



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

**HISTORY P2
FEBRUARY/MARCH 2013
MEMORANDUM**

MARKS: 150

This memorandum consists of 30 pages.

1. SOURCE-BASED QUESTIONS

1.1 The following Learning Outcomes and Assessment Standards will be assessed in this question paper:

LEARNING OUTCOMES	ASSESSMENT STANDARDS THE ABILITY OF THE LEARNER TO:
Learning Outcome 1 (Historical enquiry)	1. Formulate questions to analyse concepts for investigation within the context of what is being studied. (Not for examination purposes.) 2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purposes.) 3. Interpret and evaluate information and data from sources. 4. Engage with sources of information evaluating the usefulness of the sources for the task, including stereotypes, subjectivity and gaps in the evidence available to the learners.
Learning Outcome 2 (Historical concepts)	1. Analyse historical concepts as social constructs. 2. Examine and explain the dynamics of changing power relations within the societies studied. 3. Compare and contrast interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events.
Learning Outcome 3 (Knowledge construction and communication)	1. Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data. 2. Synthesise information to construct an original argument using evidence to support the argument. 3. Sustain and defend a coherent and balanced argument with evidence provided and independently accessed. 4. Communicate knowledge and understanding in a variety of ways including discussion (written and oral) debate, creating a piece of historical writing using a variety of genres, research assignments, graphics, oral presentation.

1.2 The following levels of questions were used to assess source-based questions.

LEVELS OF SOURCE-BASED QUESTIONS	
LEVEL 1 (L1)	<ul style="list-style-type: none"> • Extract relevant information and data from the sources. • Organise information logically. • Explain historical concepts.
LEVEL 2 (L2)	<ul style="list-style-type: none"> • Categorise appropriate or relevant source of information provided to answer the questions raised. • Analyse the information and data gathered from a variety of sources. • Evaluate the sources of information provided to assess the appropriateness of the sources for the task.
LEVEL 3 (L3)	<ul style="list-style-type: none"> • Interpret and evaluate information and data from the sources. • Engage with sources of information evaluating the usefulness of the sources for the task taking into account stereotypes, subjectivity and gaps in the evidence available. • Analyse historical concepts as social constructs. • Examine and explain the dynamics of changing power relations within the aspects of societies studied. • Compare and contrast interpretations and perspectives of peoples' actions or events and changes to draw independent conclusions about the actions or events. • Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data.

1.3 The following table indicates how to assess source-based questions.

<ul style="list-style-type: none"> • 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.
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2. EXTENDED WRITING

2.1 The extended writing questions focus on one of the following levels:

LEVELS OF QUESTIONS	
<u>Level 1</u>	<ul style="list-style-type: none"> • Discuss or describe according to a given line of argument set out in the extended writing question. • Plan and construct an argument based on evidence, using the evidence to reach a conclusion.
<u>Level 2</u>	<ul style="list-style-type: none"> • Synthesise information to construct an original argument using evidence to support the argument. • Sustain and defend a coherent and balanced argument with evidence. • Write clearly and coherently in constructing the argument.

2.2 Marking of extended writing

- **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 EXTENDED WRITING MARKING GUIDELINE FOR A SPECIFIC ESSAY.**
- **WHEN ASSESSING OPEN-ENDED SOURCE-BASED QUESTIONS, LEARNERS SHOULD BE CREDITED FOR ANY OTHER RELEVANT ANSWERS.**

Global assessment of extended writing

The extended writing will be assessed holistically (globally). This approach requires the educator to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using of selected factual evidence to support an argument. The learner will not be required to simply regurgitate 'facts' in order to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic extended writing marking credits learners' opinions supported by evidence. Holistic assessment, unlike content based marking, does not penalise language inadequacies as the emphasis is on the following:

- The construction of argument
- The appropriate selection of factual evidence to support such argument and
- The learner's interpretation of the question

Assessment procedures of extended writing

1. Keep the synopsis in mind when assessing extended writing.
2. During the first reading of the extended writing ticks need to be awarded for a relevant introduction (indicated by a bullet in marking guideline/ memorandum) each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

3. The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised



- Wrong statement

- Irrelevant statement



- Repetition

R

- Analysis

A√

- Interpretation

1√

4. The matrix

4.1 **Use of analytical matrix in the marking of extended writing (refer to page 6)**

In the marking of extended writing with reference to page 6 the given criteria shown in the matrix should be used. In assessing the extended writing note should be taken of 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.

4.1.1 The first reading of extended writing will be to determine to what extent the main aspects have been covered and to determine the **content level** (on the matrix).

C	LEVEL 4	

4.1.2 The second reading of extended writing will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 5	

4.1.3 Allocate an overall mark with the use of the matrix.

C	LEVEL 4	18-19
P	LEVEL 5	

4.2 **Use of holistic rubric in the marking of extended writing (refer to page 7)**

The given rubric which takes into account both content and presentation should be used in the marking of extended writing.

C and P	LEVEL 5	18 - 20
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Grade 12 ANALYTICAL MATRIX FOR EXTENDED WRITING: TOTAL: 30

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PRESENTATION	Very well planned and structured.	Well planned and structured.	Well planned and structured.	Planned and constructed an argument.	Shows some evidence of a planned and constructed argument.	Attempts to structure the answer.	Little analysis and historical explanation.
CONTENT	Good synthesis of information. Constructed an argument. Well balanced argument. Sustained and defended the argument throughout.	Synthesis of information. Constructed an original well - balanced, independent argument. Evidence used to defend the argument.	Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	Some evidence used to support argument. Conclusion not clearly supported by evidence.	Largely descriptive/ some attempt at developing an argument.	No structure in answer.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	27-30	24-26					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	24-26	23	21-22				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		21-22	20	18-19			
LEVEL 4 Question recognisable in answer. Some omissions/ irrelevant content selection.			18-19	17	15-16		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				15-16	14	12-13	
LEVEL 2 Sparse content. Question inadequately addressed.					12-13	11	9-10
LEVEL 1 Question not answered. Inadequate content. Totally irrelevant.						9-10	0-8

GRADE 12 HOLISTIC RUBRIC TO ASSESS AN ESSAY USING SOURCES AND OWN KNOWLEDGE.
TOTAL MARKS: 30

LEVEL	If the candidate has demonstrated all or most of the skills listed in a particular level, she/he will be awarded a mark relevant to the category.
7 Outstanding 80 – 100% 24 – 30 [Excellent]	Consistently focuses on topic – demonstrates a logical and coherent progress towards a conclusion Clearly comprehends the sources Uses all or most of the sources and own knowledge Selects relevant sources Quotes selectively Groups sources (not essential but should not merely list sources) Demonstrates a setting of sources in background understanding If appropriate, deals fully with counter-argument Refers appropriately to relevancy, bias, accuracy, limitation of sources Expresses him/herself clearly Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
6 Meritorious 70 – 79% 21 – 23 [Very Good]	Makes a good effort to focus consistently on the topic but, at times, argument loses some focus Clearly comprehends the sources Uses all or most of the sources and own knowledge Selects relevant sources Quotes selectively Good use of relevant evidence from the sources. Good attempt to consider counter-argument Good attempt to refer to relevancy, bias, accuracy, limitation of source Expression good Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
5 Substantial 60 – 69% 18 – 20 [Good]	Makes an effort to focus on the topic but argument has lapses in focus Comprehends most of the sources Uses most of the sources and own knowledge Selects relevant sources Expression good but with lapses Perhaps, lacking some depth of overall-focus, or does not make reference to one or more relevant sources If appropriate, makes an attempt to consider counter-argument Rather superficial or no attempt to refer to relevancy, bias, accuracy, limitation of sources Makes an attempt to take a stand (focuses on limitations, etc.) in reaching an independent conclusion
4 Moderate 50 – 59% 15 – 17 [Satisfactory]	Makes some effort to focus on the topic but argument has many lapses in focus Moderate comprehension of most of the sources Moderate use of relevant evidence from the sources and own knowledge Moderate attempt to consider counter-argument Moderate attempt to refer to relevancy, bias, accuracy, limitation of sources Expression is satisfactory Makes an attempt to take a stand but there are serious inconsistencies with making links with the rest of the essay Essay might have a tendency to list sources and 'tag' on focus
3 Adequate 40 – 49% 12 – 14 [Fair]	Little attempt to focus on the topic Little comprehension of the sources Struggles to select relevant information from the sources and own knowledge No quotes – or generally irrelevant Makes little effort to consider counter-arguments Mainly characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression poor Makes a poor attempt to take a stand. (i.e. battles to reach an independent conclusion)
2 Elementary 30 – 39% 09 – 11 [Weak]	Unable to focus on the topic Unable to identify relevant sources and limited use of own knowledge No quotes – or generally irrelevant Makes no effort to consider counter-argument Essay characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression very poor Makes a very poor attempt to take a stand – if at all
1 Not Achieved 0 – 29% 0 – 8 [Poor]	No attempt to focus on the topic Uses no sources Does not use own knowledge Completely irrelevant Copies directly from the sources Answer extremely poor

QUESTION 1: WHAT WAS THE IMPACT OF THE COLLAPSE OF THE USSR ON SOUTH AFRICA?

1.1

1.1.1 *[Extraction of information from Source 1A – L1 – LO1 (AS3 and 4)]*

- South Africa withdrew from Namibia
- The fall of the Berlin Wall (any 2 x 1) (2)

1.1.2 *[Explanation of concept from Source 1A – L1 – LO2 (AS1)]*

- Political doctrine that aims to achieve a classless society in which the means of production is controlled by the state
- Any other relevant response (any 1 x 2) (2)

1.1.3 *[Interpretation of evidence from Source 1A – L2 – LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2)]*

- Namibia's independence ended white minority rule
- It created expectations that minority rule can also end in South Africa
- Soviet Union indicated that it would no longer support the violent overthrow of minority governments (including South Africa)
- Soviet Union indicated that it would stop meddling into the affairs of Southern Africa
- This created a opportunity for National Party and ANC to start negotiations
- Any other relevant response (any 2 x 2) (4)

1.1.4 *[Analyse and interpret information from Source 1A – L2 – LO1 (AS3)]*

(a) National Party

- The National party could not rely anymore on Western backing for its 'anti-communist' stance
- This led to tensions within the National party itself
- It resulted in change of leadership of the NP in 1989
- It gave the leaders of the NP the opportunity to begin talking to previously banned political organisations
- Any other relevant response (any 1 x 2) (2)

(b) African National Congress

- Soviet Union could no longer support the ANC financially
- ANC had to change its economic policies
- ANC had to change its outlook in terms of the economic policies that it intended following
- Had to prepare to start negotiating with the apartheid regime
- Any other relevant response (any 1 x 2) (2)

1.2

1.2.1 *[Interpretation of evidence from Source 1B – L2 – LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2)]*

- Displayed a spirit of tolerance in removing restrictions that was imposed on civil obedience
- Started to release Rivonia trialists (Walter Sisulu, Oscar Mpetha and others)
- Scrapped the Separate Amenities Act and other restrictive apartheid legislation
- Unbanned the ANC, SACP, and PAC
- Decided to release Nelson Mandela
- Declared his willingness to negotiate with the ANC
- Any other relevant response (any 2 x 2) (4)

1.2.2 *[Analyse and interpret information from Source 1B – L2 – LO1 (AS3)]*

- It would help the National Party to retain its powerful position
- If the National Party went into alliances with other minority groups (homeland leaders) it could have shaped the constitution of the 'new' democratic South Africa
- Wanted to protect white economic power and perpetuate white minority rule
- Concerned that a new democratic constitution would not protect the rights of minorities
- Any other relevant response (any 2 x 2) (4)

1.2.3 *[Analyse and interpret information from Source 1B – L3 – LO1 (AS3)]*

- The ANC had wide support amongst black South Africans
- The ANC had a history of being a popular black nationalist movement
- Any other relevant response (any 1 x 2) (2)

1.3

1.3.1 *[Interpretation of evidence from Source 1C – L2 – LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2)]*

- Suspicion and mistrust of the National Party over many decades
- The apartheid regime had a history of oppressing black South Africans with much brutality
- NP leaders previously stipulated several pre-conditions on the ANC regarding negotiations
- Any other relevant response (any 1 x 2) (2)

1.3.2 *[Interpretation of evidence from Source 1C – L2 – LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2)]*

- Was optimistic
- Declared that the ANC was ready to start talks
- Any other relevant response (any 1 x 2) (2)

1.3.3 *[Interpretation and analysing of a visual source from Source 1C – L3 – LO1 (AS3 and 4)]*

- Shows that the African National Congress was unbanned
- Shows an elated black South African celebrating the unbanning
- Shows that the unbanning was very news worthy
- Any other relevant response (any 2 x 2) (4)

1.3.4 *[Selection of information that highlights the usefulness of Source 1C – L3 – LO1 (AS3 and 4); LO2 – (AS2) LO3 – (AS2)]*

- Gives the historian insight as to how the National Party envisaged the process of negotiations with the ANC
- Gives the historian an idea as to how the ANC reacted to De Klerk's 2 February 1990 announcements
- The visual source depicts how ordinary South Africans reacted to the unbanning of the ANC
- Highlights the news worthiness of De Klerk's 2 February 1990 speech
- Any other relevant response (any 1 x 3) (3)

1.4 *[Comparing of evidence from Source 1B with Source 1C – L3 – LO3 (AS4)]*
Candidates need to state how Sources 1B and 1C support each other regarding the need for a negotiated settlement in South Africa.

Source 1B

- The end of communism created a climate for negotiations
- National Party started to promote the idea for a new constitutional dispensation
- NP favoured of a united South Africa where everybody was equally treated
- The National Party favoured the concept of power-sharing

Source 1C

- De Klerk chose to unban all previously banned political organisations
- Lifted restrictions and released most political prisoners
- The National Party declared that it was committed to a new and just dispensation
- Supported the idea of democratic constitution
- ANC declared its willingness to negotiate with the NP
- Resulted in the unbanning of the ANC – 2 February 1990
- Any other relevant response (any 2 x 2) (4)

1.5 *[Interpretation, analysis and synthesis of evidence from all sources – L3 – LO1 (AS3); LO2 (AS2 and 3); LO3 (AS2)]*

Candidates could include the following aspects in their response:

- Paved the way for negotiations with previously banned organisations
- De Klerk believed that the National Party would have a role in a future government
- Readiness to introduce reforms (allowed freedom to demonstrate, released political prisoners, scrapped apartheid legislation such as the Separate Amenities Act, unbanned resistance organisations etc)
- Prompted De Klerk's speech on 2 February 1990 – release of Mandela
- Effectively led to the end of apartheid
- Any other relevant response

Use the following rubric to allocate a mark:

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 the fall of the Berlin Wall had on FW de Klerk • Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic 	MARKS: 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows an understanding of the impact that the fall of the Berlin Wall had on FW de Klerk • 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 the fall of the Berlin Wall had on FW de Klerk • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 6–8

(8)

1.6 EXTENDED WRITING

- 1.6.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2,3 and 4)]*

SYNOPSIS

Candidates should explain how the collapse of the USSR influenced South Africa's political future. They should focus on the impact that collapse of the USSR had on South Africa and the role it played in South Africa's negotiated settlement.

Candidates should include the following aspects in their response:

MAIN ASPECTS

- Introduction: Candidates should explain how the collapse of the USSR changed the political landscape of South Africa and how this led to a negotiated political settlement.

ELABORATION

- Influenced De Klerk to change the policies of the National Party
- De Klerk chose to negotiate with previously banned political organisations like the ANC
- Public opinion in the west towards South Africa began to change - not prepared to defend the system of apartheid
- Policies of capitalist western governments started to shift (favoured a negotiated settlement)
- Western governments applied pressure on South Africa to end apartheid
- The ANC was also affected by collapse of USSR (no longer received military and financial support from USSR)
- Liberation movements like the ANC had to abandon the armed struggle to begin the process of negotiations
- It opened the way for engagement with the ANC, leading to the democratisation of South Africa
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion

(30)

Use the matrix on page 6 in this document to assess this extended writing.

- 1.6.2 *[Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

SYNOPSIS

Candidates should either agree or disagree with the statement. They should assess whether it was the fall of the Berlin Wall that paved the way for negotiations between the National Party and the African National Congress or not. They need to take a line of argument and support their response with historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should state whether the statement is accurate or not and support their line of argument with relevant evidence.

ELABORATION

In agreeing with the assertion, candidates should include the following points in their answer.

EXTERNAL FACTORS

- The fall of the Berlin affected the reform process in South Africa
- After the withdrawal of Cuban troops from Angola the ANC could no longer operate from there (It became difficult for the ANC as an exiled movement)
- The ANC had to redefine its position and began to seek recognition from Western countries
- Granting of independence to Namibia also added pressure on the NP government to change
- Pressure from major powers (USA, USSR) on both the ANC and NP to work towards a peaceful settlement
- Sanctions and disinvestment led to a financial crises (e.g. Value of the rand dropped by 35%, inflation at 18.4%-further pressure of National Party to change
- United States Congress implemented the Anti-Apartheid Act of 1985 (Companies such as General Motors, Coca-Cola and Mobile cut links with South Africa)
- International isolation of white South Africa (e.g. the sports, culture and arms boycott)
- Anti-Apartheid organisations (Amnesty International) applied pressure to end apartheid
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion

In disagreeing with the assertion, candidates should support their argument with valid reasons.

INTERNAL FACTORS

- The reforms of Botha were ineffective which made black South Africans impatient
- Anti-apartheid organisations such as the Mass Democratic Movement pressurised the government to transform
- Azanian People's Liberation Army (APLA) and Umkhonto weSizwe placed white security forces under strain by blowing up electric pylons, power stations, police stations etc.
- Successive state of emergencies had failed to stem the tide of insurrection
- Many communities were turned into civil war zones/ANC's popularity increased in the townships e.g. (With death of comrades the ANC flags were openly displayed)
- Some feared that the violence would spiral out of control (Business leaders under the leadership of Gavin Relly of Anglo American led a delegation of prominent business leaders to Lusaka to meet with ANC in 1985)
- Van Zyl Slabbert leader of the opposition led the Institute for a Democratic Alternative for South Africa in talks with ANC at Dakar in Senegal in 1987
- Eminent Persons Group visited South Africa to pressurise the government to dismantle apartheid
- Pressure within the National Party led to a leadership crisis in 1989, PW Botha was forced to resign and was succeeded by FW de Klerk
- ANC and National Party realised that communism was not a threat anymore – led to negotiations
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion

(30)

[75]

Use the matrix on page 7 in this document to assess this extended writing.

QUESTION 2: HOW DID THE COLLAPSE OF THE USSR IN 1989 INFLUENCE ANGOLA TO RE-IMAGINE ITSELF?

2.1

2.1.1 *[Interpretation of evidence from Source 2A – L2- LO1 (AS3)]*

- The Soviet Union provided loans, military advisers and weapons
- The Cubans sent troops to Angola
- Angola had abundant resources that both the USA and the USSR needed
- To spread either communist or democratic influence in Angola (any 2 x 2) (4)

2.1.2 *[Analyse information from Source 2A – L2- LO1 (AS4)]*

- Portugal was the former colonial power of Angola (1 x 2) (2)

2.1.3 *[Interpretation of evidence from Source 2A – L2- LO1 (AS3)]*

- Military victory was not envisaged as a possibility by both the MPLA and UNITA
- Angola had endured a great deal of destruction because of the civil war
- Ideologically communism collapsed in the USSR and Dos Santos was no longer supported by the Soviet Union
- Any other relevant response (any 2 x 1) (2)

2.1.4 *[Extraction of evidence from Source 2A – L1 – LO1 (AS3)]*

- Military forces would be joined
- No more weapons would be provided by the USA, the USSR and Portugal
- No more fighting would occur in Angola
- Any other relevant response (any 2 x 1) (2)

2.1.5 *[Interpretation of evidence from Source 2A – L2- LO1 (AS3)]*

- The photograph shows that UNITA was still in a fighting mood
- The leaders of UNITA were still wearing military uniforms
- The leaders of UNITA were still carrying weapons
- Any other relevant response (any 1 x 2) (2)

2.1.6 *[Comparing and analysing the written and the visual Source 2A – L3 –LO1 (AS4)]***Candidates need to refer to both sources in their response:**

- According to the Bicesse Peace Accord no lethal weapons should be provided anymore but in the photograph, Savimbi is seen with heavily armed men
- According to the Bicesse Peace Accord the two armies would be integrated into a single national army but according to the photograph UNITA was still dressed in military uniform and were ready to resume the civil war
- Any other relevant response (any 2 x 2) (4)

2.2

2.2.1 *[Interpretation and analysis of evidence from Source 2B – L3 – LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2 and 3)]*

- Government contracts were given to family and friends
- Business opportunities and diamond concessions were given to family and friends
- High-ranking officers obtained state-owned properties
- Any other relevant response (any 2 x 2) (4)

2.2.2 *[Interpretation and analysis of evidence from Source 2B – L2 – LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2 and 3)]*

(a)

- Rich elite could afford expensive cars (e.g. Mercedes Benz's etc.)
- Rich elite could afford jet-ski's
- Rich elite could shop in air-conditioned shopping malls
- Any other relevant response (any 1 x 2) (2)

(b)

- The poverty stricken were begging in the streets
- Had no access to clean water
- Had a meagre income and lived under poor conditions
- Any other relevant response (any 1 x 2) (2)

2.2.3 *[Extraction of evidence from Source 2B – L1- LO1 (AS3)]*

- Controlled diamond diggings
- UNITA funded the war through their income from diamonds
- Any other relevant response (any 1 x 1) (1)

2.2.4 *[Interpretation and analysis of evidence from Source 2B – L2 –LO1 (AS3 and 4); LO3 (AS2)]*

- Political leaders enriched themselves
- Colonial officers could take whatever they wanted
- Angolan armed forces could take a huge cut
- Any other relevant response (any 2 x 2) (4)

2.3 *[Interpretation and analysis of evidence from Source 2C – L2 –LO1 (AS3 and 4); LO3 (AS2)]*

- Shows that Angolan leaders were corrupt
- Shows that Angolan leaders exploited people
- Shows that the civil war became a war about resources rather than an ideological war
- Any other relevant response (any 2 x 2) (4)

2.4 *[Comparing and analysing Sources 2B and 2C – L3 –LO1 (AS4)]*

Candidates need to refer to both sources in their response:

- In the cartoon the children state that diamonds led to the crisis in Angola and the written source states that Savimbi funded the war with illegally obtained diamonds
- In the cartoon the children state that distracted leaders led to the crisis and the written source states that the government and leaders of UNITA traded with each other as long as money went back to Luanda
- Any other relevant response (any 2 x 2) (4)

2.5 *[Interpretation, analysis and synthesis of evidence from all sources – L3 – LO1 (AS 3 and 4), LO2 (AS1, 2, 3) LO3 (AS 1, 2, 3, 4)]*

Candidates could include the following aspects in their response:

- Politically - citizens in Angola were politically divided between the MPLA and UNITA
- Angolans lived under the dictatorship of Dos Santos
- Savimbi the leader of UNITA was feared because of his cruelty and intolerance
- War years led to economic and infrastructural devastation and it impacted negatively on ordinary Angolans
- Economically - Dos Santos favoured his family and friends by giving them trade and business opportunities
- Contrast between rich elite and mass poverty
- Savimbi enriched himself and UNITA from diamonds derived from illegal activities
- Socially - Mercedes Benz's and jet skis versus street children and mutilados
- Four million Angolans had no access to clean water
- School children admitted that distracted leaders led to their crisis
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of explaining how the conflict between Dos Santos and Savimbi affected the lives of ordinary Angolans after the 1990s • Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic 	MARKS: 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of explaining how the conflict between Dos Santos and Savimbi affected the lives of ordinary Angolans after the 1990s • 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. shows a thorough understanding of explaining how the conflict between Dos Santos and Savimbi affected the lives of ordinary Angolans after the 1990s • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic 	MARKS: 6–8

(8)

2.6 EXTENDED WRITING

2.6.1 *[Plan and construct an argument based on evidence using analytical and Interpretative skills - L1 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

SYNOPSIS

Candidates should discuss how Angola re-imagined itself after the collapse of communism in 1989 and support their line of argument with relevant evidence.

MAIN ASPECTS

The candidate should include the following points in their response.

- Introduction: Candidates need to indicate how the collapse of communism in 1989 influenced Angola to re-imagine itself.

ELABORATION

- Angola that was used as a pawn in the Cold War
- Angola was already divided between three nationalist parties (MPLA, UNITA and FNLA)
- Cuba (used as a pawn by the Soviet Union) supported MPLA while South Africa (used as a pawn by the US) supported UNITA
- The fall of communism in 1989 led to Angola re-imagining itself
- Angola was now free of foreign influence and could re-imagine itself and negotiate her own future with outside influence
- In June 1989 Savimbi of UNITA and Dos Santos of the MPLA met for the first time
- The Bicesse Accord was signed on 31 May 1991 by Dos Santos and Savimbi which led to temporary peace and easing of hostilities
- The 1992 elections – Dos Santos's MPLA was victorious
- Savimbi rejected the election results
- UNITA went back to the bush leading to the resumption of the Angolan Civil war
- In 1994 the Lusaka Accord was signed but was unsuccessful
- War resumed again in 1998 because UNITA was dissatisfied
- UN imposed sanctions on UNITA by banning officials from international travel, prohibiting aircrafts flying into UNITA controlled areas and closing UNITA offices abroad
- Death of Savimbi in February 2002 – created new possibilities for peace in Angola; a ceasefire came into effect in March 2002
- Luena Memorandum of Understanding in April 2002 brought about peace in Angola – 13 years after the collapse of communism in 1989
- Angola was now able to reconstruct itself after 30 years of civil war
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)

Use the matrix on page 6 in this document to assess this extended writing.

2.6.2 [Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]

SYNOPSIS

Candidates should indicate whether they agree or disagree with the statement and support their line of argument with relevant evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to indicate whether they agree or disagree with the statement that '*Oil, diamonds and their revenues are the major source of greed by the rulers*' and state how they intend supporting their given line of argument.

ELABORATION

- Background information - Dos Santos, leader of MPLA, supported by the USSR and Savimbi, leader of UNITA, supported by America and South Africa
- End of Cold War in 1989 led to the withdrawal of foreign forces from Angola e.g. Cuba, USSR, USA and South Africa

OIL

- Dos Santos controlled the oil fields
- Oil wealth was used for private purpose
- Between 1997 and 2002 the oil sector generated 17,8 billion dollar – money was not effectively used for ordinary Angolans
- Dos Santos went to extraordinary lengths to ensure that government oil accounts were hidden from scrutiny
- In July 2000 (Angola gate) was announced – a former oil company executive, testified to French authorities that Dos Santos was one of the beneficiaries of a multimillion-dollar slush fund that was kept to pat African leaders in exchange for influence and oil deals

DIAMONDS

- UNITA took control of the diamond fields in the province of Moxico
- By 1997 Savimbi's income from diamonds had reached an estimated 2 billion dollars per year

RESOURCES

- Dos Santos rewarded family, friends and colleagues with government contracts, business opportunities, diamond concessions, land titles etc
- IMF report of 2002 showed that 22% of government expenditure was unaccounted for
- Dos Santos was also named as a beneficiary in a deal which involved the rescheduling of Angola's 5 billion dollar debt to Russian for arms purchase
- Contrast between rich elite and mass poverty of the rest of the population
- Any other relevant point
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)
[75]

Use the matrix on page 7 in this document to assess this extended writing.

QUESTION 3: WHAT OBSTACLES DID SOUTH AFRICA FACE ON THE ROAD TO DEMOCRACY BETWEEN 1990 AND 1994?

3.1

3.1.1 *[Analysing of information from Source 3A – L1 – LO1 (AS3 and 4)]*

- Reconciliation/bring together/forgiveness
- Accommodating
- Not vengeful
- Any other relevant response (any 1 x 2) (2)

3.1.2 *[Explanation of historical concept from source 1A – L1 – LO 2 (AS 1)]*

- Able to compromise – focus on the bigger picture
- Ability to forgive and move forward
- To reach a common and united goal for the interests of the country
- Any other relevant response (any 1 x 3) (3)

3.1.3 *[Evaluation and interpretation of evidence from Source 3A – L2 – LO1 (AS4)]*

- Determination to achieve non-racial democracy
- Mandela did not believe in violence – spare lives
- Mandela was mature and reconciliatory – desired a united South Africa
- Did not lose sight of the responsibility he had in leading the ANC to a political settlement
- Sought to work in the best interests of all South Africans.
- Any other relevant response (any 2 x 2) (4)

3.2

3.2.1 *[Interpretation and analysing of a visual source from Source 3B – L2 – LO1 (AS3 and 4)]*

- Dislike/ negative/ suspicion
- Fear – felt they would be autocratic and would introduce socialism
- Any other relevant response (any 1 x 2) (2)

3.2.2 *[Evaluation of a source for justification from Source 3B - L3 - LO3 (AS4)]*

- Spoke on behalf of a minority of white South Africans
- Did not understand the inner workings of the ANC and SACP and therefore was not in a position to speak on their behalf
- Any other relevant response (any 1 x 3) (3)

3.2.3 *[Interpretation and analysing of a visual source from Source 3C – L2– LO1 (AS3)]*

Candidates need to state whether they AGREE or DISAGREE and support their answer with relevant evidence

AGREE

- Most white South Africans were indoctrinated by the NP about the evils of communism
- Was a high profile leader of the NP and was speaking on behalf of his constituency
- The voting patterns of the majority of white South Africans revealed that they believed the propaganda of the NP
- Any other relevant response

DISAGREE

- Delport did not represent the views of all white South Africans
- Delport's views were biased and unrepresentative
- The white referendum (1992) revealed that most white South Africans supported De Klerk's reforms
- De Klerk had support from his constituency to pursue negotiations and previously banned organisations
- Any other relevant response (any 2 x 2) (4)

3.2.4 *[Interpretation and analysing of a visual source from Source 3C – L2– LO1 (AS3)]*

- South Africans who had links to the ANC were united in opposition against the NP government
- Slogans, speeches and internal resistance gave them hope of victory
- Aware that the hateful system of apartheid would not survive
- Both internally and externally (locally and internationally) there was growing opposition to apartheid and increased support for the ANC
- Any other relevant response (any 1 x 2) (2)

3.2.5 *[Interpretation and analysing of a visual source from Source 3C – L3– LO1 (AS4)]*

- Delport was opposed to the ANC/communist inspired – was certain South Africa would not support them
- Delport believed that if the ANC takes over there would be a one-party state
- Ginwala spoke of a democracy
- Ginwala was sure that the ANC would take over
- Any other relevant response (any 2 x 2) (4)

3.3

3.3.1 *[Analysing of a visual source from Source 3C – L1– LO1 (AS3)]*

- To oust the unpopular military leader, Oupa Gqozo, from the Ciskei (1 x 1) (1)

3.3.2 *[Evaluation and interpretation of evidence from Source 3D – L2 – LO1 (AS4)]*

- ANC should have realised that their actions would result in the death of people and the destruction of property
- Ciskei was still a so-called 'independent' homeland /undermined the regime of Oupa Gqozo
- Unarmed protestors were brutally dealt with by armed Ciskeian soldiers who were supported by the SADF
- Any other relevant response (any 2 x 2) (4)

3.3.3 *[Analysing of information from the visual source (source 3C) – L2 – LO1 (AS4)]*

- Protestors/ marchers running away
- Protestors panicked, fell after being shot by Ciskeian soldiers
- Brutality of the Ciskeian forces
- Any other relevant response (any 2 x 2) (4)

3.3.4 *[Comparison of how the written and visual sources (source 3C) support each other – L3 – LO 2 (AS3)]*

- Both sources refer to the Bhishe massacre
- The written source refers to soldiers opening fire and the killing of 29 people while the visual source shows people running away after Ciskeian soldiers opened fire
- Both sources highlight the brutality of Ciskeian soldiers
- Any other relevant response (any 2 x 2) (4)

3.4 *[Interpretation, analysis and synthesis of evidence from all sources - L3- LO1 (AS3 and 4), LO2 (AS1, 2 and 3) LO3 (AS 1, 2, 3 and 4)]*

Candidates could include the following aspects in their response:

- Lack of trust led to the ANC embarking on marches and disobedience against the NP
- Delport (NP) was opposed to the ANC taking over because of communist tendencies
- NP had to protect homelands leaders it created (as stooges of the apartheid regime)
- Ginwala (ANC) indicated the possibility of war and revolution
- Bantustans like the Ciskei, were an extension of the apartheid system and the ANC wanted to dismantle it
- Ciskeian soldiers got the support of the government to defend Ciskei against the ANC
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how the lack of trust between the National Party and the ANC led to the Bhishe massacre • Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic 	MARKS: 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of how the lack of trust between the National Party and the ANC led to the Bhishe massacre • 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. shows a thorough Understanding of how the lack of trust between the National Party and the ANC led to the Bhishe massacre • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 6–8

(8)

3.5 EXTENDED WRITING

3.5.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3(AS1, 2, 3 and 4)]*

SYNOPSIS

Candidates should explain how various obstacles such as violence, opposing views and political intolerance confronted South Africa's major role players on the road to democracy between 1990 and 1994.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should refer to various obstacles that confronted South Africa on the road to democracy between 1990 and 1994.

ELABORATION

Candidates should support their argument by making reference to some of the examples as contained below.

VIOLENCE

- Armed protesting IFP supports attacked residents of Sebokeng and killed 30 people – mostly ANC supporters (22 July 1990)
- Township residents formed 'self-defence units' and violence escalated
- Random killings on trains and buses by masked gunmen
- 'Seven Day War' in Pietermaritzburg (March 1991)
- Inkathagate scandal (July 1991)
- Boipatong massacre (17 June 1992)
- Bhishe massacre (7 September 1992)
- Chris Hani murdered (10 April 1993)
- AWB and right-wing attacked the World Trade Centre (25 June 1993)
- St James Church bombing (July 1993)
- Shell House massacre (28 March 1994)

NEGOTIATING PROCESS

- 20 December 1991 CODESA began - boycotted by the PAC, AZAPO and the Conservative Party
- CODESA 2 collapsed

POLITICAL INTOLERANCE

- Rolling mass action, strikes and demonstrations after collapse of Codesa II and Boipatong massacre
- Biopatong erupted-again Third Force implicated; Goldstone Commission confirmed the involvement of police
- 'Third force' activities between 1990 and 1991
- Battle of Ventersdorp (August 1991)
- IFP and COSAG favoured federalism/AWB and CP wanted a volkstaat
- Lucas Mangope of Bophuthatswana called on AWB to suppress uprising
- Any other relevant point
- Conclusion: Candidates should tie up their argument with a relevant conclusion

(30)

Use the matrix on page 6 in this document to assess this extended writing.

3.5.2 *[Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument L2 – LO1 (AS 3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

SYNOPSIS

Candidates should indicate whether they agree or disagree with the statement and support their line of argument with relevant evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate whether they agree or disagree with the statement and support their answer with relevant evidence.

ELABORATION

AGREE

- Right-wing groups opposed the political decisions taken by De Klerk
- The Conservative Party rejected the idea of negotiating with the enemy
- Inkatha was opposed to negotiations, supported federalism and involved in brutal political violence against the ANC in areas like Natal
- PAC wanted an elected Constituent Assembly
- PAC and AZAPO refused to take part in the negotiations
- CP and AWB wanted to have a volkstaat
- 'Third force' activities – the NP government allegedly used the Civil Cooperation Bureau (CCB) and Inkatha to fuel violence – 'black on black' violence in, for example, KwaZulu-Natal
- Emerging of a conservative group Concerned South African Group (COSAG) in 1992
- AWB used violence by storming the World Trade Centre (WTC) to stop the negotiation process (1993)
- APLA committed terrorists attacks on white South Africans, for example in Kenilworth and Observatory in Cape Town (1993)
- Inkatha marched to the Shell House on 28 March 1994
- PAC did not suspend armed struggle until 1994

DISAGREE

- Mandela and other political prisoners were released showed willingness for a peaceful transition in South Africa
- Strikes and demonstrations after the collapse of CODESA II and the Boipatong massacre (17 June 1992) led to the signing of the Record of Understanding in October 1992
- Assassination of Chris Hani speeded up the resumption of multi-party talks in the World Trade Centre (WTC)
- Violence was used to speed up the process of negotiations (Hani's death for example led to earlier elections)
- Any other relevant point
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)
[75]

Use the matrix on page 7 in this document to assess this extended writing.

QUESTION 4: WHAT WAS THE IMPACT OF THE TRUTH AND RECONCILIATION COMMISSION (TRC) ON SOUTH AFRICA?

4.1

4.1.1 *[Extraction of evidence from Source 4A – L1- LO1 (AS3)]*

- To 'forgive without forgetting' – nation building
- Truth had to be told
- Reconciliation would be achieved once the perpetrators admitted to committing atrocities
- Heal victims that were traumatised by acts of violence
- Any other relevant response

(any 1 x 1) (1)

4.1.2 *[Interpretation of evidence from Source 4A – L2- LO1 (AS3)]*

- Apartheid was the worst evil – equated it to Nazi Germany – felt it was worse
- The world hated apartheid
- Apartheid violated the human rights of ordinary South Africans
- Any other relevant response

(any 1 x 2) (2)

4.1.3 *[Interpretation of evidence from Source 4A – L2 –LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2)]*

- Establishment of the TRC – open and public process
- Perpetrators had to admit to the atrocities they committed and ask for forgiveness
- Any other relevant response

(2 x 2) (4)

4.1.4 *[Extraction of evidence from Source 4A – L1- LO1 (AS3)]*

- Defenders of apartheid
- ANC/liberation organisation

(2 x 1) (2)

4.2

4.2.1 *[Interpretation of evidence from Source 4B – L1- LO1 (AS3)]*

- The TRC process demonstrated that previous enemies were now prepared to reconcile and move forward in the interest of building a united South Africa
- White South Africans were prepared to forgive black South Africans for the acts of violence that were committed against them
- Any other relevant response

(any 1 x 2) (2)

4.2.2 *[Interpretation and analysis of evidence from Source 4B – L2 – LO1 (AS3); LO3 (AS2)]*

- Tutu was trying to illustrate that human rights atrocities were also committed by banned liberation organisations
- Tutu tried to highlight that white South Africans were also prepared to forgive in a spirit of reconciliation
- Any other relevant response

(any 2 x 2) (4)

4.2.3 *[Evaluation of evidence from Source 4B – L3 – LO1 (AS3); LO3 (AS2,3)]*
Candidates need to state whether they AGREE or DISAGREE and support their answer with relevant evidence

AGREE

- Evidence at the TRC revealed that both perpetrators and victims were prepared to heal and reconcile
- The attitude of most perpetrators was one of remorse and forgiveness
- The spirit of reconciliation that prevailed at most TRC hearings demonstrated a sense of nation building
- Any other relevant response

DISAGREE

- Many perpetrators of human rights violation did not appear in front of the TRC
- High-ranking government officials like PW Botha refused to give evidence at the TRC
- Atrocities that were committed by members of the liberation organisation on its own members refused to appear before the TRC
- Any other relevant response (any 2 x 2) (4)

4.2.4 *[Evaluating the limitations of evidence from Source 4B – L3 – LO1 (AS3); LO3 (AS2)]*

- It only provides information from Tutu's point of view
- It seems to be biased and one-sided
- The views of other key role players of the TRC were not available
- The experiences of other perpetrators and victims were not given
- Any other relevant response (any 2 x 2) (4)

4.3 *[Comparing of evidence of Source 4A with Source 4B – L3 – LO3 (AS4)]*

- Source 4A - refers to the establishment and goals of the TRC to investigate human rights violations that occurred during apartheid
- Source 4B - focuses on the success of the TRC in highlighting the willingness to forgive and heal abuses that in many instances led to forgiveness and healing
- Any other relevant response (any 2 x 2) (4)

4.4

4.4.1 *Interpretation of evidence from Source 4C – L2 – LO1 (AS3 and 4); LO3 (AS2)]*

- De Klerk created the impression that he is hiding evidence
- De Klerk seemed that he is content that the TRC report might contain specific 'omissions'
- Shows De Klerk's security agents shredding information or important evidence
- Any other relevant response (any 2 x 2) (4)

4.4.2 *[Interpretation of evidence from Source 4C – L2 –LO1 (AS3 and 4); LO3 (AS2)]*

- TRC only dealt with those cases that were reported
- Many victims and perpetrators did not appear before the TRC
- The NP government officials destroyed important information that could have been used by the TRC
- Any other relevant response (any 2 x 2) (4)

4.4.3 *[Interpretation of evidence from Source 4C – L2 –LO1 (AS3 and 4); LO3 (AS2)]*

Candidates need to state whether they AGREE or DISAGREE and support their answer with relevant evidence

AGREE:

- It depicts Tutu as chairperson of the TRC delivering the report of the TRC
- Shows the honesty of Tutu
- Tutu acknowledges that they were unable to extract evidence from some of the perpetrators
- The TRC was unsuccessful in obtaining the trust of all South Africans
- Any other relevant response

DISAGREE

- It is biased against De Klerk's government
- Any other relevant response (any 1 x 2) (2)

4.5 *[Interpretation, analysis and synthesis of evidence from all sources – L3 – LO1 (AS 3 and 4), LO2 (AS1,2 and 3) LO3 (AS 1,2,3 and 4)]*

Candidates could include the following aspects in their response:

- Undertake hearings of atrocities committed
- Healing and reconciliation
- Granting of amnesty
- Reparations
- Present findings
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of the role of the TRC in attempting to bring about reconciliation • Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic 	MARKS: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of the role of the TRC in attempting to bring about reconciliation • 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. shows a thorough understanding of the role of the TRC in attempting to bring about reconciliation • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 6 – 8

(8)

4.6 EXTENDED WRITING

4.6.1 *[Plan and construct an argument based on evidence using analytical and Interpretative skills - L1 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

SYNOPSIS

Candidates should discuss the extent of the success of the TRC in attaining 'restorative justice' rather than 'retributive justice'.

MAIN ASPECTS

The candidate should include the following points in the response.

- Introduction: Candidates should explain whether the TRC was successful in ensuring 'restorative justice' rather than 'retributive justice'.

ELABORATION

RETRIBUTIVE JUSTICE

- Role of both Tutu and Boraine in the chairing of the TRC
- TRC did not want to go the route of the war crime tribunals like the Nuremburg trials (Biko and Mxenge families wanted 'retributive justice')

RESTORATIVE JUSTICE

- Amnesty led to perpetrators willing to testify
 - TRC moved across South Africa listening to stories by both victims and perpetrators
 - National unity was promoted through hearings in East London, Queenstown, Nelspruit, etc.
 - Both sides of the conflict came to testify, i.e. activists from liberation movement and members from the apartheid government and security agency
 - Listening to testimonies of perpetrators helped victims to reconcile and bring about healing e.g. Mrs Calata in East London
 - Many unaccounted victims were identified, graves located and bodies exhumed and given to families for reburial, e.g. Jabulani Ndaba, Oscar Maleka, Reginald Kekana, the Mamelodi 10, etc.
 - Reparations was paid to families of victims, e.g. R30 000 once-off payment of an individual grant, R15 000 once-off grants for reburial, etc.
 - Generally the TRC hearings lead to healing and nation building
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

Use the matrix on page 6 in this document to assess this extended writing.

- 4.6.2 *[Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

SYNOPSIS

Candidates should indicate whether they agree or disagree with the statement. If they agree they should provide relevant evidence in their assessment of the statement. If they indicate that they disagree they must substantiate their line of argument with relevant evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should explain whether they agree or disagree with the statement and indicate how they intend supporting their line of argument with relevant evidence.

ELABORATION

AGREE

- National unity was promoted through hearings throughout the country and by televising it
- Both sides of the conflict came to testify, i.e. liberation movement and government e.g. Adriaan Vlok later apologised to families for the role of the police in killing activists
- Amnesty led to perpetrators willing to testify, e.g. Kok, Dirk Coetzee gave crucial evidence
- Victims came to know what really happened to their family members during the apartheid years
- Many unaccounted victims were identified, graves located and bodies exhumed and given to families for reburial
- Led to reconciliation and nation building
- Any other relevant response

DISAGREE

- Some perpetrators did not appear before TRC, e.g. De Klerk and PW Botha
- Public confessions revealed how much violence had been carried out in, for example Queenstown known as the 'necklace capital' of the world
- Differences of opinion 'war crime tribunals' and 'witch hunt' between the apartheid government and the ANC
- Anger amongst many black South Africans that the perpetrators of gross human rights violations escaped punishment e.g. P W Botha
- Amnesty was controversial because everybody was not granted amnesty or given prison sentences
- Apartheid government did not show remorse for its deeds e.g. FW de Klerk
- Reopened painful wounds e.g. Mrs Calata, Dullah Omar, Greta Applegren, Nozibele Madubedube and others
- Neutrality of TRC viewed suspiciously by previous leaders of the apartheid government

- Disagreement over the final report because some people argued that the TRC did not treat them fairly and all atrocities were not properly investigated e.g. so called 'black on black' violence
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)
[75]

Use the matrix on page 7 in this document to assess this extended writing.

TOTAL: 150