

# HISTORY

SCHOOL-BASED  
ASSESSMENT  
EXEMPLARS – CAPS

GRADE 12

TEACHER GUIDE



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA





# HISTORY

## SCHOOL-BASED ASSESSMENT EXEMPLARS – CAPS

### GRADE 12



## TEACHER GUIDE



TABLE OF CONTENTS	PAGE
1. Introduction	3
2. Aims and Objectives of School-based Assessment	4
3. Assessment Tasks as outlined in the CAPS	5
4. Programme of Assessment and Weighting of Tasks	6
5. Quality-assurance Process Followed	7
6. Assessment Tasks: Source-based Questions	19
7. Guidelines for Learners and Teachers: Exemplar Responses	40
8. Marking Guidelines and Rubric	66
9. Bibliography	88





## 1. INTRODUCTION

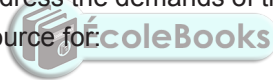
Assessment is a continuous, planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings; and using this information to understand and assist with the learners' academic development. Assessment should be both informal (assessment for learning) and formal (assessment of learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

School-based assessment (SBA) is a purposive collection of learners' work that tells the story of their efforts, progress or achievement in a given area. The quality of SBA tasks is integral to learners' preparation for the final examinations. This booklet serves as a resource of exemplar SBA tasks to schools and subject teachers of History. SBA marks are formally recorded by the teacher, for progression and certification purposes. The SBA component is compulsory for all learners. Learners who cannot comply with the requirements specified according to the policy may not be eligible to enter for the subject in the final examination.

The formal assessment tasks provide you with a systematic way of evaluating how well learners are progressing. The booklet contains information on how to undertake research assignments, source-based tasks and essay questions. Formal assessment tasks form part of a year-long formal programme of assessment. These tasks should not be taken lightly and learners should be encouraged to submit their best possible efforts for final assessment.

The educators are expected to ensure that assessment tasks are relevant and suitable to the context in which learners are being taught. However, all SBA should be aligned to the requirements prescribed in the Curriculum and Assessment Policy Statement (CAPS) document.

This publication comprises four tasks that address the demands of the Grade 12 History curriculum. It is expected that these tasks will serve as a valuable resource for



- History teachers, in providing examples of the types and standard of school-based assessment tasks that would be appropriate for their learners;
- Grade 12 History learners, in providing material that will assist them in their preparation for National Senior Certificate examinations in History.

## 2. AIMS AND OBJECTIVES OF SCHOOL-BASED ASSESSMENT

- School-based assessment serves to provide a more balanced and trustworthy assessment system because it includes a greater range of diverse assessment tasks than is possible in external examinations.
- The exemplar tasks are aimed at reflecting the depth of the curriculum content appropriate for Grade 12.
- It reflects the desired weighting of the cognitive demands as per Bloom's revised taxonomy: remembering, understanding, applying, analysing, evaluating and creating.
- School-based assessment improves the validity of assessment by including aspects that cannot be assessed in formal examination settings.
- It improves the reliability of assessment because judgments are based on many observations of the student over an extended period of time.
- It has a beneficial effect on teaching and learning, not only in relation to the critical analysis and evaluation of History information and creative problem-solving, but also on teaching and assessment practices.
- It empowers teachers to become part of the assessment process and enhances collaboration and sharing of expertise within and across schools.
- It has a professional development function, building up teachers' skills in assessment practices which can then be transferred to other areas of the curriculum.
- The tasks focus on the prescribed content as contained in the Curriculum and Assessment Policy Statement (CAPS) effective from 2014.



The distinctive characteristics of SBA (and its strengths as one relatively small component of a coherent assessment system) have implications for its design and implementation, in particular the nature of the assessment tasks and role of the teachers' standardisation procedures. These implications are summarised as follows:

- The assessment process should be linked to and be a logical outcome of the normal teaching programme, as teaching, learning and assessment should be complementary parts of the whole educational experience (i.e. the SBA component is not a separate one-off activity that can be timetabled or prepared for as if it were a separate element of the curriculum).
- The assessment process should provide a richer picture of what learners can do than that provided by the external examination by taking more samples over a longer period of time and by more closely approximating real-life and low-stress conditions (i.e. the SBA component is not a one-off activity done under pseudo-exam conditions by unfamiliar assessors).
- The formative/summative distinction exists in SBA, but is much less rigid and fixed than in a testing culture, i.e. learners should receive constructive feedback and have opportunities to ask questions about specific aspects of their progress after each planned SBA assessment activity, which both enhance History skills and help learners prepare for the final external examination (i.e. the SBA component is not a purely summative assessment).



- The SBA process, to be effective, has to be highly contextualised, dialogic and sensitive to learners' needs; i.e., the SBA component is not and cannot be treated as identical to an external exam in which texts, tasks and task conditions are totally standardised and all contextual variables controlled. To attempt to do so would be to negate the very rationale for SBA. Hence schools and teachers must be granted a certain degree of trust and autonomy in the design, implementation and specific timing of the assessment tasks. However, every effort must be made to comply with the Programme of Assessment as contained in CAPS.

Teachers should ensure that learners understand the assessment criteria and their relevance for self- and peer-assessment. Teachers should also have used these criteria for informal assessment and teaching purposes before they conduct any formal assessment so that they are familiar with the criteria and the assessment process.

The project provides exemplar tasks that are aimed at:

- Reflecting the depth of History curriculum content appropriate for Grade 12
- Reflecting the desired cognitive demands as per Bloom's revised taxonomy: remembering, understanding, applying, analysing, evaluating and creating;
- Containing questions and sub-questions that reflect appropriate degrees of challenge: easy, medium and difficult
- Focusing on the content of the National Curriculum Statement (NCS) effective in 2013 and contain exposure to certain aspects of new content of the Curriculum & Assessment Policy Statement (CAPS) effective from 2014

### 3. ASSESSMENT TASKS AS OUTLINED IN CAPS

The final Grade 12 mark is calculated from the National Senior Certificate (NSC) examination that learners write (out of 300 marks) plus school-based assessment (out of 100 marks). The curriculum policy document stipulates SEVEN formal tasks that comprise school-based assessment in History.

#### 4. PROGRAMME OF ASSESSMENT AND WEIGHTING OF TASKS

Term 1	Term 2	Term 3	Term 4
<b>3 tasks</b>	<b>2 tasks</b>	<b>2 tasks</b>	
<ul style="list-style-type: none"> <li>Source-based task (or essay; learners must do one of each).</li> <li>Research assignment (can also be done in the second term).</li> <li>Standardised test which includes a source-based section and an essay (ideally both sections will be tested at the same time).</li> </ul>	<ul style="list-style-type: none"> <li>Essay task (or source-based task; learners must do one of each).</li> <li>Mid-year examination (2 papers of 2½ hours each) (2 topics from each paper to be covered by June; four questions set in each paper: 2 essays and 2 source-based questions; learners to answer 2 questions, 1 essay and 1 source-based question on each paper).</li> </ul>	<ul style="list-style-type: none"> <li>Standardised test, which includes a source-based section and an essay (ideally, both sections will be tested at the same time).</li> <li>September/ Preparatory examination (2 papers)</li> </ul>	<ul style="list-style-type: none"> <li>Final external examination</li> </ul>
<b>25% of total year mark = 100 marks</b>			<b>75% of total year mark = 300 marks</b>



## 5. QUALITY-ASSURANCE PROCESS FOLLOWED

To ensure that there is compliance with the requirements of SBA in History, an example of how to undertake research is given below.

### Introduction


The research assignment in Grade 12 accounts for 20% of the total school-based assessment (SBA). It is, therefore, essential that this be a significant piece of work. This assignment offers learners the opportunity to demonstrate their skills, knowledge and understanding of History which they have acquired during the course of the FET phase.

The research assignment can be written on any section of the Grade 12 curriculum. There are, however, two sections in the curriculum, which are not formally examined in the final Grade 12 examination:

- An overview of civil society protests
- Remembering the past: Memorials

It is recommended that one of these topics be investigated as a research project.

### Some points to consider when planning a research assignment:

- The choice of research topic needs to be made, taking into consideration the context of your school and the available resources to which learners have access.
  - This assignment provides learners with an opportunity to embark on a process of historical enquiry. Conducting original research involves the collection, analysis, organization and evaluation of information, and the construction of knowledge.
- 
- Clear, written instructions with due dates and the assessment criteria must be given to learners at the beginning of the school year to allow adequate time for the preparation and completion of the assignment.
  - The progress of learners, with regard to the research assignment, must be monitored on an on-going basis.
  - It is essential that learners submit original work. To reduce the likelihood of plagiarism, the key question or research topic should be changed every year.

### Learners are expected to fulfil the following requirements in their research assignment:

- Analyse and answer the key question.
- Identify a variety of relevant source materials to help answer the key question.
- Select relevant examples from the source material which can be used to substantiate the line of argument.
- Organise relevant information in order to write a coherent and logical answer to the key question.
- Write an original piece of work, using your own words.
- Correctly contextualise all sources, including Illustrations and maps, which have been included.
- Reflect upon the process of research and consider what has been learnt.
- Include a bibliography of all the resources which have been consulted in the course of researching and writing the assignment.

**Some suggestions of what can be done with the research assignments when they are completed:**

- The research assignments should be displayed at your school, community hall or local library. Exhibiting the learners' work is very important. It gives learners a sense of purpose and shows them that their ideas and efforts are of value to their school and community.
- Learners could give an oral presentation of their research projects to the class, grade, school or local community. This gives learners the opportunity to speak about their research and share their 'new-found' knowledge.
- Organise a class debate on the key question.
- Hold a History evening at which learners could be given an opportunity to present their work to friends, family and members of the community. Further, this will be an ideal platform to showcase the work of the school's History department in an endeavour to promote the subject History at the FET level.



TABLE SHOWING HOW TO STRUCTURE AND CARRY OUT RESEARCH

KEY QUESTION: How was the role of women in the struggle against apartheid different from that of men?

STRUCTURE OF A RESEARCH ASSIGNMENT	SUGGESTIONS ON HOW TO CARRY OUT RESEARCH
<p><b>Hint 1:</b></p> <p><b>Before you start your research</b></p>	<ul style="list-style-type: none"> <li>✓ Analyse the key question and make sure that you fully understand what is being asked.</li> <li>✓ In this case, you need to decide whether women <u>did</u> or <u>did not</u> play a <b>different</b> role in the struggle against apartheid to that by men.</li> <li>✓ It is acceptable to argue that in some instances women played a different role to men in the struggle against apartheid, while in other instances they played a similar role.</li> </ul>
<p><b>Cover Page</b></p>	<ul style="list-style-type: none"> <li>✓ Use the 'Cover Page for a Research Assignment' and 'Monitoring Log'. [Annexure A, p.9 and Annexure B, p.10]</li> </ul>
<p><b>Introduction</b></p> <p>(Write approximately ½–1 page)</p>	<ul style="list-style-type: none"> <li>✓ Explain the approach that will be taken in your research assignment</li> <li>✓ Indicate the line of argument that will be taken to answer the key question.</li> </ul>
<p><b>Background</b></p> <p>(Write approximately 1–2 pages)</p>	<ul style="list-style-type: none"> <li>✓ Explain the historical context of the question.</li> <li>✓ Give some background information about the policy of apartheid and how it was implemented until the 1980s.</li> <li>✓ Use the information from your Grade 11 and Grade 12 textbooks to assist you in writing this section of the assignment.</li> </ul>
<p><b>Hint 2:</b></p> <p><b>During the research process</b></p>	<ul style="list-style-type: none"> <li>✓ Ensure that you have a plan so that your time is used effectively to meet deadlines.</li> <li>✓ Refer to the list of resources that may be consulted. [Annexure C, p.11]</li> <li>✓ At all times keep the key question in mind. Keep asking yourself whether the information you are gathering is <u>relevant</u> to the question.</li> <li>✓ Use the template to help structure your note-taking. [Annexure D, p.14]</li> </ul>

<p style="text-align: center;"><b>Body of Essay</b></p> <p>(Write approximately 2–3 pages)</p>	<ul style="list-style-type: none"> <li>✓ In this section you present and substantiate your argument.</li> <li>✓ Select evidence from your readings which could be used to substantiate your line of argument in answering the key question.</li> <li>✓ Remember that the struggle against apartheid took different forms. For example, you could discuss the role that women played in any of the following: <ul style="list-style-type: none"> <li>- <i>Political</i>: You could discuss women's membership of political organisations (e.g. ANC Women's League or Black Sash) and their involvement in campaigns which attempted to bring an end to apartheid (e.g. 1956 Women's anti-pass campaign). You could investigate the impact that apartheid policies, such as the <i>Group Areas Act</i>, had on women. (E.g. Women who were forcibly removed from Crossroads in Cape Town to the Transkei and Ciskei).</li> <li>- <i>Economic</i>: You could discuss the jobs that women did and how their opportunities were limited under apartheid (e.g. women's experiences as domestic workers, the role that women played in the trade union movement; or the hardships and poverty which women experienced in the Bantustans.)</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Conclusion</b></p> <p>(Write approximately ½–page)</p>	<ul style="list-style-type: none"> <li>✓ In this paragraph you should sum up the argument that was sustained and developed in the body of your research assignment.</li> </ul>
<p style="text-align: center;"><b>Reflection</b></p> <p>(Write approximately ½–1 page)</p>	<ul style="list-style-type: none"> <li>✓ In this section you should discuss what you have learnt from this research assignment.</li> <li>✓ Explain what insights, skills and knowledge you have acquired while undertaking this research.</li> </ul>
<p style="text-align: center;"><b>Bibliography</b></p>	<ul style="list-style-type: none"> <li>✓ List ALL the resources that you used during the preparation of your research assignment.</li> <li>✓ An example of how to correctly format a bibliography is included [Annexure E, p.15].</li> </ul>
<p style="text-align: center;"><b>Hint 3:</b></p> <p style="text-align: center;"><b>Before you submit your research assignment</b></p>	<ul style="list-style-type: none"> <li>✓ Check that you have complied with the following requirements: <ul style="list-style-type: none"> <li>○ Front Cover</li> <li>○ Introduction</li> <li>○ Background</li> <li>○ Body of evidence</li> <li>○ Conclusion</li> <li>○ Reflection</li> <li>○ Bibliography</li> </ul> </li> <li>✓ Proofread your work thoroughly to check for coherence, spelling and grammatical errors.</li> </ul>

SUGGESTED RUBRIC TO ASSESS A RESEARCH ASSIGNMENT

TOTAL MARKS: 100

CRITERIA	LEVEL DESCRIPTORS			
	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<b>Criterion 1</b>	<b>8 – 10</b>	<b>5 - 7</b>	<b>3 – 4</b>	<b>0 – 2</b>
<b>Planning (10 marks)</b>	Shows <b>thorough/excellent</b> understanding of planning (clear research schedule provided).	Shows <b>adequate</b> understanding of planning.	Shows <b>some</b> evidence of planning.	Shows <b>little or no</b> evidence of planning.
<b>Criterion 2</b>	<b>16 – 20</b>	<b>10 - 15</b>	<b>5 – 9</b>	<b>0 – 4</b>
<b>Identify and access a variety of sources of information (20 marks)</b>	Shows <b>thorough/excellent</b> understanding of identifying and accessing sources of information.	Shows <b>adequate</b> understanding of identifying and accessing sources of information.	Shows <b>some</b> understanding of identifying and accessing sources of information.	Shows <b>little or no</b> understanding of identifying and accessing sources of information.
<b>Criterion 3</b>	<b>8 – 10</b>	<b>5 – 7</b>	<b>3 – 4</b>	<b>0 – 2</b>
<b>Knowledge and understanding of the period (10 marks)</b>	Shows <b>thorough/excellent</b> knowledge and understanding of the period	Shows <b>adequate</b> knowledge and understanding of the period.	Shows <b>some</b> knowledge and understanding of the period.	Shows <b>little or no</b> knowledge and understanding of the period.
<b>Criterion 4</b>	<b>24 – 30</b>	<b>14 – 23</b>	<b>7 – 13</b>	<b>0 – 6</b>
<b>Historical enquiry, interpretation &amp; communication (Essay) (30 marks)</b>	Shows <b>thorough/excellent</b> understanding of how to write a coherent argument from the evidence collected.	Shows <b>adequate</b> understanding of how to write a coherent argument from the evidence collected.	Shows <b>some</b> understanding of how to write a coherent argument from the evidence collected.	Shows <b>little or no</b> understanding of how to write a coherent argument from the evidence collected.
<b>Criterion 5</b>	<b>8 – 10</b>	<b>5 – 7</b>	<b>3 – 4</b>	<b>0 – 2</b>
<b>Presentation (10 marks)</b>	Shows <b>thorough/excellent</b> evidence of how to present researched information in a structured manner (e.g. cover page, table of contents, research topic).	Shows <b>adequate</b> evidence of how to present researched information in a structured manner (e.g. cover page, table of contents, research topic).	Shows <b>some</b> evidence of how to present researched information in a structured manner (e.g. cover page, table of contents, research topic).	Shows <b>little or no</b> evidence of how to present researched information in a structured manner (e.g. cover page, table of contents, research topic).
<b>Criterion 6</b>	<b>8 – 10</b>	<b>5 - 7</b>	<b>3 – 4</b>	<b>0 – 2</b>
<b>Evaluation &amp; reflection (10 marks)</b>	Shows <b>thorough/excellent</b> understanding of evaluating and reflecting on the research assignment process (e.g. what the candidate has learnt from undertaking research).	Shows <b>adequate</b> understanding of evaluating and reflecting on the research assignment process (e.g. what the candidate has learnt from undertaking research).	Shows <b>some</b> evidence of evaluating and reflecting on the research assignment process (e.g. what the candidate has learnt from undertaking research).	Shows <b>little or no</b> evidence of evaluating and reflecting on the research assignment process (e.g. what the candidate has learnt from undertaking research).
<b>Criterion 7</b>	<b>8 – 10</b>	<b>5 - 7</b>	<b>3 – 4</b>	<b>0 – 2</b>
<b>Acknowledgement of sources (10 marks)</b>	Shows <b>thorough/excellent</b> understanding of acknowledging sources (e.g. footnotes, references, plagiarism).	Shows <b>adequate</b> understanding of acknowledging sources (e.g. footnotes, references, plagiarism).	Shows <b>some</b> evidence of acknowledging sources (e.g. footnotes, references, plagiarism).	Shows <b>little or no</b> evidence of acknowledging sources (e.g. footnotes, references, plagiarism).

**ANNEXURE A: EXAMPLE OF A COVER PAGE FOR A RESEARCH ASSIGNMENT:**

<b>GRADE 12 RESEARCH ASSIGNMENT: HISTORY</b>	
<b>NAME OF SCHOOL</b>	
<b>NAME OF LEARNER</b>	
<b>SUBJECT</b>	
<b>RESEARCH TOPIC</b>	
<b>KEY QUESTION</b>	

**STATEMENT OF AUTHENTICITY:**

I hereby declare that ALL pieces of writing contained in this research assignment, are my own original work and that if I made use of any source, I have duly acknowledged it.

**LEARNER'S SIGNATURE:** \_\_\_\_\_



**DATE:** \_\_\_\_\_



**ANNEXURE B: AN EXAMPLE OF A MONITORING LOG**

DATE	ACTIVITY	COMMENT
January	Commencement	Learners are given the instructions, guidelines and key question for the research assignment.
March	<p style="text-align: center;"><b>1<sup>st</sup> DRAFT:</b></p> <p>Learners must provide evidence that they have analysed the topic and understand the focus of the key question.</p> <p>A preliminary bibliography must be submitted.</p>	
April	<p style="text-align: center;"><b>2<sup>nd</sup> DRAFT:</b></p> <p>Learners must provide evidence of having planned their research assignment.</p> <p>Research notes from the sources consulted should be made available.</p> <p>A synopsis of the main argument must be presented.</p>	
May	Final copy to be handed in	
July	Feedback	

Teacher's name: \_\_\_\_\_

Teacher's signature: \_\_\_\_\_

Learner's signature: \_\_\_\_\_

**SCHOOL STAMP**

## ANNEXURE C: LIST OF SUGGESTED RESOURCES WITH A SYNOPSIS (IN ITALICS)

### BOOKS:

Berger, I., *Threads of solidarity: Women in South African industry*, (Indiana University Press, 1991).

*This book details women's changing place in formal and casual work. It explores the relationship between women across the colour lines as workers and members of trade unions.*

Bernstein, H., *For their triumphs and for their tears. Women in Apartheid South Africa*. (IDAF, 1985).

*This booklet gives a great deal of very useful information about how women lived, worked, struggled and survived in apartheid South Africa.*

Bozzoli, B. with Nkotsoe, M., *Women of Phokeng* (Ravan Press, 1991).

*This book traces the life histories and experiences of 22 black women from the small town of Phokeng.*

Cock, J., *Colonels and cadres. War and gender in South Africa*, (OUP, 1991).

*This book contains interviews with women who served in both the SADF and MK and analyses their experiences.*

Cock, J., *Maids and madams. A study in the politics of exploitation*, (Ravan Press, 1989).

*An investigation into experiences of women domestic workers during apartheid.*

Du Preez Bezdrob, A.M. *Winnie Mandela a life*. (Paarl: Paarl Printers. 2003).

Gordon, S., *A talent for tomorrow. Life stories of South African servants* (Ravan Press, 1985).

*A book that contains the life stories of 23 people, most of whom are women, who worked as domestic labourers under apartheid.*

Human, M.; Mutloatse, M. & Masiza, J. *The Women's Freedom March of 1956*. (Pan McMillan (Pty Ltd), 2006).

Luthuli, A., *Let my people go, The Autobiography of Albert Luthuli*. (Paarl Printers, 2006).

Mashinini, E., *Strikes have followed me all my life* (The Women's Press, 1989).

*The autobiography of Emma Mashinini who was secretary of one of South Africa's biggest black Trade Unions, the CCAWUSA (the Shop and Distributive Workers' Union).*

Naidoo, P., *Footprints in Grey Street*. (Ocean Jetty Publishing, 2002).

Platzky, L. & Walker, C., *The surplus people. Forced removal in South Africa* (Ravan Press, 1985).

*The creation of racially separate areas was the cornerstone of apartheid policy. The majority of people who were forcibly removed in order to create this artificial separation were women and children. This book documents their experiences and their struggle to survive.*

Vahed, G. & Waetjen, T., *Gender modernity and Indian delights. The Women's Cultural Group of Durban 1954-2010* (HSRC, 2010).

*Part social history part biography, this book shows how the women in the Durban Cultural Group creating an identity for themselves in the context of apartheid.*

Walker, C., *Women and gender in Southern Africa to 1945*. (New Africa Books, 1990).

*Gives valuable background information about the experience of women in South Africa. It sets the scene for a discussion of the 1950s–1970s.*

Walker, C., *Women and resistance in South Africa*. (Onyx Press, 1991).

*This remains the most detailed historical account of women's resistance during apartheid. Walker has chapters on the Federation of South African Women, Anti-Pass protests, the Women's Charter of 1954, among others.*

South African History Online, 'For freedom and equality', *Celebrating women in South African history* (DBE, no date).

*This booklet contains information about women's involvement in the liberation struggle. There are a number of biographical profiles of great South African women.* It can be downloaded from the South African History Online website at: <http://www.sahistory.org.za/aids-resources/freedom-and-equality-celebrating-women-south-african-history-booklet>

*Malibongwe Igama Lamakhosikama. Praise be to women. Remembering the role of women in South Africa through dialogue* (Nelson Mandela Foundation, 2007).

*The text in this booklet is the edited version of the Malibongwe Dialogue which took place on 30 May 2007 at the Nelson Mandela Foundation.*

It can be downloaded from the following website:

[http://www.nelsonmandela.org/uploads/files/Malibongwe\\_WEB.pdf](http://www.nelsonmandela.org/uploads/files/Malibongwe_WEB.pdf)

#### WEBSITES:



[www.blacksash.org.za](http://www.blacksash.org.za)

Full digital texts of the Black Sash publication *Sash* is available from 1960-1990.

<http://www.sahistory.org.za/topic/womens-struggle-1900-1994>

South African History Online. This site has a wide range of information about women's struggles in South Africa 1900-1994.

<http://www.anc.org.za/themes.php?t=Women`s%20Struggles>


This site, maintained by the ANC, has documents concerning women in the liberation struggle

## ORAL INTERVIEWS

There is a saying in Mozambique that 'our old people are our libraries'. If you are living in an area where it is difficult to access the Internet, or do not have a local library, then remember that the people living in your community have a wealth of information in their memories. You may consider conducting interviews with women and men in your community and recording their stories as evidence to answer your key question.



ANNEXURE D: EXAMPLE OF A TEMPLATE FOR NOTE-TAKING DURING RESEARCH

FULL REFERENCE OF RESOURCE	EVIDENCE (This could be used to support your argument)
<p>E.g.:</p> <p>South African History Online, <i>For Freedom and Equality, Celebrating Women in South African History</i> (DBE, no date).</p> <p><a href="http://www.sahistory.org.za/aids-resources/freedom-and-equality-celebrating-women-south-african-history-booklet">http://www.sahistory.org.za/aids-resources/freedom-and-equality-celebrating-women-south-african-history-booklet</a></p>	<p>‘During the 1980s hundreds of thousands of black women were forced to move and were dumped in remote rural areas called Bantustans or ‘homelands’: These forced removals mainly affected women’ (p 23). This extract could be used as evidence that women’s role in the struggle against apartheid was different to men’s role.</p> <p>‘Emma Mashinini, an active trade unionist from the 1940s, was a driving force in bringing together various unions under COSATU’ (p 21). This evidence could be used to show that women played a similar role to men in the struggle against apartheid as both men and women were involved in the Trade Union movement.</p>
	

## ANNEXURE E: GUIDELINES ON HOW TO WRITE A BIBLIOGRAPHY

- **For a book:**

Author (last name, initials). *Title of book* (Publishers, Date of publication).

Example:

Dahl, R. *The BFG*. (Farrar, Straus & Giroux, 1982).

- **For an encyclopaedia:**

*Encyclopaedia Title*, Edition Date. Volume Number, 'Article Title', page numbers.

Example:

*Encyclopaedia Britannica*. 1997. Volume 7, 'Gorillas', pp. 50-51.

- **For a magazine:**

Author (last name first), 'Article Title'. *Name of magazine*. Volume number, (Date): page numbers.

Example:

Jordan, Jennifer, 'Filming at the top of the World'. *Museum of Science Magazine*. Volume 47, No 1, (Winter 1998): p 11.

- **For a newspaper:**

Author (last name first), 'Article Title'. *Name of Newspaper*. City, state publication. (Date): edition if available, section, page number(s).

Example:

Powers, Ann, 'New Tune for the Material Girl'. *The New York Times*. New York, NY. (3/1/98): Atlantic Region, Section 2, p 34.



- **For a person:**

Full name (last name first). Occupation, date of interview.

Example:

Smeckleburg, Sweets. Bus Driver. 1 April 1996.

- **For a film:**

*Title*, Director, Distributor, Year.

Example:

*Braveheart*, Director Mel Gibson, Icon Productions, 1995.

## 6. ASSESSMENT TASKS: SOURCE-BASED QUESTIONS

### QUESTION 1

WHY DID SOUTH AFRICA BECOME INVOLVED IN THE ANGOLAN CIVIL WAR IN THE 1980s?

#### SOURCE 1A

The following extract was written by Joseph Hanlon, a journalist, in the mid-1980s. It describes why South Africa became involved in the Angolan civil war and eventually decided to retreat.

South African aggression against Angola has been on a larger scale than against any other country in southern Africa. Not only has it rebuilt and supported the most effective opposition movement in the region, National Union for the Total Independence of Angola (UNITA), but Angola is also the only country where the South African Defence Force (SADF) is waging a conventional war ... Economic installations have been special targets of both UNITA and the SADF. Oil provides Angola's main source of income, so oil installations have been repeatedly attacked. The Benguela Railway which serves Zambia has been cut since 1980; local port and railway installations have been frequently attacked. Dams, bridges, electricity lines, the iron mines, factories, and so on have all been hit ... Thus the Angolan economy has been shattered by a decade of war ...

Undoubtedly, Angola is a threat to apartheid. It is politically dangerous because it is multi-racial and Marxist; if Angola were allowed to succeed, it would destroy the ideological foundations of apartheid capitalism in South Africa. It is also a security threat. Angola openly allows ANC training camps. And Angola adjoins the continent's last remaining colony, Namibia, and supports the South West African People's Organisation (SWAPO) liberation movement ...



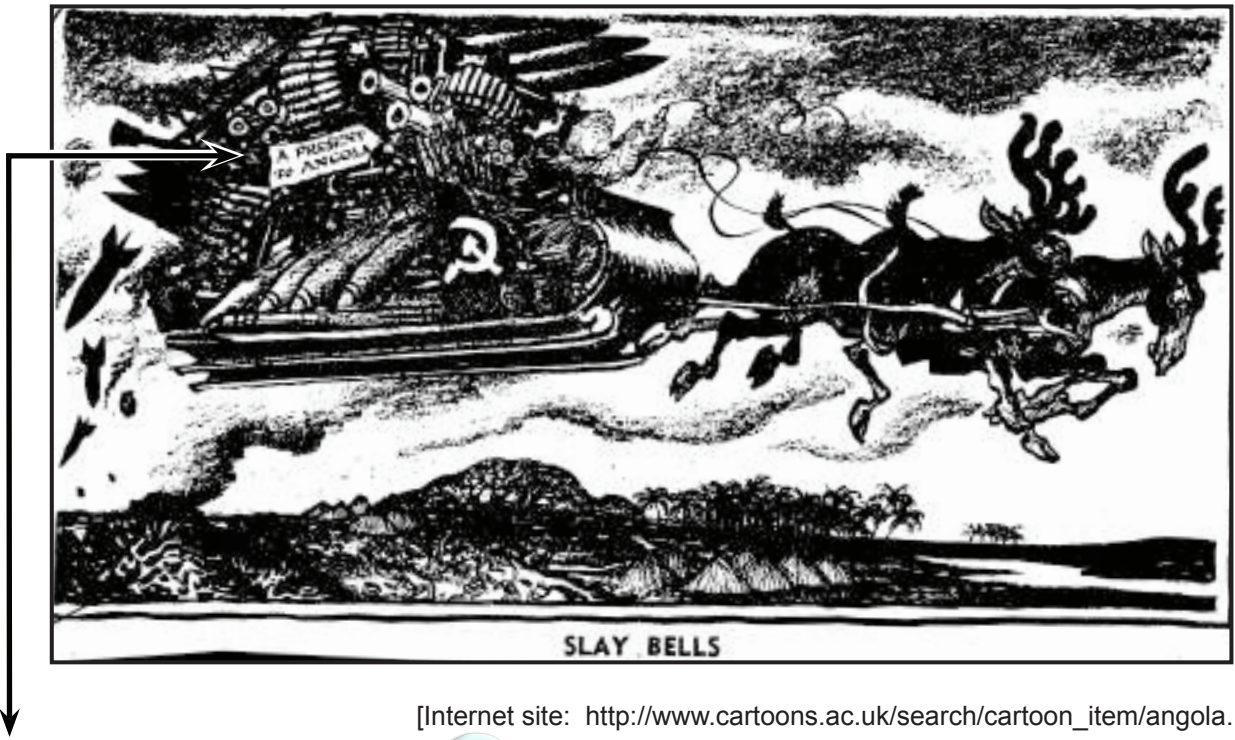
The South Africans began sending supplies for UNITA and setting up training camps for UNITA. Finally on 16 October 1975 the South African army invaded Angola ... By 15 November the [South African army] had moved 700 km north and were only 200 km from the capital ... In December two other South African armoured columns entered Angola ... Whenever South African forces captured a town, UNITA moved in to set up local administrations.

... In these circumstances the MPLA appealed for help from the eastern bloc. Cuba and the Soviet Union were not prepared to allow the US and South Africa to defeat the MPLA, and they poured in support during January and February (1976).

[From: *Beggar Your Neighbours: Apartheid Power in Southern Africa* by J Hanlon]

**SOURCE 1B**

The following is a cartoon by British cartoonist, Leslie Gilbert. It depicts the Soviet Union as Santa Claus on his sleigh, delivering presents in the form of weapons to the MPLA which were used in the civil war against UNITA and the FNLA. The cartoon was entitled 'Slay Bells'. 'Slay' means to kill.



**A PRESENT TO ANGOLA**

[Internet site: [http://www.cartoons.ac.uk/search/cartoon\\_item/angola](http://www.cartoons.ac.uk/search/cartoon_item/angola).

Accessed from British Cartoon Archive 13 May 2013.]





**SOURCE 1C**

This is part of an interview that was conducted with the former South African Prime Minister, BJ Vorster, by Clarence Rhodes of UPITN-TV (United Press International Television News) on 13 February 1976.

**Rhodes:** President Kaunda of Zambia described the Soviet and the Cuban intervention in Angola. I think the quote is 'a plundering (thieving) tiger and its deadly cub'. ...Would you say that this then poses a bigger threat than the emergence of yet another independent black African nation on South African borders?

**Prime Minister Vorster:** Yes, because here you haven't got an independent black African country coming into existence on South African borders. You have a Cuban force of thousands – estimated at this stage between 10 and 13 thousand – taking part in a civil war in Southern Africa and if that were the end of it, one could have shrugged one's shoulders and said, okay, they will go back tomorrow. But knowing the communists, knowing the Cubans, there is nobody who can tell you at this stage that they are going home, once they have put the MPLA in the saddle. I think it must be accepted that they are here to stay and I think it must be accepted that just as much as they subverted (destabilised) or at least, as much as they are trying to subvert [spread communism in] Angola, they will try to subvert other Southern African countries.

Because, make no mistake about it ... world domination has always been and to this very day, is still the aim of the communists. And I for one believe ... they are preparing for that conventional war. Look at their conventional armaments compared to those of the free world, of the Western countries ... if they can control the southern tip of Africa, they have a tremendous advantage in any conventional war; apart from the raw materials that they can get from Angola and other Southern African countries, they will control the Cape sea route which is the lifeline of Europe.

[Internet site: <http://www.sahistory.org.za/archive/interview-south-african-prime-minister-mr-b-j-vorster-mr-clarence-rhodes-upitn-tv-13-february>. Accessed on 13 May 2013.

## SOURCE 1D

The following is a transcript of a news bulletin that was presented by the South African Broadcasting Corporation (SABC) on 10 August 1982.

Good evening. Another 113 SWAPO terrorists have been killed in continuing Security Force operations aimed at SWAPO bases in southern Angola. The Prime Minister and Minister of Defence have expressed the government's sympathy with families of the fifteen South African airmen and soldiers killed. They said events like this shook the people of South Africa, but comfort could be drawn from the fact that the deaths were incurred maintaining civilisation. They sacrificed their lives in the preservation of the norms and values of a Christian community. In the modern world, the barbarian\* at the gates is the terrorist\*\*...

Through condolences to friends and relatives has run a common theme: the fifteen died for a cause ... The South African and South West African people and their leaders have stood firm against the barbarian\* onslaught filtering across their borders ... SWAPO bases on the Angolan border must be taken out.

[From: *South Africa: A Different Kind of War* by J Frederikse]

- \* **Barbarian: a negative word used by the apartheid regime to refer to activists from the liberation movements which operated in exile.**
- \*\* **Terrorist: a word used by the apartheid regime to refer to freedom fighters.**



QUESTION 2

HOW SUCCESSFUL WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) IN HEALING OUR PAST?

SOURCE 2A

This is a photograph of the first Truth and Reconciliation Commission hearing that took place in East London on 15 April 1996.



[Internet site: <http://qu301southafrica.com/tag/reconu>. Accessed on 3 May 2013]

## SOURCE 2B

The following extract focuses on the assassination of anti-apartheid activist and attorney, Griffiths Mxenge, on 20 November 1981.

On 20 November 1981, Mr Griffiths Mxenge was found dead in a cycling stadium at Umlazi. Three Vlakplaas operatives namely, Commander Dirk Coetzee and askaris (spy/sell-out) Almond Nofemela and David Tshikilange were charged and convicted of the killing. Coetzee, Nofemela and Tshikilange applied for amnesty for Mxenge's killing.

Nofemela told the Commission that the four men intercepted (captured) Mxenge on his way home from work on the evening of 20 November 1981. They dragged him out his car and took him to the nearby Umlazi stadium where they beat and stabbed him repeatedly. Nofemela told the Commission that Mxenge had resisted his attackers fiercely until he was struck on the head with a wheel spanner. He fell to the ground, and the stabbing continued until he was dead ... Then they took his car, wallet and other belongings to make it look like a robbery. Mxenge's vehicle was later found, burnt out and abandoned, near the Golela border post between South Africa and Swaziland.

On 15 May 1997, Coetzee, Nofemela and Tshikilange were found guilty of killing Mxenge. At the request of the Commission's Amnesty Committee, sentencing was postponed until the Committee had reached a verdict on the applications ...

[Internet site: [www.justice.gov.za/trc/report/](http://www.justice.gov.za/trc/report/). Accessed on 3 May 2013]



**SOURCE 2C**

The following statement was issued by the Amnesty Committee of the TRC. It focuses on the reasons for the granting of amnesty to Dirk Coetzee, Almond Nofemela and David Tshikalange for the murder of Griffiths Mxenge.

The Amnesty Committee of the Truth and Reconciliation Commission today granted amnesty to Dirk Coetzee, David Tshikalange and Butana Almond Nofomela in respect of the murder of Durban attorney, Mr Griffiths Mxenge, in November 1981.

The Committee said that while ‘there may be some doubt’ about the identity of those who ordered or advised Coetzee to kill Mr Mxenge, there was no doubt that Coetzee had acted on ‘the advice, command or order of one or more senior members of the Security Branch’ of the South African Police.

The Committee placed on record its ‘strong disapproval’ of the conduct of the police in ‘arranging for the assassination of an attorney who was doing no more than his duty in providing adequate representation for persons facing criminal charges’.

In its findings, the Committee said: ‘On the evidence before us we are satisfied that none of the Applicants knew the deceased, Mxenge, or had any reason to wish to bring about his death before they were ordered to do so. We are satisfied that they did what they did because they regarded it as their duty as policemen who were engaged in the struggle against the ANC and other liberation movements. It is, we think, clear that they relied on their superiors to have accurately and fairly considered the question as to whether the assassination was necessary or whether other steps could have been taken ...’

The three amnesty applicants were convicted of Mr Mxenge’s murder during a trial in Durban after their amnesty application had been heard. As a result of the granting of amnesty, it will not be necessary for the trial court to proceed with the question of sentence.

[Internet site: [www.info.gov.za/speeches/1997/08050w13297.html](http://www.info.gov.za/speeches/1997/08050w13297.html). Accessed on 3 May 2013]

## SOURCE 2D

The following report by the South African Press Association (SAPA) outlines the reasons for the Mxenge family's opposition to the process of amnesty.

DURBAN 5 November 1996 — SAPA

### MXENGE FAMILY OPPOSES COETZEE'S AMNESTY APPLICATION

The family of slain human-rights lawyer, Griffiths Mxenge, on Tuesday said the granting of amnesty to former policeman Dirk Coetzee, who has confessed to ordering Mxenge's murder, would be a travesty (mockery) of justice ...

Mxenge's brother, Mhleli, 54, said Coetzee and his co-accused did not meet the criteria for amnesty as contained in the Promotion of National Reconciliation Act.

Mxenge slammed the hearing, saying: 'What annoys us is this interference with the due process of the law. We have battled hard to have Coetzee charged. Now these people are coming up with this ... amnesty hearing.'

In response to Coetzee's statement that he was acting under instructions at the time, Mxenge said: 'There is no evidence that killing their political opponents falls within the course and scope of their duties as members of the security police. I am, therefore, totally opposed to the granting of amnesty to Dirk Coetzee, Tshikilange and Almond Nofomela as this would be a travesty ...'

[Internet site: [www.justice.gov.za/trc/media/1996/9611/s961105h.html](http://www.justice.gov.za/trc/media/1996/9611/s961105h.html). Accessed on 3 May 2013]



**SOURCE 2E**

The following is part of an interview that Shaun de Waal, reporter from the *Mail and Guardian*, conducted with Mahmood Mamdani about South Africa's TRC process. Mamdani is an African academic and current director of the Makerere Institute of Social Research.

**Shaun de Waal:** So you're saying the TRC was the performative extension of the settlement reached at Codesa and, for all that, it did help to produce a political solution ...

**Mamdani:** ... Yet the TRC defined victims as though no apartheid had ever existed – simply as individuals whose bodily integrity had been violated. That is to put apartheid on the same plane as any dictatorship anywhere in the world. But apartheid affected the entire society, not just isolated individuals. Its cutting edge was legislation that defined the whole population into groups it called races, then it passed laws that enabled a minority and disabled the majority ...

The TRC was only dealing with individual violators of human rights, understood in a narrow way: his right over your person. It focused on those who broke the law in this respect. If it wanted to make itself more relevant to the future, the TRC could have educated the white population, in particular, that although most of them were not perpetrators they were beneficiaries. But then it would have had to take the limelight away from the torture and so on and refocus it on who benefitted – where you lived, which schools you went to, what jobs you could compete for...

I attended the hearings in Cape Town where FW de Klerk spoke. It was extraordinary because he apologised for apartheid and he spoke about apartheid in the terms I'm describing it. But the TRC was only interested in, 'Did you give the orders in this case, that case?' ...



EcoleBooks

[From: *Mail and Guardian*, 3–9 May 2013]

### QUESTION 3

#### WHAT IMPACT DID GLOBALISATION HAVE ON THE NEW WORLD ORDER?

#### SOURCE 3A

The following extract focuses on the phenomenon of globalisation.

Globalisation is the system of interaction among the countries of the world in order to develop the global economy. Globalisation refers to the integration of economics and societies all over the world. Globalisation involves technological, economic, political and cultural exchanges made possible largely by advances in communication, transportation and infrastructure.

There are two types of integration, negative and positive. Negative integration is the breaking down of trade barriers or protective barriers, such as tariffs and quotas ... The removal of barriers can be beneficial for a country if it allows for products that are important or essential to the economy. For example, by eliminating barriers, the costs of imported raw materials will go down and the supply will increase, making it cheaper to produce the final products for export (like electronics, car parts and clothes).

Positive integration on the other hand aims at standardising international economic laws and policies. For example, a country which has its own policies on taxation trades with a country with its own set of policies on tariffs. Likewise, these countries have their own policies on tariffs. With positive integration (and the continuing growth of the influence of globalisation), these countries will work on having similar or identical policies on tariffs ...

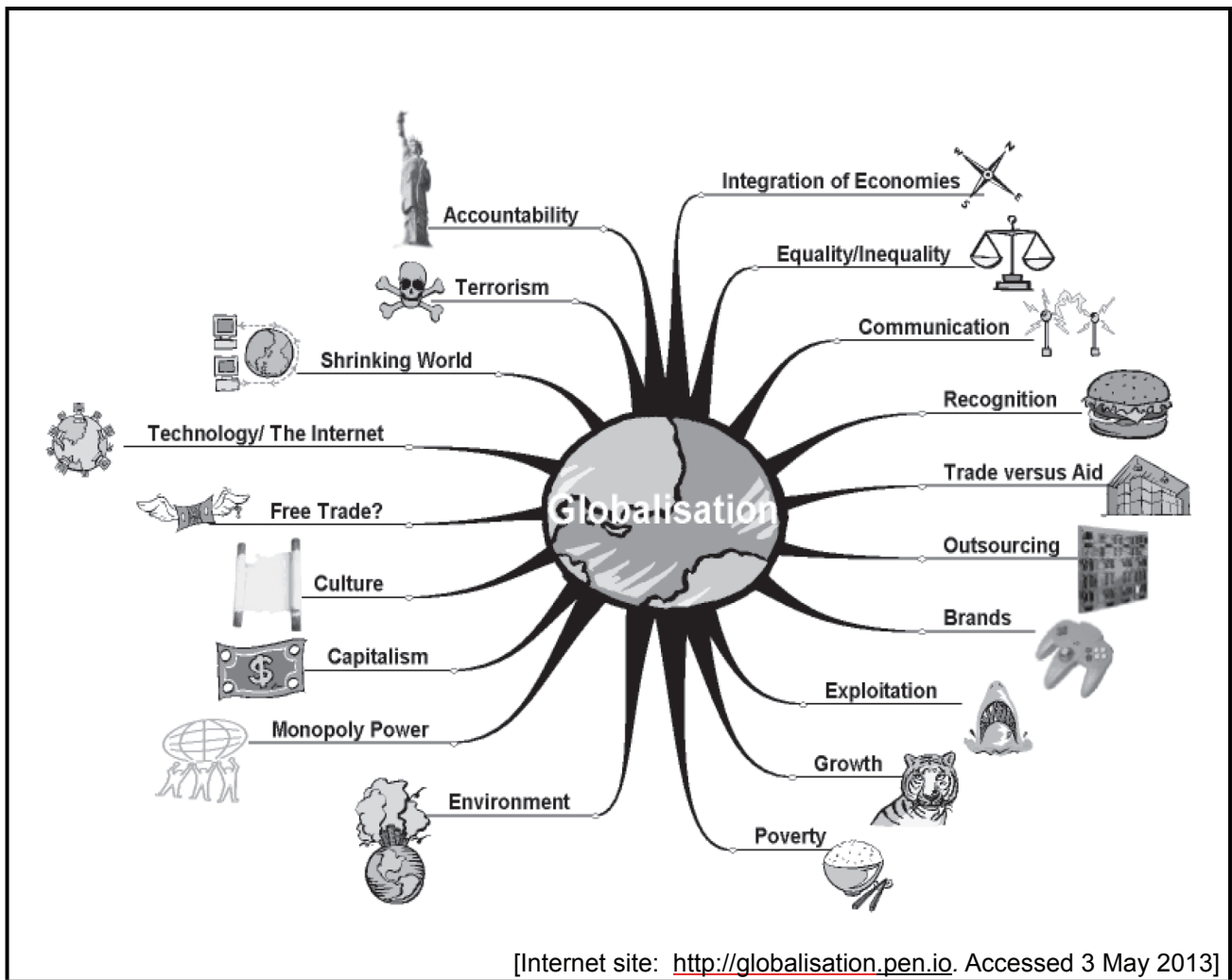
[Internet site: <http://hubpages.com/hub/Definition-of-Globalization>. Accessed 3 May 2013]





SOURCE 3B

The following source is a diagrammatic representation of the different features of globalisation.



### SOURCE 3C

The following article by the World Economic Forum Survey focuses on how people from 25 countries viewed globalisation.

#### **People around the world increasingly favour globalisation but worry about jobs, poverty and environment**

##### **World Economic Forum Survey of 25 000 citizens across 25 countries**

**New York, 1 February 2002**

The largest-ever public opinion poll on globalisation, covering countries with 67 per cent of the world's population, shows that people increasingly favour economic globalisation, but they have high expectations in some areas that will be difficult to satisfy. Citizens also have concerns about what they see as the damaging impacts of globalisation.

Conducted in late 2001 as part of the first comprehensive global survey of the post-September '11 world, the search revealed that:

- The majority of people in most countries surveyed expect that more economic globalisation will be positive for themselves and their families. Across the world, over six in ten citizens see globalisation as beneficial, while one in five sees it as negative.
- Positive views of globalisation have grown over the past year, especially in North America and Europe.
- Citizens, especially those in poorer countries, have high expectations that globalisation will deliver benefits in a number of economic and non-economic areas.
- However, citizens also believe that globalisation will worsen environmental problems and poverty in the world, and reduce the number of jobs in their country.
- Especially in G7 countries, most citizens do not believe that poor countries will benefit as much as rich countries from free trade and globalisation. However, the opposite is true in low GDP countries.

The World Economic Forum poll involved 25 000 in-person or telephone interviews across mainly 'Group of 20' countries and was conducted between October and December 2001 ... Majorities of people in 19 of 25 countries surveyed expect that more economic globalisation will be positive for themselves and their families. While over six in ten citizens worldwide (62 per cent) see globalisation as positive ... The strongest supporters are found in northern Europe, North America, and poorer countries in Asia ...

[Internet site: [www.globescan.com/news\\_archives/press\\_inside.htm](http://www.globescan.com/news_archives/press_inside.htm). Accessed 3 May 2013]

**SOURCE 3D**

The following article by Prabhakar Pillai is entitled 'The Negative Effects of Globalisation'. It focuses on his views about globalisation.

In order to cut down costs, many firms in developed nations have outsourced their manufacturing and white-collar jobs to 'Third-World' countries like India and China, where the cost of labour is low. The most prominent among these have been jobs in the customer-service field as many developing nations have a large English-speaking population – ready to work at one-fifth of what someone in the developed world may call 'low-pay' ...

There are various schools of thought which argue that globalisation has led to an increase in activities such as child labour and slavery. In countries with little or no accountability, corporations employing children can work smoothly by bribing the officials, which may result in an increase in illegal activities ...

Globalisation may have inadvertently (unintentionally) helped terrorists and criminals. At the heart of globalisation is an idea that humans, materials, food, etc., be allowed to travel freely across borders, but 9/11 was a ghastly (terrible) reminder that people with evil intentions can use it as an opportunity and cause damage.

It is not only the developed nations that are complaining about its negative effects, people in developing nations, where most of the industries have been set up, have their own set of reasons against globalisation. They often complain that their cities have been reduced to garbage-dumps where all the industrial waste is accumulated and pollution levels are sky-high.

Fast-food chains like McDonald's and KFC are spreading fast in the developing world. People are consuming more junk food which has an adverse impact on their health ...

While the rich are getting richer, the poor are struggling for a square meal. If the current Occupy Wall Street protests are a reminder of how angry people are with the current set-up, then those who govern us should take notice, and work towards alleviating (removing) poverty. Ideally, globalisation should have resulted in the creation of wealth and prosperity, but corporate greed and corrupt government has ensured that money is not distributed equally.

[Internet site: <http://www.buzzle.com/articles/negative-effects-of-globalization.html>. Accessed 03 May 2013]

SOURCE 3E

A photograph showing activists protesting against the World Trade Organisation (WTO) in Washington in 1999.



[Internet site: <http://content.lib.washington.edu/wtoweb/images/wto-protest.jpg>. Accessed 3 May 2013]



MARCH AGAINST  
WTO GLOBAL INJUSTICE

**QUESTION 1**

**WHY DID SOUTH AFRICA BECOME INVOLVED IN THE ANGOLAN CIVIL WAR?**

Study Sources 1A, 1B, 1C and 1D to answer the questions that follow.

1.1 Refer to Source 1A.

1.1.1 Which organisation did the apartheid government support during the Angolan civil war? (1 x 1) (1)

1.1.2 List FOUR Angolan economic installations that were targeted by the South African Defence Force. (4 x 1) (4)

1.1.3 Using the information in the source, explain THREE reasons why the apartheid government felt threatened by the MPLA leadership in Angola. (3 x 2) (6)

1.1.4 In the context of the Angolan civil war, explain why the MPLA requested assistance from Cuba and the USSR. (1 x 3) (3)

1.2 Study Source 1B.

1.2.1 What message does the cartoon convey regarding the Soviet Union's support for the MPLA in Angola? Explain your answer using the visual clues in the cartoon. (2 x 2) (4)

1.2.2 Explain to what extent this cartoon may be regarded as biased. (2 x 2) (4)

1.3 Consult Source 1C.

1.3.1 According to Kaunda, which TWO communist countries supported the MPLA? (2 x 1) (2)

1.3.2 Define the term *communism* in your own words. (1 x 2) (2)

1.3.3 Explain why Prime Minister Vorster did not consider Angola as 'an independent black African country'. (2 x 2) (4)

1.3.4 Comment on Prime Minister Vorster's reference to the word 'communists' in the context of the Angolan civil war. (1 x 2) (2)

1.4 Use Source 1D.

1.4.1 Quote TWO negative words that were used to describe the South West Africa People's Organisation (SWAPO) on the SABC news bulletin. (2 x 1) (2)

1.4.2 How did the SABC justify the deaths of the 15 SADF airmen and soldiers who were killed in Angola? (2 x 2) (4)

1.4.3 Explain to what extent the information in Source 1D would be useful for a historian researching the use of propaganda during South Africa's participation in the Angolan civil war. Use relevant examples from the source to support your answer. (2 x 2) (4)

1.5 Use the information in the relevant sources and your own knowledge, to write a paragraph of about 8 lines (about 80 words) explaining why South Africa became involved in the Angolan civil war. (8)

**[50]**

## QUESTION 2

### HOW SUCCESSFUL WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) IN HEALING OUR PAST?

Study Sources 2A, 2B, 2C and 2D to answer the questions that follow.

#### 2.1 Study Source 2A.

2.1.1 When and where was South Africa's first TRC hearing held? (2 x 1) (2)

2.1.2 Define the concept *reconciliation* in your own words. (1 x 2) (2)

2.1.3 Explain why the TRC chose to use the slogan 'Healing Our Past' during its hearings, as shown in the photograph. (1 x 2) (2)

2.1.4 Comment on why you think the TRC was considered to be a significant event in South Africa's history. (1 x 3) (3)

#### 2.2 Consult Source 2B.

2.2.1 Name the THREE apartheid operatives who were charged with the murder of Griffiths Mxenge. (3 x 1) (3)

2.2.2 How, according to Nofemela, was Griffiths Mxenge murdered? (2 x 2) (4)

2.2.3 Why, do you think, were the three apartheid operatives found guilty of the killing of Mxenge but not sentenced? Support your answer with relevant evidence. (2 x 2) (4)



#### 2.3 Use Source 2C.

2.3.1 Explain why the THREE apartheid operatives were granted amnesty. (1 x 2) (2)

2.3.2 'It will not be necessary for the trial court to proceed with the question of sentence.' Why, do you think, was this statement made? (1 x 2) (2)

2.4 Refer to Sources 2B and 2C. Explain to what extent an historian would consider the information in Sources 2B and 2C useful when writing about the granting of amnesty to those responsible for the death of Griffith's Mxenge. (2 x 2) (4)

#### 2.5 Consult Source 2D.

2.5.1 How did Griffiths Mxenge's family react to the application for amnesty of the three apartheid operatives? (1 x 2) (2)

2.5.2 Explain why the Mxenge family responded in this manner to the granting of amnesty to the three apartheid operatives. (2 x 2) (4)

2.6 Read Source 2E.

2.6.1 How does Mamdani view the manner in which the TRC dealt with the victims of apartheid? (1 x 2) (2)

2.6.2 Mamdani suggests that the TRC process was flawed. What change did he propose that might have made the TRC more successful in its attempt to 'heal' the past? (1 x 2) (2)

2.6.3 Comment on the meaning of Mamdani's statement: 'The TRC was only interested in, "Did you give the orders in this case, that case?" ' (2 x 2) (4)

2.7 Use the information in the relevant sources and your own knowledge, to write a paragraph of about 8 lines (about 80 words), explaining to what extent the TRC was successful in healing our past. (8)

[50]



### QUESTION 3

#### WHAT IMPACT DID GLOBALISATION HAVE ON THE NEW WORLD ORDER?

Study sources 3A, 3B, 3C, 3D and 3E and answer the questions that follow.

3.1 Use Source 3A.

3.1.1 Define the term *globalisation* in your own words. (1 x 2) (2)

3.1.2 Quote the TWO types of integration mentioned in the source in the context of globalisation. (2 x 1) (2)

3.1.3 According to the information in the source, what might be the negative effects of removing tariffs on the economies of developing countries situated on the African continent? (2 x 2) (4)

3.2 Study Source 3B.

3.2.1 Using the information in the source, identify THREE features of globalisation. (3 x 1) (3)

3.2.2 Explain whether you think these changes (as identified in QUESTION 3.2.1) have had a positive or a negative impact on the various countries of the world. Support your answer with relevant evidence. (3 x 2) (6)

3.3 Refer to Source 3C.

3.3.1 According to the information in the source, why did an increasing number of people favour economic globalisation? (1 x 2) (2)

3.3.2 Quote any TWO positive aspects that the global survey revealed about globalisation. (2 x 1) (2)

3.3.3 As a historian, explain the limitations of using this source when researching the effects of globalisation. (1 x 3) (3)

3.4 Consult Source 3D.

3.4.1 Identify FOUR negative effects of globalisation. (4 x 1) (4)

3.4.2 Explain how globalisation contributed to the negative effects (as identified in QUESTION 3.4.1). Support your answer with a valid reason. (1 x 2) (2)





- 3.5 Refer to Sources 3C and 3D. Explain how the information in these sources would be useful to a historian studying globalisation. (2 x 2) (4)
- 3.6 Refer to Source 3E.
- 3.6.1 What TWO factors, do you think, prompted activists to embark on protest action? (2 x 1) (2)
- 3.6.2 Comment on the significance of the words, 'Global Injustice', as shown on the banner, in the context of globalisation. (1 x 2) (2)
- 3.7 Consult Source 3D and Source 3E and explain how the information in these sources support each other regarding the negative effects of globalisation. (2 x 2) (4)
- 3.8 Use the information from the relevant sources and your own knowledge, to write a paragraph of about 8 lines (about 80 words), explaining how globalisation has created a new world order from 1989 to the present.(8)

**[50]**



## 6. ASSESSMENT TASKS: ESSAY QUESTIONS

### 1. TOPIC 1: CHINA OR VIETNAM

#### QUESTION 1A: CHINA

Discuss to what extent Mao transformed China from an underdeveloped country to a superpower between 1949 and 1976. [50]

#### QUESTION 1B: VIETNAM

'... All the military might of a superpower could not defeat a small nation of peasants.'

Critically discuss this statement in the light of United States of America's involvement in Vietnam between 1965 and 1975. Use relevant examples to support your answer. [50]

### 2. TOPIC 2: INDEPENDENT AFRICA

#### QUESTION 2: CONGO AND TANZANIA

Write a comparative essay on the political successes and challenges that post-colonial leaders of both the Congo and Tanzania faced between the 1960s and the 1980s. [50]

### 3. TOPIC 4: CIVIL RESISTANCE IN SOUTH AFRICA: 1970s TO 1980s

#### QUESTION: 4: THE CRISIS OF APARTHEID IN THE 1980s

Explain how internal mass civic resistance and international pressure contributed to the demise (fall) of the apartheid regime in the 1980s. [50]

### 4. TOPIC 5: THE COMING OF DEMOCRACY IN SOUTH AFRICA AND THE COMING TO TERMS WITH THE PAST

#### QUESTION: 5: THE NEGOTIATED SETTLEMENT AND THE GOVERNMENT OF NATIONAL UNITY

Allister Sparks argues that the process of negotiation 'was always a crisis-driven process'.

Critically assess Allister Spark's statement with reference to the process of negotiation in South Africa between 1990 and 1994. [50]

## 7. GUIDELINES FOR LEARNERS AND TEACHERS:

EXEMPLAR RESPONSES:

RESEARCH ASSIGNMENT

# GRADE 12: RESEARCH ASSIGNMENT

SCHOOL: XYZ SECONDARY SCHOOL

NAME OF LEARNER: LA DUMA

SUBJECT: HISTORY

### QUESTION:

'The women of South Africa have been leading the struggle hand in hand with the men. There has never been any difference except that the women's side is more vulnerable to any oppression, the side of their home and the children.' (Albertina Sisulu)

With reference to the above statement, critically discuss how the role of women in the struggle against apartheid was different from that of men.



### STATEMENT OF AUTHENTICITY

I HEREBY DECLARE THAT ALL PIECES OF WRITING CONTAINED IN THIS RESEARCH ASSIGNMENT, ARE MY OWN ORIGINAL WORK AND THAT IF I MADE USE OF ANY SOURCE, I HAVE DULY ACKNOWLEDGED IT.

LEARNER'S SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

## A POEM PAYING TRIBUTE TO SOUTH AFRICAN WOMEN

### Praise to our Mothers

If the moon were to shine tonight  
To light up my face and show off my proud form  
With beads around my neck and shells in my hair  
And a soft easy flowing dress with the colours of Africa

If I were to stand on top of a hill  
And raise my voice in praise  
Of the women of my country  
Who have worked throughout their lives  
Not for themselves, but for the very life of all Africans  
Who would I sing my praises to?  
I could quote all the names  
Yes, but where do I begin?!  
Do I begin with the ones  
Who gave their lives  
So that we others may live a better life  
The Lilian Ngoyis, the Victoria Mxenges  
The Ruth Firsts  
Or the ones who have lost their men  
To Robben Island and their children to exile  
But carried on fighting  
The MaMotsoaledis, the MaSisulus  
The Winnie Mandelas?  
Or maybe I would sing praises to  
The ones who have had the resilience  
And cunning of a desert cobra  
Priscilla Jana, Fatima Meer, Beauty Mkhize  
Or the ones who turned deserts into green vegetable gardens  
From which our people can eat, Mamphela Ramphele, Ellen Khuzwayo



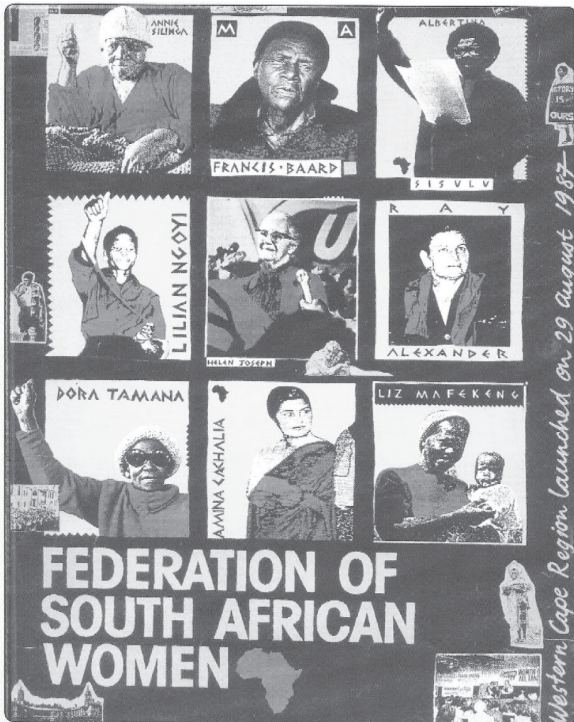
Or would the names of the women  
Who marched, suffered solitary confinement  
and house arrests  
Helen Joseph, Amina Cachalia, Sonya Bunting, Dorothy Nyembe,  
Thoko Mngoma, Florence Matomela, Bertha Mkhize,  
How many more names come to mind  
As I remember the Defiance Campaign  
The fights against Beer Halls that suck the strength of our men  
Building of alternative schools away from Bantu Education  
And the fight against pass laws

Maybe, maybe, I would choose a name  
Just one special name that spells out light  
That of Mama Nokukhanya Luthuli  
Maybe if I were to call out her name

From the top of the hill  
 While the moon is shining bright;  
 No — Ku — Kha — nya!  
 NO — KU — KHA — NYA!!!  
 Maybe my voice would be carried by the wind  
 To reach all the other women  
 Whose names are not often mentioned  
 The ones who sell oranges and potatoes  
 So their children can eat and learn  
 The ones who scrub floors and polish executive desktops in towering office blocks  
 While the city sleeps  
 The ones who work in overcrowded hospitals  
 Saving lives, cleaning bullet wounds and delivering new babies  
 And the ones who have given up  
 Their places of comfort and the protection of their skin colour  
 Marian Sparg,  
 Sheena Duncan,  
 Barbara Hogan, Jenny Schreiner.  
 And what of the women who are stranded in the homelands  
 With a baby in the belly and a baby on the back  
 While their men are sweating in the bowels of the earth?  
 May the lives of all these women  
 Be celebrated and made to shine  
 When I cry out Mama Nokukhanya's name  
 NO — KU — KHA — NYA!!!  
 And we who are young, salute our mothers  
 Who have given us  
 The heritage of their Queendom!!!



**Gcina Mhlophe**



A FEDSAW poster commemorating the role of South African women in the struggle for freedom. Taken from *Celebrating Women in South African History*.

## MONITORING LOG OF LA DUMA – GRADE 12C

DATE	ACTIVITY	COMMENT
<b>JANUARY 2014</b>	Commenced	Key question finalised
<b>FEBRUARY</b>	<b>FIRST DRAFT</b> <ul style="list-style-type: none"> <li>• Analysed the topic and understood the focus of the key question.</li> <li>• A preliminary bibliography was submitted.</li> </ul>	References in bibliography include a variety of sources: books, magazine articles, interviews, etc.
<b>APRIL</b>	<b>SECOND DRAFT</b> <ul style="list-style-type: none"> <li>• Planning and research notes made available.</li> <li>• Synopsis of the main argument in research assignment was submitted.</li> </ul>	Draft was submitted. Comments made by teacher and returned to learner for re-working.
<b>MAY</b>	SUBMIT FINAL COPY	
<b>JULY</b>	FEEDBACK	Project was moderated at three levels: School, cluster and district.
<b>AUGUST</b>	Presentation of projects to school and community.	

TEACHER'S NAME: Mrs BA Starr



TEACHER'S SIGNATURE: \_\_\_\_\_

LEARNER'S SIGNATURE: \_\_\_\_\_

**SCHOOL STAMP:**

## INTRODUCTION

This research project examines the role played by women during the liberation struggle and attempts to answer the question of how different the role of women was to that of men during the struggle against apartheid. Albertina Sisulu, one of the most important leaders of the anti-apartheid resistance, has argued that women fought 'side-by-side' with men; but she also suggested that they were particularly vulnerable to oppression because of their role as mothers and wives. This research assignment presents evidence which supports Albertina Sisulu's statement. In answering this question, I have studied a variety of sources. These sources include books by historians, documents, oral sources, the Internet and other media. My approach is to look at the strategies employed by a selection of dedicated women who played a key role in the liberation struggle.

In *The Women's Federation March of 1956*, Lilian Ngoyi, is singled out as one of the significant leaders who represented the struggle of millions of black South African women.

'She found herself, as do millions of black women across the land, the victim of both race and sex discrimination. She demonstrated that it was possible not only to transcend the limits imposed on her in this way, but that the struggle in South Africa could not be successfully waged unless women and women's issues constituted a central part of liberation strategy. Neither the state with all its might, nor morality could really silence these phenomenal women'

(Human, M., Mutloatse, M. & Masiza, J. 2006:62).

This statement is the starting point of my research assignment. It has been said that during apartheid millions of black South African women faced the triple oppression of being black, being women and being poor. This research assignment shows how some women challenged the social convention that women should look after the home, and men should be the authority figure and play a central role in politics. The women discussed in this assignment demonstrated that during the apartheid years, women not only played a key role as wives and mothers but also as political activists and anti-apartheid campaigners. In addition, although there was no feminist movement in South Africa in the apartheid period, sometimes black and white women did unite to fight against apartheid, for example, the anti-pass protest in 1956 organised by the non-racial Federation of South African Women (FEDSAW).

I seek to identify how South African women fought to overcome the many challenges and limitations imposed on them because of their gender as well as by the repressive policies of the National Party government.

## BACKGROUND

The resistance by black women to racial inequality in South Africa began long before apartheid was officially introduced in 1948. As early as 1912, women were involved in a passive resistance campaign in support of the black and Indian miners who were striking for better wages and improved working conditions. Also, in 1913, in the Free State, black and Coloured women resisted the carrying of passes.

In 1918, Charlotte Maxeke established the Bantu Women's League to resist the pass laws. The reason they joined the Bantu Women's League and not the ANC was due to the fact that women were not allowed to be members of the ANC at that time. The resistance of women to the racially discriminating laws continued into the 1930s. The activism of women took on a new dimension when women were finally permitted to join the ANC in 1943. In addition, they formed the ANC's Women's League and Ida Mtwana became the first president.

In 1948, the National Party government came to power and introduced the policy of apartheid in South Africa. During the apartheid years (1948–1994), South Africa was a divided society where people's status and rights were determined by their race. It was a country where the minority white government passed laws to segregate and discriminate against the majority black population. This policy included laws such as the *Population Registration Act* that classified all South Africans according to race and the *Group Areas Act* that forced people to live in racially segregated areas. There were many women who reacted with anger, frustration and outrage at these unfair and unjust laws. Many of these women became anti-apartheid activists and their resistance to apartheid cost them dearly.

During the 1950s, women became more militant and in 1952, the Defiance Campaign drew many women into civil disobedience and activism against the unjust apartheid laws. Partly in response to their experiences during the Defiance Campaign, a new women's organisation was established in 1954. The Federation of South African Women (FEDSAW) united women of all racial groups, from various organisations, including the ANC, the SAIC (South African Indian Congress), the Non-European United Front, various trade unions and civic associations. This was a multi-racial women's organisation which included teachers, nurses and factory workers as well as housewives. These women pledged to draw up a Women's Charter to end inequality. This Women's Freedom Charter began with the words:

'We, the women of South Africa, wives and mothers, working women and housewives, African, Indian, European and Coloured, hereby declare our aims of striving for the removal of all laws, regulations, conventions and customs that discriminate against us as women and that deprive us in any way of our inherent right to the advantages, responsibilities and opportunities that society offers to any one section of the population.'

In 1956 FEDSAW jointly organised a 20 000 strong march to the Union Buildings in Pretoria to protest against the extension of the pass laws to African women. Although this campaign did not lead to a repeal of the pass laws, the show of strength and unity by women encouraged other women to continue the struggle. In the decades that followed women continued to persevere and pursue the dream of equality and a democratic South Africa.



## BODY OF ESSAY

The men and women involved in the liberation struggle paid a heavy price for democracy and freedom:

‘These were people who sacrificed families, homes, communities and incomes. They weren’t home for bedtimes and quality time. They weren’t there to talk after a bad day. They missed their parents’ funerals and cousins’ weddings. Freedom was won by those that dreamt up a maybe, an element of uncertainty, a risk’ (Naidoo, P., 2002:12).

This research assignment focuses on ‘these people’. In particular, it focuses on the women who sacrificed time with their children and families to pursue the struggle against apartheid. I intend to show how these women stepped out of their conventional domestic roles to play an important part in the liberation movement in South Africa. Through their experiences we can better understand that political freedom in South Africa has come at a cost.

Women played many different roles in the struggle. They raised their own children and the children of others, held down jobs and maintained households. They also defended the oppressed, established new organisations, supported the families of political prisoners and those in detention. They helped to establish organisations, hospitals, colleges and institutes, assisted the unemployed, obtained scholarships for the underprivileged, organised protests, attended conferences, travelled abroad, lectured. They were banned, placed under house arrest, detained, imprisoned and in some cases were killed for demanding democracy and equal rights for all South Africans.

**Albertina Sisulu**, was one such woman. She was a nurse, a mother, a wife and became one of the most important anti-apartheid political activists, earning her the title ‘Mother of the Nation’ for her selfless dedication to the liberation struggle. She took on leadership positions in both the ANC Women’s League and the Federation of South African Women.



Albertina Sisulu became the first woman to be arrested under the *General Laws Amendment Act* and was jailed for two months, during which she was harassed and taunted psychologically. She was placed in solitary confinement in 1981 and 1985, banned and subjected to house arrest. The book, *Winnie Mandela, A Life*, recounts Albertina Sisulu’s support of Winnie Mandela in prison:

‘As a result of the appalling conditions and the shock of her situation, she started haemorrhaging. Terrified that she was having a miscarriage, Winnie sank to her knees and buried her head in her hands. Albertina Sisulu, a trained midwife, realised that something was terribly wrong, and pushed the women surrounding Winnie out of the way so that there was enough room for her to lie down. Albertina took off her own jacket and wrapped it around Winnie to keep her warm, and gave strict instructions that she was not to move. The simple, basic care paid off, and Winnie’s baby was saved’

(Du Preez Bezdrob, 2003:78)

This was an unwavering act of compassion. It also shows the vulnerability of women activists during their fight for freedom.

As a ‘negotiator’ in the political arena, Albertina Sisulu established international networks and support bases for the anti-apartheid movement. In the late 1980s she led a delegation of the United Democratic Front (UDF) leaders to Europe to meet British Prime Minister, Margaret Thatcher, and to the USA to meet US President, George Bush Sr. to gain support for the liberation movement. In 1994, Albertina Sisulu served as a member of parliament in South Africa’s first democratic government. These examples from Sisulu’s life story illustrate the role that women played as activists, but also show that at times women experienced their oppression differently to men.

Another woman who played a key role in the liberation struggle was **Fatima Meer**. Born in Durban, Meer was the daughter of an ordinary shop assistant, journalist and editor of *Indian Views*. Durban is a multi-cultural city and Meer established the Durban and District Women's League to promote good relations between Indians and Africans and through this organisation initiated a number of social-welfare projects.

In 1946 Fatima Meer participated in the passive resistance campaign organised by the South African Indian Congress against apartheid laws. In 1952 she took part in the Defiance Campaign which had been inspired by SAIC's earlier campaign and four years later in the women's anti-pass campaign.

Fatima Meer was also a close friend of Nelson and Winnie Mandela and served six months in detention with Winnie Mandela because of her involvement with the Black Women's Federation. In her book, *Higher than Hope*, Fatima Meer recalled that Nelson Mandela did not even discuss some of his decisions with his family, but took it for granted that their support would be unconditional. Therefore, women also need to be acknowledged for the supporting role they played and the way they suffered as a result of their husbands' and fathers' involvement in resisting the apartheid government.

Like many of her male comrades, Fatima Meer was banned from 1952 to 1954 under the *Suppression of Communism Act*. Her banning orders restricted her movements and she could not publish or engage in any political activity.

During the 1960s Fatima Meer lectured in the sociology departments at the Universities of Natal and the Witwatersrand (this in itself was a noteworthy achievement for a woman at that time), and took a particular interest in education. In 1953 the *Black Education Act* was introduced by HF Verwoerd. This Act had a devastating impact on the South African black population as it delivered an unequal, inferior education system. Black children were educated to become unskilled labour and to remain inferior in apartheid society. Meer was aware that there was a high illiteracy rate among Africans, both in townships and rural schools where children had little access to formal education. In order to address the desperate need for education among the African population, she initiated school building programmes in Umlazi, Port Shepstone, Phambili and Inanda. She also established a craft centre in Phoenix and later founded the Khanyisa school project for African children and the Tembelihle Tutorial College to train African students in secretarial skills and established a craft centre for the unemployed to teach them sewing and knitting. Meer's projects helped to empower black women by teaching them skills that allowed them to become self-sufficient and self-employed in order to better support their families.

It is clear that Meer channelled much of her human resources into trying to improve the quality of education amongst black South African children and saw that this was important to help realise the dream of a South African democracy.

Another great woman activist was **Lilian Masediba Ngoyi**. She was the daughter of a miner and a domestic worker. She played a significant role in the struggle as a teacher, an activist, a treason trialist, a trade unionist, a founding member of FEDSAW and later became president of the ANC Women's League. Ezekiel Mphahlele described her as 'the woman factory worker who is tough granite on the outside, but soft and compassionate deep down in her...' (Human, M.; Mutloatse & Masiza, J., 2006:63).

Lilian Ngoyi also played a pivotal role during the Defiance Campaign when she was arrested for using a post office reserved for whites only. The prominent presence of women during this campaign, alongside their male counterparts, strengthened the unity that existed in the struggle against repression in South Africa.

As a founding member of the Federation of South African Women (FEDSAW), she played a key role in organising the anti-pass demonstration to Pretoria in 1956. The introduction of passes for women was an attack on women's domestic roles, their ability to look after their children and their homes, which forced many into political activism. In a letter to government, FEDSAW stated the following:

'At a Congress of Mothers held in Johannesburg in August 1955, the many women present unanimously passed a resolution that a mass deputation of women of all races should be sent to the Union Building ... As women, we shall protest particularly against the proposed extension of the pass system to African women and against the housing conditions in which many thousands of African families must live.'

During the women's march to the Union buildings on 9 August 1956, the women famously told the Prime Minister Strijdom:

**'WATHINT' ABAFAZI, WATHINT' IMBOKOTHO  
YOU'VE TAMPERED WITH THE WOMEN  
YOU'VE KNOCKED AGAINST A ROCK'**



Albert Luthuli, former president of the ANC, described the strength of women during the anti-pass march to Pretoria by saying:

‘Our women have played a major part in conferences and demonstrations. Furthermore, women of all races have had far less hesitation than men in making common cause about things basic to them’ (Luthuli, A., 2006:188).

This was an example where women of all races united to resist the repressive apartheid government. This point of view was reinforced by Albertina Sisulu when she said:

‘Well, the 9<sup>th</sup> of August to us was an eye-opener. In the sense, that we thought that men could really be the people to carry reference books. But when it turned to us, we felt it’s something else now. So, all we had to do was to rally the women against you, you know accepting the reference books for women. Because we said, you know, we have got our reference books, our children to look after we just had no business and did not have any business to carry passes like men. We have seen the problem, what the passes have done to our men – being arrested at work and you are waiting for him. Let us say no to the reference books’

(Human, M.; Mutloatse & Masiza, J., 2006:113).

Lillian Ngoyi was arrested in 1956 for high treason. She spent a significant amount of time in solitary confinement. An extract from her biography highlights the price that she paid for her activism against the apartheid regime:

‘The authorities were determined to silence Lillian and, in 1962 she was given further restrictions, confining her to her suburb of Orlando in Soweto. She survived as best she could, sewing from home. The Special Branch (Security Police) would try to scare away her customers by threatening them with prison, or accusing them of subversive activities ...’

(Quoted in Bottaro, J.; Visser, P. & Worden, N., 2012:206).

For Ngoyi’s selfless struggle in fighting against the apartheid regime the ANC awarded her the prestigious Isitwalandwe/Seaparankoe Award.

One of the other leaders in the 1956 women’s march to Pretoria was **Helen Joseph**. Born in England, Joseph came to South Africa as a teacher in 1931. After leaving to serve in the Air Force in World War II, she returned and worked with the Garment Workers Union as a Social Welfare Officer. Here she met Solly Sachs, who was a communist hated by Afrikaner nationalists for organising young Afrikaans women into a multi-racial Garment Workers’ Union. Joseph also joined the South African Congress of Democrats (SACOD), an organisation that was affiliated to the ANC and encouraged white activism against apartheid.

Before moving to South Africa, Joseph had worked as a teacher in India and came to embrace the meaning behind the Hindu greeting ‘namaste’ (the God in me honours the God in you). If God is in everyone, how could we ever discriminate, or fail to help those who are harmed? This philosophy influenced her to act against the inequalities of apartheid.

Helen Joseph had the opportunity to read out the clauses of the Freedom Charter at the Congress of the People and played a key role in the formation of FEDSAW and the women’s march in 1956. Alongside other anti-apartheid activists, Joseph was arrested and charged with high treason and banned in 1957. While in prison she suffered great hardship and humiliation at the hands of the government officials, which she faced with courage, and single-minded determination. The evidence below illustrates the strength and commitment of these women in the struggle for freedom.

From the police cells, the women were moved to the Fort, the prison in Braamfontein which was totally unprepared for the sudden influx of so many awaiting-trial prisoners. There were not enough blankets, sleeping mats, toilets or food for the women, who milled around in the main hall and on a second-floor balcony while waiting to be processed. They were lined up in groups, ordered to undress, and told to squat so that warders could conduct vaginal searches for contraband. Then the women were told to dress again and shown to the cells – filthy, stinking and lice-riddled. (Du Preez Bezdrob, 2003:77)

In the book, *Winnie Mandela A Life*, we come across the strength shown by Helen Joseph and others who endured difficult circumstances in their fight for liberation. She became a good friend of Winnie Mandela and was regarded as a mother figure. She provided advice and support for others. Therefore, we can appreciate her role as adviser and friend. Helen Joseph, together with the Anglican Church, arranged for those who could not be visited to be sent money by postal order from family members. Her role can be seen as a humanitarian reaching out to those in distress. Helen Joseph was awarded the ANC's highest award Isitwalandwe/Seaparankoe medal to symbolise integrity and courage.

The youngest leader of the 1956 Woman's march was **Sophie Williams**. Born in Port Elizabeth, she went to work in a textile factory as a young girl. She soon became known for her negotiating skills and was appointed as shop steward within the Textile Workers' Union. She was identified as a leader while still a teenager and in 1955 was appointed as the full-time organiser for the Coloured People's Congress in Johannesburg. In the 1960s Williams followed her husband, Benny de Bruyn, into exile where she worked for the ANC in Zambia and Tanzania. After years of activism in exile, Williams returned to South Africa in 1990 when opposition parties were unbanned. Her role in the struggle had taken a different path to that of those women who had remained in South Africa but she continued to play a role in the struggle for a democratic South Africa.



## CONCLUSION

In answering the key question on how different the role of women was to that of men during the apartheid struggle, I have highlighted the roles played by some of the most significant South African women. In attempting to do this, I looked at the strategies they employed and the different forms of protest undertaken by women as compared to that of men. There were many other women who played an important role in the liberation struggle, for example Ray Alexander, Elizabeth Mafekeng, Frances Baard, Mabel Balfour, Mary Moodley, Liz Abrahams, Viola Hashe, Rita Ndzanga and Phylis Naidoo. Many other women, ordinary mothers, wives and workers who were not known outside their communities, the unsung heroines of the struggle, also played a very important role. Due to space constraints I have been unable to discuss more examples in this research project.

I have identified how various South African women challenged the National Party government and, in the end, succeeded. In his book, *Let My People Go*, Albert Luthuli portrays African women as 'a formidable enemy of the oppression' (Luthuli, A., 2006:187). In my research assignment, it is evident that the strength and determination shown by women, inspired and encouraged their husbands, brothers, sons and comrades who fought alongside them during the struggle for freedom and challenged the National Party government. Luthuli made the prophetic observation:

There will be enormous, peaceful change in South Africa before the end of this century. People of all races will eventually live together in harmony because no one, white, black or brown wants to destroy this beautiful land of ours. Women must play an increasingly important role in all areas of the life of the future. They were and remain the most loyal supporters in all our struggles. (Luthuli, A, 2006: p.xxii)

This quotation is from one of our four South African Nobel Prize winners and acknowledges the significant role played by women in all spheres of life. During the apartheid years women undertook various multi-tasking roles – as wives, mothers, workers and activists. Their roles played in the liberation struggle must never be forgotten. South Africa salutes all women.

## EVALUATION AND REFLECTION

I have learnt a lot from writing this assignment. I did not know that women had played such a large role in the struggle or that they had suffered so much. Writing this research project was very difficult and I had to organise my time very well. I used the local library and it took a long time to read and organise my notes. My teacher made useful comments on both my first and second drafts of this project which gave me direction and focus. I re-organised material and tried harder to use the life stories of the women I had chosen to study to answer the key question. I think I should have said more about these women's family lives as well but it was quite difficult to find information and I ran out of space and time. I enjoyed researching and writing this assignment, although it took up a great deal of time.

## BIBLIOGRAPHY

Angier, K. (et al), *Viva History Grade 12: Learner's Book*. (Johannesburg: Vivlia, 2013).

Bottaro, J.; Visser, P. & Worden, N., *In Search of History. Grade 11. Learner's Book*. (Cape Town: Maskew Miller Longman (Pty) Ltd, 2012).

Du Preez Bezdrob, A.M., *Winnie Mandela a life*. (Paarl: Paarl Printers, 2003). Friedman, M.; Saunders, C.; Jacobs, M.; Seleti, Y.; & Gordon, J., *Looking into the Past. Grade 11 Learner's Book*. (Cape Town: CTP Printers, 2011).

Human, M.; Mutloatse, M.; Masiza, J., *The Women's Freedom March of 1956*. (Johannesburg: Pan McMillan (Pty Ltd), 2006).

Light, J. & Johanneson, B., *Celebrating Women in South African History* ([www.sahistory.org.za](http://www.sahistory.org.za),) (DBE, 2012).

Luthuli, A., *Let My People Go, The Autobiography of Albert Luthuli*. (Paarl: Paarl Printers, 2006).

Naidoo, P., *Footprints in Grey Street*. (Durban: Ocean Jetty Publishing, 2002).

Pillay, G. (et al), *New Generation History Grade 12: Learner's Book*. (Durban: Interpak Printers, 2013).

Shaw, G., *Believe in miracles, South Africa from Malan to Mandela - and the Mbeki era*. (Paarl: Paarl Printers, 2007).

Retrieved from: [http://heritage.thetimes.co.za/memorials/gp/Lilian Ngoyi/article](http://heritage.thetimes.co.za/memorials/gp/Lilian_Ngoyi/article) on 4 June 2013.

Retrieved from: [http:// www.sahistory.org.za/people/professor Fatima Meer](http://www.sahistory.org.za/people/professor_Fatima_Meer) on 4 June 2013.

Retrieved from: [http:// www.sahistory.org.za/people/lillian-masediba-ngoyi](http://www.sahistory.org.za/people/lillian-masediba-ngoyi) on 4 June 2013.



## ASSESSMENT RUBRIC

CRITERIA	LEVEL DESCRIPTORS			
	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<b>Criterion 1</b>	<b>8 – 10</b>	<b>5 – 7</b>	<b>3 – 4</b>	<b>0 – 2</b>
<b>Planning (10 marks)</b>  8	Shows <b>thorough/excellent</b> understanding of planning (clear research schedule provided).	Shows <b>adequate</b> understanding of planning.	Shows <b>some</b> evidence of planning.	Shows <b>little or no</b> evidence of planning.
<b>Criterion 2</b>	<b>16 – 20</b>	<b>10 – 15</b>	<b>5 – 9</b>	<b>0 – 4</b>
<b>Identifies and accesses a variety of sources (20 marks)</b>  18	Shows <b>thorough/excellent</b> understanding of identifying and accessing sources of information.	Shows <b>adequate</b> understanding of identifying and accessing sources of information.	Shows <b>some</b> understanding of identifying and accessing sources of information.	Shows <b>little or no</b> understanding of identifying and accessing sources of information.
<b>Criterion 3</b>	<b>8 – 10</b>	<b>5 – 7</b>	<b>3 – 4</b>	<b>0 – 2</b>
<b>Knowledge and understanding of the period (10 marks)</b>  8	Shows <b>thorough/excellent</b> knowledge and understanding of the period.	Shows <b>adequate</b> knowledge and understanding of the period.	Shows <b>some</b> knowledge and understanding of the period.	Shows <b>little or no</b> knowledge and understanding of the period.
<b>Criterion 4</b>	<b>24 – 30</b>	<b>14 – 23</b>	<b>7 – 13</b>	<b>0 – 6</b>
<b>Historical enquiry, interpretation &amp; communication (Essay) (30 marks)</b>  25	Shows <b>thorough/excellent</b> understanding of how to write a coherent argument from the evidence collected.	Shows <b>adequate</b> understanding of how to write a coherent argument from the evidence collected.	Shows <b>some</b> understanding of how to write a coherent argument from the evidence collected.	Shows <b>little or no</b> understanding of how to write a coherent argument from the evidence collected.
<b>Criterion 5</b>	<b>8 – 10</b>	<b>5 – 7</b>	<b>3 – 4</b>	<b>0 – 2</b>
<b>Presentation (10 marks)</b>  8	Shows <b>thorough/excellent</b> evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.).	Shows <b>adequate</b> evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.).	Shows <b>some</b> evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.).	Shows <b>little or no</b> evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.).
<b>Criterion 6</b>	<b>8 – 10</b>	<b>5 – 7</b>	<b>3 – 4</b>	<b>0 – 2</b>
<b>Evaluation &amp; reflection (10 marks)</b>  8	Shows <b>thorough/excellent</b> understanding of evaluating and reflecting on the research assignment process (e.g. what has the candidate learnt from undertaking research).	Shows <b>adequate</b> understanding of evaluating and reflecting on the research assignment process (e.g. what has the candidate learnt from undertaking research).	Shows <b>some</b> evidence of evaluating and reflecting on the research assignment process (e.g. what has the candidate learnt from undertaking research).	Shows <b>little or no</b> evidence of evaluating and reflecting on the research assignment process (e.g. what has the candidate learnt from undertaking research).
<b>Criterion 7</b>	<b>8 – 10</b>	<b>5 – 7</b>	<b>3 – 4</b>	<b>0 – 2</b>
<b>Acknowledgement of sources (10 marks)</b>  10	Shows <b>thorough/excellent</b> understanding of acknowledging sources (e.g. footnotes, references, plagiarism).	Shows <b>adequate</b> understanding of acknowledging sources (e.g. footnotes, references, plagiarism).	Shows <b>some</b> evidence of acknowledging sources (e.g. footnotes, references, plagiarism).	Shows <b>little or no</b> evidence of acknowledging sources (e.g. footnotes, references, plagiarism).

TOTAL = 85/100



NAME OF LEARNER: \_\_\_\_\_

GRADE: \_\_\_\_\_

**FINAL MARK ALLOCATION**

Criteria	TOTAL MARKS	LEARNER'S MARKS
<b>Criterion 1</b> Planning	10	8
<b>Criterion 2</b> Identifies and accesses a variety of sources	20	18
<b>Criterion 3</b> Knowledge and understanding of the period	10	8
<b>Criterion 4</b> Historical enquiry, interpretation & communication (Essay)	30	25
<b>Criterion 5</b> Presentation	10	8
<b>Criterion 6</b> Evaluation & reflection	10	8
<b>Criterion 7</b> Acknowledgement of sources	10	10
<b>TOTAL</b>	100	85

**COMMENTS:**

This is a well-researched and well-written piece of research – excellent work. You made a very good attempt to formulate and sustain a line of argument with regard to the key question. You used a variety of sources to substantiate the line of argument, which is excellent.

However, this research assignment could have been strengthened if relevant visual sources were used, at the appropriate points, to supplement your historical narrative. Finally, although you link back to the key question in places, you tend to focus on the separate struggles of women and not when they fought ‘side-by-side’ with men as stated in the question. I am glad that you enjoyed this research project. Well done!

TEACHER'S SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

## 7. GUIDELINES FOR LEARNERS AND TEACHERS:

### EXEMPLAR RESPONSES: SOURCE-BASED QUESTIONS

#### QUESTION 1

##### 1.1

- 1.1.1 The apartheid government supported UNITA (National Union for the Total Independence of Angola) during the Angolan Civil War. ✓
- 1.1.2 Angolan economic installations targeted by the SA Defence force were the oil and railway and port installations; iron mines and electricity lines and factories. ✓✓✓✓
- 1.1.3 The apartheid government felt threatened by the MPLA because it was multi-racial, therefore undermined the social and racial policies of apartheid. ✓✓ Secondly, it supported ANC training bases openly, thereby supporting the SA liberation groups which sought to destroy the apartheid regime, i.e. supported the enemies of the SA apartheid government ✓✓. Thirdly, the MPLA supported SWAPO, the Namibian liberation group which was fighting the SA forces in South West Africa and seeking political liberation from the domination of SA ✓✓
- 1.1.4 During the Angolan Civil War, the SA army invaded Angola in support of the UNITA (Pro-capitalist) rebel group which sought to overthrow the governing MPLA government. The SA army reached an area close to the capital and UNITA forces followed behind them, capturing towns where the SA forces had overthrown and defeated the local MPLA ruling groups. Therefore, the country was in danger of a total coup by the SA-backed pro-capitalist UNITA forces. In this context, the MPLA government had no choice but to seek aid from the Communist bloc in order to stop the invasion of SA troops and the defeat of the MPLA by UNITA. ✓✓✓

##### 1.2

- 1.2.1 The message conveyed by the cartoon is that the USSR, portrayed as SANTA in his sleigh, is generously supplying arms to the MPLA as SANTA generously brings presents at Christmas time. ✓✓ These weapons will be used to destroy the UNITA and FNLA forces in the Angolan civil war - as there is a pun on the word 'sleigh'-it is written as 'slay', i.e. to kill ✓✓.
- 1.2.2 It may, to a large extent, be regarded as biased as it comes from the cartoon archives of Great Britain, who supported capitalism and democracy during the Cold War era when the Angolan civil war took place ✓✓. It therefore portrays the USSR in a negative light as an 'evil SANTA' bringing weapons to cause death and destruction in its bid to spread communism in Africa in its support of African political groups. ✓✓

##### 1.3

- 1.3.1 The Soviet Union ✓ and Cuba ✓
- 1.3.2 It is an economic system whereby the government controls all the means of production, where free enterprise is forbidden and individual freedom is less important than the interests of the community. ✓✓
- 1.3.3 Vorster felt that black Angolans were being exploited by the desires of communist Cuba to spread communism in Angola ✓✓ and therefore were not being supported in their bid for independence as black Angolans. He felt the Cubans would be likely to stay in Angola in order to use Angola as a springboard or basis from which to spread communism to other African countries in the region and so continue to influence Angola's policies. ✓✓

1.3.4 The Angolan Civil War took place during the Cold War when capitalist and Communist ideologies were in conflict in various parts of the world. In South Africa the government represented SWAPO and ANC as communists, and communism was portrayed as anti-Christian and undemocratic. Vorster uses the term 'communist' repeatedly in this interview to justify South African involvement in the Angolan civil war. ✓✓

1.4

1.4.1 'terrorists' ✓; 'barbarian' ✓

1.4.2 The SABC justified their deaths by making it appear as though they had died fighting a 'holy war' in order to protect and maintain civilisation and preserve Christian values ✓✓ and prevent the take-over of SWA by the 'barbarian' SWAPO 'terrorists', bent on causing death and destruction. ✓✓

1.4.3 Source 1D would be very useful to a historian researching the use of propaganda, as the source shows the use of negative, emotive words such as 'terrorist' and 'barbarian' when describing SWAPO. ✓✓ It also shows how the SA defence force's participation and invasion of Angola is justified as a 'holy war' fought to protect Christian values and maintain civilisation. It shows how the SA public was indoctrinated to support the actions of the SA defence forces as morally correct ✓✓ (rather than revealing their main aim to be defence of the white minority rule in South Africa and Namibia).

1.5 South Africa became involved in the Angolan Civil War in an attempt to remove the Marxist MPLA party which had established themselves as the government after the Portuguese colonists withdrew from Angola in 1974. SA wanted to create a pro-capitalist independent African country on its border as it would not be likely to support the ANC and SWAPO and allow their training bases on Angolan soil. Therefore, SA invaded Angola after independence, supporting UNITA in the civil war which had broken out before elections could be held. South Africa wanted to establish a pro-capitalist government in Angola which would support the capitalist apartheid government in SA. A conventional war was waged in Angola and its economic infrastructure was destroyed in order to weaken the MPLA government and allow the UNITA movement to take over. As the MPLA approached the communist Eastern bloc for help in this situation, SA promoted itself as the bastion of Christian values and civilisation and its invasion of Angola as a legitimate war to protect the Southern African region from 'terrorists' and 'barbarians', as the MPLA was openly supportive of ANC and SWAPO bases in Angola. ✓✓✓✓✓✓✓✓

Level 3

- Uses relevant evidence e.g. demonstrates a thorough understanding of why South Africa became involved in the Angolan civil war.
- Evidence relates well to the topic.
- Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.

[50/50]

## QUESTION 2

2.1

2.1.1 From 15 to 18 April 1996. ✓

In East London. ✓

2.1.2 It means to bring people of different races together after the atrocities of apartheid. ✓✓

2.1.3 The TRC chose the slogan 'healing the past' because the gross human rights violations that many, especially, black South Africans had experienced could not be forgotten. It had to be investigated so that 'victims' and 'perpetrators' could face each other, which would ultimately bring about a process of healing. ✓✓

2.1.4 It was significant because for the first time in post-apartheid South Africa a real effort was made to deal with South Africa's painful past so that a united nation could be formed. ✓✓✓

2.2

2.2.1 Dirk Coetzee ✓, Almond Nofomela, ✓ David Tshikilange ✓

2.2.2 Griffiths Mxenge was beaten, stabbed and struck on the head with a wheel spanner. ✓✓

He fell to the ground and died because of these serious wounds. ✓✓

2.2.3 In terms of the law, the sentencing of the three apartheid operatives was postponed because the TRC had not made a final decision. ✓✓



The TRC was waiting for the Amnesty Committee to tell it what to do regarding the three apartheid operatives. ✓✓

2.3

2.3.1 The TRC was satisfied with the reasons given by the three apartheid operatives for committing heinous human rights violations because they were politically motivated. They were acting under direct orders from a few National Party leaders and further that they were engaged in the struggle against the ANC. ✓✓

2.3.2 Amnesty was granted to all three policemen and it was therefore not necessary for the trial court to proceed with the question of sentencing. ✓✓

2.4 The sources would be useful for the following reasons:

(a) Source 2B gives information about the men who were actually responsible for the killing of Mxenge. ✓✓

(b) Source 2C outlines the role of the Amnesty Committee in conducting thorough investigations into the actions of the three apartheid operatives and how their superiors issued the order to have Mxenge killed. ✓✓

2.5

2.5.1 They opposed Coetzee's application for amnesty, saying that it would be a travesty of justice. √√

2.5.2 They felt that Coetzee and his co-accused did not meet the criteria for amnesty. √√

They also felt that there was no evidence to suggest that killing their political opponents fell within the course and scope of their duties as members of the security police. √√

2.6

2.6.1 Mamdani felt that the focus of the TRC was too narrow and it did not take the sufferings of the 'victims' seriously. √√

2.6.2 The TRC could have informed white South Africans that many of them had actually benefitted from apartheid. √√

2.6.3 For Mamdani, the TRC was not concerned about real reconciliation and nation building. It only focused on individual cases and therefore lost its relevancy for uniting South Africa. √√

He also felt that the emphasis of the TRC was on who gave the orders to kill apartheid activists rather than educating all white South Africans on how they had benefitted from apartheid. √√

2.7 The TRC was not entirely successful in healing South Africa's past. It was set up by the government to hear testimonies from the perpetrators of human rights violations which had been committed during the apartheid era. This mandate was not fulfilled in its entirety. The TRC did not adequately heal South Africa from its divided past, for example the Mxenge family felt that the granting of amnesty to their brother's killers was a travesty of justice. They felt that the act of killing Griffiths was reason enough to prosecute them in a court of law. The amnesty committee felt that the apartheid operatives were acting under instructions at the time. Finally, many families of victims were not satisfied with the TRC's attempt to bring closure to their painful past, hence it was not successful. √√√√√√

Level 2 – Evidence is mostly relevant and largely relates to the topic. Uses evidence in a basic manner. Some gaps in knowledge.

47  
50

### QUESTION 3

#### 3.1

3.1.1 Globalisation refers to an integrated system whereby various countries of the world trade with each other to boost their economic and political ties. This is influenced largely by technological advancement. ✓✓

3.1.2 Negative integration ✓

Positive integration ✓

3.1.3 This will lead to many developing African countries importing goods such as electronic car parts, clothes, etc. which can be imported at a cheaper price than would be paid for similar goods produced in Africa. ✓✓

The importation of cheap goods would lead to increased unemployment in industries located in African countries. ✓✓

#### 3.2

3.2.1 Free trade ✓; communication ✓; outsourcing ✓

3.2.2 Free trade – For developing economies ‘free trade’ would have a negative impact because governments would not be able to protect the local industries from monopolisation, labour brokers and low wages. ✓✓

Communication and the use of technology – positive effect. It has ensured that international sporting events such as the Soccer, Rugby or Cricket World Cup tournaments that were held in South Africa could be broadcast across various countries throughout the world. ✓✓

Outsourcing - negative impact. Big companies in their quest to increase profits and cut expenditure usually employ non-permanent staff. This leads to the casualisation of labour with negative consequences for workers. ✓✓

#### 3.3

3.3.1 They felt that globalisation would deliver several positive benefits in a number of economic and non-economic areas. ✓✓

3.3.2 Free trade ✓

Benefits in a number of economic and non-economic areas. ✓

3.3.3 This survey was only conducted in the mainly ‘Group of 20’ countries which are in Europe, North America and Asia. The views of people from many other countries have not been considered. ✓✓✓

#### 3.4

3.4.1 Increase in child labour and slavery ✓; high pollution levels ✓;

the rich are getting richer and the poor are getting poorer ✓;

fast food is making people unhealthy ✓

3.4.2 Globalisation has led to the creation of monopolies and this has resulted in an unfair distribution of wealth among developed and developing countries. ✓✓

3.5 These sources would be useful to a historian studying globalisation for the following reasons:

Source 3C is an opinion poll on globalisation and it provides the views of people from a variety of countries. It provides insight into the views that people in developed and developing countries hold on globalisation. √√

Source 3D offers an insight into the negative aspects of globalisation. √√

3.6

3.6.1 The absence of trade unions in some countries, hence reference to 'workers voices' on banner. 'free economies' referring to the removal of trade barriers by the WTO which entrench poverty√; global injustice. √

3.6.2 'Global injustice' refers to the injustices faced by people living mainly in developing countries in Africa and elsewhere which they say was caused by the WTO. √√

3.7 The sources 3D and 3E support each other in the following ways:

Source 3A – speaks of the negative impact of globalisation in all countries of the world √√ and Source 3D supports this point of view by showing a visual image of activists protesting against the WTO. √√

3.8 Globalisation involves a worldwide integration of the various economies using the advances made in technology. After the fall of communism in 1989, Russia joined the key developers like USA, Japan and Western Europe in the world of trade and economy. Globalisation has both positive and negative effects on the world. On the positive side, some, mainly developed countries, have benefitted from communication and trade. They have made advances in technology and infrastructure. However, not all countries have benefitted from globalisation. Poor and developing countries have not really benefitted from globalisation. They face poverty, exploitation, child labour and under-development. There is a growing digital divide between countries with access to new technology and those without. Hence the new world order that globalisation has created has both positive and negative effects. √√√√

Level 2 – Evidence is mostly relevant and mainly relates to the topic. Uses evidence in a basic manner. Some gaps in knowledge

47

50

## 7. GUIDELINES FOR LEARNERS AND TEACHERS:

### EXEMPLAR RESPONSES – ESSAY QUESTIONS

#### QUESTION: 1B: VIETNAM

**‘ ... All the military might of a superpower could not defeat a small nation of peasants.’**

**Critically discuss this statement in the light of the United States of America’s involvement in Vietnam between 1965 and 1975. Use relevant examples to support your answer.**

When the USA became involved in Vietnam, it was for all the right reasons in terms of the opinions America held about communists. Because of the USA’s superior resources and technology, they expected that it would be quick victory over North Vietnam. The outcome was very different from their expectations. This essay explains the reasons for the USA’s unexpected defeat.

America became involved in the war against North Vietnam to prevent the spread of communism. As a capitalist country, the USA was against anything communist. They had set it as one of their objectives to do what they could to protect smaller weaker countries from being infiltrated by the communist ideology. The USA feared the domino effect and believed they had a responsibility to protect capitalist South Vietnam from being overtaken by communist North Vietnam, which was being supported by China and the USSR.

The USA believed that it would be an easy war against North Vietnam. They had superior resources at their disposal, sophisticated weapons, and innovative technology. It was meant to be over and done with quickly. No one could have foreseen what awaited them. One reason for the USA’s defeat was that Vietnam is a dense, jungle country, which didn’t give the Americans much opportunity to use their highly advanced weapons, let alone move along smoothly. The North Vietnamese adopted tactics and warfare that used this to their advantage.

The North Vietnamese were fighting to maintain their independence. They wanted to unite North and South Vietnam into one communist country. Many people in South Vietnam supported the North Vietnamese – these were called the Viet Cong. The Vietnamese were seasoned veterans, having fought a successful war against French colonialism and Japanese occupation during World War II. They used guerrilla tactics against the US troops such as booby traps, hit-and-run, and their ability to blend with the civilians frustrated the US troops greatly and led to much loss of life for the US. In contrast, the US army had mostly inexperienced conscripted soldiers. The average age of a US soldier fighting in Vietnam was 19 years. The US troops soon lost hope and morale, because they were fighting a war for a country that didn’t belong to them and for a cause they did not believe in.

The great loss of life and the hopeless situation, also resulted in criticism and lack of support back home. There were protests to end the war and return the young men home. The Vietnam war was the first war to be televised. Images of burning villages and dying civilians were broadcast into ordinary Americans homes and they lost support for the war. Demonstrations and rallies were held across the USA, which criticised the war and the government.

The US, in their frustration, employed unorthodox measures to gain the upper hand. They used things like napalm on enemy soldiers. Civilians at home were also on the receiving end, as this napalm burned to cinders whatever it came into contact with. They used chemicals like Agent Orange which was a defoliant to clear the leaves off trees to prevent the Viet Cong from using them as cover. It was later proved that this Agent Orange was the cause of cancers and birth defects that became widespread in Vietnam. For all these things America received much criticism from the world and people lost respect for them as a country that stood for good, especially as a result of brutal scenes involving citizens.



America eventually lost the war and so their objective to curb the spread of communism was not realised. The war effort had cost a great deal, not only in material resources but also in lives lost. The war having been lost, many people were critical of America and its involvement. They saw the loss of lives and resources to have been part of the atrocities committed in Vietnam and many veterans regretted having fought in Vietnam.

The USA had expected to win a quick victory against North Vietnam, but despite superior weapons they lost to one of the smallest countries in the world. There were a number of reasons why the USA lost this war but the loss of support from the American population and the determination of the Vietnamese people to win their independence played a significant role.

**Comments:**

- The question has been answered and the content selection is relevant to the line of argument.
- The essay has been planned and a line of argument developed.
- Evidence has been used to defend the argument.
- This essay could be improved by planning more carefully before writing. Each paragraph should contain one clear idea of why the USA lost the war against North Vietnam. Relevant evidence must be used to substantiate the line of argument.

C	L7	
P	L7	<u>50</u>
		50



## QUESTION 5A: THE NEGOTIATED SETTLEMENT AND THE GOVERNMENT OF NATIONAL UNITY

Allister Sparks argues that the process of negotiation 'was always a crisis-driven process'.

**Critically assess Allister Sparks' statement with reference to the process of negotiation in South Africa between 1990 and 1994.**

Allister Sparks' assertion that the process of negotiations was 'crisis-driven' is to a large extent accurate. The years 1990 to 1994 were a turbulent political journey. The release of Mandela and political prisoners (1990) in conjunction with other positive social reforms set the negotiating process in motion. However, for every achievement of the negotiating process, there was a violent event that jeopardised its foundation. Yet negotiations and settlement persevered and in just four short years the country moved from a policy of division to one of democracy. The ANC and the NP were the main role-players in the process but many other organisations were involved as well.

Talks began on 2 May 1990 between Mandela (ANC) and De Klerk (NP). The main aim of these talks was to outline the principles for the release of political prisoners and the granting of indemnity for those in exile. A working group was established and a broad agreement known as the Groote Schuur Minute was signed. Talks would continue later. However, violence occurred at Sebokeng when the Inkatha hostel dwellers planned a raid on ANC supporters. Thirty people were killed. The police were warned about the attack but did nothing to stop it. There was evidence of 'third force' involvement. This threatened to break down talks completely. However, the negotiating process forged ahead and the Pretoria Minute was subsequently signed. Mandela announced the suspension of the armed struggle and the NP would lift the state of emergency in South Africa. However, violence among the ANC, NP and Inkatha continued.

The Convention for a Democratic South Africa (CODESA) was established in 1991 and pertained to the principles of the new constitution. Talks were held at the World Trade Centre in Kempton Park (19 groups represented) and agreement was reached. The interim constitution would be drafted by a multi-party conference, and the final constitution by the first elected parliament. The Declaration of Intent was signed to pledge all parties' commitment to the negotiating process.

CODESA 2 was held in 1992 but talks failed as parties could not agree to the interim government in terms of the new constitution. Another violent event occurred. The Boipatong massacre occurred when Inkatha hostel dwellers again attacked ANC supporters. Forty-nine people were killed and it was alleged that Inkatha members were helped by the police. The ANC decided to walk out of CODESA 2 and began a campaign of 'rolling mass action' in order to put pressure on the government to agree to its conditions. The fear of civil war now became a reality and it became clear to political role players that there was an urgent need to restart negotiations. This led to the Record of Understanding.

Secret talks were held between the NP and the ANC but violence again flared up, in Bhishe (Ciskei). Unarmed ANC protestors were attacked by the Ciskeian government's soldiers. Twenty-eight people were killed, resulting in mass action against the NP government.

The deadlock between the NP and the ANC was broken, with the multi-party negotiating process being set up to pick up from where CODESA 2 had left off. This illustrates the level of commitment to reform with which Mandela led the ANC. It symbolised that the ANC was assertive and resolute in their will for positive change in South Africa.

Violence jeopardised the goodwill of the agreement once again. On 10 April 1993, the Chief of Umkhonto we Sizwe, Chris Hani, was murdered. The country was thrust into violent rampages and 70 people were killed in the resulting violence. Mandela was called to address and pacify the nation. This indicates Mandela's power and presence for peace and stability in the country. Hani's death created an urgency for negotiations to be finalised.

The negotiated settlement then occurred and resulted in democracy. It stated that parties who won more than 20% of the eligible votes could choose a deputy president and the president would be obliged to consult with the deputies. The election date was decided upon and the appropriate structures were put in place for the approaching general elections. However, not all South Africans accepted the transition to democracy. The Afrikanerweerstandsbeweging (AWB), a right-wing, conservative organisation stormed the World Trade Centre in armoured vehicles and threatened to break down the process of negotiations and demanded a volkstaat. The commitment of the key role players, in particular Nelson Mandela, was the backbone of the negotiations process. Despite violence and disruption, democracy was achieved.

On 27 April 1994, South Africa experienced its first democratic election. Over 20 million people voted. The ANC represented hope and change for the majority of South Africans. The ANC won the elections and Nelson Mandela was inaugurated as the president of South Africa. It is therefore evident that Mandela, being a man of peace and quiet strength, was able to change the country for the better and to embrace democracy. The final constitution was ready for implementation in 1996.

It can therefore be concluded that the years 1990 to 1994 were a mixture of negotiations (Pretoria Minute, CODESA, etc.) and violence (Sebokeng, Boipatong etc.). Yet the country was miraculously able to transcend obstacles and become a rainbow nation with an advanced constitution. While some of the role-players had tried to undermine the negotiations, others had worked hard throughout to bring about a new democratic South Africa.

**Comment:**

- The question has been answered and the content is fully relevant to the line of argument.
- This is a well-planned and well-structured essay.
- Evidence has been used to defend the argument.
- This essay could be improved through developing an original, well-balanced and independent line of argument with evidence used to sustain and defend the argument throughout.

C	L7	
P	L6	<u>44</u>
		50

## 8. MARKING GUIDELINES AND RUBRIC

### SOURCE-BASED QUESTIONS

#### QUESTION 1

#### WHY DID SOUTH AFRICA BECOME INVOLVED IN THE ANGOLAN CIVIL WAR IN THE 1980s?

1.1

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

- UNITA (1 x 1) (1)

1.1.2 *[Extraction of evidence from Source 1A – L1]*

- Oil Installations
- Ports
- Railways
- Dams
- Bridges
- Electricity lines
- Iron mines
- Factories (any 4 x 1) (4)

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

- Angola was a multi-racial democratic country (South Africa's apartheid ideology was based on the principal of racial separation).
- The Angolan government followed a Marxist ideology (SA government was capitalist and anti-communist).
- Angola allowed the ANC to establish training camps (SA government feared that these would be bases from which South Africa would be attacked).
- Angola offered support for the South West African People's Organisation (SWAPO) who were fighting for liberation from South African control. (any 3 x 2) (6)

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

**Yes, the MPLA was justified.**

- South Africa had invaded Angola.
- The MPLA felt threatened by South Africa and was unable to defend its rule without calling for external support.
- South Africa offered military training and support to MPLA's Opponents, UNITA and FNLA.
- Any other relevant answer. (any 1 x 3) (3)

1.2

1.2.1 *[Interpretation of evidence from Source 1B – L2]*

- The Soviet's support caused destruction (bombs falling off the sleigh and exploding on the ground).
- The Soviets sent a large quantity of weapons to Angola. (The cartoon shows the sleigh piled high with different weapons)
- Any other relevant response. (2 x 2) (4)

1.2.2 *[Evaluation of bias in Source 1B – L3]*

**To a large extent because:**

- The title of the cartoon 'Slay Bells' implies that the weapons being sent to Angola would cause death (slay means to kill)
- The cartoon shows a town being destroyed by the weapons being carried by the Soviet Union sleigh.
- Any other relevant answer.

**To a lesser extent because:**

- It was accurate to show that the Soviet Union sent large quantities of weapons to Angola.
- The weapons sent to Angola from the USSR caused a great deal of death and destruction.
- Any other relevant answer. (2 x 2) (4)

1.3

1.3.1 *[Extraction of evidence from Source 1C – L1]*

- The Soviet Union
- Cuba (2 x 1) (2)

1.3.2 *[Definition of concept from Source 1C – L1]*

- A society based on the principals of communal ownership of property, the redistribution of wealth, no production for profit and no class structure. (1 x 2)(2)

1.3.3 *[Interpretation of evidence from Source 1C – L2]*

- He believed that Angola was being controlled by communists.
- He stated that there were tens of thousands of Cuban troops in Angola.
- Any other relevant answer. (2 x 2) (4)

1.3.4 *[Interpretation of evidence from Source 1C – L2]*

- He referred to the Cuban forces that fought on behalf of the MPLA.
- He used the word communist repeatedly because he saw the Cuban presence in Angola as a communist threat.
- He was anti-communist.
- Any other relevant answer. (1 x 2) (2)

1.4

1.4.1 [Extraction of evidence from Source 1D – L1]

- Barbarian
- Terrorist (2 x 1) (2)

1.4.2 [Extraction of evidence from Source 1D – L1]

- They died to 'maintain civilisation'.
- They died for the 'preservation of the norms and values of a Christian society'. (2 x 2) (4)

1.4.3 [Ascertaining the usefulness of Source 1D – L3]

**Very useful because it shows that**

- The public broadcaster was not neutral – highly emotive and negative language was used to describe the liberation movements ('terrorists', 'barbarians').
- The South African public was given a one-sided version of the civil war in Angola and the Namibian liberation movement was referred to as 'SWAPO terrorists'.
- The death of soldiers in the border war was portrayed as a just cause – a 'sacrifice' to 'preserve' 'civilisation' and 'Christianity'.
- Any other relevant answer. (2 x 2) (4)

1.5 [Interpret, analyse and evaluate information from Sources 1A-D - L3]

Learners need to include the following points in their answer:

- Angola was seen as a threat to South Africa.
- Angola was a multi-racial, Marxist country. Its success would undermine the capitalist apartheid South African state.
- Angola supported liberation movements such as SWAPO.
- Angola received military aid from communist countries.
- Vorster (SA Prime Minister) believed there was a communist conspiracy to dominate the world and Angola was of strategic importance.
- Angola was supporting SWAPO in their attempt to liberate Namibia from South African control.
- Vorster feared that it was important to win the war in Angola to preserve South African 'civilisation', and 'Christian values', which were under threat from liberation movements who were supported by Angola.
- Any other relevant answer.

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows little or no understanding of why South Africa became involved in the Angolan civil war.</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic</li> </ul>	Marks: 0–2
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows an understanding of why South Africa became involved in the Angolan civil war.</b></li> <li>• Uses evidence in a basic manner.</li> </ul>	Marks: 3–6
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of why South Africa became involved in the Angolan civil war.</b> Evidence relates well to the topic.</li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	Marks: 7–8

(8)

[50]

## QUESTION 2

### HOW SUCCESSFUL WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) IN HEALING OUR PAST?

2.1



2.1.1 [Extraction of evidence from Source 2A – L1]

- 15 April 1996
- East London

(2 x 1) (2)

2.1.2 [Definition of historical concept from Source 2A – L1]

- The act of reconciling or the process of making compatible.
- To endeavour to reconcile differences of the past in order to heal the nation.

(any 1 x 2) (2)

2.1.3 [Interpretation of evidence from Source 2A – L2]

- The TRC chose 'Healing our Past' so that it would be able to ensure that the truth concerning the human rights violations in South Africa was not erased or forgotten but investigated, recorded and exposed.
- Through the TRC process people who suffered the injustices of the past might find closure and be able to move on with their lives.
- Any other relevant answer.

(any 1 x 2) (2)

2.1.4 *[Interpretation and evaluation of evidence from Source 2A – L3]*

- The TRC was a significant event in SA's history as it focused on healing the past and building a united nation.
- It provided support with regard to amnesty, reconciliation and reparation.
- Any other relevant answer. (any 1 x 3) (3)

2.2

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

- Dirk Coetzee
- Almond Nofemela
- David Tshikilange (3 x 1) (3)

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

- He was struck on the head with a wheel spanner.
- Fell to the ground and was repeatedly stabbed. (2 x 2) (4)

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

- Sentencing was postponed until the TRC committee had reached its decision.
- The TRC was waiting for the Amnesty Committee to make its final decision
- Any other relevant response. (any 2 x 2) (4)

2.3



2.3.1 *[Interpretation of evidence from Source 2C – L2]*

- The TRC was satisfied that their motives were politically motivated - taking orders from a higher authority, the Security Branch of the South African Police.
- They applied for amnesty, attended the hearing and the Commission was satisfied that they had disclosed the truth.
- Any other relevant response. (any 1 x 2) (2)

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

- Because they had been granted amnesty by the TRC they could not be tried in a criminal court. (1 x 2)(2)

2.4 *[Ascertaining the usefulness of evidence from Sources 2B and 2C – L3]*

**Learners need to make reference to both Sources 2B and 2C in their responses:**

- Source 2B is useful as it focuses on the assassination of Griffiths Mxenge and provides details as to when and how he died as well as who killed him.
- Source 2C provides valuable information as to who gave the instructions and orders to kill Mxenge.
- Both sources are useful because they give insight into the workings of the TRC and the process of granting amnesty.
- Any other relevant answer. (any 2 x 2) (4)



2.5

2.5.1 *Extraction of evidence from Source 2D – L1]*

- The Mxenge family opposed the amnesty application. (1 x 2) (2)

2.5.2 *[Interpretation of evidence from Source 2D – L2]*

- The family of Griffiths Mxenge felt that the granting of amnesty was a travesty of justice.
- They felt that Coetzee and his co-accused did not meet the criteria for amnesty as contained in the Promotion of National Reconciliation Act.
- As policemen they stepped into the arena of politics which was not within their jurisdiction of maintaining justice, the protection of citizens and the duties of policemen. (2 x 2) (4)

2.6

2.6.1 *[Extraction of evidence from Source 2E – L1]*

- Mamdani views the manner in which the TRC dealt with apartheid as if 'it did not exist' and it did not take the sufferings of the victims seriously. (1 x 2) (2)

2.6.2 *[Interpretation of evidence from Source 2E – L2]*

- Mamdani suggests that the TRC could have informed white South Africans that many of them were beneficiaries of the apartheid system.
- The focus could also have been on those who suffered because of apartheid and not only on those who broke the law. (any 1 x 2) (2)

2.6.3 *[Interpretation of evidence from Source 2E – L2]*

- The TRC was intent on exposing who gave the orders for political crimes.
- It required them to be transparent. The TRC wished to extract the truth by saying 'Did you give the orders in this case, that case?'
- Any other relevant answer. (any 2 x 2) (4)

2.7 *[Interpret, analyse and evaluate information from Sources 2A-D - L3]*

Learners need to include the following points in their answer:

- The success of the TRC contributed to healing the past, and building a united SA.
- It acknowledged the pain, humiliation and suffering of people, allowed for amnesty for families who had suffered trauma, they forgave perpetrators, provided stability for SA.
- Reparation provided R30 000 for victims, listened to stories of how police activists had killed others.
- Acknowledged mistakes that were made which were never to be repeated, led to the birth of a culture of human rights, violence was not to be tolerated.

- In 2006, Adrian Vlok asked for forgiveness and repented by washing the feet of Frank Chikane and the feet of the mothers and widows of the Mamelodi 10.
- In some cases the acceptance of unconditional apologies had improved relationships between the perpetrators and the victims.
- Some families of victims (e.g. Mxenge, Goniwe, Hani) refused to accept the TRC process of amnesty and wanted the perpetrators to be tried in a criminal court.
- Mamdani felt that the TRC did not go far enough – it was only interested in those who had committed gross human rights violations but not in those who had benefitted from apartheid.
- Any other relevant point.

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows little or no understanding of the extent to which the TRC was successful in healing our past.</b></li> <li>• Uses evidence partially to report on the topic or cannot report on the topic.</li> </ul>	Marks: 0–2
LEVEL 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows an understanding of the extent to which the TRC was successful in healing our past.</b></li> <li>• Uses evidence in a basic manner.</li> </ul>	Marks: 3–6
LEVEL 3	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of the extent to which the TRC was successful in healing our past.</b> Evidence relates well to the topic.</li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	Marks: 7–8

(8)

[50]

QUESTION 3

WHAT IMPACT DID GLOBALISATION HAVE ON THE NEW WORLD ORDER?

3.1

3.1.1 *[Definition of concept from Source 3A – L1]*

- Globalisation refers to the integration of various economic, social, technological, political and cultural structures and processes that allow for the economic and political relations between the different countries of the world.
- These are influenced by the development in communication, transportation and infrastructure.
- Any other relevant response. (1 x 2) (2)

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

- Negative integration
- Positive integration (2 x 1) (2)

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

- Removing tariff protection which allowed cheap imports from outside Africa to flood the market.
- Cheap imports may result in the loss of jobs in industries located in African countries.
- Any other relevant answer. (2 x 2) (4)

3.2

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

- Shrinking world
- Technology
- Free trade
- Any other relevant answer. (any 3 x 1) (3)

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

- Shrinking world – negative e.g. an investment in Indonesia can mean unemployment in London; or positive e.g. Internet allows for rapid communication across the world.
- Technology – positive e.g. a change in how the world communicates, learns, does business and treats illness; or negative e.g. countries without access to technology are poorer and unable to compete (the digital divide).
- Free trade - negative e.g. national governments are unable to protect their own industries and workers' jobs are lost due to cheap imports; positive e.g. consumers benefit from being able to buy cheaper imported goods such as clothing made in the Far East.
- Any other relevant answer. (any 3 x 2) (6)

### 3.3.

#### 3.3.1 [Interpretation of evidence from Source 3C – L2]

- They believed it would be positive (1 x 2) (2)

#### 3.3.2 [Extraction of evidence from Source 3C – L1]

- Benefits (economic and non-economic areas).
- In low GDP countries citizens believed that they benefitted from free trade and globalisation. (2 x 1) (2)

#### 3.3.3 [Ascertain the limitations of Source 3C – L3]

- The survey was limited to 25 000 citizens in 25 countries.
- It may not have included countries negatively affected by globalisation.
- Supporters of globalisation were mainly from Europe and North America.
- Any other relevant answer. (any 1 x 3) (3)

### 3.4

#### 3.4.1 Extraction of evidence from Source 3D – L1]

- Loss of jobs in developed nations
- Increase in child labour and slavery
- High pollution levels
- Negative impact of fast food on people's health
- Unequal distribution of wealth
- Any other relevant answer. (any 4 x 1) (4)

#### 3.4.2 [Interpretation of Source 3D – L2]

- Loss of jobs in developed nations – outsourcing of manufacturing to 'third-world' countries.
- Increase in child labour and slavery – many countries lack adequate accountability.
- High pollution levels – new industrial development.
- Negative impact of fast food on health – spread of global food chains.
- Unequal distribution of wealth – corporate greed and corrupt governments.
- Any other relevant answer. (any 1 x 2) (2)

#### 3.5 [Ascertain the usefulness of Sources 3C and 3D – L3]

- Source 3C provides valuable information on slavery, the bribing of officials to force children to work and on how people felt about globalisation.
- Source 3D provides evidence of the negative effects of globalisation.
- Read together, Sources 3C and 3D provide multiple perspectives on globalisation. (any 2 x 2) (4)

3.6

3.6.1 [Extraction of evidence from Source 3E – L1]

- Global injustice
- March against World Trade Organisation (WTO) (2 x 1) (2)

3.6.2 [Interpretation of evidence from Source 3E – L2]

- Presumably the people in Greece, Ireland, and Spain would disagree, as would mainly African American workers in Detroit and other US cities who had lost jobs to people living in Taiwan, etc.
- The demonstrators believed that the policies of the World Trade Organisation (WTO) caused increased injustice across the world. (1 x 2) (2)

3.7 [Compare evidence from Sources 3D and 3E – L2]

- Source 3E highlights global injustices as mentioned in 3D
- Source 3D gives clear examples of the injustice which is mentioned in the source; e.g. Source 3D explains how under-developed countries have been exploited, suffered injustice, e.g. low labour costs, child labour, slavery, terrorism, criminals, increase in industrial waste, pollution, negative health issues, the rich get richer and the poor get poorer, corporates continue to exploit the poor, emergence of corrupt governments. (2 x 2) (4)

3.8 [Interpret, analyse and evaluate information from Sources 3A-E - L3]

Learners need to include the following points in their response:

- Globalisation creating a new order
- Technology increasing
- Transport, computer, telecom industries progressing very fast, making it difficult and challenging to keep up
- Communication has grown exponentially e.g. global accessibility of cellphones
- Internet access is essential in business, schools, homes, offices, information and capital being traded
- Changes in monetary policies
- Global issues combating international terrorism, HIV/AIDS, challenges to globalisation
- Travel has become easier and more affordable - enhancing communication
- Any other relevant response.



Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"><li>• Uses evidence in an elementary manner e.g. <b>shows little or no understanding of how globalisation has created a new world order since 1989 to the present.</b></li><li>• Uses evidence partially to report on topic or cannot report on topic.</li></ul>	Marks: 0–2
LEVEL 2	<ul style="list-style-type: none"><li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows an understanding of how globalisation has created a new world order since 1989 to the present.</b></li><li>• Uses evidence in a basic manner.</li></ul>	Marks: 3–6
<b>LEVEL 3</b>	<ul style="list-style-type: none"><li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of how globalisation has created a new world order since 1989 to the present.</b> Evidence relates well to the topic.</li><li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li></ul>	Marks: 7–8

(8)

[50]



## ESSAY QUESTIONS

### QUESTION 1A: CHINA

Discuss to what extent Mao transformed China from an underdeveloped country to a super power from 1949 to 1976.

#### SYNOPSIS

National strength and the status of nations are measured in economic capacity and military hardware – those countries with the greatest amount of both are considered to be ‘super powers’. Candidates should, therefore, determine to what extent Mao succeeded in developing these two areas between 1949 and 1976. Clear examples must be used to substantiate their argument.

#### MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should outline very briefly the main line of argument – in this case making a statement expressing the extent to which Mao had transformed China from an underdeveloped country to a superpower by 1976.

#### ELABORATION

##### Land Reform 1949–1976

- The majority of China’s population in 1949 were landless peasants.
- 1949: Land Reform Law – land was taken from landowners and redistributed to peasants. Every peasant now owned a very small plot - just enough to live on but not enough to produce a surplus.
- 1952–1956: Peasant land was re-grouped into collectives (by 1956 95% of peasants were in collectives) – this allowed for mechanisation, modern farming methods and greater production.
- From 1958: Collectives joined into larger units called communes. The aim was that communes would be self-sufficient: able to control their own education, health, welfare service and have a small industry. Communes were part of Mao’s ‘Great Leap Forward - an attempt to develop China into a modern industrialised country. (Initial bad weather and poor harvests resulted in widespread famine.)
- (NB: After Mao’s death peasants were allowed to own their land again and grow crops for profit. As a result of this ‘responsibility system’ as it was called, China has seen far greater increases in grain harvests.)
- Grain produced in China increased (million tonnes) – 1949: 111; 1957: 191; 1976: 285; 1984: 407.

## The economic and industrial development 1949–1976

- China had very little industry in 1949 (cheap manufactured goods from Europe and Japan in the early 20<sup>th</sup> century had economically ruined Chinese craftsmen).
- From 1952 industrial development was centrally planned with a target fixed (followed USSR's model).
- **Plan 1: 1952–1957** – Industrial development exceeded targets.
- **Plan 2: 1957–1960** – ‘Great Leap Forward’. Popular slogan in those years was ‘20 years in a day’. Over-ambitious, poorly managed, harvest failures resulted in famine in which millions died – GLF abandoned
- **Plan 3: 1960–1966** – No plans agreed upon – chaos in countryside due to Cultural Revolution as traditional methods of farming were attacked as ‘backwards’ and untrained workers sent from the cities to work in the fields
- **Plan 4: 1971–1976** – this was a period of rapid industrial growth
- GNP grew on average 13% per year between 1949–1975 (but very unevenly: 1949=57 + c.22% but 1960s = 7%)

## Foreign policy

- Mao wanted to re-establish the borders of the ‘Old China’ (this led to border wars with a number of neighbouring countries) and make sure that China was never threatened by any foreign power.
- Tibet 1949: Tibet was an independent priest-led country which Mao saw as part of ‘Old China’. In 1950 the Chinese Red Army entered Tibet – land redistributed, attacks on Buddhism, monasteries destroyed. In 1965 Tibet became a full province of China. Tibet is still fighting for independence today.
- Other examples such as India, Vietnam or Taiwan could be used to illustrate Mao’s foreign policy which aimed at showing the world that China under communist rule was no longer a weak and insignificant power.

## Military power

- Until 1960 China received a great deal of assistance from the USSR. After the Sino-Soviet split, China adopted a policy of self-reliance.
- China developed nuclear power.
- Any other relevant point.
- Conclusion: Candidates should sum up their argument with a relevant conclusion.

[50]



## QUESTION 1B: VIETNAM

‘... All the military might of a superpower could not defeat a small nation of peasants.’

Critically discuss this statement in the light of United States of America’s involvement in Vietnam between 1965 and 1975. Use relevant examples to support your answer.

### SYNOPSIS

Candidates must critically discuss the various reasons why the USA failed to win the war against Vietnam despite their superior military might. Clear examples must be used to substantiate their argument.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should outline very briefly the main line of argument – in this case the main reasons why the USA failed to win the war against Vietnam.

### ELABORATION

#### USA’s military tactics

- The US was ill-equipped and trained to fight a guerrilla war in Vietnam. They lost out to the more experienced Viet Cong who knew the jungles and had the support of local people
- The US used ‘search and destroy’ tactics, destroying whole villages of Vietnamese civilians but failing to destroy the Viet Cong
- The US used aerial bombing and chemical weapons to deforest the jungle and napalm to intimidate and destroy the Vietnamese people.
- These tactics lost the USA a great deal of support among Vietnamese people (North and South) but also fuelled the anti-war feeling back in the US.



#### Opposition to war in USA

- A growing number of people (especially young students on USA campuses) opposed USA involvement in Vietnam.
- Rallies, demonstrations and marches were held across the USA (4 students killed by state troops at Ohio State University, 1971) - many young people did not want to be conscripted to fight a war they did not believe in (ideologically they did not agree with the USA’s policy of containment).
- Due to the media coverage (Vietnam was the 1<sup>st</sup> televised war), many Americans were opposed to the destruction of villages and the murder of civilians that took place in the name of ‘democracy’.
- The anti-war movement undermined support for the USA government to such an extent that President Johnson did not stand for re-election – Richard Nixon stood for election promising to end the USA’s involvement in the war.

### **Chinese and USSR support of Viet Cong**

- Although the Viet Cong did not have the chemical weapons and sophisticated weapons that were used by the USA, they did receive weapons, aid and support from the USSR and China.
- Support from China and the USSR made it very hard for USA troops to disarm the guerrillas.

### **Unpopularity of South Vietnamese regime**

- The USA tried to prop up an unpopular regime that many of the South Vietnamese people (whom the USA was supposed to be 'liberating' from the communists) did not support.
- The South Vietnamese government was essentially a military dictatorship and the ruling elite were hated by the majority of the peasant class.

### **Determination and skill of Viet Cong compared with US conscripts.**

- The Viet Cong were highly disciplined and dedicated guerrilla soldiers fighting to free their country (Vietnamese saw it as a war of liberation).
- They also had the support of the majority of the Vietnamese people.
- In contrast, the US army was made up mainly of very young, conscripted soldiers.
- Any other relevant point.
- Conclusion: Candidates should sum up their argument with a relevant conclusion.



[50]

## QUESTION 2: CONGO AND TANZANIA

Write a comparative essay on the political successes and challenges that post-colonial leaders of both the Congo and Tanzania faced between the 1960s and the 1980s.

### SYNOPSIS

Candidates should undertake a comparative discussion of the political successes and challenges that faced the Congo and Tanzania.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should focus on the nature of the post-colonial leaders in both the Congo and Tanzania by undertaking a comparative discussion.

### ELABORATION

#### Leadership in the Congo:

- **Patrice Lumumba** (Prime Minister 1950–1961). An anti-colonial liberation leader and a nationalist. Some historians have argued that he lacked diplomatic experience (e.g. in his handling of the Katanga secession) and that he acted without judgment; while others saw him as charismatic, uncompromising and having a strong set of values for which, ultimately, he was killed.
- **Mobutu Sese Seko** (President 1965–1997) A colonel in the army; a capitalist who was supported by the USA, an Africanist (changed name from Congo to Zaire and demanded people use their African names, Western clothes were banned), he was an elitist and established a kleptocracy (rule by a very few); a ruthless and authoritarian leader who used violent methods to silence all opposition.

#### Leadership in Tanzania:

- **Julius Nyerere** (President 1961–1985) One of the few African leaders to voluntarily retire, known for his personal integrity. He was opposed to elitism and extravagance, a socialist, a dictator (banned all opposition parties); he used the 1962 Preventive Detention Act to imprison those who opposed him; committed to economic as well as political independence (although Tanzania came to depend heavily on foreign aid due to the failure of his policies).

#### Legacy of Colonialism

- **Congo:** Colonised by King Leopold II of Belgium; colonial regime exploited people, stripped Congo of its rich natural resources and was known for its brutality (slavery existed in Belgian Congo into the 20<sup>th</sup> century), colonial powers did not develop an infrastructure, they did not provide health facilities or education for the local population (at independence only 2% of the population attended high school), local industry was not developed, no local people were involved in government during the colonial period; political parties were allowed from 1955, but were formed on an ethnic basis. This resulted in ethnic rivalry

(e.g. attempt by the mineral-rich region, Katanga, to secede which was supported by USA).

- **Tanzania:** Colonised by Germany, Britain took control after World War I. Nyerere emphasised the importance of unifying the nation and developing a Tanzanian identity – he made Kiswahili the official language. Britain did not develop secondary industries, Tanzania was exploited for natural resources and cash crops, infrastructure built for export of raw materials. Britain allowed Tanzanians some participation in local government structures, but they were not allowed to form political parties.

## Types of government

- **Congo:** Military dictatorship, kleptocracy, capitalist (private ownership of wealth created great divisions between rich and poor); one-party state; Mobutu had all power within the party and membership was compulsory for all citizens; the party was devoted to the cult of Mobutuism; supported by USA; encouraged foreign capitalists to invest in Zaire.
- **Tanzania:** African socialist (all land and industry was nationalised), one-party state (although membership of TANU was voluntary and open to people of all languages, ethnicities and regions). Attempted to remain non-aligned in Cold War; initially did not allow foreign investment but was forced to accept privatisation and foreign investment in return for loans and debt relief from IMF and World Bank.

## Political stability and instability

- **Congo:** Relatively stable after Mobutu came to power in a military coup d'état but mainly because all opposition was banned, silenced and executed;
- **Tanzania:** Relatively stable with Nyerere remaining leader until mid-1980s; fought a war against Uganda over border dispute.
- Any other relevant point.
- Conclusion: Candidates should sum up their argument with a relevant conclusion.

[50]



**QUESTION: 4: THE CRISIS OF APARTHEID IN THE 1980S**

Explain how both internal mass civic resistance and international pressure contributed to the demise of PW Botha's apartheid regime in the 1980s.

**SYNOPSIS**

Candidates need to explain how both internal mass civic resistance and international pressure contributed to the demise of PW Botha's regime in the 1980s. Relevant examples must be used to support their argument.

**MAIN ASPECTS**

Candidates should include the following aspects in their response:

- Introduction: Candidates should focus on the reasons for internal mass civic resistance and international pressure against the apartheid regime in the 1980s.

**ELABORATION**

- Botha's regime embarked on repression and later undertook 'reform' (1983 constitution).
- 'Reform' measures by Botha's regime in the form of the tri-cameral parliamentary system led to intense internal resistance by civic organisations.
- Internal resistance in the form of 'rolling' mass action/programme of defiance led by the UDF, the National Forum, the Black Consciousness Movement, AZAPO, community/ religious organisations, student organisations in schools/universities, End-Conscription Campaign, Black Sash, etc.
- The imposition of the states of emergency by Botha's regime (reasons and reaction).
- The emergence and role of the Mass Democratic Movement in 1985 against Botha's regime.
- International pressure by the anti-apartheid movement in Africa, Britain and Ireland.
- Impact of the sports/cultural/academic/consumer boycotts; sanctions and disinvestment by the international community on the apartheid state's economy.
- Any other relevant point.
- Conclusion: Candidates should sum up their argument with a relevant conclusion.

**[50]**

## QUESTION 5: THE NEGOTIATED SETTLEMENT AND THE GOVERNMENT OF NATIONAL UNITY

Allister Sparks argues that the process of negotiation 'was always a crisis-driven process'.

Critically assess Allister Sparks' statement with reference to the process of negotiation in South Africa between 1990 and 1994.

### SYNOPSIS

Candidates should indicate whether they agree with Sparks' statement. They should highlight the various challenges that South Africa's political role players faced during the process of negotiation such as violence, opposing views and political intolerance between 1990 and 1994.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should explain the historical context and take a line of argument with regard to the statement that 'the process of negotiation was always a crisis-driven process'.

### ELABORATION

- In March 1990, the ANC Executive met the NP government for 'talks about talks'.

(Meeting suspended due to the Sebokeng Massacre on 26 March 1990; the ANC threatened the continuation of the armed struggle if government did not commit to the process of negotiation; Government wanted ANC to commit to power-sharing and not majority rule).

- May 1990: ANC and government met at Grooten Schuur/Grooten Schuur Minute accepted.
- Third meeting in Pretoria (Pretoria Minute accepted; ANC suspended armed struggle; violence continued despite progress in talks; Third Force was blamed for the increase in violence).
- ANC tried to befriend Zulu king to create political stability and peace in Natal; (IFP resisted and violence increased for e.g. 'Seven Day' War during March 1991. Two hundred people were killed in Pietermaritzburg).
- Violence spread to Johannesburg (train violence claimed at least 500 lives between 1990 and 1993; Inkathagate Scandal came to the fore; ANC made 14 demands to government as a prerequisite for continued negotiations).
- 20 December 1991 CODESA began – boycotted by the PAC, AZAPO and the Conservative Party; Declaration of Intent signed/South Africa on threshold of democracy.
- CODESA 2 began in May 1992 but ANC walked out because of the Boipatong massacre in June 1992.

- October 1992 Joe Slovo proposed the 'Sunset Clause' as a compromise - NP government and ANC later signed the 'Record of Understanding'; IFP rejected this agreement.
- 7 September 1992 almost 80 000 ANC supporters marched to Bhisho and demanded the reincorporation of Ciskei into South Africa. Soldiers from Bantustan leader Oupa Gqozo. Government opened fire on unarmed protestors leading to the death of 28; the tri-partite alliance responded by embarking on 'rolling mass action'.
- Violence erupted again. Third Force implicated; Goldstone Commission confirmed the involvement of police/ SADF.
- Assassination of Chris Hani on 10 April 1993 was an attempt by the right-wing to derail the process of negotiation.
- AWB invaded the World Trade Centre to stop negotiations – 25 July 1993.
- APLA launched an attack on the St James Church in Cape Town – 25 July 1993 killing 11 and wounding 58 worshippers.
- IFP and COSAG rejected 'Record of Understanding' and favoured federalism while the AWB and CP wanted a volkstaat.
- Lucas Mangope, Bantustan leader of Bophuthatswana, called on the AWB to resist reintegration into SA – led to 63 AWB members being killed.
- 28 March 1994 members of the IFP marched to the ANC headquarters at Shell House – resulted in the Shell House massacre about 300 people were killed.
- Multi-party talks resumed in April 1993.
- South Africa's first democratic elections held on 27 April 1994.
- Any other relevant point.
- Conclusion: Candidates should sum up their argument with a relevant conclusion.



[50]

COGNITIVE LEVELS USED TO SET SOURCE-BASED QUESTIONS

<b>CAPS: GRADE 12 ANALYSIS GRID: SOURCE-BASED QUESTIONS</b>			
<b>QUESTION 1</b>			
<b>KEY QUESTION: WHY DID SOUTH AFRICA BECOME INVOLVED IN THE ANGOLAN CIVIL WAR IN THE 1980s?</b>			
<b>Question Number</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
1.1.1	1		
1.1.2	4		
1.1.3		6	
1.1.4		3	
1.2.1		4	
1.2.2			4
1.3.1	2		
1.3.2	2		
1.3.3		4	
1.3.4		2	
1.4.1	2		
1.4.2	4		
1.4.3			4
1.5			8
<b>TOTAL: 50</b>	<b>15</b>	<b>19</b>	<b>16</b>
<b>CAPS Cognitive Levels: 100%</b>	<b>15 (30%)</b>	<b>20 (40%)</b>	<b>15 (30%)</b>
<b>QUESTION 2:</b>			
<b>KEY QUESTION: HOW SUCCESSFUL WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) IN HEALING OUR PAST?</b>			
2.1.1	2		
2.1.2	2		
2.1.3		2	
2.1.4			3
2.2.1	3		
2.2.2	4		
2.2.3		4	
2.3.1		2	
2.3.2		2	
2.4			4
2.5.1	2		
2.5.2		4	
2.6.1	2		
2.6.2		2	
2.6.3		4	
2.7			8
<b>Total: 50</b>	<b>15</b>	<b>20</b>	<b>15</b>
<b>CAPS Cognitive Levels: 100%</b>	<b>15 (30%)</b>	<b>20 (40%)</b>	<b>15 (30%)</b>





**QUESTION 3**

**KEY QUESTION: WHAT IMPACT DID GLOBALISATION HAVE ON THE NEW WORLD ORDER?**

3.1.1	2		
3.1.2	2		
3.1.3		4	
3.2.1	3		
3.2.2		6	
3.3.1		2	
3.3.2	2		
3.3.3			3
3.4.1	4		
3.4.2		2	
3.5			4
3.6.1	2		
3.6.2		2	
3.7		4	
3.8			8
<b>Total: 50</b>	<b>15</b>	<b>20</b>	<b>15</b>
<b>CAPS Cognitive Levels: 100%</b>	<b>15 (30%)</b>	<b>20 (40%)</b>	<b>15 (30%)</b>



## 9. BIBLIOGRAPHY

Visual sources and other historical evidence were taken from the following:

### BOOKS:

Angier, K. (et al), *Viva History Grade 12: Learner's Book*. (Johannesburg: Vivlia, 2013).

Frederikse, J. *South Africa: A different kind of war*. (London: James Currey, 1987).

Hanlon, J. *Beggar your neighbours: Apartheid power in Southern Africa*. (London: James Currey, 1986).

Pillay, G. (et al), *New Generation History Grade 12: Learner's book*. (Durban: Interpak Printers, 2013).

### INTERNET SITES:

[http://www.cartoons.ac.uk/search/cartoon\\_item/angola](http://www.cartoons.ac.uk/search/cartoon_item/angola).

<http://www.sahistory.org.za/archive/interview-south-african-prime-minister-mr-b-j-vorster-mr-clarence-rhodes-upitn-tv-13-february>.

<http://qu301southafrica.com/tag/recon>.

[www.justice.gov.za/trc/report/](http://www.justice.gov.za/trc/report/) .

[www.info.gov.za/speeches/1997/08050w13297.html](http://www.info.gov.za/speeches/1997/08050w13297.html).

[www.justice.gov.za/trc/media/1996/9611/s961105h.html](http://www.justice.gov.za/trc/media/1996/9611/s961105h.html).

<http://hubpages.com/hub/Definition-of-Globalization>.

<http://globalisation.pen.io>.

[www.globescan.com/news\\_archives/press\\_inside.htm](http://www.globescan.com/news_archives/press_inside.htm).

<http://www.buzzle.com/articles/negative-effects-of-globalization.html>.

<http://content.lib.washington.edu/wtoweb/images/wto-protest.jpg>.





