



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**HISTORY P2  
NOVEMBER 2016  
MEMORANDUM**

**MARKS: 150**

**This memorandum consists of 25 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 |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| <b>LEVEL 1</b>   | <ul style="list-style-type: none"> <li>Extract evidence from sources</li> <li>Selection and organisation of relevant information from sources</li> <li>Define historical concepts/terms</li> </ul>                                                                                                              | <b>30%<br/>(15)</b>    |
| <b>LEVEL 2</b>   | <ul style="list-style-type: none"> <li>Interpretation of evidence from sources</li> <li>Explain information gathered from sources</li> <li>Analyse evidence from sources</li> </ul>                                                                                                                             | <b>40%<br/>(20)</b>    |
| <b>LEVEL 3</b>   | <ul style="list-style-type: none"> <li>Interpret and evaluate evidence from sources</li> <li>Engage with sources to determine its usefulness, reliability, bias and limitations</li> <li>Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions</li> </ul> | <b>30%<br/>(15)</b>    |

### 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.

### 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.

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✓✓✓✓✓

Level 2

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.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

### 2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher 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 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 marking of the essay 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
- The learner's interpretation of the question.

**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 (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualized (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.
- 2.4.3 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised

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- Wrong statement

\_\_\_\_\_

- Irrelevant statement

|  
|  
|

- Repetition

R

- Analysis

A√

- Interpretation

I√

**2.5 The matrix**

2.5.1 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 the essay 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 the essay 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 |
| P | LEVEL 3 |     |

**GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50**

|                                                                                                                                                                                                                 | <b>LEVEL 7</b>                                                                                                                                                                                                                                                                                        | <b>LEVEL 6</b>                                                                                                                                                                                                     | <b>LEVEL 5</b>                                                                                                                               | <b>LEVEL 4</b>                                                                                                                               | <b>LEVEL 3</b>                                                                                                                                    | <b>LEVEL 2</b>                                                                                                                          | <b>LEVEL 1</b>                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| <b>PRESENTATION</b><br><br><b>CONTENT</b><br> | 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, 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 is used to some extent 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. |
| <b>LEVEL 7</b><br>Question has been fully answered.<br>Content selection fully relevant to line of argument.                                                                                                    | <b>47–50</b>                                                                                                                                                                                                                                                                                          | <b>43–46</b>                                                                                                                                                                                                       |                                                                                                                                              |                                                                                                                                              |                                                                                                                                                   |                                                                                                                                         |                                              |
| <b>LEVEL 6</b><br>Question has been answered.<br>Content selection relevant to the line of argument.                                                                                                            | <b>43–46</b>                                                                                                                                                                                                                                                                                          | <b>40–42</b>                                                                                                                                                                                                       | <b>38–39</b>                                                                                                                                 |                                                                                                                                              |                                                                                                                                                   |                                                                                                                                         |                                              |
| <b>LEVEL 5</b><br>Question answered to a great extent.<br>Content adequately covered and relevant.                                                                                                              | <b>38–39</b>                                                                                                                                                                                                                                                                                          | <b>36–37</b>                                                                                                                                                                                                       | <b>34–35</b>                                                                                                                                 | <b>30–33</b>                                                                                                                                 | <b>28–29</b>                                                                                                                                      |                                                                                                                                         |                                              |
| <b>LEVEL 4</b><br>Question is recognisable in answer.<br>Some omissions or irrelevant content selection.                                                                                                        |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                    | <b>30–33</b>                                                                                                                                 | <b>28–29</b>                                                                                                                                 | <b>26–27</b>                                                                                                                                      |                                                                                                                                         |                                              |
| <b>LEVEL 3</b><br>Content selection does relate to the question, but does not answer it, or does not always relate to the question.<br>Omissions in coverage.                                                   |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                    |                                                                                                                                              | <b>26–27</b>                                                                                                                                 | <b>24–25</b>                                                                                                                                      | <b>20–23</b>                                                                                                                            |                                              |
| <b>LEVEL 2</b><br>Question inadequately addressed.<br>Sparse content.                                                                                                                                           |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                    |                                                                                                                                              |                                                                                                                                              | <b>20–23</b>                                                                                                                                      | <b>18–19</b>                                                                                                                            | <b>14–17</b>                                 |
| <b>LEVEL 1</b><br>Question inadequately addressed or not at all. Inadequate or irrelevant content.                                                                                                              |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                    |                                                                                                                                              |                                                                                                                                              |                                                                                                                                                   | <b>14 –17</b>                                                                                                                           | <b>0–13</b>                                  |

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

- Question not addressed at all / totally irrelevant content / no attempt to structure the essay = 0
- Answer 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: HOW DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS INFLUENCE THE SOWETO UPRISING OF 1976?**

1.1

1.1.1 *[Explanation of a historical concept from Source 1A – L1]*

- A philosophy that advocated self-confidence, assertiveness and pride among black South Africans
- A philosophy propagated by Steve Biko and other activists for black South Africans to be independent of other races regarding the struggle for equality and justice
- Any other relevant response (any 1 x 2) (2)

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

- It is a fact of history that the 16 June 1976 occurred under the direct influence of the Black Consciousness Movement, its ideology and its leadership
- On 28 May 1976 the South African Students' Movement, a student component of the BCM held its General Students Council meeting where the issue of Afrikaans as a medium of instruction was discussed (2 x 1) (2)

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

- The issue of Afrikaans as a medium of instruction (1 x 2) (2)

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

- **Seth Mazibuko**: showed leadership by mobilising the prefects of the schools to speak with one voice regarding the rejection of Afrikaans as a medium of instruction at schools located in Soweto; leader of SASM in Soweto
- **Tsietsi Mashinini**: was an influential leader by calling for mass demonstration on 16 June 1976 and he was also responsible for the formation of an Action Committee that led the Soweto uprising; leader of SASM in Soweto
- Any other relevant response (2 x 2) (4)

1.2

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

- Mathematics
- History
- Geography (3 x 1) (3)

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

- The apartheid government did not care about the challenges that black students/pupils faced regarding the use of the Afrikaans language
- The government wanted to show the students that it had powers to decide on any school policy because the money to run schools came from government
- The apartheid government did not find young black South African students as a threat
- The apartheid government underestimated the power of black South African students
- Any other relevant response (2 x 2) (4)

- 1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- The students wanted to show their anger and opposition to the use of Afrikaans as a medium of instruction
  - To mobilise more learners to participate in mass action
  - To show the apartheid government that they were brave enough to face the might of the oppressive apartheid system
  - The students wanted to draw the attention of the country and the world to the negative impact that Bantu Education had on black South African students
  - Any other relevant response (any 1 x 2) (2)
- 1.3 *[Determining the usefulness of evidence in either Source 1A or 1B – L3]*  
**Candidates could choose either SOURCE 1A or SOURCE 1B**
- SOURCE 1A**
- The source provides specific historical dates that were crucial for the planning and organisation of the march in Soweto
  - The source has valuable information on the role of leading figures such as Don [Tsietsi] Mashinini, Seth Malibu, etc. in the planning stages of the Soweto uprising
  - The source clearly shows that the philosophy of Black Consciousness influenced the students of Soweto to take action against Bantu Education
  - Any other relevant response
- SOURCE 1B**
- The source is an eyewitness account of the events that unfolded on 16 June 1976
  - The source vividly describes the key historical events that occurred on 16 June 1976 that led to the uprising particularly the role of SASM
  - The source gives information about the slogans that students used during the protest on 16 June 1976
  - The source gives information about the role of white police officers
  - Any other relevant response (any 2 x 2) (4)
- 1.4
- 1.4.1 *[Interpretation of evidence from Source 1C – L2]*
- The police reacted with lethal/brutal force during the Soweto uprising
  - The trauma and pain experienced by Antoinette Pieterse and Mbuyisa Makhubu
  - The bravery and compassion of Mbuyisa Makhubu
  - The solidarity of black South African students
  - The pain and trauma that black South African students experienced during the Soweto uprising
  - Any other relevant response (2 x 2) (4)

- 1.4.2 *[Interpretation of evidence from Source 1C – L2]*
- The photograph shows how callous and brutal the apartheid regime was in treating black South African children
  - The photograph to the further condemnation of the apartheid government
  - It increased solidarity among black South African students in the struggle against oppression
  - It symbolised the struggle of black South African students against Afrikaans as a medium of instruction
  - It shows the bravery of black South African students against the apartheid regime
  - Any other relevant response (2 x 2) (4)
- 1.5. *[Comparison of evidence from Sources 1B and 1C – L3]*
- Source 1B outlines how the learners of Soweto responded to the conduct of the police while Source 1C shows the reaction of Antoinette Pieterse and Mbuyisa Makhubu to the killing of Hector Pieterse/the consequences of the police's action
  - Source 1B refers to the death of the learners on 16 June 1976 and the assistance given to the wounded learners while Source 1C shows Mbuyisa Makhubu carrying the lifeless body of Hector Pieterse
  - Source 1B describes the events in the morning of 16 June 1976 while Source 1C shows the photograph taken on the morning of 16 June 1976
  - Source 1B describes the grief that Antoinette Pieterse experienced while Source 1C shows the grief that Antoinette Pieterse experienced
  - Any other relevant response (any 2 x 2) (4)
- 1.6
- 1.6.1 *[Extraction of evidence from Source 1D – L1]*
- Government closed down the schools
  - Put the South African military on alert
  - With extreme force and repression (2 x 1) (2)
- 1.6.2 *[Extraction of evidence from Source 1D – L1]*
- Where the government erected buildings
  - Granted subsidies
  - Paid teachers (3 x 1) (3)
- 1.6.3 *[Interpretation of evidence from Source 1D – L2]*
- They did not have personal experiences of the effects of Bantu Education and racial oppression
  - They viewed the uprising as a ploy/conspiracy by black South Africans to overthrow the apartheid government (Communist onslaught)
  - They were not concerned about the lives of black South African children
  - White South African children were not oppressed and received better quality education
  - The government wanted to defend the Afrikaans language policy
  - Any other relevant response (1 x 2) (2)

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

Candidates could include the following aspects in their response

- Black South African students became aware of the dangers of Bantu education (own knowledge)
- Black South African students of Soweto demonstrated a sense of assertiveness when they challenged the language policy on 16 June 1976 (Source 1B)
- Black South African students acted independently of white South Africans (Source 1B)
- Black South African students displayed unity and solidarity during the Soweto uprising (Sources 1B and 1C)
- Black South African students and their parents took the initiative to challenge the apartheid regime and liberate themselves
- Black South African students were fearless in challenging the apartheid regime (Source 1D and own knowledge)
- SASM was a Black Consciousness inspired student organisation and was instrumental in the planning of the Soweto uprising (own knowledge)
- Teachers were political activists during the Soweto uprising and were members of SASO who influenced black South African students about the ideas of Black Consciousness (own knowledge)
- The Soweto uprising was in the main a struggle to liberate the minds of black South Africans against the indoctrination of Bantu education (own knowledge)
- Any other relevant response

Use the following rubric to allocate marks:

|                |                                                                                                                                                                                                                                                                                                                                  |                      |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>LEVEL 1</b> | <ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows no or little understanding of how the philosophy of Black Consciousness influenced the Soweto uprising of 1976.</b></li> <li>• Uses evidence partially or cannot write a paragraph.</li> </ul>                                     | <b>MARKS<br/>0–2</b> |
| <b>LEVEL 2</b> | <ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent on the topic, e.g. <b>shows some understanding of how the philosophy of Black Consciousness influenced the Soweto uprising of 1976.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>      | <b>MARKS<br/>3–5</b> |
| <b>LEVEL 3</b> | <ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding of how the philosophy of Black Consciousness influenced the Soweto uprising of 1976.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul> | <b>MARKS<br/>6–8</b> |

(8)  
[50]

**QUESTION 2: WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCESSFUL IN DEALING WITH THE INJUSTICES OF THE PAST?**

2.1

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

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

2.1.2 *[Explanation of a historical concept from Source 2A – L1]*

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

2.1.3 *[Extraction of evidence from Source 2A – L1]*

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

2.1.4 *[Interpretation of evidence from Source 2A – L2]*

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

2.1.5 *[Interpretation of evidence from Source 2A – L2]*

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

2.2

2.2.1 *[Interpretation of evidence from a visual source from Source 2B – L2]*

- It shows Desmond Tutu and Alex Boraine investigating the atrocities that were committed in South Africa
- It was a difficult task to investigate all the atrocities that were committed
- The skulls show the atrocities that were committed which the TRC attempted to investigate
- The names show the locations (places) where these atrocities were committed which the TRC attempted to investigate
- The names of the perpetrators (Niewoudt, Barnard) who committed atrocities are shown which the TRC attempted to investigate
- The messages convey that the TRC did not support retributive justice as shown by the woman depicted in the source
- Any other relevant response (any 2 x 2) (4)

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

(a)

- The reference to Boipatong (happened on 17 June 1992) indicates the location (place) where atrocities by hostel dwellers that left 45 people dead (political crimes) were committed
- Any other relevant response (1 x 2)

(b)

- The reference to Niewoudt indicates the name of a perpetrator responsible for atrocities (political crimes)
- He was accused of the torture and murder of Steve Biko
- Any other relevant response (any 1 x 2) (4)

2.2.3 *[Evaluation of the usefulness from Source 2B – L3]***This source is useful because:**

- It shows the TRC being led by Tutu and Boraine who attempted to investigate the atrocities that were committed during apartheid rule in South Africa
- It identifies the major perpetrators responsible for these atrocities (apartheid crimes)
- It highlights the places where atrocities (apartheid crimes) were committed
- It implies that the TRC favoured restorative justice and not retributive justice
- The TRC was overwhelmed by the number of cases it had to investigate
- Any other relevant response (any 2 x 2) (4)

## 2.3

2.3.1 *[Extraction of evidence from Source 2C – L1]*

- It would reveal what happened to her daughter
- It would reveal who kidnapped / tortured / murdered / buried her daughter (any 1 x 2) (2)

2.3.2 *[Extraction of evidence from Source 2C – L1]*

- Willem Helm Johannes Coetzee
- Anton Pretorius
- Frederick Barnard Mong
- Msebenzi Timothy 'Vastrap' Radebe (any 3 x 1) (3)

2.3.3 *[Quote evidence from Source 2C – L1]*

- Ernestina Simelane warned her daughter that 'the police were looking for her'
- Ernestina Simelane told her daughter that 'the police wanted to arrest her'
- Ernestina Simelane warned her daughter 'not to return home' (any 1 x 2) (2)

- 2.4 *[Comparison of evidence from Sources 2A and 2C – L3]*
- Both Sources 2A and 2C highlight the intention of the Simelane family to find out the whereabouts of their daughter, Nokuthula
  - Both Sources 2A and 2C mention the involvement of the security branch policemen in the disappearance of Nokuthula
  - Both Sources 2A and 2C reveal that the murderers of Nokuthula who appeared before the TRC to apply for amnesty
  - Both Sources 2A and 2C mention that Nokuthula was in Swaziland
  - Both Sources 2A and 2C mention that Nokuthula was kidnapped, tortured and murdered
  - Any other relevant response (any 2 x 2) (4)
- 2.5
- 2.5.1 *[Interpretation of evidence from Source 2D – L2]*
- It was the first time in the history of South Africa since the TRC was established and that the perpetrators would be prosecuted
  - It was the first time since the TRC made recommendations that the NPA had responded in this manner
  - The NPA attempted to bring closure in this matter so that Nokuthula Simelane's family will know the truth about their daughter's disappearance
  - Any other relevant response (2 x 2) (4)
- 2.5.2 *[Extraction of evidence from Source 2D – L1]*
- Prosecution was recommended (1 x 1) (1)
- 2.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources – L3]*

Candidates could include the following aspects in their response.

**Candidates should take a stand explaining whether the Truth and Reconciliation Commission (TRC) was successful in dealing with the injustices of the past**

**SUCCESSFUL**

- TRC aimed to achieve restorative justice (own knowledge)
- The TRC created a platform for victims and perpetrators to tell their stories (own knowledge)
- In some cases perpetrators sought forgiveness and provided families with answers (own knowledge)
- Perpetrators could apply for amnesty (Source 2A)
- Reparations were minimal but were received by some victims (own knowledge)
- Reparations helped victims regain their dignity (own knowledge)
- The TRC was therefore viewed as successful as it contributed to nation building and reconciliation (own knowledge)
- Any other relevant response

**OR**

**UNSUCCESSFUL**

- No one took responsibility for the disappearance Nokuthula Simelane (Source 2A)
- Perpetrators were not held responsible for their actions as they could apply for amnesty (Source 2A)
- The TRC did not provide all the answers to those who had questions about the disappearance of their loved ones (Source 2C)
- The TRC was regarded as a 'witch hunt' that opened old wounds (own knowledge)
- The TRC did not achieve its aims to bring about reconciliation (own knowledge)
- The government did not act on the recommendations of the TRC (Source 2D)
- The Simelane family's civil case forced the NPA to take action (Source 2D)
- The NPA responded a year later by announcing the prosecution of the perpetrators (Source 2D)
- Twenty years later the TRC is therefore viewed as unsuccessful in addressing the injustices of the past (own knowledge)
- Any other relevant response

**Use the following rubric to allocate marks:**

|                |                                                                                                                                                                                                                                                                                                                                                               |                      |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>LEVEL 1</b> | <ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows no or little understanding of whether the Truth and Reconciliation Commission (TRC) was successful in addressing the injustices of the past.</b></li> <li>• Uses evidence partially or cannot write a paragraph.</li> </ul>                                     | <b>MARKS<br/>0–2</b> |
| <b>LEVEL 2</b> | <ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent on the topic, e.g. <b>shows an understanding of whether the Truth and Reconciliation Commission (TRC) was successful in addressing the injustices of the past.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>        | <b>MARKS<br/>3–5</b> |
| <b>LEVEL 3</b> | <ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding of whether the Truth and Reconciliation Commission (TRC) was successful in addressing the injustices of the past.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul> | <b>MARKS<br/>6–8</b> |

(8)  
[50]

**QUESTION 3: HOW DID THE IMPLEMENTATION OF STRUCTURAL ADJUSTMENT PROGRAMMES (SAPs) BY INTERNATIONAL FINANCIAL INSTITUTIONS AFFECT AFRICAN COUNTRIES?**

3.1

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

- The debt crises of the 1980s (1 x 2) (2)

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

- International Monetary Fund (IMF)
- World Bank (2 x 1) (2)

3.1.3 *[Explanation of a historical concept from Source 3A – L1]*

- Trade liberalisation refers to opening of developing countries' markets to foreign trade and investment / opening up Africa to western markets
- Any other relevant response (any 1 x 2) (2)

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

- Led to essential services being withheld from the poor
- Led to a practice where only the rich were able to afford essential services
- Led to retrenchments which could place a burden on the state to provide welfare
- Led to the state absconding its responsibilities towards the poor
- Higher interest rates
- Any other relevant response (any 2 x 2) (4)

3.2

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

- It forced governments to reduce subsidies for basic goods which hurt the poor
- It destroyed economies of African countries
- It increased the inequalities between the rich and the poor
- It contributed to poverty and hunger in African countries
- Any other relevant response (any 2 x 2) (4)

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

- To print money
- To borrow money
- To reduce spending and increase revenues (3 x 1) (3)

3.2.3 *[Evaluation of the usefulness of Source 3B – L3]*

Candidates can state **whether** the information in the source is **USEFUL to a greater extent or USEFUL to a lesser extent and substantiate their response with relevant evidence.**

**USEFUL TO A GREAT EXTENT**

- It gives insight to the reasons why developing countries sought loans from the International Monetary Fund and the World Bank
- It gives insights into the reasons why the International Monetary Fund and the World Bank insisted on Structural Adjustment programmes
- It gives insight to how Structural Adjustment Programmes affected the poor
- Any other relevant response

**OR****USEFUL TO A LESSER EXTENT**

- This is only the view of the vice president of the World Bank on the reasons for the implementation of Structural Adjustment Programmes
- The views on the reasons for the implementation of Structural Adjustment Programmes are not balanced as those that were actually affected were absent/not consulted
- Any other relevant response (any 2 x 2) (4)

3.3 *[Comparison of evidence from Sources 3A and 3B – L3]*

- Both Sources 3A and 3B highlight how the imposition of Structural Adjustment Plans influenced developing nations
- Both Sources 3A and 3B highlight how governments had to reduce spending in order to qualify for loans from the International Monetary Fund
- Both Sources 3A and 3B highlight the impact that the Structural Adjustment Plan had on the poor
- Both Sources 3A and 3B highlight the increase of the prices of goods
- Any other relevant response (any 2 x 2) (4)

## 3.4

3.4.1 *[Extraction of evidence from Source 3C – L1]*

- In 1997 growth slowed to 0,4%
- In 1998 per capita incomes fell by 0,8%
- In 1999 the World Bank further projects a decline in growth/income of 0,4% (3 x 1) (3)

3.4.2 *[Extraction of evidence from Source 3C – L1]*

- The debt burdens on Africa had increased substantially
- Countries in Africa have shown a poor growth rate
- The majority of the African population had failed to improve access to education, health care and basic needs (any 2 x 1) (2)

3.4.3 *[Interpretation of evidence from Source 3C – L2]*

- Debt repayment consumes 4.3% of Sub Saharan Africa' s Gross National Product
- The implementation of Structural Adjustment Plans had impoverished the economies of most African countries
- Will be a sound economic practice because the repayment of loans are unrealistic as too much money left African countries
- Will be a sound economic practice because these resources (money) could be used to grow the economy by a full percentage point
- Africa had enormous debt and was impoverished
- Any other relevant response (any 2 x 2) (4)

## 3.5

3.5.1 *[Interpretation of information from Source 3D – L2]*

- The message questions the West's motives for the cancellation of the debt of African countries
- The source reminds the West of the economic exploitation of African countries (colonial exploitation, enslavement and theft of Africa' s natural resources)
- The source shows the intolerance of the West towards the economic well-being of Africa (The presentation of a certificate of ' debt cancellation' is of little value because not all the debt was cancelled. Africa is still exploited because of outstanding loan repayments, the interest rates on these loans and neo-colonialism)
- The source shows the arrogant attitude of the West towards the economic well-being of Africa because caption wants Africa to forgive the exploitation of the past. No mention is made of the current economic exploitation of Africa by the West
- Any other relevant response (any 2 x 2) (4)

3.5.2 *[Interpretation of information from Source 3D – L2]*

(a)

- The West is portrayed as countries that have benefitted from the economic subjugation of African countries (West is portrayed as well fed, well dressed, has access to medical care, spectacles, etc.)
- The West is being portrayed as the countries who have control over the economic well-being of Africans (the West is portrayed as bigger than Africa)
- Any other relevant response (any 1 x 2) (2)

(b)

- African countries are portrayed as countries who have suffered under the exploitation of the West (The African in the cartoon seems to be under nourished, weak and poverty stricken)
- African countries are portrayed as being at the mercy of the West for their economic well-being (Handing over of a certificate)
- Any other relevant response (any 1 x 2) (2)

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

Candidates could include the following aspects in their response.

- The debt crisis of the 1980s gave the West the opportunity to suppress African countries (Source 3A)
- The World Bank and IMF imposed structural adjustment programmes on African countries who needed to borrow money to pay their debts (Source 3A)
- The implementation of structural adjustment programmes on African countries resulted in the privatisation of industries which resulted in government cutting spending and imposing user fees which affected poor countries (Source 3A)
- The implementation of structural adjustment programmes on African countries resulted in the interference of the internal affairs of Africa (labour laws that had to be adjusted to suit developed nations) (Source 3A)
- The implementation of structural adjustment programmes on African countries resulted in the IMF dictating the economic conditions in Africa (Source 3A)
- The implementation of structural adjustment programmes on African countries did not result in economic growth in African countries (Source 3C)
- The implementation of structural adjustment programmes on African countries resulted in more debt, no improvement in the health care and education of African citizens (Source 3C)
- The implementation of structural adjustment programmes in African countries resulted in the debt burden being consumed – 4,3% of sub-Saharan Africa's GNP (Source 3C)
- The implementation of structural adjustment programmes show how the West benefited from the economic subjugation of Africa (Source 3D)
- The implementation of structural adjustment programmes show how Africa suffered because of the economic subjugation of the West (Source 3D)
- Any other relevant response

**Use the following rubric to allocate marks:**

|                |                                                                                                                                                                                                                                                                                                                                                                                     |                      |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>LEVEL 1</b> | <ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of how the implementation of structural adjustment programmes (SAPs) by international financial institutions affected African countries.</b></li> <li>• Uses evidence partially or cannot write a paragraph.</li> </ul>                                     | <b>MARKS<br/>0–2</b> |
| <b>LEVEL 2</b> | <ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent on the topic e.g. <b>shows an understanding of how the implementation of structural adjustment programmes (SAPs) by international financial institutions affected African countries.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>        | <b>MARKS<br/>3–5</b> |
| <b>LEVEL 3</b> | <ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of how the implementation of structural adjustment programmes (SAPs) by international financial institutions affected African countries.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul> | <b>MARKS<br/>6–8</b> |

(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 explain to what extent PW Botha's attempt at reforming the policy of 'grand' apartheid was met with mass internal resistance from grassroots community organisations. Candidates need to argue how mass resistance was sustained which eventually forced the apartheid government into negotiations with anti-apartheid organisations.

**MAIN ASPECTS**

Candidates should include the following aspects in their response:

- Introduction: Candidates need to explain to what extent PW Botha's reforms were challenged by grassroots community organisations because they did not address the demands of the majority of South Africans. They should show how resistance led to the demise of 'grand' apartheid.

**ELABORATION**

- PW Botha's policies of 'Total Onslaught' and 'Total Strategy'
- Botha's attempts to reform apartheid (Abolition of Pass Laws; Legalisation of Trade Unions) by introducing the Tri-Cameral parliament in 1983
- The formation and response of UDF to the Tri-Cameral parliamentary system
- The first campaign of the UDF was 'Don't Vote Campaign' (discouraged 'Coloureds' and Indians from voting in elections for the Tri-Cameral parliament; 'Million Signature' Campaign against the Tri-Cameral parliament)
- The intensification of the internal resistance e.g. violent protests in the Vaal Triangle and elsewhere in South Africa
- The Vaal Civic Association organised rent boycotts (The Vaal townships embarked on rolling mass action; councillors were killed; schools went on boycotts)
- PW Botha declared successive states of emergencies in 1985 and 1986 to stem the opposition to apartheid but was unsuccessful
- The role of trade unions (The formation of COSATU was a turning point in the struggle for freedom and democracy; the African Food Canning Workers Union called for the first national strike)
- These strikes were aimed at improving the working conditions of workers which included political rights
- Consumer boycotts played a vital role in the fight against Apartheid (This affected the economy; declining economy impacted negatively on the white South Africans)
- Education struggles – Education Crisis Committee, COSAS and NUSAS launched the 'Education Charter Campaign', etc.
- The role of the End Conscription Campaign (White South African men resisted conscription into the army; Many white South African soldiers felt it was wrong to suppress township revolts)

- The role of Black Sash (They opposed apartheid, gave humanitarian aid to victims of apartheid)
- The role of the SACC against the apartheid regime
- The role and impact of the Mass Democratic Movement (MDM) in resisting PW Botha's regime
- By the end of 1989 the country became ungovernable and the apartheid regime began negotiations with anti-apartheid organisations
- Any other relevant information

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

**[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 highlight the incidents of violence that plagued South Africa during the early 1990s and demonstrate how the role of leadership, negotiation and compromise contributed to the attainment of democracy in South Africa in 1994.

**MAIN ASPECTS**

Candidates should include the following aspects in their essays:

- Introduction: Candidates need to indicate how leadership, negotiations and compromise overcame the challenge posed by violence through the negotiations for the establishment of a democratic South Africa in 1994.

**ELABORATION**

- De Klerk comes to power in 1989 – brief background
- De Klerk' s speech in parliament – 2 February 1990 (Leadership)
- The unbanning of political and civic organisations such as the ANC and SACP
- The removal of restrictions on COSATU and AZAPO (Leadership)
- De Klerk's decision to release Mandela from prison on 11 February 1990 which paved the way for negotiations (Leadership and Compromise)
- Violence that erupted in Sebokeng - April 1990
- Groote Schuur Minute – 2 May 1990 (ANC and NP met, ANC delegation led by Nelson Mandela, NP delegation led by FW De Klerk) (Leadership, negotiations and compromise)
- Pretoria Minute – 6 August 1990 (ANC agreed to suspend the armed struggle) (Leadership, negotiations and compromise)
- Third force violence in Natal between Inkatha, the ANC and the apartheid government
- CODESA 1 (19 political parties excluding AZAPO, CP and PAC/300 delegates) (Leadership, negotiations and compromise)
- Violence erupts in some parts of the country such as the Transvaal and Natal
- White' s only referendum and its impact (March 1992) (Leadership)
- CODESA 2 (2 May 1992) collapsed. Parties failed to agree on a new constitution-making body and interim government (Leadership, negotiations and compromise)
- NP wanted minority veto while ANC wanted an interim government for no longer than 18 months and simple majority rule
- Boipatong massacre and its consequences (17 June 1992)
- Bisho massacre derailed the process of negotiations (7 September 1992)
- Record of Understanding signed on 26 September 1992 between Roelf Meyer (NP) and Cyril Ramaphosa (ANC) (Leadership, negotiations and compromise)
- Assassination of Chris Hani (10 April 1993) and its impact on South Africa
- Right-wing (AWB) attack on World Trade Centre and its consequences – June 1993
- St James massacre by APLA – July 1993
- Heidelberg tavern massacre by APLA – December 1993
- Multiparty negotiating Forum (Leadership, negotiations and compromise)

- Sunset Clause introduced by Joe Slovo broke the negotiations deadlock (Leadership, negotiations and compromise)
- Shell House massacre and its consequences – March 1994
- Election date – 27 April 1994 announced
- ANC won elections and 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 indicate whether they agree or disagree with the statement. They need to indicate whether the collapse of the Soviet Union was largely responsible for the political changes that occurred in South Africa after 1989. 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 need to indicate whether the collapse of the Soviet Union in 1989 served as a major catalyst for the political transformation that occurred in South Africa and substantiate their line of argument.

**ELABORATION**

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

- The impact of the disintegration of the Soviet Union in 1989 on South Africa
- Gorbachev's reform policies of Glasnost and Perestroika
- The communist regimes in Eastern Europe collapsed
- The Berlin Wall had fallen
- Changes in the world contributed to the end of apartheid
- The collapse of the USSR deprived the ANC of its main source of support (financial; military and moral and its consequences)
- The National Party claim that it was protecting South Africa from a communist onslaught became unrealistic
- Western world powers supported the move that South Africa resolve its problems peacefully and democratically
- It became evident the National Party government could not maintain white supremacy indefinitely
- Influential National Party members started to realise that apartheid was not the answer to the needs of white capitalist development
- The Battle of Cuito Cuanavale and its consequences
- The security forces and state of emergency had not stopped township revolts
- By the late 1980s the South African was in a state of economic depression
- The role of business leaders in South Africa's political transformation
- 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
- This enabled De Klerk to engage in discussions with the liberation organisations
- On 2 February 1990 De Klerk announced 'a new and just constitutional dispensation'

- This signalled the end of apartheid
- Any other relevant response

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

**If candidates should disagree they need to substantiate their answer with relevant evidence.**

**[50]**

**TOTAL: 150**