

[50]

QUESTION 5

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

SYNOPSIS

Candidates need to critically discuss why Nelson Mandela believed that 'negotiations and not war were the key ingredients' for the establishment of a democratic South Africa between 1990 and 1994.

MAIN ASPECTS

Candidates should include the following aspects in their essays:

Introduction: Candidates need to critically discuss the role that negotiations played in paving the way for a democratic South Africa between 1990 and 1994.

ELABORATION

- De Klerk comes to power in 1989 – brief background
- De Klerk's speech in parliament on 2 February 1990
- The unbanning of political and civic organisations, such as the ANC and SACP
- The removal of restrictions on COSATU, AZAPO, etc. (Negotiations)
- De Klerk's decision to release Mandela from Victor Verster prison on 11 February 1990 which paved the way for negotiations
- Groote Schuur Minute, 2 May 1990 (ANC and NP met, ANC delegation led by Nelson Mandela, NP delegation led by FW de Klerk) (Negotiations)
- Pretoria Minute, 6 August 1990 (ANC agreed to suspend the armed struggle) (Negotiations)
- CODESA 1 (19 political parties, excluding AZAPO, CP and PAC/300 delegates met) (Negotiations)
- Violence erupts in some parts of the country, such as the Witwatersrand and Natal
- Whites-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 (Negotiations)
- 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) (Negotiations)
- Assassination of Chris Hani (10 April 1993) and its impact on South Africa (Negotiations)
- Multiparty Negotiating Forum (Negotiations)
- Right-wing (AWB) attack on World Trade Centre and its consequences
- Sunset Clause introduced by Joe Slovo broke the negotiations deadlock (Negotiations)
- St James massacre by APLA – December 1993
- APLA attack on Heidelberg Tavern (30 December 1993)
- Shell House Massacre (28 March 1994)
- Election date announced, 27 April 1994 (Negotiations)
- ANC won elections and Mandela became the first black South African President
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

QUESTION 6

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

SYNOPSIS

Candidates need to explain to what extent it was the demise (downfall) of communism in the Soviet Union that was largely responsible for political changes that occurred in South Africa after 1989.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should explain to what extent it was the demise of communism in the Soviet Union that was largely responsible for political changes that occurred in South Africa after 1989.

ELABORATION

Candidates could use the following bullets if their line of argument states to a large extent

- 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 unbelievable
- 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 Caunavale 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 supremacist 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 in South Africa

- 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 the 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 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
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion

If candidates chose to explain to a lesser extent, they need to substantiate their line of argument with relevant evidence.

[50]

TOTAL: 150

