



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

HISTORY P2

NOVEMBER 2011

POSSIBLE ANSWERS

MARKS: 150

This memorandum consists of 33 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) | <ol style="list-style-type: none"> 1. Formulate questions to analyse concepts for investigation within the context of what is being studied. (Not for examination purpose). 2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purpose). 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) | <ol style="list-style-type: none"> 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) | <ol style="list-style-type: none"> 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. |
|--|

2. EXTENDED WRITING

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

| LEVELS OF QUESTIONS | |
|----------------------------|--|
| Level 1 | <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. |
| Level 2 | <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
- Analysis
- Interpretation



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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 |
|---------|---------|---------|

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. Good synthesis of information. Constructed an argument | Well planned and structured. Synthesis of information. Constructed an original well - balanced, independent argument. Evidence used to defend the argument. | Well planned and structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion. | Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured. | Shows some evidence of a planned and constructed argument. Some evidence used to support argument. Conclusion not clearly supported by evidence. | Attempts to structure the answer. Largely descriptive/ some attempt at developing an argument. | Little analysis and historical explanation. No structure in answer. |
| CONTENT | Well balanced argument. Sustained and defended the argument throughout. | | | | | | |
| 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 IMPACT DID THE COLLAPSE OF THE USSR IN 1989 HAVE ON SOUTH AFRICA?

1.1

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

Candidates should include the following aspects in their response:

- The term means 'openness'/opportunity for debate
- Introduction of social and political reforms to bring about change in the Soviet Union/greater democracy
- Reduce censoring of media and allowed for freedom of expression
- Any other relevant response (any 1 x 2) (2)

1.1.2 *[Analyse information from Source 1A – L2 – LO1 (AS3)]*

- Media could now report on government corruption and conditions under which people lived in the Soviet Union
- The media was allowed to criticise the government
- Led to the downfall of his government / communism
- Could not handle the consequences of glasnost
- Communists rejected reforms
- Any other relevant response (any 2 x 2) (4)

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

- Reforms measures did not produce the anticipated results
- Glasnost led to more criticism of Gorbachev than the expected media freedom that ordinary Russians were expected to benefit from
- Inadequate support from the Soviet government
- His intention of just reforming communism was overtaken by unforeseen developments
- Glasnost became too big a problem and could not be controlled
- Any other relevant response (any 2 x 2) (4)

1.2 *[Explanation of information from Source 1B – L2 – LO1 (AS3)]*

- To project the ANC as an independent force
- For recognition by Western countries
- To prepare the ANC for negotiations or to take over from the apartheid government
- To give the ANC direction
- Anticipated limited financial support from the USSR
- To pave the way for the ending of apartheid
- Any other relevant response (any 2 x 2) (4)

1.3

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

- The death/collapse of communism
- The collapse of the Soviet Union
- The disappearance of Marxist–Leninist states
- The collapse of the Berlin Wall
- End of Russian material support to the ANC and SACP
- Any other relevant response (any 2 x 1) (2)

1.3.2 *[Analyse information from Source 1B – L2 – LO1 (AS3)]*

- Because Communism had ended in the Soviet Union
- World wide conspiracy theory of communist domination disappeared
- Disappearance of total onslaught policy
- Any other relevant response (any 1 x 2) (2)

1.4 *[Examine and explain the dynamics of changing power relations from Sources 1B and 1C – L3 – LO1 (AS3); LO2 (AS2)]***Candidates must refer to both sources in answering this question:****SOURCE 1B**

- Gave the ANC an opportunity to re-evaluate its policies concerning negotiations with the apartheid government
- The ANC had to redefine its armed struggle' military strategy
- Any other relevant response

SOURCE 1C

- It removed fear of 'total onslaught'
- The end of communism in the Soviet Union implied that the ANC could not rely on the Soviets for help
- Any other relevant response (any 2 x 2) (4)

1.5

1.5.1 *[Analysis of information from Source 1D – L2 – LO1 (AS3 and 4)]*

- De Klerk had to change
- De Klerk abolished apartheid
- De Klerk kept pace with global political change
- De Klerk was perceived as a visionary leader
- Any other relevant response (any 1 x 2) (2)

1.5.2 *[Analyse information from Source 1D – L2 – LO1 (AS3)]*

- Apartheid/ separate development (any 1 x 2) (2)

1.5.3 *[Analyse and interpret information from Source 1D – L3 – LO1 (AS3)]***Candidates need to substantiate the extent to which they agree:**

- Gorbachev introduced perestroika to reform communism in the USSR
- Apartheid could not be reformed but had to be abolished
- Any other relevant response (any 2 x 2) (4)

1.5.4 *[Synthesise information to construct an original argument using evidence to support the argument – L3 – LO1 (AS3); LO3 (AS2)]*

AGREE

- De Klerk knew he had to abolish apartheid
- The fact that his process of change kept pace with the events shows that he was pragmatic to the unfolding situation
- Any other relevant response

DISAGREE

- He might not agree that he played a lesser role in the ending of apartheid
- The fact that his reforms were influenced by events might imply that he was controlled by external/internal events or factors
- Any other relevant response (1 x 3) (3)

1.6 *[Selection of Sources 1C or 1D to highlight their usefulness on the impact of Gorbachev's policies to De Klerk – L3 – LO1 (AS3 and 4); LO2 – (AS2) LO3 – (AS2)*

Candidates can select either Source 1C or Source 1D and support their response with relevant evidence.

SOURCE 1C is useful because of the following:

- It is valid for it comes from a published book and it explains how the collapse of communism prepared fertile ground for negotiations to end apartheid in South Africa
- It is reliable in that it is written by South African historians (Giliomee et al.), who were up to date with developments then.
- It is relevant in that it gives insight on how the fall of communism paved way for political reforms in South Africa.
- Any other relevant response

SOURCE 1D is useful because of the following:

- It is valid for it comes from a published book and explains how glasnost influenced De Klerk to introduce reforms
- It shows how De Klerk implemented his reforms in a practical manner and therefore it is relevant
- The source is written by Allister Sparks, a respected political analyst
It is reliable in that as critic of the apartheid government, he gave credit to De Klerk.
- Any other relevant response (2 x 2) (4)

1.7 *[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:

- Policy of 'perestroika' (for economic reconstruction) influenced economic reforms in South Africa
- End of communism spelt the demise of the USSR and influenced De Klerk's reform programme
- Fall of communism gave De Klerk political space to make bold reform moves and abolish apartheid
- With the fall of Communism, the ANC could no longer rely on the Soviet Union and had to negotiate with De Klerk
- Gorbachev's policy influenced the ANC to re-position itself and begin talks with the National Party
- 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 glasnost and perestroika led to talks between the NP and the ANC • 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 how glasnost and perestroika led to talks between the NP and the ANC • 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 how glasnost and perestroika led to talks between the NP and the ANC • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic | Marks: 6 – 8 |

(8)

1.8 EXTENDED WRITING

1.8.1 *[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 Soviet Union affected South Africa's political future.

Candidates should include the following aspects in their response:

MAIN ASPECTS

- Introduction: Candidates should explain how the collapse of the Soviet Union affected the political future of South Africa and how it paved the way for negotiations.

ELABORATION

- Gorbachev's role in ending communism - introduction of glasnost and perestroika in Russia
- The impact of glasnost and perestroika on South Africa
- The collapse of communism gave De Klerk political space to make reforms
- De Klerk could no longer use the argument that apartheid was stemming the tide of communism
- Banned political organisations could no longer be termed as 'communist-inspired terrorists'
- De Klerk was forced to negotiate with previously banned political organisations like the ANC
- Liberation movements had to abandon the armed struggle to begin the process of negotiations
- Opened the way for engagement with the ANC leading to the democratisation of South Africa
- Process of negotiations were initiated for the ending of apartheid
- [USSR's economic stagnation influenced political changes in South Africa]
- [USA's abandonment of support for the NP – affected South Africa's political future]
- 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

- 1.8.2 *[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 assertion that the ANC ended apartheid in South Africa. 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 demonstrate to what extent the ANC contributed to the ending of apartheid.

ELABORATION

In agreeing with the assertion, candidates should have the following points in their elaboration:

- Policy of Glasnost paved the way for both the ANC and NP to reform
- There was pressure from major powers to work towards a peaceful settlement
- The ANC had to redefine its position and began to seek recognition from western countries
- Disappearance of Marxist-Leninist states and the fall of the Berlin Wall affected the ANC
- De Klerk desired reform
- USSR economy unable to support/sustain aid to Africa and the ANC
- South Africa's economy took a downturn in 1989
- The ANC struggle for self determination began
- The ANC and the apartheid government had to find a peaceful and workable solution
- The apartheid government took the opportunity to negotiate with the ANC because there was no longer a threat from the Soviet Union
- Both the NP and the ANC took cognisance of internal factors (economic stagnation, unrest, financial crisis, etc) to save the country's future
- Any other relevant response

If candidates disagree with the assertion, they need to support their argument with relevant evidence:

- The collapse of the Soviet Union was viewed by the NP as strategically important to commence negotiations with the ANC
- The NP believed that the movement was now weak and in disarray
- The ANC decided to negotiate with the apartheid government because it had no military, revolutionary and economic support from the Soviet Union
- FW de Klerk, a conservative politician replaced PW Botha as the leader of the NP
- Gorbachev was a newly elected general secretary of the Soviet Union
- Gorbachev introduced his policy of glasnost which was aimed at political changes
- The collapse of communism in Eastern Europe made it possible for De Klerk to unban the ANC and other extra-parliamentary organisations
- The end of the Cold War made it possible for De Klerk to begin with negotiations
- De Klerk announced the release of Nelson Mandela – a step in ending apartheid
- De Klerk believed that the collapse of Soviet Union affected the political situation in South Africa
- De Klerk recognised that change was inevitable/unavoidable
- Any other relevant response

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

(30)

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

[75]

QUESTION 2: HOW DID THE COLLAPSE OF THE SOVIET UNION CONTRIBUTE TO EGYPT RE-IMAGINING ITSELF IN THE 1990s?

2.1

2.1.1 *[Extraction of evidence from Source 2A – L2 – LO2 (AS3)]*

- Collapse of the Soviet Union
- Western aid to African countries were reduced (2 x 2) (4)

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

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

2.1.3 *[Comparing and Interpreting of evidence from Source 2A – L3- LO-(AS3)]*

- **Western economic system**- based on capitalist principles; private capital; high production levels; exploitation of labour; poor wages and increased profits
- **Soviet economic system**- based on communist principles; state controlled; labour intensive; human rights violations; poor working conditions
- Any other relevant response (2 x 2) (4)

2.1.4 *[Extraction of evidence from Source 2A – L1 – LO2 (AS3)]*

- Aid from the USA (1 x 1) (1)

2.1.5 *[Explaining of historical concepts from Source 2A – L2 – LO1 (AS3)]*

Socialism

- Society organised in such a way to prevent inequality
- The collective interest of the whole community should come before the individual interest of its members
- Any other relevant response (any 1 x 2) (2)

Free Market

- Opening up of the economy, allowing foreign companies to invest
- Free trade is encouraged
- Tariffs on imported goods are low
- Fewer subsidies on consumer goods
- Any other relevant response (any 1 x 2) (2)

2.1.6 *[Evaluation of a source for justification L3 - LO3 (AS3)]*

Candidates can state either justified or not justified and support their response with relevant evidence.

JUSTIFIED

- Rich nations wanted to maximise their profits
- They were funded by the World Bank and IMF who wanted value for their investment
- Profit was the motive of investors
- Recipient countries had to guard against the misappropriation of foreign aid
- Any other relevant response

NOT JUSTIFIED

- Meant less responsibility on the state to provide for services in Egypt
- State provided few employment opportunities
- Privatisation meant more inflation as private owned companies wanted to increase profits
- It impacted negatively on the employment of ordinary people
- Gap between rich and poor widened – increased poverty
- Any other relevant response (any 2 x 2) (4)

2.2

2.2.1 *[Interpretation and evaluation from Source 2B – L2 – LO1 (AS3)]*

- He was intolerant to opposition
- Dictator
- Little freedom and opportunities for ordinary Egyptians
- Did not have a social development plan in place
- Poor economic policies – high inflation
- Any other relevant response (any 1 x 2) (2)

2.2.2 *[Interpretation of evidence from Source 2B – L2 – LO1 (AS3)]*

- Uneven development
- High inflation
- Reduction of subsidies
- Budget controls
- Any other relevant response (any 2 x 1) (2)

2.2.3 *[Interpretation of Sources 2A and 2B – L2 – LO1 (AS3)]***(a) Wealthy Egyptians**

- High standard of living was maintained
- Got richer, made more profits
- Controlled much of the country's wealth
- Children attended best schools and universities
- Continued to enjoy the benefits given to them by the Egyptian government
- Any other relevant response (any 1 x 2) (2)

(b) The majority of Egyptians

- Living standards worsened
- Inflation increased
- Overcrowding
- Poverty increased
- Reduction in government subsidies
- Any other relevant response (any 1 x 2) (2)

2.3

2.3.1 *[Interpretation and Evaluation of Sources 2C – L2 – LO1 (AS3)]*

- Mubarak's rule of Egypt equates with the current state of affairs (political and economic mismanagement) in Egypt
- His governance depended on the support of the army
- Government benefitted only the rich merchant class
- Egypt under Mubarak is portrayed as sick and ailing
- Cartoonist could be biased against the government of Hosni Mubarak
- Any other relevant response (any 1 x 2) (2)

2.3.2 *[Interpret and evaluate Source 3C - L3 - LO1(AS3)]*

Candidates should indicate whether the cartoon is accurate or inaccurate and support their response with relevant evidence.

ACCURATE

- He was politically corrupt e.g. intolerant of opposition
- Economic policies only favoured a few e.g. rich and ruling classes
- 20 % - 30% of 80 million Egyptians lived in poverty
- Depended heavily on the military
- Any other relevant response

INACCURATE

- Some Egyptians benefitted from his policies
- subsidies were available to alleviate poverty
- Brought about stability in the Middle East
- Any other relevant response (any 2 x 2) (4)

2.3.3 *[Evaluating the usefulness of Source 2C – L3 – LO1 (AS4)]*

- Authenticity of the source can be questioned
- Source is biased it portrays only the view of the cartoonist/editor
- Provides an opposing point of view
- Produced 20 years after the fall of communism - relevant
- The cartoon however is relevant as it show what people thought of the political and economical situation in Egypt at that time
- The reliability of the source is questionable as it is based on generalisations
- Any other relevant response (any 2 x 2) (4)

2.4 [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:

- After 1989 Egypt introduced a new economic policy (neo-liberal)
- Economy was opened for imports and foreign investments
- Majority of Egyptians did not benefit from this new economic policy
- Privatisation of state assets led to unemployment
- Inflation meant higher prices for Egyptians
- Mubarak did not address the rampant poverty and unemployment
- Living standards dropped
- More Egyptians became poor and destitute
- Reduction of government subsidies made matters worse
- Military played a role in corruption
- Government incompetence in producing feasible policies
- 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 implementation of liberal economic policies lead to an unequal society in Egypt • 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 how the implementation of liberal economic policies lead to an unequal society in Egypt • 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 how the implementation of liberal economic policies lead to an unequal society in Egypt • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic | Marks: 6 – 8 |

(8)

2.5 EXTENDED WRITING

2.5.1 *[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 the collapse of the USSR contributed to Egypt re-imagining itself in the 1990s.

MAIN ASPECTS

The candidate should include the following aspects in their response.

- Introduction: Candidates need to make a statement how the collapse of the USSR affected Egypt during the 1990's or any other relevant introduction would suffice.

ELABORATION

- Impact of the end of the Cold War
 - Socialist economic policies were replaced with capitalism
 - Global monetary institutions influenced Egypt to change its economic policy
 - The effects of the World Bank and IMF on the economy
 - The impact of the government's economic policy on Egypt
 - Political corruption and its impact on Egypt
 - Disparities within the population (Rich vs Poor)
 - Impact of inflation on Egypt
 - Insensitivity of the affluent ruling class towards the poor
 - 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

2.5.2 *[Synthesises 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

Using the sources as well as their own knowledge, candidates should indicate whether they agree with the statement or not. They should clearly state a relevant line of argument and show how the political and economic policies of the Hosni Mubarak violated the basic rights of Egyptians.

MAIN ASPECTS

Candidates should include the following aspects in their response:

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

ELABORATION

- Impact of the end of the Cold War
 - Neo-liberal economic policy / IMF and World Bank contributed to the poverty and unemployment of Egyptians
 - Egyptians perception that the new policy was a failure
 - No confidence in the economy of Egypt
 - Poverty rampant because of uneven development that favoured the rich
 - Government did not address poverty effectively
 - Showed intolerance for democratic values
 - Egyptians lost faith in Mubarak's leadership
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

If candidates disagree with the statement they need to substantiate their argument with relevant evidence.

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

[75]

QUESTION 3: HOW DID THE PROCESS OF NEGOTIATIONS PAVE THE WAY FOR A DEMOCRATIC SOUTH AFRICA?

3.1

3.1.1 *[Extraction of evidence from Source 3A – L1 – LO1 (AS3)]*

- To create a democratic South Africa
- To explore a working relationship between NP and ANC / to negotiate
- To deal with obstacles that may confront the process of negotiations
- To end apartheid
- Any other relevant response (any 1 x 1) (1)

3.1.2 *[Extraction of evidence from Source 3A – L1 – LO1 (AS3)]*

- Review the armed struggle
- Review security legislation
- End the state of emergency (any 2 x 1) (2)

3.1.3 *[Explaining of evidence from Source 3A – L3 – LO1 (AS3)]*

- ANC and NP continued with formal talks in South Africa
- First time black and white were sitting together as equals deciding on South Africa's future
- Amnesty for political offences
- Further release of political prisoners
- Any other relevant response (any 1 x 2) (2)

3.1.4 *[Comparing of evidence of the written and the visual source in Source 3A – L2 – LO1 (AS3)]*

- Both sources confirm the non racial composition of the negotiating parties
- Both sources indicate that the NP and the ANC could talk openly to each other / as equal partners
- The written source states that the meeting between the ANC and NP took place at Groote Schuur and the visual shows the delegation of the NP and ANC at Groote Schuur
- The written source speaks of hope and optimism and the visual source depict this hope and optimism
- Any other relevant response (any 2 x 2) (4)

3.2

3.2.1 *[Interpretation and evaluation of evidence from Source 3B – L3 – LO1 (AS3)]*

- It was the first time black and white South Africans met in this fashion
- Historic meeting/kick off - history in the making
- One would meet great leaders like Mandela and De Klerk
- One wanted to meet the leaders in whose hands the future of South Africa depended
- Any other relevant response (any 1 x 2) (2)

NSC –

3.2.2 *[Interpretation of evidence from Source 3B – L2 – LO1 (AS3)]*

Mandela and De Klerk were regarded as key figures of major political organisations at CODESA because of the following.

- Hopes and fears rested on their shoulders
- Doubts and expectations rested on their shoulders
- They had to end violence
- Had to bring left and right wing political parties together
- They had to transform South Africa
- They had to abolish apartheid to establish a democratic country
- Represented the hopes and aspirations of black and white South Africans
- Mandela and De Klerk were the leaders of the two dominant parties
- Any other relevant response (any 2 x 2) (4)

3.2.3 *[Interpretation and analysing of a visual source from Source B – L3 – LO1 (AS3)]***YES**

If a candidate says YES, the following substantiation must be given

- Shows all black and white South Africans being united
- Shows all people of South Africa working together
- It shows black and white South Africans sitting together
- The rays of the sun show hope and optimism / bright future
- Any other relevant response

NO

If a candidate says NO, appropriate substantiation must be given (any 2 x 2) (4)

3.3

3.3.1 *[Interpretation and evaluation of evidence from Source 3C – L2 – LO1 (AS3)]*

- Negotiations could lead to a solution – a new democratic constitution
- Negotiations could lead to a new democratic government
- Political changes were brought about
- Personal chemistry/mutual trust
- Sense ownership of the process
- Single chance for peaceful resolution
- Any other relevant response (any 2 x 2) (4)

3.3.2 *[Interpretation and evaluation of evidence from Source 3C – L2 – LO1 (AS3)]*

- Initial failure of the process of negotiations/power sharing
- Violence/Boipatong massacre/third force involvement
- Mass action
- Death of Chris Hani
- Protest by right-wingers
- Absence of various parties
- To meet the expectations of the international community
- Any other relevant response (any 2 x 2) (4)

3.3.3 *[Evaluation and interpretation of evidence from Source 3C – L2 – LO1 (AS3)]*

- Violence [around the time of Boipatong] made them realise that everybody needed equal rights
- Violence made them realise that South Africans needed a new constitution
- Assassination of Chris Hani speeded up the process of negotiations
- Any other relevant response (any 1 x 2) (2)

3.3.4 *Evaluation and interpretation of evidence from Source 3C – L2 – LO1 (AS3)]*

(a) Right-wing South Africans

- With anger
- With concern
- Unhappy that majority rule will become a reality
- Did not want change
- Were afraid of democracy
- Were afraid of being ruled by a black South African government
- Any other relevant response (any 1 x 2) (2)

(b) Black South Africans

- Happy/elated/hopeful
- Waited for change and democracy
- Anticipation of freedom and the removal of autocratic rule
- Any other relevant response (any 1 x 2) (2)

3.4 *[Comparing of evidence from Sources 3B and 3C – L3 – LO1 (AS3 and 4); LO2 (AS2)]*

- There is no viewpoint from right-wingers
- There is no viewpoint from the left-wingers
- Viewpoints of leaders from the independent black homelands is not reflected
- There is no viewpoint from those who were opposed to negotiations
- Gives only viewpoints that are positive about the process of negotiations
- Any other relevant response (any 2 x 2) (4)

3.5 *[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:

- First formal talks between ANC and NP
- Political prisoners released and resistance organisations unbanned
- Mandela and De Klerk led the process of negotiations
- Mandela's and De Klerk's commitment to bring about change
- Government's mindset changed – decided to engage in negotiation
- Hope and optimism
- Role of working group
- State of emergency lifted
- Abolish Separate Amenities Act
- Demonstrated goodwill and maturity of leaders to start the process of negotiations
- Any other 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 Groote Schuur Minute laid the foundation for the process of negotiations • 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 Groote Schuur Minute laid the foundation for the process of negotiations • 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. Uses relevant evidence that shows a thorough understanding of how the Groote Schuur Minute laid the foundation for the process of negotiations • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic | MARKS: 6 – 8 |

(8)

3.6 EXTENDED WRITING

- 3.6.1 *[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

In writing this essay candidates must focus on the various steps, events and role players that paved the way for a democratic South Africa between 1990 and 1994.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should make a statement on how negotiations among various role players paved the way for a democratic South Africa.

ELABORATION

Focus on the process of negotiations between 1990 and 1994:

- De Klerk's speech announcing Mandela's release
 - The process of negotiations begins
 - First formal meeting takes place at Groote Schuur – release of political prisoners
 - Pretoria Minute – ANC announces suspension of the armed struggle
 - CODESA 1 - working groups were set up to deal with specific issues
 - Right wing Conservative Party and left wing Pan Africanist Congress boycotted CODESA
 - IFP leader, Mangosuthu Buthelezi/COSAG refused to attend
 - Whites only referendum gave De Klerk a clear mandate to negotiate
 - CODESA 11 collapsed over majority rule / power sharing / regional powers
 - Increased violence (i.e. Boipatong, Bhishe etc)
 - Record of Understanding as a result of talks between Cyril Ramaphosa and Roelf Meyer
 - Sunset clause and the role of Joe Slovo (Multi-party Negotiating Forum)
 - Assassination of Chris Hani leads to protests and speeds up negotiations
 - Storming of the World Trade Centre by the right wing AWB
 - Final agreement was reached
 - 1994 election
 - 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

3.6.2 *[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. They need to discuss how hope, optimism and commitment led to the birth of a non-racial democratic South Africa in 1994.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate whether they agree or disagree with the statement that hope, optimism and commitment led to the birth of a non-racial democratic South Africa in 1994.

ELABORATION

If candidates say YES, the following should be included:

- The process of negotiations (i.e. Groote Schuur Minute, Pretoria Minute)
- Commitment of the ANC to review the armed struggle
- CODESA 1 – signing the Declaration of Intent aimed at the creation of a non-racial, non-discriminatory South Africa
- Whites only referendum gives a clear mandate for De Klerk to continue negotiations
- CODESA 11 collapses
- Increased violence (i.e. Boipatong, Bhishe etc)
- Death of Hani but Mandela asks for calmness
- Record of Understanding restarted the negotiation process
- Role of Ramaphosa and Meyer
- Storming of the World Trade Centre by right wingers
- Final agreement reached
- 1994 election
- Any other relevant point

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

(30)

If candidates say NO, they need to substantiate their argument with relevant historical evidence.

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

[75]

QUESTION 4: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH SOUTH AFRICA'S DIVIDED PAST?

4.1

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

- He mentioned the object was not to conduct a witch-hunt / to haul violators of human rights before court to face charges
- He wanted South Africans to come to terms with their past
- He wanted to advance the cause of reconciliation
- He mentioned the claims of abuses against the ANC would not be swept under the carpet
- Any other relevant response (any 2 x 1) (2)

4.1.2 *[Explanation of concept from Source 4A – L1 – LO2 (AS1)]*

(a) Reconciliation

- Restore friendly relations between former enemies
- Reconcile past differences for the common good of South Africa
- Any other relevant response (1 x 2) (2)

(b) Human Rights

- Individual rights e.g. freedom; equality
- Rights that individuals have that protect themselves against human rights violation or abuses
- Any other relevant response (1 x 2) (2)

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

Candidates must refer to both leaders

- They were leaders in their own fields
- They were respected / reputable leaders / moral standings
- Liberal politician / cleric
- They had the necessary skills and expertise for the job at hand
- One is white and the other is black
- Any other relevant response (any 2 x 2) (4)

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

- TRC examined human rights abuses on all sides of the political spectrum
- TRC was to hear testimonies from victims and perpetrators
- TRC was to grant perpetrators amnesty from prosecution or take civil action / no blanket amnesty
- TRC's objective was to encourage truth-telling
- Victims would receive reparations
- Undertook its work via the various committees
- Any other relevant response (any 2 x 2) (4)

4.2

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

- Reid heard stories of the TRC
- Reid was moved by stories that were told at the TRC
- Any other relevant response

(any 1 x 1) (1)

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

- Wanted people to use the experience of seeing the film to communicate with their families and communities about the atrocities committed
- Wanted people to communicate about their similar personal experiences
- Hoped that the themes of the film would have an impact on their lives / think
- Hoped that people would learn about apartheid South Africa
- Any other relevant response

(any 2 x 2) (4)

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

Candidates can either choose effective or not effective and substantiate their response with valid reasons.

EFFECTIVE

- Those who see films are often profoundly affected by them
- Images often speak more strongly than words
- Film serves to complement or enhance written sources/stories
- Any other relevant response

NOT EFFECTIVE

- Film biased
- Film needs technology to operate
- Expensive to watch a film
- Passive way of getting the message across
- Any other relevant response

(any 2 x 2) (4)

4.3

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

- Cartoon appeared in the newspaper because it was a topical issue
- New facts were coming to light about apartheid atrocities
- To inform readers about the TRC
- It was at the time when the TRC report was released
- To show the challenges of the TRC
- Any other relevant response

(any 1 x 2) (2)

4.3.2 *[Interpretation and evaluation of evidence from Source 4C – L3 – LO1 (AS3); LO3 (AS2)]*

Candidates can either choose accurate or inaccurate and substantiate their response with valid reasons.

ACCURATE

- Road towards reconciliation was long and difficult
- The TRC revealed the atrocities committed by perpetrators
- Shows some members of the public were concerned about the work of the TRC
- Highlights the role of Desmond Tutu
- Any other relevant response

INACCURATE

- Could be biased
- Only focuses on the negative aspects of the TRC
- The TRC was an open process – the cartoonist creates the impression that the TRC was a closed and chaotic process
- Any other relevant response (any 2 x 2) (4)

4.3.3 *[Interpretation of evidence from Source 4C - L2 – LO1 (AS3); LO3 (AS2 and 3)]*

Candidates can choose any TWO of the visual elements (the skull; bones; body parts or the beaker of poison or the tyre) to explain the message.

Skulls; bones and body parts

- The victims of police; faction; hostel and 'third force' violence during apartheid
- Their remains were discovered
- The truth about apartheid atrocities (i.e. killings and disappearance of activists) was revealed
- Any other relevant response

A beaker of poison

- Wouter Basson and his chemical and biological warfare team helped poison enemies of the state
- Security police also used parcel bombs, letter bombs, etc. to kill activists
- Any other relevant response

A tyre

- Township violence involved necklacing or the burning of political traitors or enemies once they had tyres shoved over their heads
- Any other relevant response (any 2 x 2) (4)

4.4 *[Explain the usefulness of Source 4B or 4C- L3 – LO1 (AS4)]*

SOURCE 4B is useful because:

- Reid gives reasons for interest in the TRC
- Universal message about reconciliation
- Wanted people to talk about human rights violations
- Film is a powerful instrument which can help foster reconciliation
- Any other relevant response

SOURCE 4C is useful because:

- Focuses on the outcomes of the TRC
- Focuses on the atrocities committed during the period under review by the TRC
- White South Africans were reluctant to accept the truth about activities committed during apartheid
- Seems as if reconciliation was a difficult process
- Nation building suffered / not attainable
- Gives an accurate picture of the TRC
- Any other relevant response

(any 2 x 2) (4)

4.5 [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 some of the following aspects in the evaluation of the TRC:

- Improved race relations between black and white South Africans
- Reparations
- Helped with the process of nation building and reconciliation
- Better lives and security for all established
- National unity was promoted through hearings
- Both sides of the conflict came to testify i.e. liberation movement and government
- Amnesty led to perpetrators willingness to testify
- Victims came to know what really happened during the apartheid years
- Victims could reconcile with the fact the remains of their loved ones were located and the appropriate last rites could be observed
- Many unaccounted victims were identified, graves located and exhumed and given to families for reburial
- Some perpetrators did not appear before TRC
- Public confessions revealed how much violence had been carried out
- Differences of opinion - war crimes tribunals - witch hunt
- Anger - believed that the perpetrators of gross human-rights violations escaped punishment e.g. P W Botha
- Amnesty was controversial
- Apartheid government did not show remorse for deeds e.g. F W De Klerk
- Reopened painful wounds
- 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 evaluating the work of the TRC • 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 evaluating the work of the TRC • 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 evaluating the work of the TRC • Uses evidence very effectively in an organized 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 how the TRC attempted to deal with South Africa's past.

MAIN ASPECTS

The candidate should include the following points in the response.

- Introduction: Candidates need to indicate how the TRC attempted to deal with a divided South Africa or any other relevant introduction.

ELABORATION

- Role of the TRC
 - Various committees were established to undertake the work of the TRC
 - TRC moved across South Africa listening to stories by both victims and perpetrators
 - Role of Tutu and Boraine
 - National unity was promoted through hearings
 - Causes of human rights violations identified as a result of apartheid policies
 - Both sides of the conflict came to testify i.e. Liberation movement and government
 - Amnesty led to perpetrators willingness to testify
 - Listening to testimonies of perpetrators helped victims to reconcile and bring about healing
 - Victims came to know what really happened during the apartheid years
 - Many unaccounted victims were identified, graves located and bodies exhumed and given to families for reburial
 - Race Relations improved
 - Reparations paid to families of victims
 - Amnesty granted to those that were willing to testify
 - Rule of law strengthened
 - Human dignity respected
 - 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 the statement is accurate or not. If they indicate that the statement is accurate, candidates should provide evidence as to why the TRC was regarded as a witch-hunt and made reconciliation impossible. If they indicate that the statement is inaccurate, they must substantiate their line of argument.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to explain the purpose of the TRC and its processes.

ELABORATION

ACCURATE

- Some perpetrators did not appear before TRC
- Public confessions revealed how much violence had been carried out
- Differences of opinion - war crimes tribunals - witch hunt
- Anger - believed that the perpetrators of gross human-rights violations escaped punishment e.g. P W Botha
- Amnesty was controversial
- Apartheid government did not show remorse for deeds e.g. F W De Klerk
- Reopened painful wounds
- Neutrality of TRC viewed suspiciously by previous leaders of the apartheid government
- There was disagreement over the final report
- Any other relevant response

NOT ACCURATE

- National unity was promoted through hearings
- Causes of human rights violations identified from the implementation of apartheid policies
- Both sides of the conflict came to testify i.e. liberation movement and government
- Amnesty led to perpetrators willingness to testify
- Victims came to know what really happened during the apartheid years
- Many unaccounted victims were identified, graves located and bodies exhumed and given to families for reburial
- Any other relevant response

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

(30)

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

[75]

TOTAL: 150