



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS

HISTORY P2

2016

MEMORANDUM

MARKS: 150

This memorandum consists of 22 pages.

1. SOURCE-BASED QUESTIONS

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

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

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

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

1.3 Assessment procedures for source-based questions

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

Paragraph question

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

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

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

_____ ● _____
 _____ ● _____
 _____ ● _____

✓✓✓✓✓

Level 2

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	}26–27
P	LEVEL 3	

GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

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

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

- Question not addressed at all / totally irrelevant content / no attempt to structure the essay = 0
- Question 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 SOUTH AFRICAN STUDENTS' ORGANISATION (SASO) INFLUENCE BLACK SOUTH AFRICAN STUDENTS TO CHALLENGE THE APARTHEID REGIME IN THE 1970s?**

1.1

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

- NUSAS was a liberal organisation dominated by white South African students
- Black South African students became increasingly dissatisfied with the inability of NUSAS to tackle deep racist structures and policies of both the government and universities
- They were motivated by the emergence of the philosophy of Black Consciousness (any 2 x 1) (2)

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

- It taught them to be independent of white South African students
- It taught them to take initiatives and believe in themselves in order to change the situation
- Any other relevant response (1 x 2) (2)

1.1.3 *[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)

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

- Pityana felt that NUSAS was a nice friendly club, another game you played while at university/disliked NUSAS for its lack of transparency to student discontent (1 x 2) (2)

1.2

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

- Tiro mobilised the students by bringing their discontent to the forefront (1 x 2) (2)

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

- SASO wanted transformation in the education system so that black South African students would receive equal education
- SASO wanted an end to the practice of Bantu education which was the foundation of the segregated education system
- Any other relevant response (1 x 2) (2)

- 1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- Students boycotted lectures
 - Students staged country wide protests
 - Any other relevant response (1 x 2) (2)
- 1.2.4 *[Interpretation of evidence from Source 1B – L2]*
- The publication empowered the minds of black students to think critically about the oppressive political system at that time
 - SASO's 'Newsletter' fostered an intellectual and ideological discourse among black South Africans
 - Any other relevant response (2 x 2) (4)
- 1.3
- 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- Afrikaans must be abolished
 - Today is the burial of Boere Taal (2 x 1) (2)
- 1.3.2 *[Interpretation of evidence from Source 1C – L2]*
- It demonstrates a spirit of resistance/defiance against Bantu education
 - It was a symbol of black power that resisted apartheid/Bantu education
 - Any other relevant response (any 2 x 2) (4)
- 1.3.3 *[Evaluation of usefulness of Source 1C – L3]*
- The source is useful to a large extent because:**
- It gives visual evidence of how SASO influenced students to participate in the Soweto Uprising
 - It shows new slogans that were used which were inspired by SASO
 - It shows how SASO mobilised students against Afrikaans as a medium of instruction and students with clenched fist salutes
 - Any other relevant response

OR

The source is useful to a lesser extent because:

- It is only one visual source of the Soweto Uprising yet SASO was responsible for mobilising most students in Soweto
- The photograph could have been posed for
- It shows only a few students – does not show the full picture of the march
- Any other relevant response (any 2 x 2) (4)

- 1.4 *[Comparison of evidence from the written and visual evidence in Sources 1B and 1C – L3]*
- **Source 1B** indicates that SASO was instrumental in organising the boycott of lectures at the University of the North (Turfloop Campus) against the segregated education of black South African students while in **Source 1C** shows black South African students boycotting classes against the Afrikaans language which was viewed by the leaders of SASO and activists as an appendage of Bantu education
 - **Source 1B** states that the ideas of Black Consciousness spread among the youth in black South African schools which inspired them to challenge the policy of Bantu education while in **Source 1C** illustrates the defiant mood among black South African students during the Soweto uprising which challenged the policy of Bantu education
 - Any other relevant response (2 x 2) (4)
- 1.5
- 1.5.1 *[Extraction of evidence from Source 1D – L1]*
- Had a radicalising effect on the Black Consciousness Movement
 - The independence of the two countries inspired the leaders and activists of BCM to realise that it was possible to defeat the oppressive system of apartheid regime in South Africa
 - For the Black South African students it signalled a new dawn for the liberation struggle against the apartheid regime
 - Any other relevant response (any 1 x 2) (2)
- 1.5.2 *[Extraction of evidence from Source 1D – L1]*
- Muntu Myeza (1 x 1) (1)
- 1.5.3 *[Interpretation of evidence from Source 1D – L2]*
- The rally inspired black South Africans to overthrow the government
 - The rally would increase support among members of the Black Consciousness Movement/gain publicity
 - Kruger felt that FRELIMO was associated with communism
 - Any other relevant response (2 x 2) (4)
- 1.5.4 *[Extraction of evidence from Source 1D – L1]*
- Muntu Myeza
 - Zithulele Cindi
 - Saths Cooper
 - Mosiuoa (Terror) Lekota
 - Aubrey Mokoape
 - Strini Moodley
 - Nkwenkwe Nkomo
 - Kaborane 'Kaunda' Sedibe
 - Pandelani Nefolovhodowe (any 3 x 1) (3)

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

Candidates could include the following aspects in their response:

- SASO organised black South African students to challenge the policies of the apartheid regime (Source 1A)
- SASO encouraged black South Africans to act independently of white South Africans (Sources 1A and 1D)
- SASO was instrumental in spreading the ideas of Black Consciousness among black South Africans (Source 1A)
- SASO leaders Tom Manthata, Fanyana Mazibuko and Aubrey Mokoena exposed the oppressive nature of Bantu Education system (Source 1B and own knowledge)
- SASO leaders and activists were assertive and confident in challenging the apartheid regime (Source 1B and own knowledge)
- SASO influenced black South African teachers to spread the ideas of Black Consciousness amongst their students (own knowledge)
- Some of the leaders of SASO influenced the course of events which led to the Soweto Uprising of 1976 (Source 1C and own knowledge)
- SASO planned and organised rallies for black South Africans to voice their opposition to the apartheid system (Source 1D)
- SASO raised broad issues regarding the oppression of black South African people (Source 1D)
- 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 SASO influenced black South Africans to challenge the apartheid regime in the 1970s. • Uses evidence partially or cannot write a paragraph. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent on the topic e.g. shows some understanding of how SASO influenced black South Africans to challenge the apartheid regime in the 1970s. • Uses evidence in a very basic manner to write a paragraph. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. shows a thorough understanding of how SASO influenced black South Africans to challenge the apartheid regime in the 1970s. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)
[50]

QUESTION 2: WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCESSFUL IN EXPOSING THE HUMAN RIGHTS ATROCITIES THAT WERE COMMITTED DURING THE APARTHEID ERA?

2.1

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

- The TRC was a product of a negotiated process aimed to bring an end to 300 years of colonialism and apartheid (1 x 2) (2)

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

- Amnesty would be granted to perpetrators who had committed human rights violations (1 x 2) (2)

2.1.3 *[Explanation of historical concepts from Source 2A – L1]*

(a)

- A justice system that promoted reconciliation based on telling the truth and showing remorse for atrocities committed
- A justice system that promoted healing /restoration/ reconciliation among victims and perpetrators
- Any other relevant response (any 1 x 2) (2)

(b)

- Punishment for human rights atrocities that were committed during the apartheid era
- A justice system that sought revenge and punishment for human rights violations
- Any other relevant response (any 1 x 2) (2)

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

- To bear witness to crimes related to human rights atrocities, reparations and rehabilitation
- Grant amnesty to perpetrators of crimes related to human rights atrocities, reparations and rehabilitation
- Record crimes related to human rights atrocities, reparations and rehabilitation (3 x 1) (3)

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

- The aim of the TRC was to find the truth
- Dullah Omar wanted the truth to be heard
- Dullah Omar wanted the truth to be acknowledged so that genuine reconciliation could take place
- Any other relevant response (any 1 x 2) (2)

2.2

2.2.1 *[Extraction of evidence from Source 2B – L1]*

- They were shot dead by the police (1 x 2) (2)

- 2.2.2 *[Comparison of evidence in Source 2B – L2]*
- **Eye witness:** Shots were fired from the house
The police: Two children were shot when they were fighting with the crowd
 - **Eye witness:** The police made a petrol bomb and put it next to the boy's body
The police: The children tried to set the house alight
 - **Eye witness:** The police came out of the house
The police: Crowd attacked the house which the police were guarding
 - Any other relevant response (any 2 x 2) (4)
- 2.3
- 2.3.1 *[Extraction of evidence from Source 2C – L1]*
- The National Party (NP) (1 x 1) (1)
- 2.3.2 *[Extraction of evidence from Source 2C – L1]*
- State Terrorism
 - Torture
 - Hit Squads
 - Political Hangings
 - Bannings
 - Detainees Murdered (any 2 x 1) (2)
- 2.3.3 *[Interpretation of evidence from Source 2C – L2]*
- It was the National Party's last attempt to cover up the human rights atrocities that they committed during the apartheid era
 - The National Party wanted to shift the blame of the government's involvement in the political crimes committed
 - The National Party did not want to admit to the human rights atrocities that were committed while they were in power
 - The National Party wanted to suppress the truth about the human rights violations committed by their apartheid government
 - Any other relevant response (any 2 x 2) (4)
- 2.3.4 *[Interpretation of evidence from Source 2C – L2]*
- The NP had to protest loudly so that they would not look like they were perpetrators – wanted to deflect attention from themselves
 - The NP rejected the accusations directed at them
 - The National Party wanted to shift the blame from themselves and not take responsibility for the human rights violations they had committed
 - Any other relevant response (any 1 x 2) (2)

- 2.4 *[Comparison of evidence from Sources 2A and 2C – L3]*
- **Source 2A:** Encouraged the stories of human rights abuses to be told while in
Source 2C: The National Party tried to sweep the stories of the human rights violations under the carpet
 - **Source 2A:** Perpetrators were encouraged to acknowledge the crimes that they committed against political activists while in
Source 2C: NP tried to hide the crimes that they committed against political activists
 - **Source 2A:** TRC recorded the stories that were told at various hearings while in
Source 2C: The NP deliberately tried to hide the evidence of atrocities they committed against political activist so that it could be excluded from the TRC records
 - Any other relevant response (any 2 x 2) (4)
- 2.5
- 2.5.1 *[Extraction of evidence from Sources 2D – L1]*
- So that South Africans will never repeat the atrocities that were committed in the past
 - To lay the ghosts of the past to rest
 - To remember those who suffered
 - To restore the dignity of victims and survivors
 - Any other relevant response (any 2 x 1) (2)
- 2.5.2 *[Interpretation of evidence from Source 2D – L2]*
- Acknowledges that people's suffering contributed to healing of the nation
 - The healing process must include all role players in order for the nation to be healed
 - Restoration of human and civil dignity would have contributed to nation building
 - Reconciliation between perpetrator and victim would have helped in the process of nation building
 - Any other relevant response (any 2 x 2) (4)
- 2.5.3 *[Ascertaining the usefulness of evidence from Source 2D – L3]*
- USEFUL because:**
- It highlights evidence that the TRC process of healing would be complete if it reached both the survivors and the victims
 - The TRC process managed to get the supporters of the apartheid regime to realise and acknowledge the 'wrongs of apartheid'
 - It healed the supporters of apartheid
 - Victims needed to know that their suffering and loss was part of a nation's healing process
 - The TRC managed to ensure the dignity of the victims and survivors that were restored during the healing process
 - The source mentions the political activists that were killed
 - Any other relevant response (2 x 2) (4)

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

Candidates could include the following aspects in their response:

YES – SUCCESSFUL

- Restorative rather than retributive justice was chosen to bring about reconciliation (Source 2A)
- TRC heard testimonies of crimes related to human rights violations (Source 2A)
- TRC recorded the stories that were told by both victims and perpetrators (Source 2A)
- Perpetrators acknowledged the crimes that were committed (Source 2A)
- The killing of the Bongolethu Three highlighted the gross human rights violations that the police had committed (Source 2B)
- The government went to great lengths to try and cover up the violent crimes that were committed by its agents (Source 2B)
- The NP was guilty of state terrorism, hit squads, political hangings, torture, banning's, murdering detainees, etc. (Source 2C)
- The NP tried to sweep the gross human rights violations that were committed under the carpet (Source 2C)
- It was important to remember the atrocities of the past so that we don't repeat the same mistakes in future (Source 2D)
- Family members were able to meet the perpetrators (own knowledge)
- Any other relevant response

OR**NO – UNSUCCESSFUL**

- Only in some cases the TRC granted amnesty to perpetrators (Source 2A)
- Only some human rights violations were exposed (Source 2C)
- The TRC was regarded as a 'witch hunt' – tried to find answers (Source 2C)
- Not all perpetrators came forward (own knowledge)
- Not all stories were told (own knowledge)
- Not all victims gained closure from the TRC process (own knowledge)
- Key role players refused to give evidence about the human right abuses that were committed by the apartheid government (own knowledge)
- Many victims still do not have answers about their loved ones (own knowledge)
- Many victims family's still don't know how they died/killed or where their remains are buried (own knowledge)
- The TRC was constrained by the timeframe (1960 – 1994) (own knowledge)
- Any other relevant response

Use the following rubric to allocate a mark:

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 on whether the TRC was successful in exposing the human rights atrocities that were committed during the apartheid era. • Uses evidence partially or cannot write a paragraph. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent on the topic e.g. shows some understanding on whether the TRC was successful in exposing the human rights atrocities that were committed during the apartheid era. • 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 on whether the TRC was successful in exposing the human rights atrocities that were committed during the apartheid era. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)
[50]

QUESTION 3: HOW DID THE DOMINANCE OF WORLD CAPITALISM AFFECT THE LIVES OF ORDINARY AFRICANS DURING THE 1980s?

3.1

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

- Africa's economic decay became very steep during the 1980s (1 x 2) (2)

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

- African governments were crippled by debt
- African governments mismanaged their economic resources
- African governments tax revenues collapsed (3 x 1) (3)

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

- African civil servants earned less and this impacted on their morale
- African civil servants earned less and this impacted on their honesty
- African civil servants earned less and this impacted on their efficiency
- The purchasing power of civil servants in Tanzania declined by 90%
- Thousands of qualified African civil servants resigned
- Thousands of qualified African civil servants left their respective countries (brain drain) for better employment opportunities
- Any other relevant response (any 2 x 2) (4)

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

- Senegal (1 x 1) (1)

3.2

3.2.1 *[Explanation of a historical concept from Source 3B – L1]*

- Structural adjustment programmes were programmes adopted by developing countries because they required economic assistance from the World Bank and International Monetary Fund
- Any other relevant response (1 x 2) (2)

3.2.2 *[Interpretation of evidence in Source 3B – L2]*

- Structural adjustment programmes led to impoverishment of the working class because markets were liberalised which contributed to higher food prices
- Structural adjustment programmes led to impoverishment of the working class because subsidies on consumer goods were withdrawn
- Structural adjustment programmes led to impoverishment of the working class because the devaluing of local currencies
- Structural adjustment programmes led to impoverishment of the working class because salary freezes and retrenchment made it difficult for them to maintain their standard of living
- Structural adjustment programmes led to impoverishment of the working class because government cutbacks on social spending contributed to levies on health care and education which they could not afford

- Structural adjustment programmes led to impoverishment of the working class because levies on social services contributed to a decline in quality of life, poorer health, higher death rates
- Any other relevant response (any 2 x 2) (4)

3.2.3 *[Ascertaining the usefulness of evidence from Source 3B – L3]*
Candidates need to indicate whether the source is USEFUL or NOT USEFUL and substantiate their response.

USEFUL

- The source highlights the influence of the IMF and the World Bank on African countries
- The information in the source can be corroborated with other sources
- The source gives information about how critics felt about the structural adjustment programmes
- Any other relevant response

OR

NOT USEFUL

- The source is the view of two authors on SAPs and might be biased
- The source does not give enough information on the effects of structural adjustment programmes
- Any other relevant response (any 2 x 2) (4)

- 3.3 *[Comparison of information in Sources 3A and 3B – L3]*
- Source 3A highlights the reasons as to why African countries required Structural Adjustment loans from the World Bank while Source 3B highlights how the implementation of structural adjustment programmes in African states did not improve the economies of these states
 - Source 3A shows how African countries obtained structural adjustment loans from the World Bank to improve their economies while Source 3B shows African countries who obtained structural adjustment loans from the World Bank were ordered to restructure their economies in line with prescribed World Bank policies
 - Any other relevant response (2 x 2) (4)

3.4

- 3.4.1 *[Interpretation of information from Source 3C – L2]*
- The caption implied that structural adjustment programmes were implemented in developing countries
 - The caption implied that the implementation of structural adjustment programmes had a detrimental effect on the economic wellbeing of ordinary African citizens
 - The caption implied that the implementation of structural adjustment programmes resulted in economic hardships on ordinary African citizens
 - Any other relevant response (1 x 2) (2)

- 3.4.2 *[Interpretation of information from Source 3C – L2]*
- It shows that ordinary African citizens were generally well fed before the implementation of the I.M.F. slimming plan
 - It depicts that ordinary African citizens generally had food in abundance before the implementation of the I.M.F. slimming plan
 - Any other relevant response (2 x 2) (4)
- 3.4.3 *[Interpretation of information from Source 3C – L2]*
- African governments started to spend less money on health care which became a burden on ordinary citizens
 - African governments started to spend less money on food subsidies which led to further impoverishment
 - African governments started to spend less money on the production of local food supplies which affected farming negatively
 - Ordinary African citizens could not afford the basic commodities that they required to sustain themselves and therefore it was easy to drop in weight
 - African markets were opened to allow cheap imports into the country which affected local producers
 - Any other relevant response (any 2 x 2) (4)
- 3.4.4 *[Extraction of evidence from Source 3C – L1]*
- It led to impoverishment and ultimate death of African citizens (1 x 2) (2)
- 3.5
- 3.5.1 *[Interpretation of evidence from Source 3D – L2]*
- UNICEF viewed the Structural Adjustment Programmes as a failure
 - UNICEF pointed out that most of the 26 countries did not show any capital growth
 - UNICEF pointed out that most of the 26 countries had made meagre investments in public spending
 - UNICEF pointed out that most of the 26 countries did not show any industrial growth or export growth
 - Any other relevant response (any 2 x 2) (4)
- 3.5.2 *[Extraction of evidence from Source 3D – L1]*
- It gave rise to increased poverty in developing countries
 - There was unequal distribution of income between the poor and the rich (2 x 1) (2)

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

Candidates could include the following aspects in their response:

- During the 1980s and 1990s African countries implemented adjustment and reform programmes with several preconditions (Source 3A)
- African countries were instructed to restructure their economies (opening up of their markets, selling off of all government enterprises, devalue their currencies) (Source 3B)
- These restructuring measures gave rise to economic hardship for the poor (income decline, urban poor suffered because imported consumer goods were expensive) (Source 3B)
- African producers could not cope with cheap imported goods which led to bankruptcy (Source 3B)
- The withdrawing of subsidies pushed food prices up (This affected the standard of living amongst the poor) (Source 3B)
- The implementation of IMF and World Bank policies resulted in the division between the rich and poor (Source 3C)
- The implementation of Structural Adjustment Programmes resulted in less spending on essential items for the poor, governments started to spend less on social services (Source 3C)
- The implementation of Structural Adjustment Programmes resulted in poor Africans having less access to health care, food subsidies and local farmers suffered because of cheap imports (Source 3C)
- Structural Adjustment Programmes resulted in hunger, starvation and death (Source 3C)
- Most of the 26 African countries which implemented these programmes, according to UNICEF showed a deterioration in capital accumulation and foreign direct investment and industrial growth (Source 3D)
- 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 dominance of world capitalism affected the lives of ordinary Africans during the 1980s. • Uses evidence partially or cannot write a paragraph. 	MARKS: 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent on the topic e.g. shows an understanding of how the dominance of world capitalism affected the lives of ordinary Africans during the 1980s. • 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 dominance of world capitalism affected the lives of ordinary Africans during the 1980s. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS: 6–8

(8)
[50]

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

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

SYNOPSIS

Candidates need to indicate whether the statement is accurate or not. They need to focus on how PW Botha's government imposed hard-line reform measures and the resistance that progressive non-racial organisations embarked upon which led to the collapse of the system of apartheid.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to take a stance and indicate how events unfolded in the 1980s.

ELABORATION

- Botha launched the total strategy and total onslaught policies
- Botha's attempts to reform apartheid 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' (To discourage Coloureds and Indians from voting in elections for the Tri-Cameral parliament; 'Million Signature' Campaign)
- 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 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 the liberation movements
- Any other relevant information
- Conclusion: Candidates should sum up their argument with a relevant conclusion.

[50]

If candidates state the statement is inaccurate they need to substantiate their answer with relevant evidence.

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

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

SYNOPSIS

Candidates need to critically discuss the statement and support their line of argument with relevant evidence. They should discuss how the realities of negotiating a new future for South Africa began in earnest after the release of Nelson Mandela from prison in 1990.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to critically discuss the statement and indicate the difficulty of the process of negotiations in South Africa between 1990 to 1994.

MAIN ASPECTS

- De Klerk comes to power in 1989 – brief background
- De Klerk's speech in parliament – 2 February 1990
- The unbanning of political and civic organisations such as the ANC and SACP
- The removal of restrictions on COSATU and AZAPO
- De Klerk's decision to release Mandela from prison on 11 February 1990 which paved the way for negotiations
- Groote Schuur Minute – 2 May 1990 (ANC and NP met, ANC delegation led by Nelson Mandela, NP delegation led by FW De Klerk)
- Apartheid legislation revoked such as Separate Reservation of Amenities Act
- Pretoria Minute – 6 August 1990 (ANC agreed to suspend the armed struggle)
- CODESA 1 (19 political parties excluding AZAPO, CP and PAC/300 delegates)
- Violence erupts in some parts of the country such as the Rand and Natal
- White's only referendum and its impact (March 1992)
- CODESA 2 (2 May 1992) collapsed. Parties failed to agree on a new constitution-making body and interim government
- 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)
- Bhisno 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)
- Assassination of Chris Hani (10 April 1993) and its impact on South Africa
- Multiparty negotiating Forum
- Right-wing (AWB) attack on World Trade Centre and its consequences
- Sunset Clause introduced by Joe Slovo broke the negotiations deadlock
- 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 explain to what extent the collapse of the Soviet Union in 1989 contributed to major political changes in South Africa. In taking a line of argument candidates should show how the collapse of the Soviet Union speeded up changes in South Africa.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should explain to what extent the collapse of the Soviet Union contributed to the political changes in South Africa.

ELABORATION

- South Africa became isolated
- Gorbachev's policy of Perestroika and Glasnost and its impact on South Africa
- By the end of 1989 the Soviet Union was disintegrating and the communist regimes in Eastern Europe were collapsing
- The Berlin Wall had fallen which led to far reaching consequences for South Africa
- Changes in the world contributed to the end of apartheid
- The collapse of the USSR deprived the ANC of its main economic and military support
- Socialism was no longer a serious option for the ANC
- The National Party's claim to be protecting South Africans from a communist onslaught became unrealistic
- Withdrawal of support by Britain; USA and the West and its impact on South Africa
- Imposition of sanctions/boycotts by western powers on South Africa
- Western world powers supported the move that South Africa should resolve its problems peacefully and democratically
- It became evident that 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
- There was no doubt that the continued repression of black South Africans would not ensure political stability
- The government started to believe that reform needed to include the development of a strong black middle class which would act as a 'bulwark against revolution'
- 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 progressive liberation organisations
- On 2 February 1990 De Klerk announced 'a new and just constitutional dispensation' which signalled the death of apartheid
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

TOTAL: 150