

HISTORY

SCHOOL-BASED
ASSESSMENT
EXEMPLARS – CAPS

GRADE 12

LEARNER GUIDE



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA





HISTORY

SCHOOL-BASED ASSESSMENT EXEMPLARS – CAPS



LEARNER GUIDE



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1. INTRODUCTION

Assessment is a continuous, planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. 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 for learners who study History. SBA marks are formally recorded 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 National Senior Certificate (NSC) examination.

This publication comprises of several tasks that address the demands of the Grade 12 History curriculum. It is expected that this booklet will serve as a valuable resource for Grade 12 History learners. It provides useful information which will assist you in your preparation for the NSC examinations in History.

2. AIMS AND OBJECTIVES OF SCHOOL-BASED ASSESSMENT

The aim of this resource booklet is to assist you in your preparation for the Grade 12 examination from 2014 onwards. It contains crucial information on how to work with the prescribed content as contained in the *Curriculum and Assessment Policy Statement (CAPS)*.

The booklet contains information on how to undertake a research assignment, work with sources and write a coherent essay. A step-by-step approach on how to undertake a research assignment is given. The Research Assignment forms a significant part of your SBA mark for History. Hence, you are encouraged to use these guidelines when preparing to submit your assignments for final assessment. In addition, exemplars of source-based questions and essays are also provided. It outlines clearly the format, style and cognitive levels of questions which learners will be required to answer in their SBA tasks in Grade 12 History.

Our objective is to help learners succeed in Grade 12 History. Therefore, you are encouraged to use this resource booklet to sharpen your skills in History in order to achieve a good mark.

3. ASSESSMENT TASKS AS OUTLINED IN THE CAPS

The final Grade 12 mark is calculated from the National Senior Certificate (NSC) examination that learners will 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. The table below outlines the programme of assessment that needs to be completed in your Grade 12 year.

Term 1	Term 2	Term 3	Term 4
3 tasks	2 tasks	2 tasks	
<ul style="list-style-type: none"> • Source-based task (or essay; learners must do one of each). • Research assignment (can also be done in the second term). • Standardised test which includes a source-based section and an essay (ideally both sections will be tested at the same time). 	<ul style="list-style-type: none"> • Essay task (or source-based task; learners must do one of each). • 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). 	<ul style="list-style-type: none"> • Standardised test, which includes a source-based section and an essay (ideally, both sections will be tested at the same time). • September/ Preparatory examination (2 papers) 	<ul style="list-style-type: none"> • Final external examination
25% of total year mark = 100 marks			75% of total year mark = 300 marks



4. GUIDELINES FOR SCHOOL-BASED ASSESSMENT

4.1 RESEARCH ASSIGNMENT: Grade 12

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

<p>Body of Essay (Write approximately 2–3 pages)</p>	<ul style="list-style-type: none"> ✓ In this section you present and substantiate your argument. ✓ Select evidence from your readings which could be used to substantiate your line of argument in answering the key question. ✓ 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"> - <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). - <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.)
<p>Conclusion (Write approximately ½–page)</p>	<ul style="list-style-type: none"> ✓ In this paragraph you should sum up the argument that was sustained and developed in the body of your research assignment.
<p>Reflection (Write approximately ½–1 page)</p>	<ul style="list-style-type: none"> ✓ In this section you should discuss what you have learnt from this research assignment. ✓ Explain what insights, skills and knowledge you have acquired while undertaking this research.
<p>Bibliography</p>	<ul style="list-style-type: none"> ✓ List ALL the resources that you used during the preparation of your research assignment. ✓ An example of how to correctly format a bibliography is included [Annexure E, p. 15].
<p>Hint 3: Before you submit your research assignment</p>	<ul style="list-style-type: none"> ✓ Check that you have complied with the following requirements: <ul style="list-style-type: none"> ○ Front Cover ○ Introduction ○ Background ○ Body of evidence ○ Conclusion ○ Reflection ○ Bibliography ✓ Proofread your work thoroughly to check for coherence, spelling and grammatical errors.

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

GRADE 12 RESEARCH ASSIGNMENT: HISTORY	
NAME OF SCHOOL	
NAME OF LEARNER	
SUBJECT	
RESEARCH TOPIC	
KEY QUESTION	



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>1st DRAFT:</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>2nd DRAFT:</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

WEBSITES:

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>http://www.sahistory.org.za/aids-resources/freedom-and-equality-celebrating-women-south-african-history-booklet</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.

4.2 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]

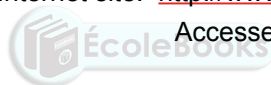
SOURCE 1B

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.



[Internet site: http://www.cartoons.ac.uk/search/cartoon_item/angola.

Accessed from British Cartoon Archive 13 May 2013.]



A PRESENT TO ANGOLA

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/. 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. 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. 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?' ...



[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).

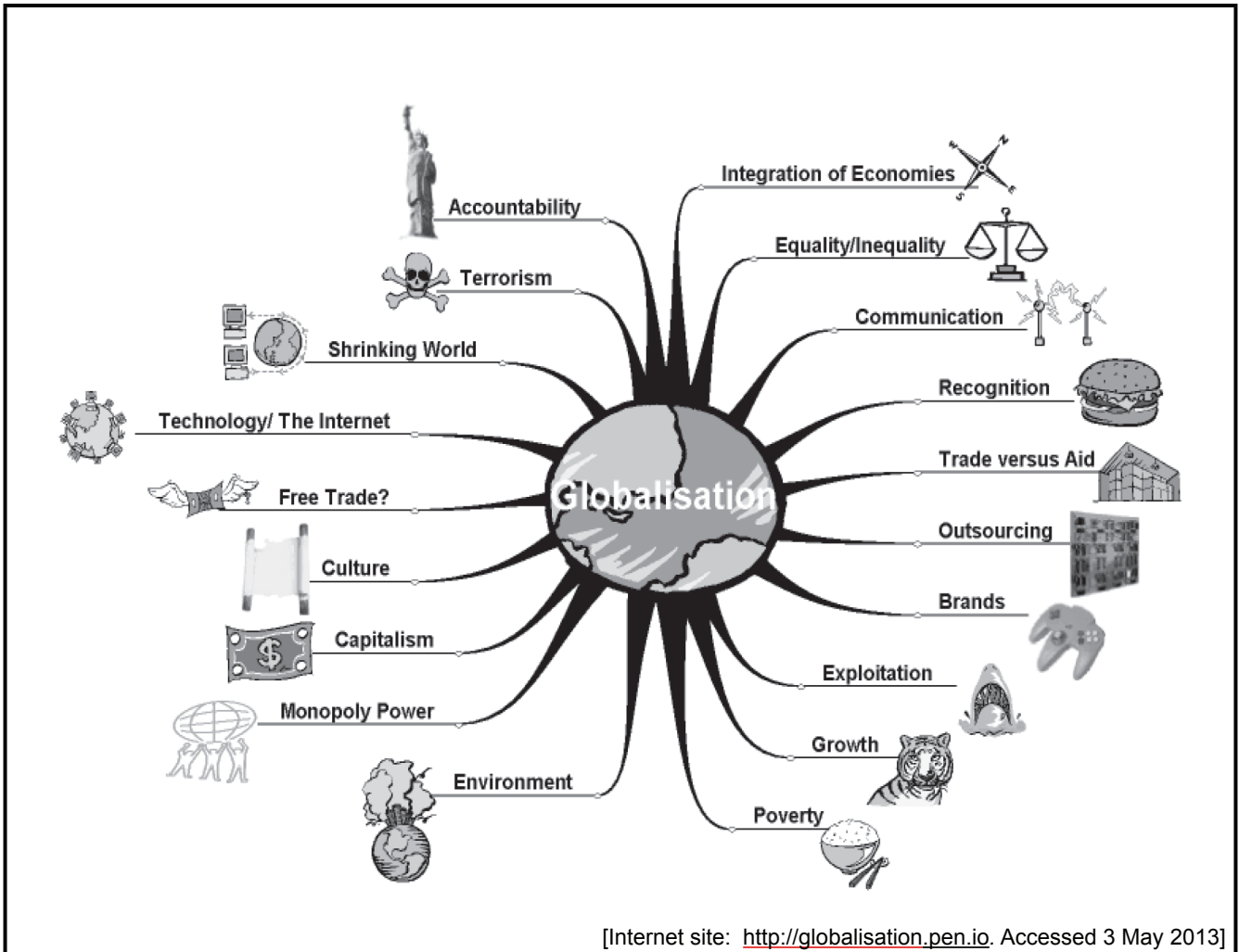
Positive integration on the other hand aims at standardising international economic laws and policies. For example, a country which has its own policies on taxation trades with a country with its own set of policies on tariffs. Likewise, these countries have their own policies on tariffs. With positive 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.

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 Griffiths Mxenge. (2 x 2) (4)

2.5 Read 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 Consult 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 super power 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]

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