



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**SENIOR CERTIFICATE/
NATIONAL SENIOR CERTIFICATE**

GRADE 12

**HISTORY P2
NOVEMBER 2020
MARKING GUIDELINES**

MARKS: 150

These marking guidelines consist of 23 pages.

1. SOURCE-BASED QUESTIONS

1.1 The following cognitive levels were used to develop source-based questions:

Cognitive Levels	Historical skills	Weighting of questions
Level 1	<ul style="list-style-type: none"> Extract evidence from sources Selection and organisation of relevant information from sources Define historical concepts/terms 	30% (15)
Level 2	<ul style="list-style-type: none"> Interpretation of evidence from sources Explain information gathered from sources Analyse evidence from sources 	40% (20)
Level 3	<ul style="list-style-type: none"> Interpret and evaluate evidence from sources Engage with sources to determine its usefulness, reliability, bias and limitations Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions 	30% (15)

1.2 The information below indicates how source-based questions are assessed:

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 x 2) which translates to one reason and is given two marks (✓✓)
- If a question carries 4 marks then indicate by placing 4 ticks (✓✓✓✓)

Paragraph question

Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- Read the paragraph and place a bullet (•) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.

- At the end of the paragraph indicate the ticks (✓) that the candidate has been awarded for the paragraph; as well as the level (1, 2 or 3) as indicated in the holistic rubric and a brief comment e.g.

Level 2 ✓✓✓✓

COMMENT

Used mostly relevant evidence to write a basic paragraph.

- Count all the ticks for the source-based question and then write the mark on the right hand bottom margin e.g. $\frac{32}{50}$
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

- Be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion.

2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will **not** be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of an argument (planned, structured and has an independent line of argument)

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay, ticks need to be awarded for a relevant introduction (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline).
For example in an essay where there are five (5) main points there could be about seven (7) ticks.

2.4.3 Keep the **PEEL** structure in mind when assessing an essay.

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

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

- Introduction, main aspects and conclusion not properly contextualised

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- Wrong statement

- Irrelevant statement

|
|
|

- Repetition

R

- Analysis

A√

- Interpretation

I√

- Line of Argument

LOA ⇕

2.5 The matrix

Use of the matrix in the marking of essays

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

- (a) The first reading of essays will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	

- (b) The second reading of essays will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	}26–27
P	LEVEL 3	

COMMENT

Some omissions in content coverage.
Attempts to sustain a line of argument.

MARKING MATRIX FOR ESSAY: TOTAL: 50

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

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

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

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: WHY DID BLACK SOUTH AFRICAN STUDENTS PROTEST IN 1976?**

1.1

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

- 'African National Congress (ANC)'
- 'Pan Africanist Congress (PAC)' (2 x 1) (2)

1.1.2 *[Definition of a historical concept from Source 1A - L1]***Black Consciousness was a philosophy/ideology that:**

- Promoted self-confidence/assertiveness
- Encouraged black pride/to be proud of being black
- Inspired black South Africans to be independent and self-reliant
- Encouraged equality, justice, pride and unity
- Emphasised mental emancipation from white subservience
- Any other relevant response (any 1 x 2) (2)

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

- 'the current education system was Euro-centric (based on European values, customs and traditions)
- 'Undermined (weakened) the African achievement' (2 x 1) (2)

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

- To maintain control and authority over black South Africans
- To use education to ensure that black South Africans remain in servitude to white minority rule/ cheap labour market
- To use language as a form of indoctrination in an effort to maintain white superiority
- To ensure that black South Africans would not become critical thinkers
- Any other relevant response (any 2 x 2) (4)

1.2

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

- To inform the public that students from Phefeni Junior Secondary School were engaged in a march against the imposition of Afrikaans as medium of instruction/ It was newsworthy
- To indicate that students from Phefeni Junior Secondary School were protesting/to indicate that there was a determined opposition to Afrikaans as a medium of instruction
- To inform the public about the violent nature of the strike at Phefeni Junior Secondary School
- To expose the apartheid government internationally
- Any other relevant response (any 1 x 2) (2)

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

- '... seized a tape recorder from the vice-principal, Mr Nhlapo and threatening to beat him up'
- '... they began stoning the principal's office and classrooms ...'
- 'They threatened the headmaster and threw out Afrikaans textbooks' (any 2 x 1) (2)

- 1.2.3 *[Determining the usefulness of Source 1B – L3]*
The source is USEFUL because:
- It gives insight into why the students at Phefeni Junior Secondary School embarked on violent protest action
 - It gives first-hand information about how the events unfolded at Phefeni Junior Secondary School
 - It gives information how the students at Phefeni Junior Secondary School responded to the introduction of Afrikaans as a medium of instruction
 - It gives information that students of Phefeni Junior Secondary School were united/determined in their protest action
 - It indicates that there were sustained protests at Phefeni Junior Secondary School
 - It gives the names of the people involved, the dates and other events leading to the Soweto Uprising
 - Any other relevant response (any 2 x 2) (4)
- 1.3
- 1.3.1 *[Interpretation of evidence in Source 1C - L2]*
- It shows the students were smiling/happy as they embarked on the march to protest against Afrikaans as a medium of instruction at schools in Soweto
 - The photograph shows students were very disciplined and orderly while embarking on the march
 - Any other relevant response (any 1 x 2) (2)
- 1.3.2 *[Interpretation of evidence in Source 1C – L2]*
- The students marched against the imposition of Afrikaans as a medium of instruction
 - The students embarked on protest action to challenge Bantu education/the authorities
 - The students felt that learning the Afrikaans language will make them subservient to white South Africans
 - The students could not understand the Afrikaans language hence they were failing their examinations
 - The students embarked on a protest against the socio-economic conditions of black South Africans
 - Any other relevant response (any 2 x 2) (4)
- 1.4
- 1.4.1 *[Interpretation of evidence in Source 1D – L2]*
- The police wanted to keep the totals to a minimum (23 killed) so that they would not look bad/merciless
 - The official figures by the police showed that they wanted to cover up their role in the killing of students in the Soweto Uprising
 - The police wanted to keep figures low so that they would avoid international embarrassment
 - The unofficial figures would spark more violence
 - The unofficial figures would expose police brutality
 - Any other relevant response (any 2 x 2) (4)

- 1.4.2 *[Extraction of evidence from Source 1D – L1]*
- 'The students turned the march into a violent uprising'
 - 'Overturning cars'
 - 'Burning vehicles'
 - 'Burning buildings'
 - 'Burning symbols of the apartheid regime' (any 4 x 1) (4)
- 1.4.3 *[Extraction of evidence from Source 1D – L1]*
- 'The police were not ready for a march on that scale'
 - 'The spread of unrest and mass uprising was not anticipated (expected) by the apartheid regime ...'
 - 'They under-estimated the level of discontent (unhappiness)' (any 1 x 2) (2)
- 1.4.4 *[Interpretation of evidence in Source 1D – L2]*
- The Soweto Uprising challenged the apartheid regime to address the inequalities of the past/ they were forced to re-think its policies
 - The Soweto Uprising was a turning point because young students were prepared to challenge the might of the apartheid state
 - The apartheid regime was caught off guard/did not expect the mobilisation of learners/underestimated the march
 - Internationally South Africa gained a negative reputation which affected its economy directly
 - The Soweto Uprising renewed the liberation struggle in South Africa
 - Many international companies responded by imposing sanctions and disinvestments on South Africa
 - Any other relevant response (any 2 x 2) (4)
- 1.5 *[Comparison of evidence in Sources 1C and 1D - L3]*
- Source 1C shows students protesting peacefully against the implementation of Afrikaans as a medium of instruction while Source 1D states students reacted violently during the march after the police attacked them
 - Source 1C does not show police presence during the march while Source 1D states that the police opened fire on students, killing approximately 200
 - Source 1C shows how the students challenged the apartheid regime to change the language policy whereas in Source 1D the apartheid regime failed to review the unfair discriminatory policies of the Bantu Education Act
 - Source 1C shows students protesting while Source 1D indicates the response of the police
 - Any other relevant response (any 2 x 2) (4)

1.6 [Interpretation, evaluation and synthesis from relevant sources – L3]

Candidates could include the following aspects in their response:

- The philosophy of Black Consciousness (BC) boosted the self-esteem of Black South African students (Source 1A)
- SASO and SASM played a major role in conscientising black South African students to stand up for their rights (Source 1A)
- The students challenged the system of Bantu education which was based on European values, customs and traditions (Source 1A)
- The students challenged the language policy of the apartheid government (own knowledge)
- Black South African students wanted to unite and challenge the apartheid regime (own knowledge)
- The teachers did not understand Afrikaans as a medium of instruction yet they were expected to teach in the same language (own knowledge)
- *The World* newspaper highlighted the students' dissatisfaction regarding the imposition of Afrikaans as a medium of instruction (Source 1B)
- The photograph shows students demanding 'Afrikaans must be abolished' (Source 1C)
- 15 000 to 20 000 black South African students protested against the implementation of Afrikaans as a medium of instruction (Source 1D)
- The Soweto Uprising exposed the brutality of the apartheid regime to the rest of the world and cast South Africa in a negative light (own knowledge)
- Any other relevant response

Use the following rubric to allocate marks:

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

(8)
[50]

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

2.1

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

- 'To create an institution for the restoration of the justice that had been denied to many victims who were killed during apartheid rule'
- 'Establishing a restorative rather than retributive justice'
- 'To bring closure to the many victims and their families' (any 1 x 2) (2)

2.1.2 *[Interpretation of evidence in Source 2A – L2]*

- The TRC aimed at bringing about healing between the victim and the perpetrator/to restore dignity
- Healing between the victim and the perpetrator could lead to forgiveness and hence reconciliation
- The TRC wanted to build a new South Africa based on forgiveness rather than hatred/to avoid revenge
- Any other relevant response (any 2 x 2) (4)

2.1.3 *[Definition of a historical concept in Source 2A – L1]*

- The granting of official pardon for people that committed politically related/motivated crimes
- Any other relevant response (1 x 2) (2)

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

- 'Johan van Zyl'
- 'Eric Taylor'
- 'Gerhardus Lotz'
- 'Nicholas van Rensburg'
- 'Harold Snyman'
- 'Hermanus du Plessis' (any 3 x 1) (3)

2.2

2.2.1 *[Interpretation of evidence in Source 2B – L2]*

- To invite both perpetrators and victims to appear before the TRC and testify about human rights abuses
- To inform the public about the crimes that were committed during apartheid
- To encourage people to speak the truth about their involvement in political killing
- To inform the public that there were TRC hearings taking place throughout the country
- To highlight the purpose of the TRC - truth telling and reconciliation
- Any other relevant response (any 2 x 2) (4)

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

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

- 2.2.3 *[Interpretation of evidence in Source 2B – L2]*
The TRC encouraged:
- Perpetrators to tell the truth/full disclosure
 - Apartheid agents/Security police to come forward and tell victims about the whereabouts of their loved ones
 - Healing and reconciliation
 - Any other relevant response (any 2 x 2) (4)
- 2.3
- 2.3.1 *[Extraction of evidence from Source 2C - L1]*
- 'Mr Goniwe'
 - 'Mr Mhlauli' (2 x 1) (2)
- 2.3.2 *[Interpretation of evidence in Source 2C – L2]*
- He wanted to cover up the crime he had committed
 - He did not want to leave any evidence behind regarding the killing of political activists
 - To discourage political activists from getting involved in political activities against the apartheid regime
 - Any other relevant response (any 2 x 2) (4)
- 2.3.3 *[Determining the usefulness of Source 2C – L3]*
The source is USEFUL because:
- It highlights the surveillance that the security policemen used regarding the Cradock Four
 - It gives the names of the security policemen who were involved in the surveillance
 - It focuses on how the security policemen dealt with Mr Goniwe and Mr Mhlauli
 - It states how Mr Goniwe and Mr Mhlauli were murdered
 - It gives new insights (testimony) into how the security police killed the Cradock Four
 - Any other relevant response (any 2 x 2) (4)
- 2.4
- 2.4.1 *[Extraction of evidence from Source 2D - L1]*
- '...security policemen have been refused amnesty' (1 x 1) (1)
- 2.4.2 *[Extraction of evidence from Source 2D - L1]*
- 'the men never made a full disclosure regarding the killings'
 - 'The commission could therefore not find a relationship between the act and political motives' (2 x 1) (2)

2.4.3 *[Interpretation of evidence in Source 2D – L2]*

- Goniwe's brother and his family could now find closure regarding the murder of Mathew Goniwe and other political activists
- The TRC was an independent body that was devoid of political interference and therefore made a correct decision by not granting amnesty to the perpetrators responsible for the murder of the Cradock Four
- Goniwe's brother felt that justice was served
- Any other relevant response

(any 2 x 2) (4)

2.5 *[Comparison of evidence in Sources 2B and 2D - L3]*

- Both Sources 2B and 2D mention the crimes that were committed (murder, abduction and torture) during interrogation
- Source 2B outlines the brutal crimes (murder, abduction, torture) that the apartheid police committed against political activists and Source 2D demonstrates how the security policemen dealt with political activists (interrogation)
- In Source 2B perpetrators were invited to appear before the TRC to explain how they interrogated political activists and Source 2D indicates the role that the security policemen played in the interrogation and killing of political activists
- Any other relevant response

(any 2 x 2) (4)

2.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources – L3]*

Candidates could include the following aspects in their response:

- The TRC was established to ensure the goals, facilitation of rehabilitation and restoration of the human and civil dignity of victims of gross human rights violations (Source 2A)
- The TRC aimed to achieve restorative justice instead of retributive justice (Source 2A)
- The TRC aimed at bringing closure to the families of victims if perpetrators made full disclosure of the truth (Source 2A)
- The TRC created a platform for victims and perpetrators to tell their stories about human rights abuses (own knowledge)
- During the TRC hearings some of the truth surfaced such as how the Cradock Four were killed (own knowledge)
- In some cases, perpetrators sought forgiveness and provided families with answers (own knowledge)
- The TRC used posters to invite both perpetrators and victims to appear before the TRC and testify about human rights abuses (Source 2B)
- At the TRC hearings perpetrators were questioned by the state lawyers about how political activists were abducted and killed (Source 2C)
- The security policemen who were responsible for the murder of the Cradock Four were refused amnesty (Source 2D)
- Any other relevant response

Use the following rubric to allocate marks:

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

(8)
[50]

QUESTION 3: WHAT IMPACT DID GLOBALISATION HAVE ON SOUTH AFRICA?

3.1

3.1.1 *[Definition of a historical concept in Source 3A - L1]*

- Globalisation refers to the technological, political and economic changes, which have resulted in the world functioning in a different way from what it did 20 years ago
- Globalisation describes the way in which people, ideas and goods move around the world more quickly and cheaply than before
- Any other relevant response (any 1 x 2) (2)

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

- 'Environment'
- 'Culture'
- 'Political systems'
- 'Economic development and prosperity'
- 'Human physical well-being in societies' (any 2 x 1) (2)

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

- 'Increased cross border trade'
- 'Increased investment and migration'
- 'Foreign investment doubled' (3 x 1) (3)

3.1.4 *[Interpretation of evidence in Source 3A - L2]*

- Communication technology such as the internet has allowed people all over the world to be in contact instantly
- Communication such as the internet has allowed people throughout the world to be in contact with each other at all times
- Travel between countries has become cheaper and faster
- The transfer of money and trade is available 24/7 because of innovative technology
- Any other relevant response (any 2 x 2) (4)

3.2

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

- 'Richer'
- 'Prosperous'
- 'Modern' (any 2 x 1) (2)

3.2.2 *[Extraction of evidence from Source 3B – L1]*

- 'To change their comparative advantages'
- 'To move up the value chain' (2 x 1) (2)

- 3.2.3 *[Interpretation of evidence in Source 3B - L2]*
- The owners of the means of production wanted to maximise their profits
 - Employers justified the employment of low-skilled workers by paying them poor wages
 - Workers are in competition for low-skilled jobs and this enables employers to keep their wages low
 - Jobs do not require specialisation therefore employers can afford to keep wages low
 - Any other relevant response (any 2 x 2) (4)
- 3.3
- 3.3.1 *[Extraction of evidence from Source 3C – L1]*
- 'Globalisation is one driver of higher inequality in countries such as South Africa' (1 x 1) (1)
- 3.3.2 *[Extraction of evidence from Source 3C – L1]*
- 'The issue of inequality must be at the forefront of policies'
 - 'New forms of social safety nets'
 - 'Economic inclusion should be created' (any 2 x 1) (2)
- 3.3.3 *[Interpretation of evidence in Source 3C - L2]*
- The gap between wages of low-skilled and skilled workers was huge
 - Wage increases between low-skilled and skilled workers was unequal
 - Skilled workers normally had better benefits than low-skilled workers
 - Low-skilled workers tend to be more vulnerable to unemployment than skilled workers
 - The rich were able to use technology to increase their profits and that enriched them more than low skilled workers
 - Any other relevant response (any 2 x 2) (4)
- 3.3.4 *[Ascertaining the usefulness of Source 3C – L3]*
- The source is USEFUL because:**
- Gordhan states in his speech that globalisation contributed to higher levels of inequality in South Africa
 - Gordhan suggested that government needed to formalise policies to address inequality in the job market
 - Globalisation has contributed to the widening gap between winners (rich) and losers (poor)
 - It states that economic transformation that was supposed to benefit the majority only benefitted the minority
 - Any other relevant response (any 2 x 2) (4)
- 3.4
- 3.4.1 *[Interpretation of evidence in Source 3D – L3]*
- The cartoon shows that globalisation was responsible for the widening of the gap between the rich and poor
 - The cartoon shows the 'Haves' are in the minority in relation to the 'Have-Nots' who are in the majority
 - The cartoon shows that globalisation perpetuates inequality
 - The cartoon depicts that globalisation has enriched the 'haves' at the expense of the 'have nots'
 - Any other relevant response (any 2 x 2) (4)

- 3.4.2 *[Interpretation of evidence from Source 3D - L2]*
- (Haves) People that own the means of production/'the rich'/developed countries
 - (Have nots) People who are poverty stricken (poor) like the unemployed, and destitute/developing countries
 - Any other relevant response (2 x 2) (4)

- 3.5 *[Comparison of evidence from Sources 3C and 3D – L3]*
- Both Sources 3C and 3D show that globalisation has contributed to inequality in South Africa
 - Both Sources 3C and 3D show that globalisation was responsible for the creation of 'losers' (poor) and 'winners' (rich)
 - Both Sources 3C and 3D show that globalisation benefitted the minority (rich) and not the majority (poor)
 - Both Sources 3C and 3D show that globalisation created the 'HAVES' (RICH) and the 'HAVE' NOTS' (POOR)
 - Any other relevant response (any 2 x 2) (4)

- 3.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources - L3]*

Candidates could include the following aspects in their response:

Globalisation impacted on South Africa in the following:

- Increased trade, investment and migration (Source 3A)
- Contributed to advances in Information Technology (IT) which has in turn changed the lives of people (Source 3A)
- Raised incomes and living standards of the poor (Source 3B)
- Contributed to the wages of low-skilled workers being kept low (own knowledge)
- Resulted in increased inequality (Source 3C)
- Contributed to a large number of people becoming unemployed (own knowledge)
- By enriching a minority and contributing to the impoverishment of the majority (Source 3D)
- Contributed to the widening of the gap between the rich and the poor (Source 3D)
- Resulted in the 'haves' becoming richer while the 'have nots' becoming poorer (Source 3D)
- Resulted in high levels of unemployment, poverty and social challenges (own knowledge)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	<ul style="list-style-type: none">• Uses evidence in an elementary manner e.g. shows no or little understanding of the impact that globalisation had on South Africa.• Uses evidence partially or cannot write a paragraph.	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none">• Evidence is mostly relevant and relates to a great extent on the topic e.g. shows some understanding of the impact that globalisation had on South Africa.• Uses evidence in a very basic manner to write a paragraph.	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none">• Uses relevant evidence e.g. demonstrates a thorough understanding of the impact that globalisation had on South Africa.• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS 6–8

(8)
[50]

SECTION B: ESSAY QUESTIONS**QUESTION 4: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA: THE CRISIS OF APARTHEID IN THE 1980s**

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

SYNOPSIS

Candidates need to indicate whether they agree or disagree that it was intense pressure from various anti-apartheid organisations that led to the eventual collapse of the apartheid regime in the 1980s.

MAIN ASPECTS

- Introduction: Candidates need to take a stance whether they agree or disagree that it was intense pressure from various anti-apartheid organisations that led to the eventual collapse of the apartheid regime in the 1980s. They need to demonstrate how they intend answering the question.

In agreeing with the statement candidates could include the following aspects in their essay:

ELABORATION

- Reasons for the intense pressure from the Anti-Apartheid Movement (AAM) in the 1970s and 1980s in response to PW Botha's reforms in South Africa (Brief background)
- In the 1980s the International Defence and Aid Fund (IDAF) funded state of emergency detentions/smuggled R200 million into South Africa/created a network of donors who funded the release of political prisoners/From January 1985 IDAF funded 16 551 legal matters (e.g. detentions, common law prosecutions of street activists)
- **Sport Boycotts:** In 1981 New Zealand protested against the 'racist' Springbok tour/South African Council of Sport (SACOS) established political links with the UDF and COSATU/slogan 'No normal sport in an abnormal society'/By the late 1980s SA was banned from 90% of world sport
- **Cultural Boycotts:** International artists – non-segregated audiences only/Artists against Apartheid formed in Britain by Dali Tambo and Jerry Dammers/The British Actors' Union Equity forbid the use of television programmes in SA involving its members/1985 USA 'Artists United against Apartheid'/refused to perform in South Africa and raised money for liberation movements/1986 Freedom Festival in London audience of 250 000 attended/musicians expressed their solidarity with people in SA/speakers from ANC, SWAPO and British Anti-Apartheid Movement addressed the crowd
- **Academic Boycotts:** Scholars refused to travel to South Africa/Publishers refused to publish SA manuscripts/No collaboration of scholars/Publishers abroad refused to grant access to information/International conferences barred South African participation/Institutions abroad denied SA academic access/overseas institutions
- **Consumer Boycotts:** SA experienced a recession in the 1980s/Anti-apartheid groups encouraged the public to boycott SA products/Irish workers refused to handle fruit from SA/Imports of raw materials such as coal, iron, steel from South Africa were banned

- **Disinvestments:** This was a consequence as a result of the Soweto Uprising and the death of Steve Biko/Sweden was the first country to disinvest in SA/By 1984 foreign investments in South Africa dropped by 30%/By 1980 Britain already disinvested from the Simon's Town Naval Dockyard/General Motors and Barclays Bank pulled out of SA/In the 1980s SAs economy struggled as investors left the country/The rand was devalued/The effects of AAM actions began to show results/Between 1985 and 1990 over 200 US companies pulled out of SA)/University of California withdrew investments of three billion dollars from SA
- **Sanctions:** In the 1980s the Sullivan Principle (which implied that workers of all USA companies should be treated equally) formed the basis for the disinvestment campaign in South Africa in the 1980s/Student protests in 1980s sparked withdrawal of the USA trading companies/1982 United Nations (UN) condemned apartheid and called for total sanctions against SA
 - In 1985 Chase Manhattan Bank cut ties with SA/Johannesburg Stock Exchange (JSE) closed for 4 days. The value of the rand dropped by 35% from 54 to 34 cents to the dollar)/In 1985 the European Economic Community banned new investments in SA
 - In 1986 the US Congress passed a law that banned all new investments and loans in SA/Big corporations such as General Electric, Pepsi Cola, General Motors, Mobil and IBM stopped doing business in SA/USA threatened to stop the sale of weapons to SA/In 1986 Anti-Apartheid Law of USA led to some European countries and Japan to introduce sanctions against SA/International banks lost confidence in SA's economy
 - In 1987 Israel voted not to extend its existing defence contracts with SA/In 1988 one-fifth of British and 184 American companies withdrew from SA because of pressure from its shareholders/Barclays Bank sold their shares due to pressure from the British public/The SA economy declined substantially and grew at a mere 1,1% per annum
 - Britain stopped selling arms to South Africa
 - Ireland stopped buying coal from South Africa
- **The Role of International Trade Unions:** The AAM imposed a trade ban on SA/ Irish Congress of Trade Unions opposed apartheid regime in SA
- Political and financial crisis in SA continued/Western nations applied enormous pressure on SA to end apartheid/The apartheid regime had no choice but to start negotiations with anti-apartheid organisations in earnest
- **Release Mandela Campaign** Wembley Stadium/United Nations/UN Security Council and UN General Assembly called for the release of Nelson Mandela
- **The role of Front Line States** in providing bases for training of freedom fighters; it condemned South Africa's apartheid policies at the United Nations (UN)
- Any other relevant response

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

If candidates disagree with the statement they must support their line of argument with relevant evidence

[50]

QUESTION 5: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST

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

SYNOPSIS

Candidates need to critically discuss how the process of negotiations among various political parties played a significant role in the establishment of a democratic South Africa in 1994.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

- Introduction: Candidates need to critically discuss the statement and indicate how they intend answering the question.

ELABORATION

- De Klerk takes over the leadership of the National Party in 1989 (brief background)
- De Klerk delivers a ground-breaking speech in parliament, 2 February 1990
- Political and civic organisations such as the ANC and SACP were unbanned
- De Klerk's decides to release Nelson Mandela from prison on 11 February 1990, paving the way for negotiations
- NP and ANC delegation led by FW De Klerk and Nelson Mandela on 2 May 1990 - Groote Schuur Minute signed
- ANC agreed to suspend the armed struggle on 6 August 1990 - Pretoria Minute signed
- Nineteen (19) political parties consisting of 300 delegates met at the World Trade Centre - CODESA 1
- Role of political parties in resolving incidents of violence that erupted on the Witwatersrand and Natal
- Whites-only referendum and its role
- Various political parties failed to agree on a new constitution-making body and interim government - failure of CODESA 2
- Role of various political parties in the Boipatong massacre (17 June 1992) and its consequences
- Bhisno massacre (7 September 1992) derailed the process of negotiations Among political parties
- Record of Understanding signed on 26 September 1992 between Roelf Meyer (NP) and Cyril Ramaphosa (ANC) – impact on the process of negotiations
- The assassination of Chris Hani (10 April 1993) and the role played by Nelson Mandela in calming the nation
- Multiparty Negotiating Forum was established - played a significant role in the process of negotiations
- The Sunset Clause as proposed by Joe Slovo broke the negotiations deadlock
- Various political parties agreed on the date for South Africa's first democratic election – 27 April 1994
- ANC won 1994 elections and Nelson Mandela became the first black South African President
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

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

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

SYNOPSIS

Candidates need to explain to what extent the collapse of the Soviet Union in 1989 contributed to the political changes that occurred in South Africa. They need to take a stance and support their line of argument with relevant evidence.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

- Introduction: Candidates need to indicate to what extent the collapse of the Soviet Union in 1989 contributed to the political changes that occurred in South Africa.

ELABORATION

- Disintegration of the Soviet Union by the end of 1989 (Glasnost and Perestroika)
- The fall of the Berlin Wall and its impact
- Communism was no longer regarded as a global threat
- Changes in the Soviet Union contributed to the end of apartheid
- The collapse of the Soviet Union had a political impact on both the ANC and National Party
- The ANC could not depend on the USSR to support it economically or military any more
- Gorbachev was also in favour of a peaceful transition of power in South Africa
- The disintegration of the Soviet Union meant that the National Party government had to change its views regarding the African National Congress
- The fall of communism and the Battle at Cuito Cuanavale had a major impact on the South African government's stance not to 'talk to communist'
- The South African government decided to withdraw from Angola and negotiate a settlement over Namibia
- The peaceful transfer of majority rule in Namibia encouraged both the ANC and South African government to talk
- The National Party's claim that it was acting as a 'bulwark' against communist expansion in Southern Africa became unrealistic
- Western world powers supported the move that South Africa resolved its problems peacefully and democratically
- It became clear that the National Party could no longer maintain white supremacy rule in South Africa anymore
- Influential National Party members started to realise that apartheid was not the answer to the needs of white capitalist development
- There was no doubt that the continued repression of black South Africans would not ensure political stability
- PW Botha suffered a stroke and was succeeded by FW de Klerk
- FW de Klerk started to accept that the black South African struggle against apartheid was not a conspiracy directed from Moscow

- On 2 February 1990 De Klerk announced 'a new and just constitutional dispensation'
 - This enabled De Klerk to engage in discussions with the liberation organisations
 - The release of Nelson Mandela on 11 February and its impact
 - Any other relevant response

 - Conclusion: Candidates should tie up their argument with a relevant conclusion **[50]**
- TOTAL: 150**