



Second Chance

Matric Support Programme

BRIGHT IDEAS

Revision Booklet

HISTORY







HISTORY

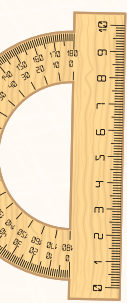
Grade 12

REVISION BOOKLET



32%





1 FOREWORD

Message from the Minister of Basic Education

Message to Second Chance Learners/ Grade 12 learners from the Minister of Basic Education



“Matric” (Grade12) is perhaps the most important examination you will prepare for. It is the gateway to your future; it is the means to enter tertiary institutions; it is your opportunity to create the career of your dreams.

It is not easy to accomplish but it can be done with hard work and dedication; with prioritising your time and effort to ensure that you cover as much content as possible in order to be well prepared for the examinations.

I cannot stress the importance and value of revision in preparing for the examinations. Once you have covered all the content and topics, you should start working through the past examination papers; thereafter check your answers with the memoranda. If your answers are not correct, go back to the *Mind the Gap Series* and work through the content again. Retest yourself. Continue with this process until you get all the answers right.

The ***Bright Idea....getting exam ready Booklet*** will allow you to do this in a systemic way. It has been developed to assist you to achieve a minimum of 40% in the examinations, if you work hard and follow the advice and guidance provided in the book. I also urge you to continue with the next section that deals with an additional 20%, which will ensure you have covered the basics to achieve 60%.

Use this valuable resource which has been developed especially for YOU, work hard, persevere, work every day, read and write every day to ensure that you are successful.

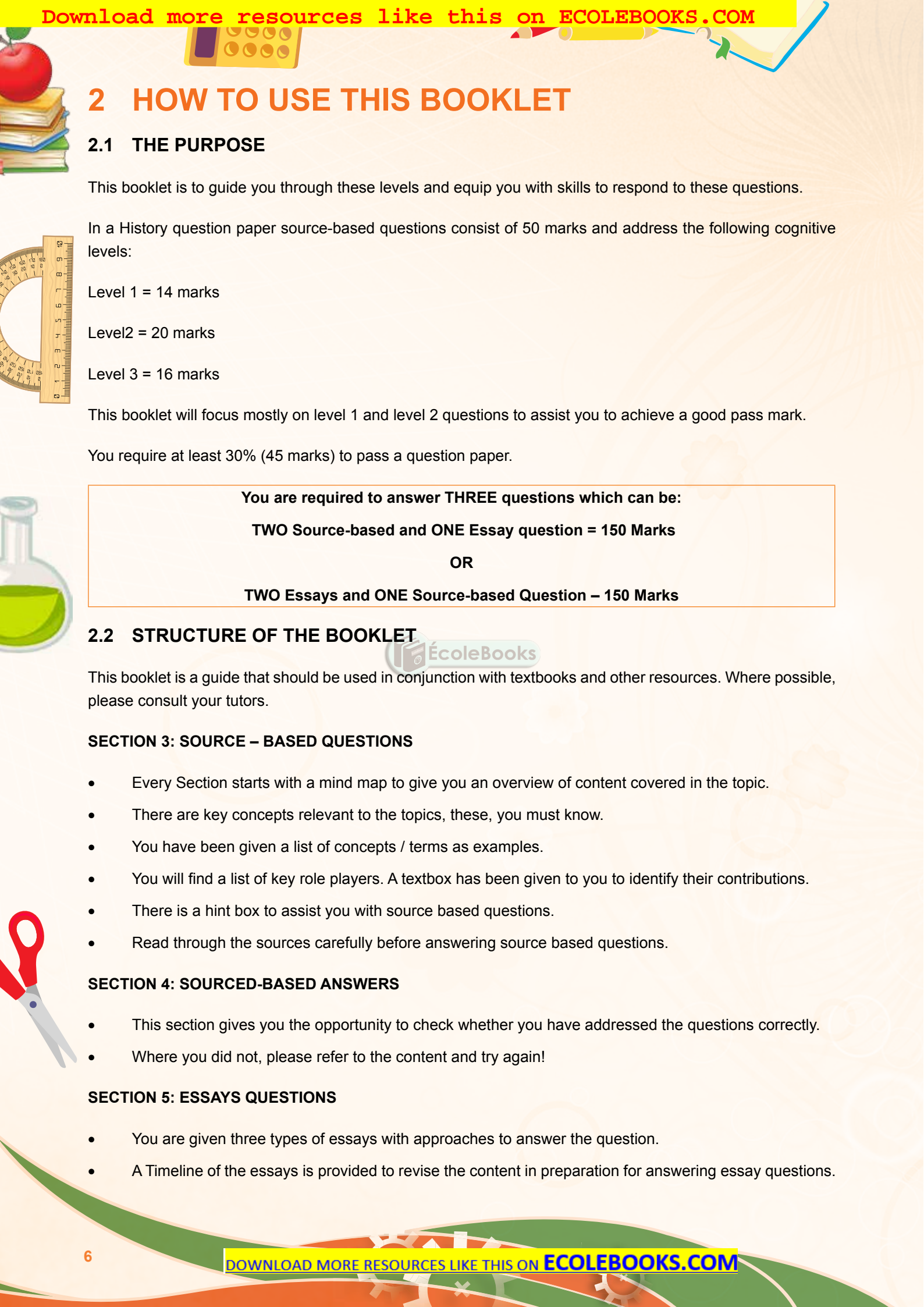
I have faith that you can do this. Remember “SUCCESS” depends on the second letter, “U”.

Best Wishes



MRS AM MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION
DATE: 24/02/2017





2 HOW TO USE THIS BOOKLET

2.1 THE PURPOSE

This booklet is to guide you through these levels and equip you with skills to respond to these questions.

In a History question paper source-based questions consist of 50 marks and address the following cognitive levels:

Level 1 = 14 marks

Level 2 = 20 marks

Level 3 = 16 marks

This booklet will focus mostly on level 1 and level 2 questions to assist you to achieve a good pass mark.

You require at least 30% (45 marks) to pass a question paper.

You are required to answer THREE questions which can be:

TWO Source-based and ONE Essay question = 150 Marks

OR

TWO Essays and ONE Source-based Question – 150 Marks

2.2 STRUCTURE OF THE BOOKLET

This booklet is a guide that should be used in conjunction with textbooks and other resources. Where possible, please consult your tutors.

SECTION 3: SOURCE – BASED QUESTIONS

- Every Section starts with a mind map to give you an overview of content covered in the topic.
- There are key concepts relevant to the topics, these, you must know.
- You have been given a list of concepts / terms as examples.
- You will find a list of key role players. A textbox has been given to you to identify their contributions.
- There is a hint box to assist you with source based questions.
- Read through the sources carefully before answering source based questions.

SECTION 4: SOURCED-BASED ANSWERS

- This section gives you the opportunity to check whether you have addressed the questions correctly.
- Where you did not, please refer to the content and try again!

SECTION 5: ESSAYS QUESTIONS

- You are given three types of essays with approaches to answer the question.
- A Timeline of the essays is provided to revise the content in preparation for answering essay questions.

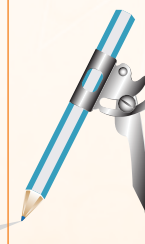


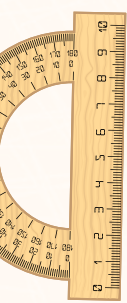
SECTION 6: MEMORANDA TO THE ESSAYS

- Please note the guidelines provided before attempting to answer the essays.
- The memoranda to the essays are provided in Section 6.

2.3 EXAM GUIDELINES

SECTION A: SOURCE-BASED QUESTIONS	SECTION B : ESSAY QUESTIONS
PAPER 1	PAPER 1
(ONE question per topic will be set)	(ONE question per topic will be set)
<p>1. Extension of the Cold War:</p> <p><u>Question focus</u> : The Cuban Missile Crisis</p> <ul style="list-style-type: none"> • The roles of the USA and USSR in Cuba • The Cuban Missile Crisis • Containment and brinkmanship: Cuba as an example • Who was to blame for the Cold War in Cuba? 	<p>1. The Cold War:</p> <p><u>Question focus</u>: Case Study: China</p> <ul style="list-style-type: none"> • Establishment of Communist China in 1949 (Background) • Cultural Revolution • China's relations with the Soviet Union and the USA from 1949 to 1973 • China's changing relationships with neighbouring states: Tibet, India, Vietnam, Taiwan (in broad outline) • China as a superpower (in broad outline) • China's economic liberalisation on relations with the rest of the world since Mao's death
<p>2. Independent Africa</p> <p><u>Question focus</u>: Africa in the Cold War:</p> <p>Case study: Angola</p> <ul style="list-style-type: none"> • Angola: colonialism and independence • Outbreak of civil war in 1974 (MPLA and UNITA) • Reasons for and nature of involvement in Angola (USSR, USA, Cuba, China, South Africa); impact on regional stability • Significance of the Battle of Cuito Cuanavale 1987 and 1988 	<p>2. Independent Africa</p> <p><u>Question focus</u> : Case study : Post – colonial <u>Congo - (2017)</u></p> <ul style="list-style-type: none"> • What were the ideas that influenced independence? • Form of government: political ideology and economy • Political, economic, social and cultural successes and challenges faced by the <u>Congo</u> <p><u>Question focus</u> : Case study : Post – colonial <u>Tanzania - (2018)</u></p> <ul style="list-style-type: none"> • What were the ideas that influenced independence? • Form of government: political ideology and economy • Political, economic, social and cultural successes and challenges faced by the <u>Tanzania</u> <p><u>Question focus</u> : Comparative case studies the Congo and Tanzania - <u>(2019)</u></p> <ul style="list-style-type: none"> • Political, economic and social successes and challenges faced by the <u>Congo and Tanzania</u>





3. Civil society protests from the 1950s to the 1970s

Question focus: The Black Power Movement

- Reasons for the Black Power Movement
- Formation of the Black Panther Party
- Roles of Stokely Carmichael and Malcolm X
- Short - term and long - term gains

3. Civil society protests from the 1950s to the 1970s

Question focus: The US Civil Rights Movement

- Reasons and origins of Civil Rights Movement in the USA
- Role, impact and influence of Martin Luther King Jr
- Forms of protest through civil disobedience: Montgomery bus boycott, sit-ins, marches including to Lincoln Memorial, Birmingham campaign, Selma- Montgomery marches
- School segregation
- Short - term and long - term gains

2.4 TABLE OF COGNITIVE LEVELS

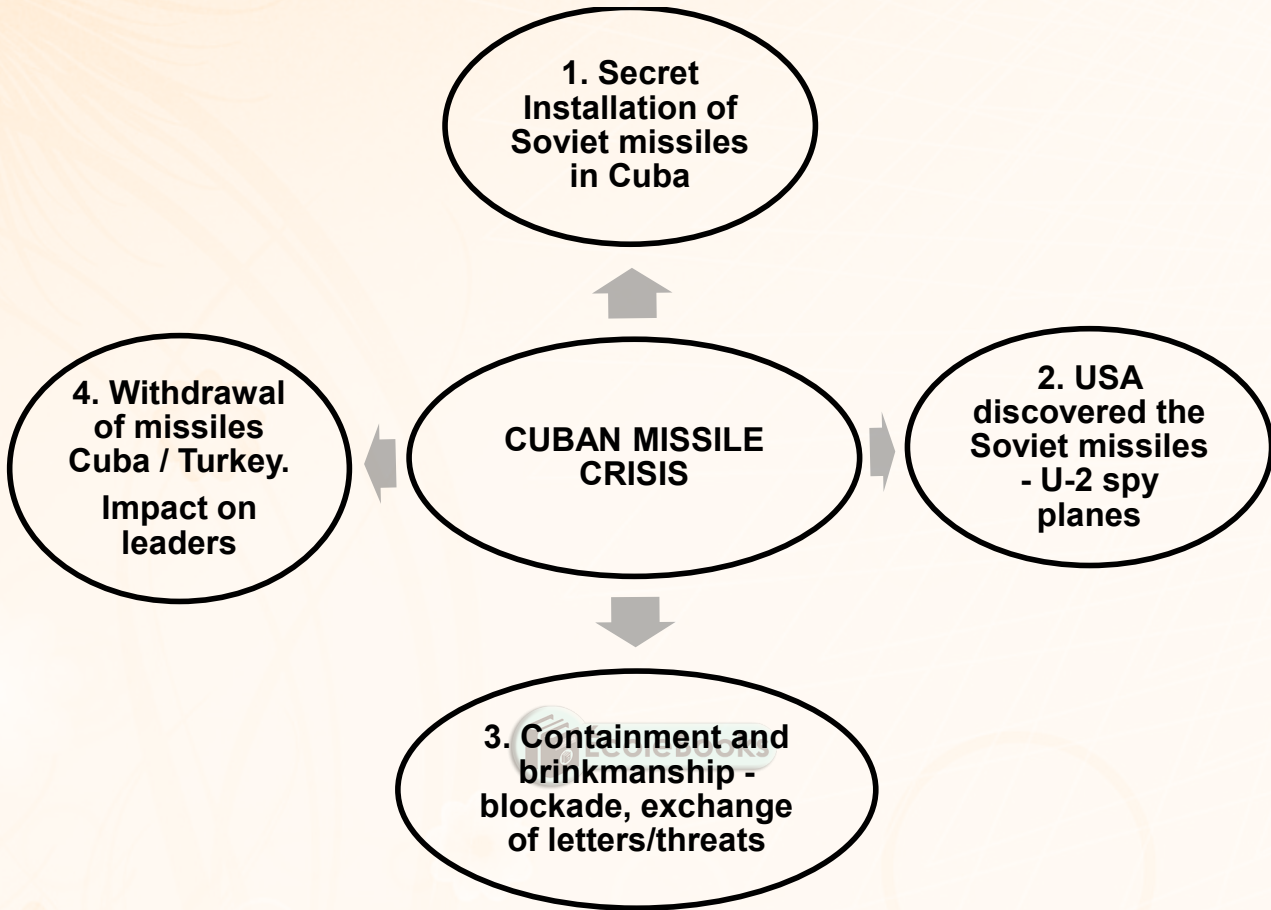
Cognitive Levels	Historical skills	Weighting of questions	Typical questions may be phrased for example:
LEVEL 1	<ul style="list-style-type: none"> • Extract evidence from sources • Selection and organisation of relevant information from sources • Explanation of historical concepts/terms 	<p>30% (15 marks)</p>	<ul style="list-style-type: none"> • These questions will carry a maximum of 2 marks. • List, quote, identify, name. • What information in the source tells you about ...? • Quote FOUR reasons why... • What do you understand by the term ...?
LEVEL 2	<ul style="list-style-type: none"> • Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources 	<p>40% (20 marks)</p>	<ul style="list-style-type: none"> • These questions will carry a maximum of 4 Marks. • Explain, comment, describe and organise information logically from the sources. Typical questions may be phrased for example: What message does the cartoonist convey about ...? Explain in your own words ... Why do you think ...?
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 	<p>30% (15 marks)</p>	<ul style="list-style-type: none"> • Explain to what extent the evidence in Source 1A... • Compare the evidence in Sources 2A and 2B and explain how you would account for the differences... • Comment on the usefulness/ limitations/ reliability of the information in Sources 3C and 3D...



SECTION 3

TOPIC 1: COLD WAR

3.1.1 MIND MAP



3.1.2 ACTIVITY 1: KEY CONCEPTS / TERMS:

CONCEPT	EXPLANATION
Cold War	An ideological war between USA (capitalism) and the Soviet Union (communism) over the control of Cuba
Capitalism	An economic system driven by personal freedom of choice, investment of capital and the use of labour and resources to make profit
1.1 Explain the following concepts in the context of the Cuban Missile Crisis	
1.1.1 Communism	
1.1.2 Containment	
1.1.3 Brinkmanship	
1.1.4 Blockade	

Hints for working with sources in the Addendum and Question paper

Addendum

When working with sources you need to do the following:

The *key question* provides the focus of the content in the sources.

It will also be asked as the paragraph question.

1. The source will be labelled e.g. Source 1C
2. The source will be contextualised - it will indicate what the source is about, why it was written, who wrote (owner of) the source, when it was written and where the event took place.
3. Read the source with understanding.
4. Highlight concepts / terms. In this source e.g. totalitarianism

Question Paper

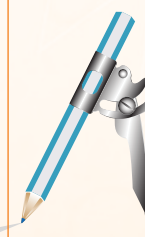
The mark allocation (2 x 1) (2), (1 x 2) (2) , (2 x 2) (4) will indicate to you how much information you are required to provide in your response.

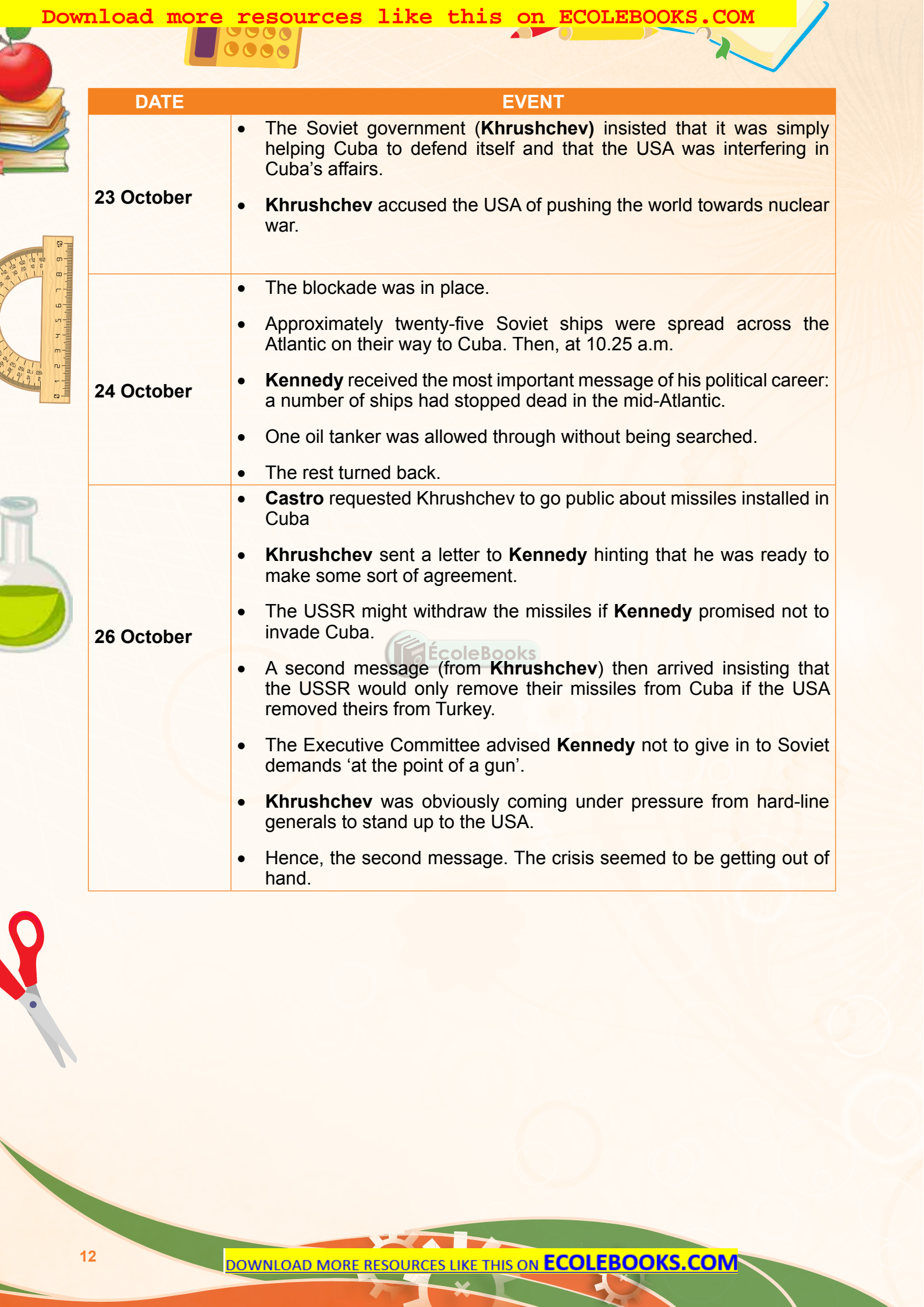


TOPIC 1: THE COLD WAR: CUBAN MISSILE CRISIS

THE CRISIS UNFOLDS, 1962

DATE	EVENT
April 1961	<ul style="list-style-type: none"> The Bay of Pigs - Castro sought and received support from USSR
1962	<ul style="list-style-type: none"> US spy planes observed weapons in Cuba.
August	
September	<ul style="list-style-type: none"> Khrushchev secretly started to send nuclear weapons to Cuba.
4 September	<ul style="list-style-type: none"> Kennedy warned the USSR not to put nuclear missiles in Cuba.
11 September	<ul style="list-style-type: none"> The Soviet government (Khrushchev) assured the USA it would not base nuclear missiles outside the USSR
14 October	<ul style="list-style-type: none"> An American U-2 aircraft took a series of reconnaissance photographs twelve miles above the island 5 October
15 October	<ul style="list-style-type: none"> Defence experts concluded that the site was being prepared for a number of medium-range ballistic missiles. They would soon be ready to fire
16 October	<ul style="list-style-type: none"> Alarmed by the intelligence reports, Kennedy quickly called a meeting of top level advisers, including his brother, Robert Kennedy, the Attorney General. This group, which met frequently during the crisis, became known as the Executive Committee (Ex-Comm). One member later recalled that Kennedy was more tense than he had ever seen him. He (Kennedy) was 'absolutely determined that the missiles would leave Cuba'.
19 October	<ul style="list-style-type: none"> Further reconnaissance photos revealed more missile sites, this time threatening a longer-range strike. The experts said that the Soviets were working non-stop and that the missile sites were nearly ready.
22 October	<ul style="list-style-type: none"> Kennedy announced a naval blockade of Cuba. All ships carrying weapons to Cuba were to be turned back. (Khrushchev agreed) The armed forces were placed on high alert. The USSR was told that the USA would retaliate against any missile launched from Cuba against a Western nation. That evening Kennedy went on television to make a live broadcast to the American people. It was probably the most important speech made in the whole period of the Cold War.





DATE	EVENT
<p>23 October</p>	<ul style="list-style-type: none"> • The Soviet government (Khrushchev) insisted that it was simply helping Cuba to defend itself and that the USA was interfering in Cuba's affairs. • Khrushchev accused the USA of pushing the world towards nuclear war.
<p>24 October</p>	<ul style="list-style-type: none"> • The blockade was in place. • Approximately twenty-five Soviet ships were spread across the Atlantic on their way to Cuba. Then, at 10.25 a.m. • Kennedy received the most important message of his political career: a number of ships had stopped dead in the mid-Atlantic. • One oil tanker was allowed through without being searched. • The rest turned back.
<p>26 October</p>	<ul style="list-style-type: none"> • Castro requested Khrushchev to go public about missiles installed in Cuba • Khrushchev sent a letter to Kennedy hinting that he was ready to make some sort of agreement. • The USSR might withdraw the missiles if Kennedy promised not to invade Cuba. • A second message (from Khrushchev) then arrived insisting that the USSR would only remove their missiles from Cuba if the USA removed theirs from Turkey. • The Executive Committee advised Kennedy not to give in to Soviet demands 'at the point of a gun'. • Khrushchev was obviously coming under pressure from hard-line generals to stand up to the USA. • Hence, the second message. The crisis seemed to be getting out of hand.



DATE	EVENT
<p>27 October</p>	<ul style="list-style-type: none"> • Cuba (Castro) shot down an American U-2 spy plane that flew over Cuba, killing the pilot. Although Fidel Castro had acted on his own, Kennedy was stunned. • He believed that the Cuban leader was following Soviet orders. • Some of Kennedy's more hard-line advisers urged the president to attack Cuba. • The world was on the brink of nuclear war. • Kennedy had already moved his wife and children to Washington so that they could be in the presidential bunker. • At this stage Kennedy's attitude softened. • A second U-2 flew into Soviet air space. • Kennedy apologised. It was at this stage that Robert Kennedy helped to solve the crisis. • He suggested that the USA should reply to the first message and ignore the second, more aggressive one. • Kennedy's reply to Khrushchev therefore said that the USA would promise not to invade Cuba but would not make a decision on Turkey until they had talked to their NATO allies. • In return for the Cuban guarantee, America (Kennedy) demanded the withdrawal of the Soviet missiles from Cuba.
<p>28 October</p>	<ul style="list-style-type: none"> • Radio Moscow (Khrushchev) announced that the nuclear weapons would be removed. • Privately, the Americans (Kennedy) agreed to remove their missiles from Turkey as long as the USSR kept it a secret





3.1.3 ACTIVITY 2

Identify the roles played by the following key personalities as indicated in the timeline above:

NIKITA KHRUSHCHEV



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President of the Soviet Union

JF KENNEDY

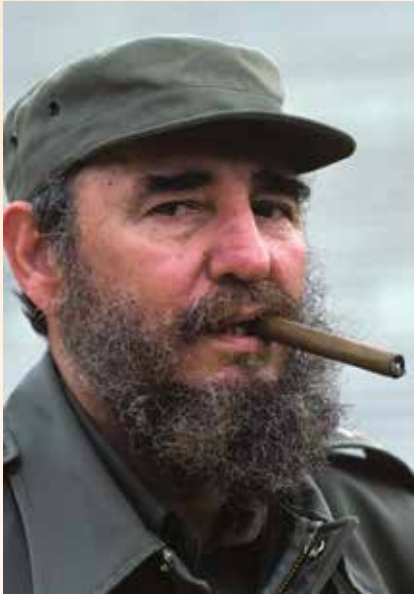


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President of United States of America



FIDEL CASTRO



A rectangular box containing seven horizontal dashed lines for writing.



President of Cuba, smoking a Cohiba cigar in Havana, Cuba. 1984



3.1.4 ACTIVITY 3

SOURCE A

This source, by a historian, explains how Soviet nuclear weapons were deployed in Cuba in 1962.

Khrushchev had cleverly orchestrated (organized) his arms buildup in Cuba to disguise the inclusion of offensive missiles and nuclear weapons. In May 1962 he had sent a high-level delegation to Cuba to propose the placement of nuclear weapons on the island. Over the next few months both countries worked out the details of a treaty to deploy (send) the nuclear weapons, under Soviet control. Interestingly, the Cubans initially proposed that the deployment be made public as a way of preventing an American attack. The Soviets disagreed. Khrushchev wanted to confront the Americans with an accomplished fact...

On September 25, 1962, Castro proudly announced that the Soviets would build a new fishing port for the Cuban just north of the American-occupied Guantanamo Bay base. American intelligence experts were not convinced of the projected port's peaceful mission. It could be a perfect location for a Soviet submarine base. Eyewitness reports from refugees and agents on the ground in Cuba continued to provide additional information about newly arrived missiles. On September 28 the 'cratologists' (people who studied the contents of crates) identified the contents of boxes lashed to the deck of the Soviet ship *Kasimov*. Based on the knowledge previously assembled about Soviet shipping crates, they identified the contents as IL-28 Beagle bombers, capable of carrying nuclear weapons from Cuba to targets in the United States.

[From *Thirteen Days/ Ninety Miles: The Cuban Missile Crisis* by NH Finkelstein] 1994. iUniverse.com, Inc. Lincoln)

Questions



- 3.1.1 Why, according to the source, did Khrushchev send a high-level delegation to Cuba in 1962?
(1 x 2) (2)
- 3.1.2 Who, according to the source, provided additional information about newly arrived missiles in Cuba?
(2 x 1) (2)
- 3.1.3 Why, do you think, Cuba initially proposed that the deployment of missiles be made public? Give TWO reasons.
(2 x 2) (4)

TOPIC 2 ANGOLA

3.2.1 MIND MAP



3.2.2 KEY CONCEPTS/ TERMS:

Civil war:	War between organized groups within the same state or country (such as the MPLA, FNLA and UNITA in Angola).
Proxy war:	A war encouraged by superpowers, but in which they do not themselves participate (e.g. USSR and USA used Cuba and South Africa in Angola).
Capitalism:	An economic system driven by personal freedom of choice, investment of capital and the use of labour and resources to make profit.
Communism	A political and economic system in which all property is publicly owned and wealth is divided among citizens equally or according to individual need
Propaganda:	Information, especially of a biased or misleading nature, used to promote a political cause or point of view.
Marxist-Leninism	The doctrines of Marx, as interpreted and put into effect by Lenin in the former Soviet Union (and by the MPLA in Angola).
Superpowers:	Very powerful and influential nations, such as the USA and USSR

LIBERATION MOVEMENTS	
NAME	Popular Movement for the Liberation for Angola (MPLA)
COMPOSITION	Multi – Ethnic (Whites, Mesticos, Mixed Race, Assimilados, A(Ki)Mbundu tribe around Luanda in the North West Coast
LEADER:	Augustino Neto
IDEOLOGY	Communist / Socialist

FOREIGN SUPPORT	USSR AND CUBA
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LIBERATION MOVEMENTS

NAME	National Union for total Independence Of Angola (UNITA)
COMPOSITION	Ovimbundu Ethnic Tribe (Central and Southern Angola)
LEADER:	Jonas Savimbi
IDEOLOGY	Capitalism
FOREIGN SUPPORT	USA AND SA

LIBERATION MOVEMENTS

NAME	National Front for the Liberation of Angola (FNLA)
COMPOSITION	Bakongo from North West Angola
LEADER:	Holden Roberto
IDEOLOGY	Capitalism
FOREIGN SUPPORT	USA AND CHINA

THE START OF THE CIVIL WAR

1. A coup in Portugal where the army removed the Caetano government by pro democratic military junta that was ready to offer independence to Angola in 1974.
2. Portugal led the liberation movements to the Alvo Agreement, 15 January 1975.
3. The Alvo Agreement led to the establishment of a tripartite transitional government.
4. Liberation movements were to share power until the elections on 11 November 1975.
5. Mistrust and unwillingness to share power led to the MPLA and FNLA .attacking each other for control of Luanda from July 1975

3.2.3 ACTIVITY 4

FOCUS: REASONS FOR THE OUTBREAK OF THE CIVIL WAR – NUMBER 1 IN THE MIND MAP

WHAT FACTORS CONTRIBUTED TO THE OUTBREAK OF THE CIVIL WAR IN ANGOLA BETWEEN 1975 AND 1976?

SOURCE 4A

The following *letter* was sent by *Jonas Savimbi*, leader of *UNITA*, to *President Kenneth Kaunda* of Zambia, after the MPLA attack on Huambo (UNITA's base in Southwest Angola), in 1976.

UNITA lost 600 men in the battle for Huambo. The machine of war that Cuba and the Soviet Union have assembled in Angola is beyond imagination. To prevent the total destruction of our forces we have decided to revert immediately to *guerrilla (terrorist and unconventional) warfare*. The friends (the CIA and United States) that have promised to help us did not fulfil their promises and we must face our own fate with courage and determination.

I have a request for Your Excellency: ... I am sending with this my mother, who is seventy-one years' old, so that she will be able to die in Zambia. My sister and three children and my two children are with my mother. Accompanying them are the wife of the Secretary General with two children and the wife of our commanding General with four children.

The Political Bureau of the Central Committee of UNITA joins me to thank you once more for everything. Whatever stand your government takes on Angola, we will accept with resignation (acceptance). It is paramount that Zambia survives and the love and admiration we have shared with my colleagues for your leadership and wisdom will be sufficient to comfort us in the dark days of our country.

... I have always tried to the best of my ability and courage to serve the interests of Angola and Africa. I am not a traitor to Africa and the hard days that we expect ahead will prove to the world that I stand for my principles. In Angola, might has made right, but I will remain in the bush to cry for justice.

God bless your beloved country.

God bless you.

Savimbi Jonas.

[From: *In Search Of Enemies – A CIA Story* by John Stockwell.]

Read Source 4A

- 4.1.1 Explain the historical term *guerrilla warfare* in the context of the Angolan civil war. (1 x 2) (2)
- 4.1.2 Why do you think Savimbi considered it necessary to revert to guerrilla warfare in Angola in 1976? (2 x 2) (4)
- 4.1.3 According to the information in the source, what did Savimbi request from Kaunda? (1 x 2) (2)
- 4.1.4 Explain how a historian would find this source useful/reliable when researching on the Angolan Civil War. (2 x 2) (4)

HINTS TO RESPOND TO USEFUL/ RELIABLE QUESTIONS

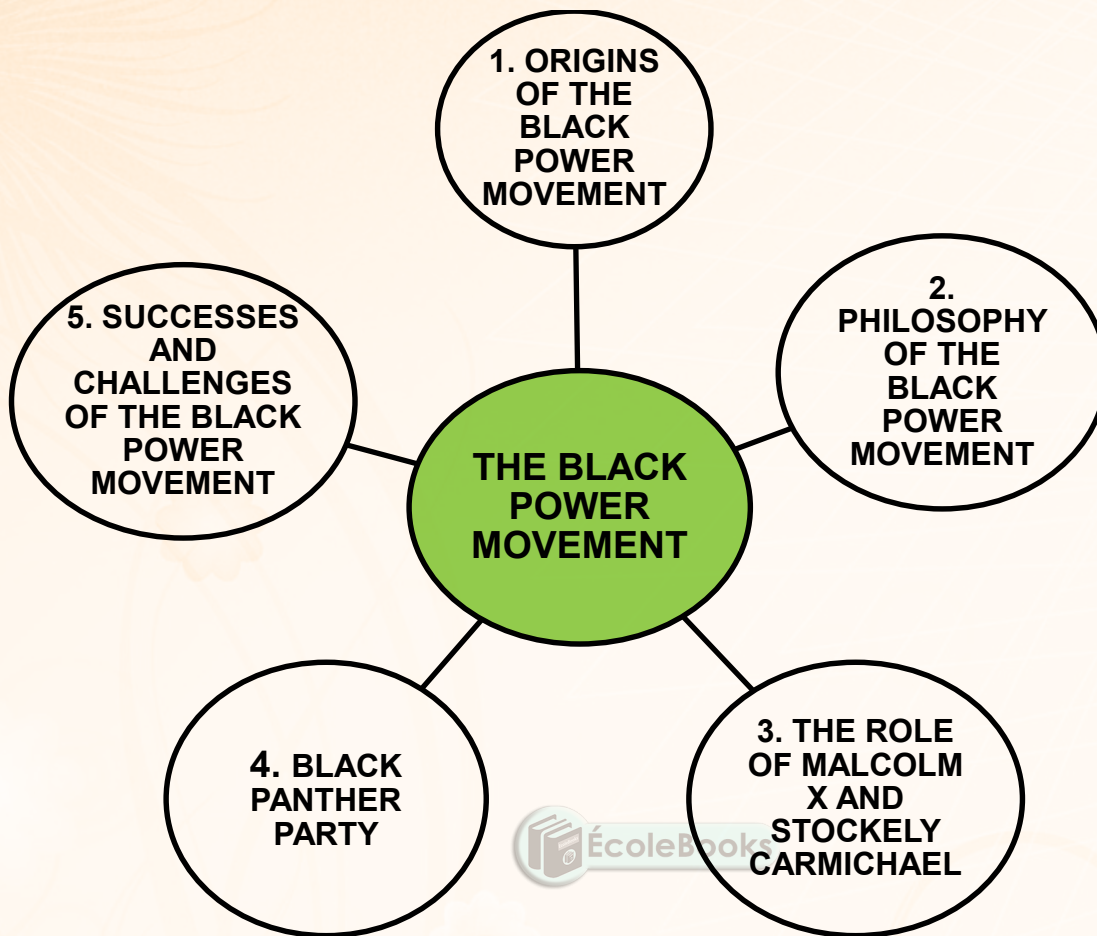
Consider the following information that is provided in the contextualisation of the source:

- What type of a source is it? (This is a letter (which represents the original letter - retyped), it is first-hand information and therefore reliable / useful)
- When was the letter written?
- Who wrote the letter?
- Why was the letter written?
- How relevant is the letter to the Civil War?



TOPIC 3 BLACK POWER MOVEMENT

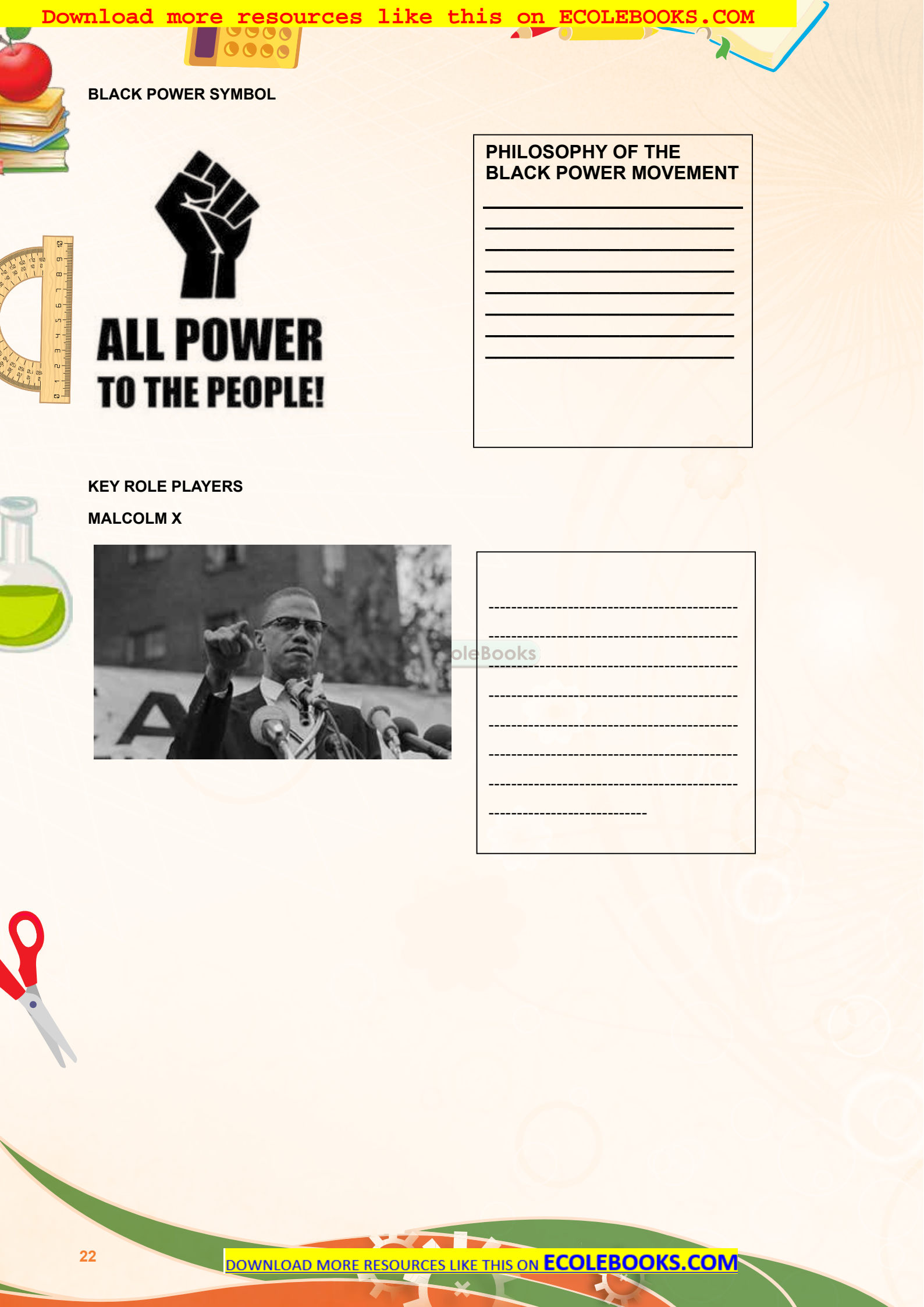
3.3.1 MIND MAP



3.3.2 KEY CONCEPTS/ TERMS

Examples

Black Power	An ideology of instilling pride , self – reliance, solidarity among African Americans, to challenge white supremacy (racism)
Black Nationalism	A social and political movement that promotes the unity of black people to form their nation.
Ten Point Plan	A Manifesto (policy) of the Black Panther Party that promoted community programmes which were socialist in nature.



BLACK POWER SYMBOL



**ALL POWER
TO THE PEOPLE!**

**PHILOSOPHY OF THE
BLACK POWER MOVEMENT**

KEY ROLE PLAYERS

MALCOLM X



oleBooks



STOCKELY CARMICHAEL



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Stokely Carmichael shares Ten Powerful Quotes.

BOBBY SEALE



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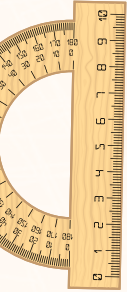


Bobby speaking at Community Survival Conference





HUEY NEWTON



BLACK PANTHER PARTY



October 1966

Black Panther Party Platform and Program

**What we want
What we believe**

1. We want freedom. We want power to determine the destiny of our Black Community.
2. We want full employment for our people.
3. We want an end to the robbery by the white man of our Black Community.
4. We want decent housing, fit for shelter of human beings.
5. We want education for our people that exposes the true nature of the decadent American society. We want education that teaches us our true history and our role in the present-day society.
6. We want all black men to be exempt from military service.
7. We want an immediate end to POLICE BRUTALITY and MURDER of black people.
8. We want freedom for all black men held in federal, state, county and city prisons and jails.
9. We want all black people when brought to trial to be tried in court by a jury of their peer group or people from their black communities, as defined by the Constitution of the United States.
10. We want land, bread, housing, education, clothing, justice, and peace. And as our major political objective, a United Nations-supervised plebiscite to be held throughout the black colony in which only black colonial subjects will be allowed to participate, for the purpose of determining the will of black people as to their national destiny.





3.3.3 ACTIVITY 5

SOURCE A

The following extract outlines the philosophy of the Black Power Movement.

By the time he was elected national chair of Student Non-violence Coordination Committee (SNCC) in May 1966, Carmichael had largely lost faith in the theory of non-violent resistance, that he and the SNCC had once held dear. As the chairman, he had turned SNCC in a sharply radical direction, made it clear that white members, once actively recruited, were no longer welcome...The defining moment of Carmichael tenure as chairman was [when he coined the phrase Black Power]

The phrase “Black Power” quickly caught on as the rallying cry for a younger, more radical generation of civil rights activists...In this 1968 book, *Black Power: the Politics of Liberation*, Carmichael explained the meaning of Black Power: It is a call for Black people in this country to unite, to recognize their [African] heritage, to build a sense of community. It is a call for the Black people to define their own goals, to lead their own organisation.

Black Power also represented Carmichael’s break with Martin Luther King’s doctrine of nonviolence and its end of goal of racial integration. Instead, he associated the term with the doctrine of Black separation articulated most prominently by Malcolm X.

[From <http://hemi.nyu.edu>. Accessed on 27 October 2016]

Questions

- 5.1.1 When, according to the source, was Stokely Carmichael elected as national chairman of SNCC? (1 x 1) (1)
- 5.1.2 Explain the concept Black Power in your own words. (1 x 2) (2)



SOURCE B

The following photograph shows African American activists, Malcolm X and Maya Angelou visiting Ghana in 1964 to celebrate Pan Africanism.



5.2 Questions

- 5.2.1 Name the two activists in the photograph. (2 x 1) (2)
- 5.2.2 Identify two visual clues that shows the two activists were proud of their African heritage (2 x 1) (2)
- 5.2.3 Explain why, you think this, photograph was taken. (2 x 2) (4)

SECTION 4 SOURCED – BASED MEMORANDUM

4.1 ACTIVITY 1

Explain the following concepts in the context of the Cuban Missile Crisis

Answers

CONCEPT	EXPLANATION
1.1.1 Communism	A political and economic system in which all property is publicly owned and wealth is divided among citizens equally or according to individual needs (1 x 2) (2)
1.1.2 Containment	The policy of USA to stop the spread of communism (1 x 2) (2)
1.1.3 Brinkmanship	A strategy to push a rival to the verge of war with the intension to withdraw from the conflict (1 x 2) (2)
1.1.4 Blockade	An attempt by USA to stop Soviet ships carrying nuclear weapons to Cuba (1 x 2) (2)

4.1.2 ACTIVITY 2

Answers

Key personalities in the Cold War

<p>Khrushchev</p> <ul style="list-style-type: none"> • Deployed nuclear weapons to Cuba • Ordered ships carrying weapons to be turned back from the blockade • Exchanged threatening letters with Kennedy • Withdrew missiles from Cuba 	<p>Kennedy</p> <ul style="list-style-type: none"> • Warned against Soviet missiles in Cuba • Established Ex-COM • Effected naval blockade • Used media to update American citizens • Secretly agreed to withdraw missiles from Turkey 	<p>Castro</p> <ul style="list-style-type: none"> • Sought support from Soviet Union • Requested Khrushchev to go public about deployment of Soviet missiles in Cuba • Shot down the USA U-2 spy plane
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ACTIVITY 3

Answers

3.1.1 To propose the placement of nuclear weapons on the island (1 x 2) (2)

3.1.2 Refugees and agents (2 x 1) (2)

3.1.3

- To scare the USA from invading Cuba
- To show that Cuba, have support from Soviet Union (Super Power)
- To show Cuba's independence
- Any other relevant response (any 2 x 2) (4)

ACTIVITY 4

Answers

4.1.1

- Military tactic or strategy of hit and run, ambush or sabotage, usually supported by a small army of soldiers
- Unconventional tactics were used against a conventional army
- Any other relevant response (any 1 x 2) (2)



4.1.2

- UNITA lost 600 men in the battle of Huambo
- UNITA could not withstand MPLA's conventional army at the Battle of Huambo
- The MPLA was extremely powerful, due to support from the Soviet Union and Cuba
- UNITA was not supported militarily by the CIA/USA any longer
- Any other relevant response (any 2 x 2) (4)

4.1.3

- To receive and take care of his family members
- To allow his aged mother to die peacefully in Zambia
- Any other relevant response (any 1 x 2) (2)

4.1.4

- The source is a letter, which is first-hand information
- It was written by Jonas Savimbi, who was the leader of UNITA
- The source sheds light on the Angolan Civil War
- The letter was written during the time of the Civil War in 1976
- Any other relevant response (any 2 x 2) (4)



ACTIVITY 5

5.1 Answers

5.1.1 May 1966

(1 x 1) (1)

5.1.2

- It is a call for Black people in this country to unite
- To recognize their [African] heritage
- To build a sense of community
- It is a call for the Black people to define their own goals
- To lead their own organisation.

(any 1 x 2) (2)



5.2 Answers

5.2.1 Malcolm X and Maya Angelou

(2 x 1) (2)

5.2.2

- Both activists are wearing traditional African attire
- The afro hairstyle by Maya Angelou
- African beads worn by Maya Angelou

(any 2 x 1) (2)



5.2.3

- To show the activists were proud of their heritage
- To highlight the influence of the philosophy of Black Power Movement on African Americans
- Any other relevant response

(any 2 x 2) (4)



SECTION 5

ESSAY QUESTIONS

5.1 Essay questions will be phrased in the following ways:

A statement will be given. Candidates will be asked to **take a stance**

Do you agree with the statement?

Critically discuss...

Give your verdict as to what extent a statement or findings within a piece of evidence are true, or to what extent you agree with them. Provide evidence taken from a wide range of sources, which both agree with and contradict an argument. Come to a final conclusion, basing your decision on what you judge to be the most important factors and justify how you have made your choice.

Explain to what extent...

To state the particular degree to which something is or is believed to be the case: this type of question calls for a thorough assessment of the evidence in presenting

Essays

1. Read the essay question carefully in order to understand the focus.
2. Underline the instruction **verb, question focus, direction given to the content focus and timeframes.**
3. You need to take note of the format of an essay namely: Introduction, Body (in paragraphs) and conclusion.
4. The essay should be written in **chronological order** (the order in which events unfolded)
5. The introduction should be a direct response to the question. You are expected to take a stance and use evidence to support your stance.
6. In the body of the essay you should use the evidence mentioned in your introduction to further elaborate your stance.

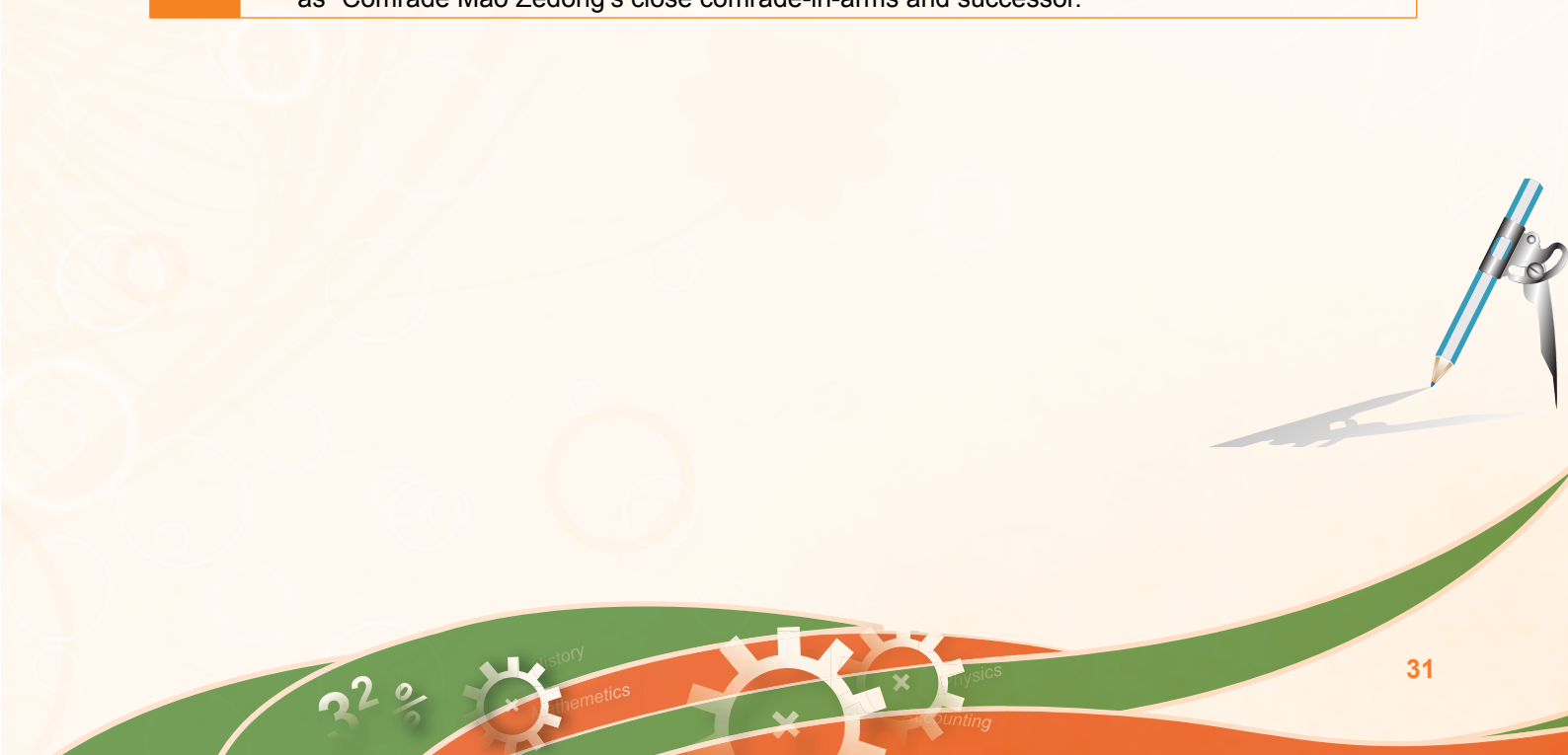
5.2 TOPIC 2 TIMELINE OF THE PEOPLES' REPUBLIC OF CHINA 1949 – 1969

From Focus on Asian Studies, Vol. IV, No. 1, Fall 1984 (New York: The Asia Society)

1949	<ul style="list-style-type: none"> • The Communist Red Army defeats the Nationalists in a civil war. The People's Republic of China (PRC) is established on October 1. • Chiang Kai-shek and the Nationalists retreat to the island of Taiwan. • Signing of Sino-Soviet Treaty.
1950	<ul style="list-style-type: none"> • China enters the Korean War. • Marriage Law promulgated, providing freedom of marriage and divorce.
1952	<ul style="list-style-type: none"> • Basic land reform completed after a five-year campaign. All land deeds destroyed and land redistributed (roughly two million landlords executed). • Korean War armistice.
1953	<ul style="list-style-type: none"> • Inauguration of PRC's First Five-Year Plan, relying on Soviet model of industrial development.



1954-1955	<ul style="list-style-type: none"> Zhou Enlai plays a major role at the Geneva Convention and the Bandung Conference, establishing a new diplomatic prominence for the PRC. First constitution of the PRC is promulgated. Collectivization of agriculture is stepped up.
1956-1957	<ul style="list-style-type: none"> In the wake of Khrushchev's denunciation of Stalin and political explosions in Poland and Hungary, Mao calls for a "Hundred Flowers Movement" to improve the relationship between the CCP (Chinese Communist Party) and the people. Critics soon attack the legitimacy of CCP rule. The Party responds with an "anti-rightist campaign," suppressing the opposition.
1958-1959	<ul style="list-style-type: none"> Mao promotes a "Great Leap Forward" in economic development, relying on mass mobilization, the commune system, and indigenous methods. The effort fails for the most part because of administrative weakness aggravated by bad weather. PRC attacks offshore islands under Nationalist control (September, 1958). In August, 1959, Defense Minister Peng Dehuai is ousted after he criticizes Mao's sponsorship of the Great Leap Forward; Peng replaced by Lin Biao.
1960	<ul style="list-style-type: none"> Withdrawal of the Soviet technical advisors, widening the Sino-Soviet rift. Return to more conventional economic development policies to deal with the post-Great Leap Forward depression.
1961-1965	<ul style="list-style-type: none"> The polity and economy recover, but the CCP becomes increasingly divided over how to pursue economic development, with Mao and his more radical associates pitted against Liu Shaoqi, Deng Xiaoping, and other moderate leaders. Lin Biao, defence minister and one of Mao's allies, leads campaigns to increase political consciousness in the military by stressing the study of Mao's thought. China detonates its first nuclear device (1964).
1966-1969	<ul style="list-style-type: none"> Mao leads the "Great Proletarian Cultural Revolution," to attack the Party bureaucracy that was frustrating his initiatives and to revive revolutionary commitment. Millions of youths (the Red Guards) are mobilized, the Party-state machinery is crippled and a host of Party veterans — most notably Liu Shaoqi and Deng Xiaoping — are purged. Mao is forced to call the army in to end the resultant disorder.
1969	<ul style="list-style-type: none"> The Ninth National Congress of the CCP issues a new Party Constitution that names Lin Biao as "Comrade Mao Zedong's close comrade-in-arms and successor."



ACTIVITY 6

QUESTION 4 IN PAPER 1

The implementation of Mao Zedong’s policies, the Great Leap Forward and the Cultural Revolution, was a dismal failure.

Do you agree with this statement? Use relevant evidence from 1958 to 1969 to support your line of argument.

[50]

5.3 CIVIL RIGHTS

SUMMARY - CIVIL RIGHTS USA

Monty	Montgomery Bus Boycott	<ul style="list-style-type: none"> Rosa Parks was arrested because she refused to give up her seat to a white man in the bus. Resulted in the Montgomery bus boycott that was led by Martin Luther King
	Outcome/ Result/ Value?	<ul style="list-style-type: none"> bus company lost 65% of their income Result was that the busses were desegregated
Eats	Education	<ul style="list-style-type: none"> Education in the South was still segregated In Little Rock 9 African-American students were chosen to enter a white school to start desegregation
	Outcome/ Result/ Value?	<ul style="list-style-type: none"> Governor supported the parents who did not want to have mixed schools. He used state troops to keep the learners out Pres.Eisenhower stepped in and send the National Guard to protect the students and allow them to enter the school Was a victory for the civil right movement because it resulted in other schools to also desegregate
Salad	Sit-ins	<ul style="list-style-type: none"> The sit-ins started when protesters started sitting in seats at lunch counters where blacks were not allowed to eat for example at Woolworths
	Outcome/ Result/ Value?	<ul style="list-style-type: none"> The sit-ins were organised and 50 000 supported it. Their rules proved that they were not for violence because they did not fight back when abused
	Outcome/	<ul style="list-style-type: none"> Shops lost a lot of money and they decided to desegregate
For	Freedom Rides	<ul style="list-style-type: none"> Next the Freedom Rides were organised to fight against busses that were still segregated
	Outcome/ Result/ Value?	<ul style="list-style-type: none"> whites sit in seats for black passengers and vice versa When 3 Freedom riders were killed it shocked the whole country The outcome was that the busses were desegregated and the Civil Rights Movement received good publicity



Breakfast	Birmingham	<ul style="list-style-type: none"> The marches organised by the movement were successful
	March 1963	<ul style="list-style-type: none"> In Birmingham a march was led by King because the city was very racist
		<ul style="list-style-type: none"> The marchers were attacked by police and dogs, and fire hoses The country was shocked when they saw those pictures in the newspaper
	O/R/V	<ul style="list-style-type: none"> Result: Stores were desegregated; opportunities for jobs 'improved'
When	Washington – Lincoln Memorial	<ul style="list-style-type: none"> In 1963 Martin L King lead a march in Washington 250 000 attended multi-racial
	March	<ul style="list-style-type: none"> They choose that date because it was the 100year anniversary of the freedom of the slaves King made his I have a dream speech
Candice	Civil Rights Act - 1964	<ul style="list-style-type: none"> Protests were paying off The Civil Rights Act 1964 –passed by President Johnson The law did not allow any discrimination on the basis of colour, race, religion or national origins. Federal government also had the right to end segregation in the South
Sleeps	Selma to Montgomery 1965	<ul style="list-style-type: none"> The Selma to Montgomery March focussed on registering black voters in the South. The marchers were met with violence King joined the march and as the world watched, as the protesters walked protected by troops Marched for 3 days around the clock Voting Rights Act, passed later that year
oVer	Voting Rights Act 1965	<ul style="list-style-type: none"> The Voting Rights Act 1965 – It outlawed literacy tests and poll taxes for the right to vote. Black voter numbers increased dramatically



ACTIVITY 7

Question 6 IN PAPER 1

Explain to what extent various forms of protests by the civil rights activists were successful in ensuring that all Americans, regardless of race, were treated equally in the United States of America in the 1960s.

Support your line of argument with relevant evidence **(50)**



SECTION 6

ESSAYS

MEMORANDUM

ACTIVITY 6

QUESTION 4 CASE STUDY – CHINA

MAIN ASPECTS

- **Introduction:** You should state whether you agree or disagree with the statement. You need to highlight whether Mao Zedong's policies of the Great Leap Forward and Cultural Revolution were a dismal failure or not and indicate how you would support your line of argument.

ELABORATION

If you agree you should include the following points in your answer:

- Mao's policies included the Great Leap Forward and the Cultural Revolution which was an attempt to entrench communism

The Great Leap Forward:

- Mao Zedong's Second Five Year Plan that started in 1958
- It aimed to industrialise China to overtake capitalist countries; improve agricultural production to equal western countries
- End privatisation
- Rural cooperatives were amalgamated into 'People's Communes' (collectivisation)
- Forceful amalgamation of farmers into 'people's communes'
- Propaganda used to promote production

How the Chinese responded to the Great Leap Forward:

- Owing to bad planning; poor support to peasants; corrupt local officials; high taxation on farm products; backyard industries produced inferior goods; industries collapsed
- It depended on peasants rather than on machinery to industrialise China
- It encouraged peasants to set up backyard industries (industrialisation on the countryside)
- It resulted in famine which led to the starvation of millions of people
- The economy collapsed
- The Great Leap Forward failed within 3 years, also referred to as 'Three Bitter Years'
- Mao Zedong was forced to allow a return to some form of capitalism
- This resulted in the Great Leap forward being a dismal failure



The Cultural Revolution:

- Mao eventually admitted that mistakes had been made and resigned as President of China but kept his job as Chairman of the Chinese Communist Party
- The **intentions of China's Communist party** (practical policies to improve economy; authoritarian form of government; empower landless peasant farmers; land reform process; nationalisation of heavy industries)
- **Classless society** (focused on improving conditions of peasants and workers; educated all Chinese to work together for a better China)
- In 1962 he handed over responsibility for the economy to President Liu Shaoqi and CCP general secretary Deng Xiaoping and withdrew from the political scene
- He launched the Cultural Revolution in 1966 to regain the power he lost after the failure of the Great Leap forward
- He set up the **Red Guards** who: studied and spread ideas in the Little Red Book; educated peasants on principles of Communism; taught reading and writing; set up the purges (opponents of Communism & moderates were eliminated and millions of opponents of Communist were killed); destroyed anti-communist art and books
- The Role of the Red Guards (Campaign to attack the **'Four Olds'**: changing of old ideas, traditional culture, customs and habits)
- Huge demonstrations were held in Tiananmen Square, Beijing and posters and pictures of Mao were put up everywhere
- The **Little Red Book** (contained Mao's philosophies about Communism; all citizens expected to memorise principles of communism; a source of Communist propaganda in China)
- **Elimination of officials:** Deng Xiaoping and Liu Shaoqi were removed from office; got rid of professionals (engineers, scientists, educators etc.)
- Closure of schools, colleges and universities (for being critical, liberal and elitist)
- Industry suffered and production stopped by 1968
- Any other relevant response
- **Conclusion:** Your conclusion should be linked to the introduction and question.

[50]



ACTIVITY 7

QUESTION 6 IN PAPER 1

MAIN ASPECTS

- **Introduction:** You should take a stance by explaining to what extent various forms of protests by the civil rights activists were successful in ensuring that all Americans regardless of race were treated equally in United States of America.

ELABORATION

If you agree to a large extent the following content must be included:

- **Montgomery Bus Boycott (1955)** – (Protest action by Rosa Parks resulted in a mass boycott of city's bus systems; Martin Luther King Jnr rose to prominence and argued for non-violent mass protest)
- **Sit-Ins (from 1960)** – (Greensboro, North Carolina, four students staged a 'sit-in' at a 'whites-only' lunch counter; (In summer 1961 businesses in Greensboro desegregated); Sit-in spread across the segregated south; Black and white students formed the Student non-violent Coordinating Committee to support Civil Rights Movement; Concept of 'sit-in' spread to other segregated facilities such as 'pray-ins', 'read-ins', 'wade-ins')
- **'Freedom Riders' (non-racial/non-violent)** – ('sat-in' buses and travelled from north to deep south to test new federal laws prohibiting segregation on national bus system attacked by mobs, bombed, thrown in jail and not protected by local police – thousands volunteered and President Kennedy was forced to order federal marshals to protect Freedom Riders; Tough new legislation introduced by federal order
1 November 1961 officially desegregated all interstate public facilities)
- **Demonstrations and Marches:**
- Birmingham 1963: (Mass demonstrations, including a children's march were met with violent and vicious reaction from police (water cannons, dogs, etc. all used to terrorise non-violent protestors) President Kennedy stated on TV that 'racial segregation' was a 'moral issue' which 'had no place in American life'. On 10 May 1963 the city's businesses and municipality announced that municipal facilities would be desegregated. Attacks and murders of African Americans in the city continued (Medgar Evers, Bombing of 16th Street Baptist church)
- March on Washington 1963: (250 000 people took part in a non-racial, non-violent march on Washington to demand full equality and jobs; Martin Luther King Jnr gave 'I have a dream speech').
- Selma-Montgomery marches (March 1965): (To demand that African American be allowed to register to vote (only 2.5% of black people were registered voters due to intimidation and racist attacks) – after three attempts, brutal police attacks on non-violent demonstrators (Bloody Sunday) and mass support from across the country they reached Montgomery. President Johnson was pressurised to pass the 1965 Voting Rights Act)
- **Freedom Summer (1964)** – (Thousands of activists and volunteers (more than 70 000 students many from northern states, local SNCC, CORE and NAACP activists) worked to register African Americans in Mississippi and teach in Freedom Schools (literacy, history); Activists and volunteers were met with violence from white segregationist mobs and police officers; **1964 (2 July) Civil Rights Act** passed – barred discrimination and segregation in employment and all public facilities)



- **1965 (6 August) Voting Rights Act passed** – (outlawed obstacles (such as literacy tests, poll taxes) to voting which had been put in place to prevent black people registering as voters; CRM achieved equality before the law
- Any other relevant response
- **Conclusion:** Your conclusion should be linked to the introduction and question.
[50]





PAPER 2





2.1 THE PURPOSE

This booklet is to guide you through these levels and equip you with skills to respond to these questions.

In a History question paper source-based questions consist of 50 marks and address the following cognitive levels:

Level 1 = 14 marks

Level 2 = 20 marks

Level 3 = 16 marks

This booklet will focus mostly on level 1 and level 2 questions to assist you to achieve a good pass mark.

You require at least 30% (45 marks) to pass a question paper.



You are required to answer THREE questions which can be:

TWO Source-based and ONE Essay question = 150 Marks

OR

TWO Essays and ONE Source-based Question – 150 Marks



2.2 STRUCTURE OF THE BOOKLET

This booklet is a guide that should be used in conjunction with textbooks and other resources. Where possible, please consult your tutors.

SECTION 7: SOURCE – BASED QUESTIONS

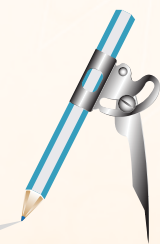
- Every Section starts with a mind map to give you an overview of content covered in the topic.
- There are key concepts relevant to the topics, these, you must know.
- You have been given a list of concepts / terms as examples.
- You will find a list of key role players. A textbox has been given to you to identify their contributions.
- There is a hint box to assist you with source based questions.
- Read through the sources carefully before answering source based questions.

SECTION 8: SOURCED-BASED ANSWERS

- This section gives you the opportunity to check whether you have addressed the questions correctly.
- Where you did not, please refer to the content and try again!

SECTION 9: ESSAYS QUESTIONS

- You are given three types of essays with approaches to answer the question.
- A Timeline of the essays is provided to revise the content in preparation for answering essay questions.



SECTION 10: MEMORANDA TO THE ESSAYS

- Please note the guidelines provided before attempting to answer the essays.
- The memoranda to the essays are provided in Section 6.

2.3 CONTENT FOCUS AND EXAM GUIDELINE

PAPER 2 (ONE question per topic will be set)	PAPER 2 (ONE question per topic will be set)
<p>1. Civil Resistance, 1970s to 1980s: South Africa <u>Question focus:</u> The challenge of Black Consciousness to the apartheid state</p> <ul style="list-style-type: none"> • The nature and aims of the Black Consciousness • The role of Steve Biko • Black Consciousness Movement (BCM) • The challenge posed by the ideas of Black Consciousness to the state • The 1976 Soweto uprising – relating to the influence of BCM on the Students • The legacy of Black Consciousness on South African politics 	<p>1. Civil Resistance, 1970s to 1980s: South Africa <u>Question focus:</u> The crisis of apartheid in the 1980s</p> <ul style="list-style-type: none"> • Government attempts to reform apartheid • International response • International anti-apartheid movements • Anti-Apartheid Movements in Britain and Ireland • Activities of the Movements: sports boycott; cultural boycott; academic boycott; consumer boycott; disinvestment; sanctions; release Mandela campaign • Support for the anti-apartheid struggle in Africa: Frontline states
<p>2. The coming of democracy to South Africa and coming to terms with the past <u>Question focus:</u> The TRC</p> <ul style="list-style-type: none"> • Various forms of justice • Reasons for the TRC hearings • The debates concerning the TRC • Positive aspects of the TRC • Amnesty and reparations • Responses of political parties to the TRC and the final report of the TRC 	<p>2. The coming of democracy to South Africa and coming to terms with the past <u>Question focus:</u> Negotiated settlement and the Government of National Unity</p> <ul style="list-style-type: none"> • Beginning of negotiations 1990 – 1991 • Breakdown of negotiations • Multi-party negotiation process resumes • Final road to democracy 1994
<p>3. The end of the Cold War and a new order 1989 to the present <u>Question focus:</u> New World Order</p> <ul style="list-style-type: none"> • What is globalisation? • South Africa’s success in avoiding outright civil war and President Mandela’s policy of reconciliation • Responses to globalisation 	<p>3. The end of the Cold War and a new world order <u>Question focus:</u> The end of the Cold War: The events of 1989</p> <ul style="list-style-type: none"> • Gorbachev’s reforms in the Soviet Union • The disintegration of the Soviet Union • Turning point in South Africa (the collapse of the Soviet Union and its impact on South Africa)



SECTION 7 SOURCED – BASED QUESTIONS

TOPIC 1: BLACK CONSCIOUSNESS MOVEMENT

PLEASE NOTE:

You need to prepare thoroughly on all aspects mentioned in the mind map below. You are advised NOT to spot certain sections that you think will be examined.

7.1 MINDMAP

7.2 KEY CONCEPTS / TERMS

CONCEPT	EXPLANATION
Black Consciousness	
Non – racialism	

KEY ROLE PLAYERS



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Steve Biko, founder of Black Consciousness

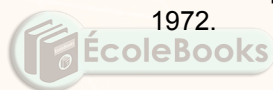
Movement



Dr. Mamphela Ramphele, co-founder of the Zanemphilo Community Health Centre (www.sahistory.org.za)



'Black man, you are on your own', a rallying cry coined by Barney Pityana and popularised by Steve Biko, used the gendered language of the time. The Black People's Convention (BPC) was established in 1972.



Barney Pityana



7.3 ACTIVITY 1

SOURCE 1A

The extract below focuses on the reasons for the emergence of the Black Consciousness philosophy and its subsequent impact.

In the late 1960s the philosophy of Black Consciousness began to gain influence. Black Consciousness emphasised psychological (emotional) reasons as the main barrier to black emancipation (freedom), and a generation which had known only the humiliation (embarrassment) of 'grand apartheid' decided that the time had come to challenge the status quo (current situation). The main vehicle for the Black Consciousness Movement was the South African Students' Organisation (SASO) launched at the University of the North (Limpopo) in July 1969. SASO was formed after black students decided to break away from the multiracial but white dominated National Union of South African Students (NUSAS).

SASO began to fill the political vacuum (space) which had been left in black communities after the banning of the PAC and ANC. Influenced by the American Black Power Movement, the organisation spoke a new language of political radicalism (militancy). SASO rejected passive acceptance of white superiority and domination and advocated a new black self-confidence and self-assertion (being strong). The organisation set out to win black communities to its cause and attracted thousands of followers eager to break out of the mould of their parents' resignation. In 1972 SASO, together with leaders from other African educational and religious bodies, came together to form the Black People's Convention (BPC), a political wing of the Black Consciousness Movement which aimed to mobilise South Africans around the Black Consciousness ideology. The BPC wrote that they wanted to 'unite South African blacks into a black political movement which seeks to realise their emancipation (freedom) from both psychological and physical oppression'.

... High schools were receptive (open) to the Black Consciousness ideology. School students, with energy and independence, and brimming (overflowing) with a self-belief, were inspired by the philosophy of Black Consciousness and occupied the political vacuum left by the outlawed (banned) Congress movements ...

[From: *Soweto: A History* by Philip Bonner and Lauren Segal]



7.1 Refer to Source 1A.

- 7.1.1 Explain the concept Black Consciousness in your own words. (1 x 2) (2)
- 7.1.2 Why, according to the source, was SASO formed? (1 x 2) (2)
- 7.1.3 What role did SASO play in black South African communities in the late 1960s and early 1970s? (1 x 2) (2)
- 7.1.4 Explain how the philosophy of Black Consciousness influence students? (2 x 1) (2)



TOPIC 2 THE TRUTH AND RECONCILIATION COMMISSION

7.2 SUMMARY

REASONS FOR THE FORMATION	STRUCTURE AND WORK OF THE Truth and Reconciliation Committees	Evaluating the work of the TRC
To reconcile South Africa from its divided past	<ul style="list-style-type: none"> • Healing and Reconciliation Committee • Amnesty Committee • Reparation and Rehabilitation Committee 	<ul style="list-style-type: none"> • Successes • Criticisms • Limitations

CONCEPT	EXPLANATIONS
Reparations/ Compensation	Payment to someone who had suffered a loss/victims who suffered from human rights violations
Pardon	Offer forgiveness for political crimes committed during the apartheid era.
Amnesty	Official pardon or forgiveness granted to those guilty of committing political crimes (gross human rights violations) during apartheid era (1960 – 1994)
Reconciliation	Bringing together former enemies (victims and perpetrators) in a manner that promotes forgiveness and healing
Perpetrators	Wrong doers/people who committed the crimes
Restorative justice	A form of justice that is about healing and reconciliation (not about punishment or revenge) between the victim and perpetrator. The intention was to help South Africa move into the future as one nation. [This was the approach adopted by the TRC]
Retributive justice	A form of justice that seeks revenge - based on the phrase 'an eye for an eye'. [This approach was NOT adopted by the TRC]
Commissions	A committee or body of people that has been given authority to perform certain tasks of the TRC



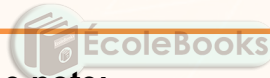
Key Role Players



Bishop Desmond Tutu



Dr Alex Boraine



Please note:

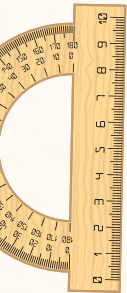
You are required to use the summary in 2.1 above as a base from which you can add more information. Various TRC public hearings and subsequent articles, representing various testimonies will be used as sources of information for this question. You will be expected to apply your knowledge to the case studies examined.

7.2 ACTIVITY 2

SOURCE 2A

This source focuses on the role that the Truth and Reconciliation Commission (TRC) played in attempting to establish the reasons for the disappearance of anti-apartheid activist, Nokuthula Simelane.





... After the fall of apartheid, the Truth and Reconciliation Commission (TRC) was instituted (established) as a way of bridging the divide (gap) between the oppressive National Party and the democratic South Africa ...

The Simelane family filed her (Nokuthula's) case with the TRC in the hope of resolving (deciding) her case. Five white men applied for amnesty relating to Nokuthula's abduction, torture and disappearance, Willem Helm Johannes Coetzee, Anton Pretorius, Frederick Mong, Frederick Williams and Jacobus Ross. At the TRC a former commander of the Soweto Intelligence Unit (SIU), Willem 'Timol' Coetzee, the man responsible for the disappearance and death of Nokuthula, stated that Nokuthula was alive when he last saw her. The unit had turned her into a spy and redeployed (sent) her back to Swaziland.

Coetzee's argument was countered (opposed) by his colleague, Nimrod Veyi, who confessed that she was tortured and brutally murdered and was buried around the Rustenburg area. The TRC ruled against Coetzee's amnesty with regard to torture, but he was granted amnesty for Nokuthula's abduction (kidnapping). The TRC further awarded amnesty to the other four men (Pretorius, Mong, Williams and Ross) for torturing her. Thus far, no one has come forth and taken responsibility for her disappearance; neither the ANC nor former apartheid security forces have revealed anything about her 'disappearance.'

On 28 November 2009 a life-size statue of Nokuthula was erected and unveiled in Bethal by the Mpumalanga government to honour her legacy and contribution towards the liberation struggle. Furthermore, a documentary on the life and disappearance of Simelane, entitled 'Betrayal', produced by Mark Kaplan, was televised on SABC 1 on 10 April 2006.

[From www.sahistory.org.za/people/nokuthula-orela-simelane.

Accessed on 15 February 2016.]

7.2 Refer to Source 2 A

7.2.1. Why, according to the source, was the TRC established? (1 x 2) (2)

7.2.2 Define the term *amnesty* in the context of the TRC hearings. (1 x 2) (2)

7.2.3 Identify the TWO crimes of which the perpetrators in Nokuthula Simelane's case were accused. (2 x 1) (2)

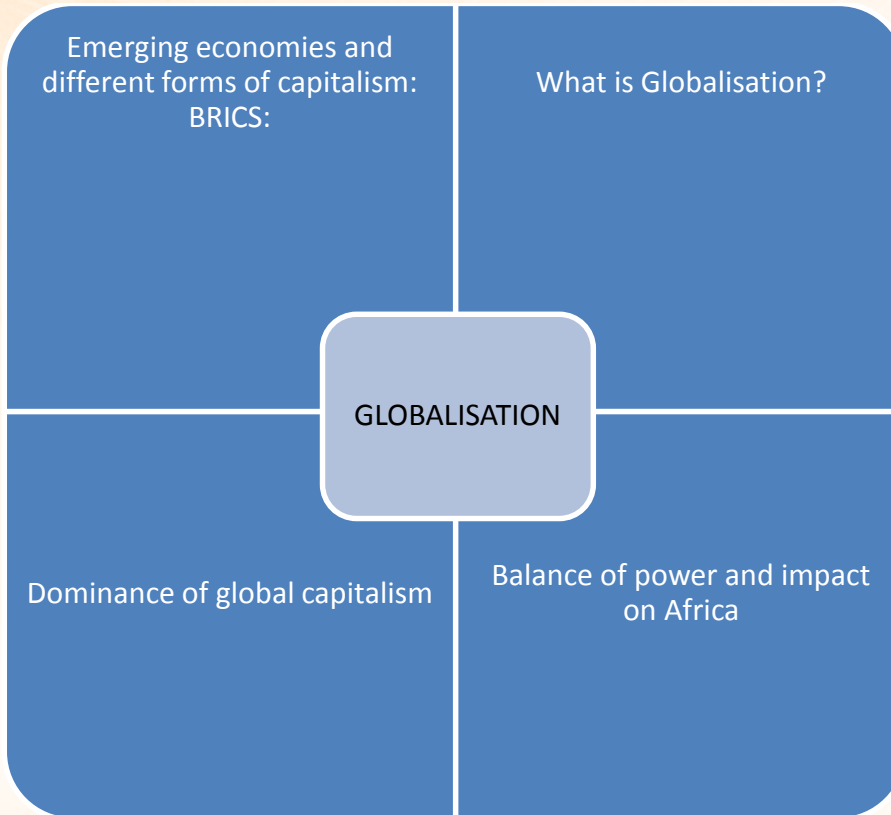
7.2.4 Using the information in the source and your own knowledge, explain why Willem Coetzee and Nimrod Veyi's evidence regarding the disappearance of Nokuthula Simelane contradicted each other. (2 x 2) (4)

7.2.5 Comment on how the legacy of Nokuthula Simelane was commemorated. (2 x 2) (4)

7.3 TOPIC 3:

GLOBALISATION: The end of the Cold War and a new world order 1989 to the present

7.3.1 The New World Order



7.3.2 Key concepts/ terms:

How should one explain a term or concept?

- Every-time a term/ concept is explained, it should be in the context of the source
- Think of (different) aspects that could be addressed by the term
- Once the aspects are identified, the term/ concept should be explained in the context of the source.

Globalisation	(make the world become one village; integration at international level; interchange or exchange of world views, products, aspects of culture & technology)
Capitalism	(economic system; investment of capital; use of labour & resources to make profit; private ownership)
Third world	Developing countries mostly in the southern hemisphere
First World	Developed countries mostly in the northern hemisphere
Multi-National Corporations	It refers to companies that have expanded to other countries
North-South cooperation	Exchange of resources, technology & knowledge between the developed north and developing south hemispheres
South-South cooperation	Exchange of resources, technology & knowledge in the Southern hemisphere

Key Organisations



The World Bank



7.3.3 ACTIVITY 3**SOURCE 3A**

The source below focuses on globalisation and its impact on developing countries. It appeared in an article entitled 'The Negative Effects of Globalisation on South Africa' and was published on 14 April 2014.

Globalisation refers to the process of the integration of economic, political, social and cultural relations among people, companies and governments of different nations and countries. It is a process aimed at improving international movement of goods, services, labour and capital.

This process also directly affects the environment, culture, political systems, economic development and prosperity and human physical wellbeing of societies in the world. Globalisation supports internationalism and support between countries, as opposed to nationalism and protectionism, which have negative characteristics.

Over the past 30 years the globalisation of the economy led by the World Bank, the International Monetary Fund and transnational entities has happened at a very quick pace. The impoverishment of Africa is a consequence of such processes. Decisions by international organisations ensure that the odds are stacked against nations of the South because of power imbalances; rules are made to disadvantage poor nations. Thus, international agreements have unequal outcomes. This has pressured governments of developing countries, such as South Africa, to remove its trade barriers to the cross-border flow of capital and products, such as the poultry industry.

[From <http://www.123helpme.com/negative-effects-of-globalization-on-south-africa-preview.asp?id=168666>. Accessed on 15 May 2017.

Questions

- 7.3.1 Define the term *globalisation* in your own words. (1 x 2) (2)
- 7.3.2 Quote THREE ways from the source that suggests that globalisation affected the physical wellbeing of societies in the world. (3 x 1) (3)
- 7.3.3 Using the information in the source and your own knowledge, explain why internationalism was regarded as more successful than nationalism in the context of globalisation. (2 x 2) (4)
- 7.3.4 Identify the TWO international monetary (financial) institutions that supported the process of globalisation. (2 x 1) (2)
- 7.3.5 Why, according to the information in the source, did monetary institutions decide to pressurise South Africa to remove its trade barriers? (2 x 1) (2)

SECTION 8 SOURCE-BASED MEMORANDUM

MEMO FOR SECTION 3 ACTIVITIES

TOPIC 2 2.3 ACTIVITY 1

7.1.1

- To bridge the divide (gap) between the oppressive National Party and the democratic South Africa (1 x 2) (2)

7.1.2

- The perpetrators wanted to be pardoned for the political crimes that were committed against political activists e.g. Nokuthula Simelane
- Forgiveness for political crimes that were committed during 1960 to 1994
- Any other relevant response (any 1 x 2) (2)

7.1.3

- Abduction
- Torture
- Disappearance
- Murder (any 2 x 1) (2)

7.1.4

- Coetzee presented his evidence to protect the Soweto Intelligence Unit (SIU) whereas Nimrod Veyi' s evidence was to expose the workings of the SIU
- Coetzee did not want to implicate the authorities who gave the instruction for the murder of political activists and therefore wanted to conceal the truth whereas Nimrod Veyi gave information about the location of the remains of Nokuthula Simelane because he wanted amnesty
- Any other relevant response (2 x 2) (4)

7.1.5

- The Mpumalanga government erected a statue in honour of Nokuthula Simelane as a reminder of the role she played in the liberation struggle
- Mark Kaplan produced a documentary on the life and disappearance of Nokuthula Simelane (2 x 2) (4)





MEMORANDUM

7.2 ACTIVITY 2

- 7.2.1
- Globalisation refers to the technological, political and economic changes, which have resulted in the world functioning in a different way from what it did 20 years ago (2)
 - Any other relevant response (1 x 2)
- 7.2.2
- Environment (3)
 - Culture
 - Political systems
 - Economic development and prosperity (any 3 x 1)
- 7.2.3
- Internationalism allowed for greater economic cooperation between countries while nationalism promoted protectionism (4)
 - Internationalism allowed for greater political cooperation between countries while nationalism promoted nationhood
 - Internationalism allowed for mutual agreements between countries while nationalism allowed for internal policies
 - Internationalism allowed for greater support between countries while nationalism strengthened support within the country
 - Any other relevant response (any 2 x 2)
- 7.2.4
- World Bank (2)
 - International Monetary Fund (2 x 1)
- 7.2.5
- To ensure cross border flow of capital (2)
 - To ensure cross border flow of products (2 x 1)



SECTION 9

ESSAY

MEMORANDUM

Essay questions will be phrased in the following ways:

- A statement will be given. Candidates will be asked to **take a stance**

Do you agree with the statement?

- Critically discuss...

Give your verdict as to what extent a statement or findings within a piece of evidence are true, or to what extent you agree with them. Provide evidence taken from a wide range of sources, which both agree with and contradict an argument. Come to a final conclusion, basing your decision on what you judge to be the most important factors and justify how you have made your choice.

- Explain to what extent...

To state the particular degree to which something is or is believed to be the case: this type of question calls for a thorough assessment of the evidence in presenting

Essays

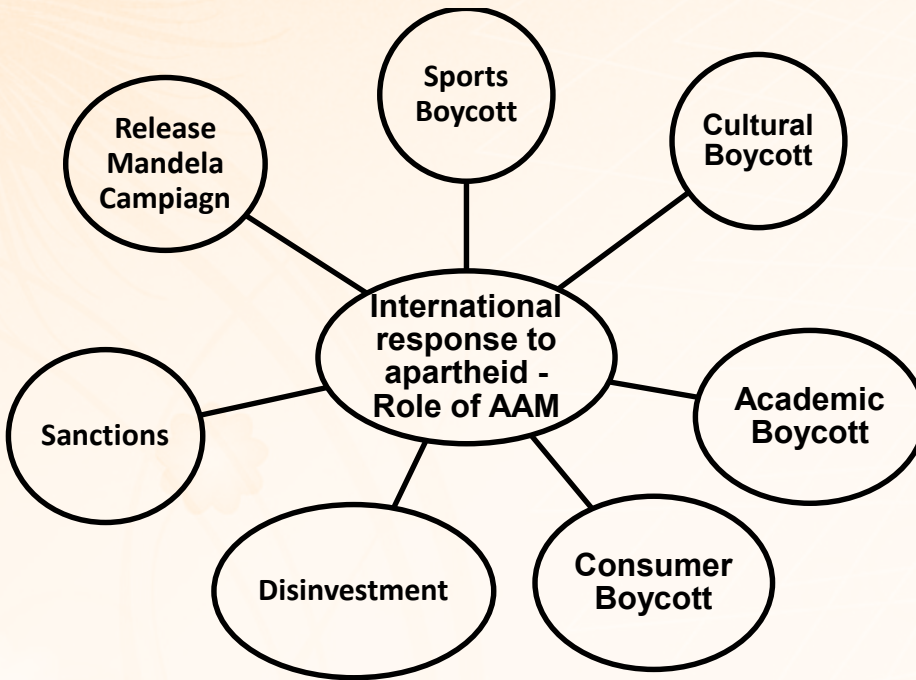
1. Read the essay question carefully in order to understand the focus.
2. Underline the instruction **verb, question focus, direction given to the content focus and timeframes**.
3. You need to take note of the format of an essay namely: Introduction, Body (in paragraphs) and conclusion.
4. The essay should be written in **chronological order** (the order in which events unfolded)
5. The introduction should be a direct response to the question. You are expected to take a stance and use evidence to support your stance.
6. In the body of the essay you should use the evidence mentioned in your introduction to further elaborate your stance.

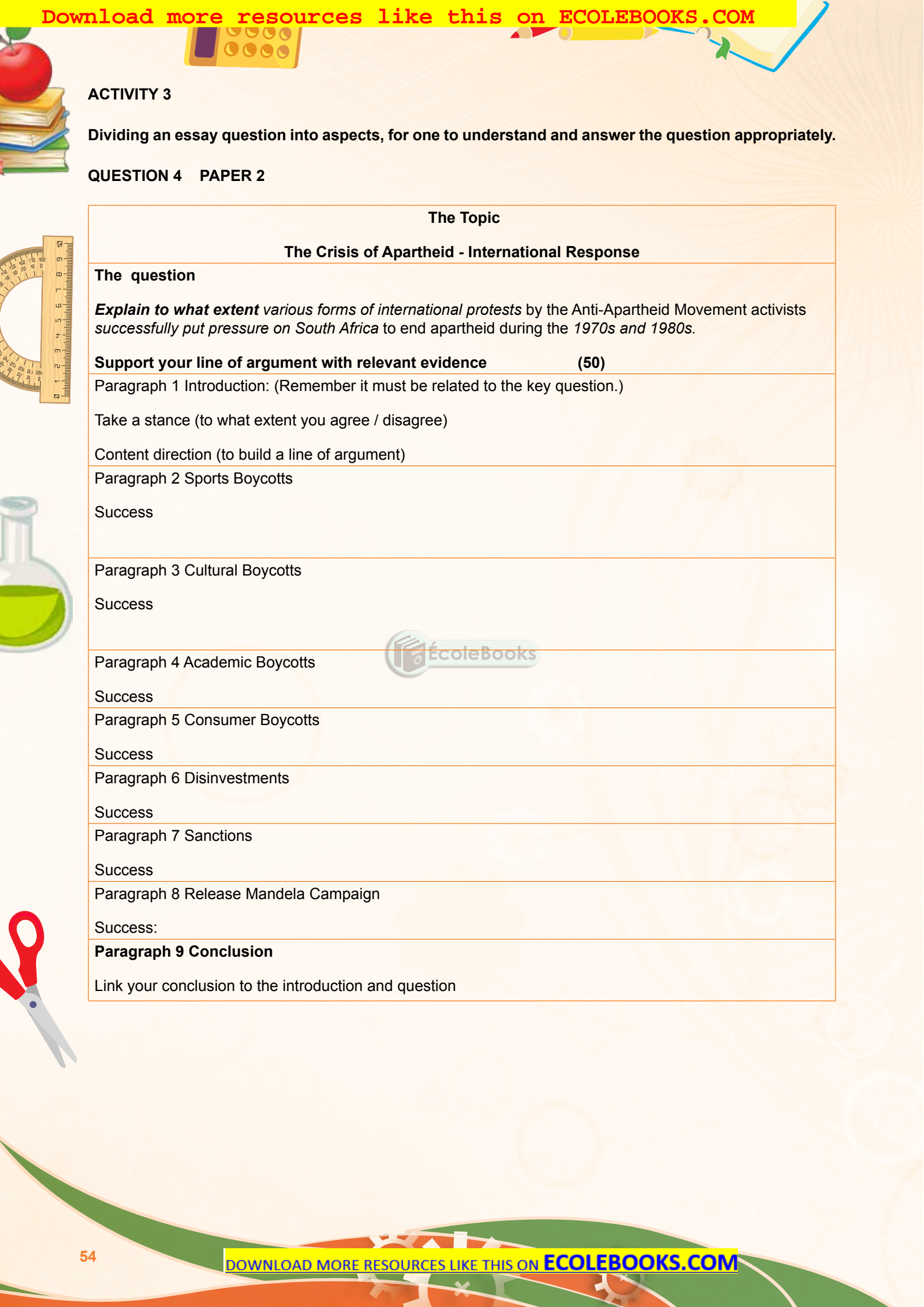


QUESTION 4 PAPER 2

INTERNATIONAL RESPONSE TO APARTHEID

MIND MAP





ACTIVITY 3

Dividing an essay question into aspects, for one to understand and answer the question appropriately.

QUESTION 4 PAPER 2

The Topic	
The Crisis of Apartheid - International Response	
The question	
<i>Explain to what extent various forms of international protests by the Anti-Apartheid Movement activists successfully put pressure on South Africa to end apartheid during the 1970s and 1980s.</i>	
Support your line of argument with relevant evidence (50)	
Paragraph 1 Introduction: (Remember it must be related to the key question.)	
Take a stance (to what extent you agree / disagree)	
Content direction (to build a line of argument)	
Paragraph 2 Sports Boycotts	
Success	
Paragraph 3 Cultural Boycotts	
Success	
Paragraph 4 Academic Boycotts	
Success	
Paragraph 5 Consumer Boycotts	
Success	
Paragraph 6 Disinvestments	
Success	
Paragraph 7 Sanctions	
Success	
Paragraph 8 Release Mandela Campaign	
Success:	
Paragraph 9 Conclusion	
Link your conclusion to the introduction and question	





As you can see you need to mention the process of negotiations and the violence on the road to democracy was not an easy or smooth sailing one. It was riddled with violence but despite the incidence of violence indicated it eventually led to South Africa's first democratic elections On 27 April 1994

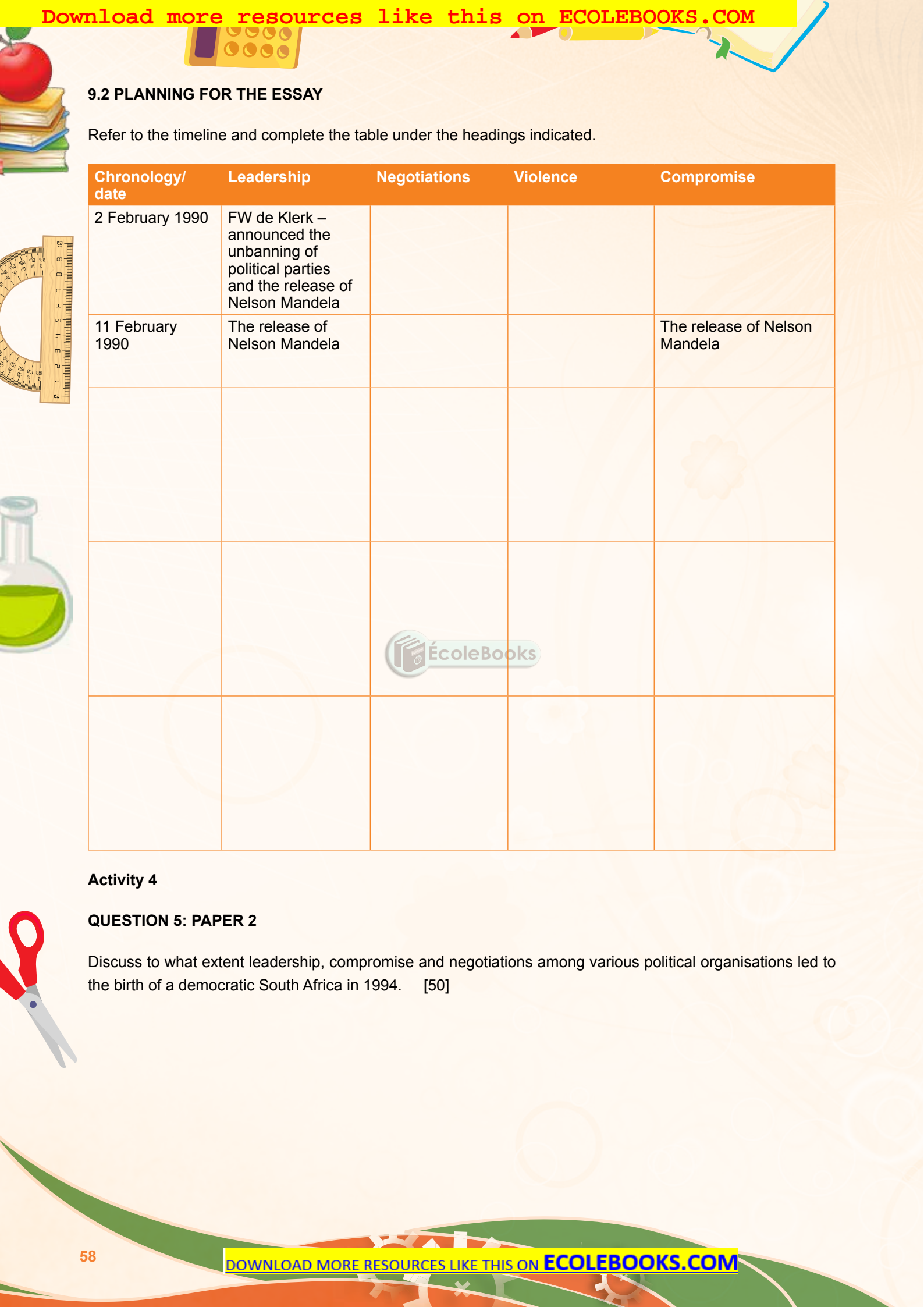
Topic 2: The coming of democracy to South Africa and coming to terms with the past. Question focus: Negotiated settlement and the Government of National unity

SECTION 9 .1: A Timeline: The Coming of Democracy in South Africa 1990-1994

Date	Negotiation Process	Events occurring while negotiations were taking place
Feb 1990	Nelson Mandela released. ANC and other black political movements were unbanned. (This opened the way for a negotiated settlement)	1990-1993: On-going attacks on commuter trains on Rand by marked gunmen - an estimated 573 deaths (rumours that these were 3 rd force operatives and NP was trying to destabilise country) . NP allowed the carrying of Zulu 'Traditional weapons' (including knobkerries and spears) Rent, school and consumer boycotts renewed by ANC supporters. Aimed to pressurise NP into reaching an agreement faster.
May 1990	Groote Schuur Minute ANC and NP met NP agreed to release political prisoners. (releases began Sept 1990) June: NP revoked Separate Reservation of Amenities Act	NP Government detained 40 members of ANC (inc Mac Maharaj and Billy Nair) accused of plotting to overthrow government – Operation Vula July 1990: IFP attack on ANC stronghold at Sebokeng
Aug 1990	Pretoria Minute: ANC agreed to suspend armed struggle (An act of 'good faith' to show commitment to peaceful negotiation process) NP agreed to suspend State of Emergency in Natal	November 1990: Alleged Third Force attacks on informal at Zonkizwe township outside Germiston
March 1991	De Klerk (NP) revoked Land Act, Group Areas Act, Pop. Registration Act.	March 1991: Seven Day war in PMB. On-going violence between ANC and IFP.
Oct 1991	92 anti-apartheid organisations met in Durban and formed Patriotic Front. Called for an interim government.	1990-1993: on-going violence in townships.
20 Dec 1991	Negotiations towards a new constitution began. <i>Convention for a Democratic South Africa (CODESA) I(18 delegates + UNO& Commonwealth)</i> ANC and NP proposed ' Declaration of Intent ': undivided SA, indep Judiciary, constitution, multi-party democracy (NB: Seen as a watershed agreement). 2 stage constitution.	PAC and Conservative Party under Treurnicht and IFP withdrew from CODESA I. (NB: This brought to an end the Patriotic Front)
17 March 1992	Whites only referendum. Should the negotiations continue?	NB: At end of CODESA I, NP strongly criticised ANC for not disbanding MK and accused them of keeping MK as a 'private army' . 69% voted YES. NP credibility restored.
May 1992	CODESA II Agreement reached that SABC to present a neutral view of negotiation process. Failed to agree on new constitution-making body and interim government	NP wanted CODESA II replaced by representative of all political parties + minority veto ANC wanted an interim govt of no longer than 18 months and simple majority rule. Rolling Mass Action initiated by resistance organisations (strikes, boycotts, street demonstrations to speed up negotiation process).

Date	Negotiation Process	Events occurring while negotiations were taking place
17 June 1992	Most agree that Boipatong was a turning point after which negotiation process favours of ANC.	Boipatong Massacre: IFP hostel dwellers attacked residents of Boipatong township (49 men, women and children killed). Rumours spread of white men handing weapons to Third Force agents to spread violence and chaos In response to Boipatong massacre ANC walked out of negotiation process. Govt appointed Goldstone Commission which verified police involvement at Boipatong (3 & 4 Aug: 4million workers involved in strikes across SA)
Sept 1992	26 Sept Record of Understanding Signed between Roelf Meyer (NP) and Cyril Ramaphosa (ANC). Commit themselves to negotiation process and finding a peaceful way forward. NB: CODESA ended, MK disbanded	7 Sept: Bhishe Massacre: 70,000 ANC members held peaceful demonstration in Bhishe, Ciskei (an 'independent' homeland ruled by OupaGqozo). Gqozo ordered soldiers to fire: 28 dead, 200 wounded.
Oct 1992	NP Government agreed to ban the carrying of traditional weapons in public and to release more political prisoners.	Concerned South African Group (COSAG) formed (NB: An alliance between 'Homeland' leaders and the far right-wing): Lucas Mangope (Boputhatswana), OupaGqozo (Ciskei), Mangosuthu Buthelezi (KwaZulu), Afrikaner Volksunie and Afrikaner Freedom Foundation. Demanded a Federal govt.
2 April 1993	Multi-Party Negotiation Process (MPNP) began again at Kempton Park. PAC joined negotiation process Joe Slovo (SACP) suggested a 5 year Govt of National Unity (GNU) a ' power sharing ' compromise (' sunset clause ') – accepted by NP. Date set for 1 st democratic election. 400 reps to be voted for.	10 April 1993: Assassination of Chris Hani (Leader of the SACP) by Janusz Walus – a Polish immigrant working under orders of Conservative Party (Clive Derby – Lewis). NB: Mandela appeared on TV appealing for calm. 100,000 attended Hani's funeral (relatively peaceful) IFP refused to take part in election.
June – July 1993		25 June: Afrikaner Weerstandsbeweging (AWB) and Volksfront (AVF) stormed the World Trade Centre where negotiations were taking place, vandalised the entrance and threatened the delegates. AWB and Constand Viljoen attempted and failed to defend Mangope's dictatorship in Boputhatswana against huge opposition from students and worker demonstrations. St James Church Massacre. (African People's Liberation Army (APLA – PAC's armed wing) threw grenade and opened fire in St James Church Kenilworth. 11 killed, 58 wounded.
Nov 1993	An Interim Constitution for South Africa was agreed upon.	
28 March 1994		Shell House Massacre – IFP members killed by ANC security forces
27 April 1994		

1st multi-party democratic election held in South Africa- Nelson Mandela elected as the first democratic president



9.2 PLANNING FOR THE ESSAY

Refer to the timeline and complete the table under the headings indicated.

Chronology/ date	Leadership	Negotiations	Violence	Compromise
2 February 1990	FW de Klerk – announced the unbanning of political parties and the release of Nelson Mandela			
11 February 1990	The release of Nelson Mandela			The release of Nelson Mandela



Activity 4

QUESTION 5: PAPER 2

Discuss to what extent leadership, compromise and negotiations among various political organisations led to the birth of a democratic South Africa in 1994. [50]



QUESTION 6: PAPER 2

THE END OF THE COLD WAR AND A NEW WORLD ORDER:

THE EVENTS OF 1989

The collapse of the Soviet Union in 1989 served as a major catalyst (spark) for the political transformation that occurred in South Africa.

Explain to what extent you agree with this statement? Substantiate your line of argument by referring to relevant events that shaped the political landscape in South Africa between 1989 and 1990. **(50)**



SECTION 10

ESSAY

MEMORANDUM

QUESTION 5 PAPER 2 THE COMING OF DEMOCRACY TO SOUTH AFRICA

Introduction: Take a stance and link you introduction to the question

Use the following points and content framework to support your line of argument

- The unbanning of Liberation Movements (02 Feb 1990)
- The release of political prisoners (Mandela was released on 11 Feb. 1990)
- Groote Schuur Minute (4 May 1990)
- Pretoria Minute (6 Aug. 1990)
- National Peace Accord (Sept. 1991)
- CODESA I (20 Dec 1991)
- Whites Only Referendum (17 March 1992)
- CODESA II (May 1992)
- Boipatong massacre (June 1992)
- Bisho massacre (Sept. 1992)
- Record of understanding (Sept. 1992)
- Multi – Party Negotiation Process (April 1993)
- Assassination of Chris Hani (April 1993)
- Right-wing threat – storming the World Trade Centre (June 1993)
- Shell House massacre (28 March 1994)
- Frist Democratic Elections 27 April 1994)
- **Conclusion**

Linked to the introduction and question.



QUESTION 6: THE END OF THE COLD WAR AND A NEW WORLD ORDER: THE EVENTS OF 1989

You need to indicate to what extent you agree with the statement. You need to indicate to what extent the collapse of the Soviet Union was largely responsible for the political changes that occurred in South Africa after 1989. You need to take a line of argument and support your response with historical evidence.

MAIN ASPECTS

You should include the following aspects in their response:

- Introduction: You need to indicate to what extent the collapse of the Soviet Union in 1989 served as a major catalyst for the political transformation that occurred in South Africa and substantiate your line of argument.

ELABORATION

In agreeing with the assertion, you could include the following points in their answer.

- Gorbachev's reform policies of Glasnost and Perestroika (1985)
- The Battle of Cuito Cuanavale (1987- 1988) and its consequences/The communist regimes in Eastern Europe collapsed/The Berlin Wall had fallen (Nov 1989)
- Changes in the world contributed to the end of apartheid
- The collapse of the USSR deprived the ANC of its main source of support (financial; military and moral and its consequences)
- The collapse of the USSR implied that the South African apartheid government could no longer get support from the West
- The National Party claim that it was protecting South Africa from a communist onslaught became unrealistic
- Western world powers supported the move that South Africa resolve its problems peacefully and democratically
- It became evident the National Party government could not maintain white supremacy indefinitely
- The role of business leaders in South Africa's political transformation
- PW Botha suffered a stroke and was succeeded by FW De Klerk (1989)
- On 2 February 1990 De Klerk announced 'a new and just constitutional dispensation'
- Any other relevant response

Conclusion

Linked to the introduction and question.

Remember no new content must be mentioned in the conclusion

[50]





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