



**GAUTENG PROVINCE**  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

# **PREPARATORY EXAMINATION**

## **2014**

### **MEMORANDUM**

<b>SUBJECT:</b>	<b>HISTORY P2 (10792)</b>
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**GAUTENG DEPARTMENT OF EDUCATION  
PREPARATORY EXAMINATION**

**HISTORY  
(Second Paper)**

**MEMORANDUM**

**Formal assessment should cater for a range of cognitive levels as shown below:**

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

- 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. ESSAY**

**2.1 The essay questions focus on one of the following levels:**

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

## Global assessment of essays

The essay 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 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; and
- the learner's interpretation of the question.

## Assessment procedures of essay

1. Keep the synopsis in mind when assessing essay.
2. During the first reading of the extended essay ticks need to be awarded for a relevant introduction (indicated by a bullet in marking guideline/ memorandum) each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline/ memorandum) and a relevant conclusion (indicated by a bullet in marking guideline/ memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.
3. The following additional symbols can also be used:
  - introduction, main aspects and conclusion not properly contextualised **^**
  - wrong statement **\_\_\_\_\_**
  - irrelevant statement **|**
  - repetition **R**
  - analysis **A✓**
  - interpretation **1✓**

4. The matrix

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

In the marking of essay with reference to page 6 the given criteria shown in the matrix should be used. In assessing the essay 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 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	

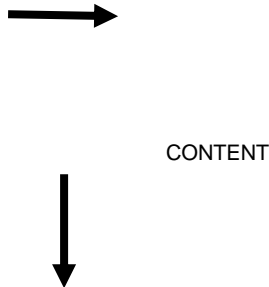
4.1.2 The second reading of essay will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 5	

Allocate an overall mark with the use of the matrix.

C	LEVEL 4	30-33
P	LEVEL 5	

## RUBRIC TO BE USED WHEN MARKING ESSAYS( SECTION B)

PRESENTATION  CONTENT	<b>LEVEL7</b> 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.	<b>LEVEL6</b> Well planned and structured essay. Relevant line of argument Evidence used to defend argument	<b>LEVEL5</b> Well-planned and structured essay. Developed a clear argument. Conclusion drawn from evidence. Independent Conclusion. Evidence used to support the conclusion	<b>LEVEL4</b> Planed and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence	<b>LEVEL3</b> Shows some evidence of a planned and constructed Argument. Attempts to sustain a line of argument. Conclusion not clearly supported by evidence	<b>LEVEL2</b> Attempts to structure an answer. Largely descriptive, or some attempt at developing an argument	<b>LEVEL1</b> Little or no attempt to structure an essay
<b>LEVEL7</b> Question has been fully answered. Content selection relevant to line of argument	47-50	43-46					
<b>LEVEL6</b> Question has been answered. Content selection relevant to the line of argument	43-46	40-42	38-39				
<b>LEVEL5</b> Question answered to a great extent. Content adequately covered and relevant	38-39	36-37	34-35	30-33	28-29		
<b>LEVEL4</b> Question is recognisable in answer. Some omissions or irrelevant selection			30-33	28-29	26-27		
<b>LEVEL3</b> Content selection does relate to question, but does not answer it or does not always relate to the question. Omission in coverage				26-27	24-25	20-23	
<b>LEVEL2</b> Question inadequately addressed ,sparse content					20-23	18-19	15-17
<b>LEVEL1</b> Question inadequately addressed or not at all. Inadequate or irrelevant content						14-17	0-13

## SECTION A

## QUESTION 1: HOW DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS CHALLENGE THE APARTHEID STATE IN THE 1970s?

- 1.1 1.1.1 *[Explain a concept L1]*
- To raise self-respect and confidence of black people
  - Uniting black people in their fight against Apartheid
  - To stop relying on white liberals in multi-racial organisations
  - To promote pride in black identity, culture and history
  - Any other relevant answer (any 1x2) (2)
- 1.1.2 *[Interpretation of evidence from Source 1A – L2]*
- Black people had lost their personality/identity
  - Only black people could bring about change in their lives
  - Black people must not allow themselves to be misused, stand up for themselves.
  - Any other relevant answer (any 2x2) (4)
- 1.1.3 *[Interpretation of evidence from Source 1A – L2]*
- A person who does not believe in himself or herself /who has a low sense of self-esteem will easily be oppressed
  - Any other relevant answer (2x2) (4)
- 1.1.4 *[Use of background knowledge – L2]*
- Image of Steve Biko is associated with Black Consciousness
  - Posters – visual message strongly and effectively shows the oppression of black by white
  - BCM message slogan together with picture of Biko
  - Any other relevant answer (1x2) (2)
- 1.2 1.2.1 *[Extract evidence from a source – L1]*
- SASM held a conference in which delegates passed a resolution against the use of Afrikaans as a medium of instruction
  - SASM expressed support for students boycotting classes
  - SASM also condemned the racially separated education system (any 1x2) (2)
- 1.2.2 *[Analysis of evidence from a source – L2]*
- Refers to black learners as labourers
  - The Apartheid system Bantu Education was designed to produce cheap labour
  - Any other relevant answer (any 1x2) (2)

- 1.2.3 *[Interpretation of evidence from a source –L2]*
- Students rejected the use of Afrikaans as a medium of instruction
  - Condemned the racially separated education system
  - Leaders of the SASM coordinated the protests and they planned the march for 16 June 1976
  - Any other relevant answer (2x2) (4)
- 1.2.4 *[Simple interpretation of evidence from a source - L1]*
- Students did not want to accept tuition in Afrikaans for certain subjects
  - Afrikaans was just a convenient excuse for starting riots (2x1) (2)
- 1.2.5 *[Determine whether a statement in a source is justified or not – L3]*  
**Candidates could choose to say Jimmy Kruger was justified and/or not justified. They should support their response with relevant evidence.**
- JUSTIFIED**
- Kruger said it was mostly schools who received only tuition in English who began to march
  - The principle of English and Afrikaans had existed since 1955
  - Only 5% of tuition was in Afrikaans
  - Any other relevant answer

**OR**

**NOT JUSTIFIED**

- He has a biased point of view and is out to protect the Apartheid government
  - Photographs of the march show students carrying posters against the use of Afrikaans as a medium of instruction
  - According to the organisers of the event (Viewpoint 1), delegates passed a resolution against the use of Afrikaans as a medium of instruction
  - Other eyewitness sources from different points of view support the claim that the use of Afrikaans as a medium of instruction was the main cause of the Soweto School Uprising
  - Any other relevant answer (2x2) (4)
- 1.3 1.3.1 *[Extract evidence from the source – L1]*
- The ANC welcomed Black Consciousness as part of the genuine forces of the revolution
  - The ANC understood it was helping to give organisational form to the popular upsurge of all the oppressed groups in our society
  - The ANC asserted that the people would readily develop consciousness of their proud being, of their equality with everyone else, of their capacity to make history (any 1x2) (2)
- 1.3.2 *[Extract evidence from a source – L1]*
- Biko forged pride and unity amongst the masses
  - Built confidence in their ability to throw off their oppression
  - Gave organisational form to the popular upsurge of all oppressed groups (any 2x2) (4)

1.3.3 *[Interpretation of evidence – L2]*

- Persecution
  - No freedom to take part in government
  - Discrimination
  - No democracy
  - Violation of human rights
- (1x2) (2)

1.3.4 *[Explain usefulness of evidence from a source – L3]*

**When answering this question on usefulness, candidates need to show that the source is relevant to the investigation and reliable by interrogating the provenance (origin) and level of bias.**

**The source is useful because:**

- It was written to commemorate Steve Biko and the Black Consciousness movement
  - It provides insight into how Biko and Black Consciousness influenced thinking in the 1970s
  - It provides information on the broader impact in SA of Black Consciousness and how it contributed to the struggle for liberation.
  - Any other relevant answer
- (any 2x2) (4)

1.4 *[Comparing of evidence from sources – two written sources – L3]*

**Candidates need to indicate how the two sources support each other:**

- Mandela's speech (1C) refers to the influence of Black Consciousness on the people and the written source (1A) supports this with reference to the philosophy of Black Consciousness
  - Both refer to building pride and dignity among Black people
  - Both refer to the harshness and cruelty of the apartheid Government
  - Any other relevant answer
- (2x2) (4)



1.5 *[Interpretation, analysis and synthesis of evidence from all relevant sources – L3]*

Candidates could include the following responses:

- South African Student's Organisation: influenced students at universities
- Created Black People's Convention (BPC): co-ordinated activities
- Community programmes e.g. Zanempilo Community Health Clinic
- Parents' Associations started under BPC
- Labour and Trade Union: revival due to Black Consciousness
- The Soweto Uprising – Black Consciousness popular with youth – Source 1B
- Jimmy Kruger – Source 1B might have thought that Black Consciousness was the motivation behind the School Uprising of 1976 – in his denial that it was about Afrikaans
- Any other relevant answer

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. shows little or no understanding of <b>the ways in which the Black Consciousness movement challenged the apartheid state in the 1970s.</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>the ways in which the Black Consciousness movement challenged the apartheid state in the 1970s.</b></li> <li>• Uses evidence in a very basic manner</li> </ul>	<b>Marks: 3 – 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of the ways in which the Black Consciousness movement challenged the apartheid state in the 1970s.</b></li> <li>• Evidence relates well to the topic</li> <li>• Uses evidence very effectively in an organised paragraph that shows understanding of the topic</li> </ul>	<b>Marks: 6 – 8</b>

(8)  
[50]

**QUESTION 2: HOW DID THE GRANTING OF AMNESTY CHALLENGE THE PROCESS OF RECONCILIATION DURING THE TRC HEARINGS?**

- 2.1 2.1.1 *[Extraction of information from Source 1A – L1]*
- Political tension that prevailed (existed) (1x2) (2)
- 2.1.2 *[Interpret and evaluate Source 1A – L2]*
- The NP and extreme right-wing groups were reluctant to see the TRC as an investigative body
  - Both the NP and right-wing groups believed it might damage their political credibility
  - A “witch-hunt” – not based on actual evidence found
  - Past crimes would have to be explained
  - Not all of the political parties were questioned
  - The ANC felt that it was criminalising the liberation struggle
  - Any other relevant response (2x2) (4)
- 2.1.3 *[Explanation of historical concept –L1]*
- To blame someone for something without any real evidence
  - Only the NP was guilty of gross human rights violations
  - Someone had to be blamed for the apartheid crimes and it did not matter who (1x2) (2)
- 2.1.4 *[Interpret and evaluate Source 1A – L2]*
- Candidates can choose justified or not justified. They must support their answer with relevant evidence.**
- JUSTIFIED**
- Victims did not support the idea of restorative justice
  - Victims felt those who did not receive amnesty should be prosecuted
  - Victims felt perpetrators did not really have remorse but only wanted to get amnesty
  - Any other relevant response.
- OR**
- NOT JUSTIFIED**
- Some of the victims were able to forgive and reconcile with perpetrators
  - For some of the victims the TRC brought answers to unanswered questions(closure)
  - The process was cathartic
  - Any other relevant response (2x2) (4)
- 2.1.5 *[Extraction of information from Source 1A –L2]*
- TO A LESSER EXTENT:**
- Victims need to see offenders show remorse or regret
  - Offenders must be sincere and genuine
  - If perpetrators were prepared to tell the truth
  - Any other relevant answer (2x2) (4)

- 2.2 2.2.1 *[Explanation of historical concept from Source 2B – L1]*
- Blanket Amnesty – all perpetrators receive it, there are no conditions
  - Amnesty – an official pardon
  - Protection from the crime
  - ‘Get out of jail free card’
  - Pleading guilty and being pardoned
  - Any other relevant answer (2x2) (4)
- 2.2.2 *[Interpretation of evidence from Source 2B and own knowledge – L2]*  
**Learners need to explain what the Nuremburg Trials were.**
- Nuremburg trials held in Germany for gross human rights violations
  - Retributive justice was imposed on perpetrators
  - The phrase ‘crimes against humanity’ was coined at Nuremburg
  - All those responsible were held accountable and punished.
  - Any other relevant response (2x2) (4)
- 2.2.3 *[Extract evidence from Source – L1]*
- Nuremburg-style trials
  - Blanket Amnesty (2x1) (2)
- 2.2.4 *[Engage with questions of value of written and visual source 2B – L3]*  
**When answering this question on usefulness of sources, candidates need to show that the source is relevant to the investigation and reliable by interrogating the provenance (origin) and level of bias. No marks awarded for why it is not useful.**  
**USEFULNESS**
- Shows this organisation was used as a compromise
  - Assisted the peaceful transition to democracy
  - Shows that negotiations were important in preventing a civil war
  - The rest of the world was watching the TRC process in South Africa
  - Words from a revered judge, not a biased point of view
  - Any other relevant response (2x2) (4)
- 2.3 2.3.1 *[Interpretation of evidence from the cartoon – L2]*
- De Kock is hiding from the truth or his guilt
  - His activities at Vlakplaas – chemical weapons
  - De Kock is hiding behind his torture activities or murders
  - He was guilty of turning activists into agents of the state
  - He was not allowed to apply for amnesty so he is in disguise
  - Any other relevant answer (2x2) (4)
- 2.3.2 *[Interpret and evaluate evidence from a Source –L2]*
- De Klerk insisted he never authorised or was aware of the brutal actions
  - De Klerk took legal action to prevent publication of documents that held him accountable for the ‘third force’
  - De Klerk viewed the TRC as a “witch-hunt” against the NP
  - Any other relevant response (2x2) (4)

2.3.3 *[Determine the attitude of the cartoonist from Source 2C –L3]*

- **Mbeki** (amnice) – implies the ANC was not guilty of any crimes, did not have to apply for amnesty
- **De Kock** – (amnasty) – He was taking the blame for the NP, scapegoat, he was the only one who had to apply for amnesty
- **De Klerk** – (amnesia) – He had forgotten his involvement in the 'third force', did not think that he had to apply for amnesty (2x2) (4)

2.4 *[Interpretation, analysis and synthesis of evidence from all sources –L3]*

**Candidates should explain the extent to which the granting of amnesty challenged the process of reconciliation during the TRC hearings.**

- The TRC provided victims with an opportunity to tell their stories
- It provided the accused with an opportunity to express remorse
- It showed the people that apartheid crimes had not been ignored
- The TRC promoted a peaceful transition, therefore no civil war
- It was argued that the TRC tore open old wounds
- The TRC did not have the support of all the political parties
- The TRC did not always bring justice for all victims
- TRC ignored other gross human rights violations
- False expression of remorse
- Victims did not support the idea of restorative justice
- Victims felt those who did not receive amnesty should be prosecuted
- Victims felt perpetrators did not really have remorse but only wanted to get amnesty
- Some of the victims were able to forgive and reconcile with perpetrators
- For some of the victims, the TRC brought answers to unanswered questions (closure)
- The process was cathartic
- Any other relevant response

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Cannot extract evidence or extracts evidence in a very elementary manner, e.g. <b>shows little or no understanding of the extent to which amnesty challenged the reconciliation process during the TRC hearings</b></li> <li>• Uses evidence to partially report or cannot report on topic</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Extracts evidence from the sources that is mostly relevant and relates to a great extent on topic, e.g. <b>shows an understanding of the extent to which amnesty challenged on process during the TRC hearings</b></li> <li>• Uses evidence from source in a basic manner</li> </ul>	<b>Marks: 3 – 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Extracts relevant evidence from the sources, e.g. <b>shows an understanding of the extent to which amnesty challenged on process during the TRC hearings</b></li> <li>• Evidence relates well to the topic</li> <li>• Uses evidence from sources very effectively in an organised paragraph that shows an understanding of the topic</li> </ul>	<b>Marks: 6 – 8</b>

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**QUESTION 3: WHAT IMPACT DID GLOBALISATION HAVE ON EMERGING ECONOMIES OF THE WORLD?**

- 3.1 3.1.1 *[Explanation of historical concepts from Source 3A – L1]*
- Movement of people, information, investment, goods and services around the world.
  - People and countries are increasingly interconnected – politically, economically and culturally.
  - Links in the world economy due to technology, easier travel, global culture, dominance of global corporations.
  - Connection between people and countries that allows them to communicate and do business throughout the world
  - Any other relevant answer (any 1x2) (2)
- 3.1.2 *[Interpretation of evidence from Source 3A – L2]*
- Globalisation had created inequality between the North (developed, industrialised countries) and the South (emerging/developing countries)
  - Globalisation had benefited the North – led to more development
  - African countries could not compete with the North
  - The North is bigger due to their economic power, the South is smaller as they are not as industrialised
  - There is NO balance of economic power
  - Any other relevant answer (any 2x2) (4)
- 3.1.3 *[Interpretation of evidence from Source 3A – L2]*  
**Candidates can either AGREE or DISAGREE that the visual source is a fair depiction of North-South relations and support their response with relevant evidence.**
- AGREE:**
- African countries/The South could not compete with wealthier, more industrialised countries.
  - The South is not as industrialised or developed
  - The South had rising debt, borrowed from richer counties (North)
  - The South is not as competitive
  - The global economy is dominated by the North – more industrialised countries
  - Any other relevant answer
- OR**
- DISAGREE:**
- The South is not as underdeveloped as shown in the cartoon
  - The South has fast-growing economies like China and India
  - The South has become more involved in the global economy
  - Any other relevant answer (2x2) (4)

- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- Establish a peaceful international environment
  - Promote democracy and equality in international relations
  - Respect the independence of every country
  - Build a fairer and more equitable global economic order
  - Common development on the principle of inclusiveness, solidarity and mutual assistance
  - Deepen cooperation between countries and international organisations (4x1) (4)
- 3.2.2 *[Explanation of historical concepts from Source 3B – L1]*
- The G8 are the 8 main industrialised/richest countries of the world
  - The G8 dominate the WTO, IMF and the World Bank
  - The G8 are Britain, Canada, France, Germany, Italy, Japan, Russia, USA
  - Any other relevant answer (1x2) (2)
- 3.2.3 *[Explain the usefulness of Source 3B – L3]*
- When answering this question, candidates need to show that the source is relevant to the investigation and reliable by interrogating the origin and level of bias of the source.**
- The source is useful because:**
- The source explains how BRICS has been set up as an alternative form of capitalism not dominated by the North
  - Explains the aims of countries in the ‘South’ to form a more fair and equitable global economic order
  - Shows how BRICS wants global financial organisations to be reformed to allow developing nations to be more involved in global capitalism
  - BRICS offers an alternative to the IMF and World Bank with the formation of a BRICS Development Bank
  - BRICS highlights the common interests of developing countries not just wealthy developed countries.
  - It shows that Chinese people supported BRICS
  - Any other relevant answer (2x2) (4)
- 3.2.4 *[Interpretation and analysing of a visual source from Source 3B – L2]*
- The countries which are members of BRICS are working together, assisting each other/the countries are very enthusiastic
  - The BRICS countries are committed to a strong partnership
  - ‘Play music together’ in other words, together BRICS can change policies and reform global institutions
  - Any other relevant answer (2x2) (4)

- 3.2.5 *[Explain the bias of the source – L3]*  
**THE VISUAL SOURCE IS NOT BIASED**
- BRICS states have common interests, ignored their differences.
  - Committed to strengthening partnerships.
  - Shared the same goals.
  - Mutual assistance.
  - Any other relevant answer
- THE SOURCE IS BIASED**
- Conflict between members
  - Distance between members
  - Any other relevant answer (2x2) (4)
- 3.3 3.3.1 *[Extraction of evidence from Source 3C – L1]*
- South Africa's growing economic weight
  - South Africa's leading role in Africa (2x1) (2)
- 3.3.2 *[Analysis and interpretation of evidence from Source 3C – L2]*
- These five countries are too culturally different to work together
  - China and India are not on good terms
  - Russia is still widely snubbed(ignored) by the West and Asia
  - Brazil and South Africa are too far from each other as well as Europe and the USA (any 2x2) (4)
- 3.3.3 *[Interpretation of evidence from Source 3C – L2]*
- BRICS members convene annual meetings
  - BRICS members issue joint statements on issues they agree on
  - BRICS members were all discontent with the policies of the world's traditional leaders
  - BRICS members were all united in their efforts to reform global capitalist practices and organisations
  - Any other relevant answer (2x2) (4)
- 3.4 *[Comparing of evidence from Source 3B and 3C – L3]*
- Source 3B is very positive about the formation of BRICS while Source 3C is more negative about BRICS
  - Source 3B outlines the aims of BRICS and how BRICS plans to reform global capitalism and institutions while Source 3C highlights the reasons why BRICS is not an international player
  - Source 3B emphasises how BRICS members are determined to work together – have similar interests, while Source 3C emphasises the differences between the BRICS members.
  - Any other relevant answer (2x2) (4)

## 3.5 [Interpretation, analysis and synthesis of evidence from all sources – L3]

**Candidates could include the following aspects in their response:**

- Emerging economies (like BRICS) struggle to compete with wealthier, developed countries in the global economy
- Emerging economies are not industrialised enough to compete with developed nations in the Northern Hemisphere
- Emerging economies must borrow from industrialised/developed nations in order to compete ∴ rising debt.
- Globalisation has created greater inequality between emerging economies and developed economies.
- Emerging economies have become poorer in the last 20 years.
- Fast-growing economies like China and India have benefited from globalisation.
- Domination of IMF, World Bank and WTO grew.
- Globalisation allowed emerging economies to form trade links with each other (BRICS)
- Any other relevant answer

(8)

Use the rubric to allocate marks:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. shows little or no understanding of <b>the impact of globalisation on the emerging economies of the world.</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>the impact of globalisation on the emerging economies of the world.</b></li> <li>• Uses evidence in a very basic manner</li> </ul>	<b>Marks: 3 – 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding and knowledge of the impact of globalisation on the emerging economies of the world.</b></li> <li>• Evidence relates well to the topic</li> <li>• Uses evidence very effectively in an organised paragraph that shows understanding of the topic</li> </ul>	<b>Marks: 6 – 8</b>

(8)  
[50]



## SECTION B

### QUESTION 4 CIVIL RESISTANCE (1970s TO 1980s)

Unity and commitment among grassroots organisations ensured a successful programme of resistance against P.W. Botha's apartheid regime in the 1980s.

Explain to what extent this is an accurate assessment of events as they unfolded in the 1980s.

#### SYNOPSIS

Candidates need to explain to what extent unity and commitment among grassroots organisations sustained a successful programme of resistance against Apartheid throughout the 1980s. They can agree to a greater or lesser extent or take a middle road. Their point of view must however be sustained by relevant examples.

#### MAIN ASPECTS

- **Introduction:** Candidates should take a point of view, formulate an argument and indicate how they will substantiate their argument

#### ELABORATION

**Candidates could refer to the following organisations and must indicate the extent to which they were successful in their resistance against Apartheid.**

- A brief description can be given of the Total Strategy of Pres. Botha
- Trade Union Movement: e.g. also organised boycotts and stay-aways, community organisations to support workers, boycotting of products of companies with poor labour practices, stopping 'scab' labour, joined UDF, boycott elections for tricameral parliament, COSATU adopted Freedom Charter, called for end to apartheid and racism and one man one vote, strikes to put pressure on employers and government, etc.
- New methods of mobilisation: e.g. township revolts triggered by school and rent boycotts, mass uprisings calling for rolling mass action, continuous and sustained resistance until dismantling of apartheid, etc.
- The role of civic organisations: e.g. community organisations; parent-student, woman's, youth groups and residents' associations, specific and wider issues, pressure groups to improve facilities, joined Community rent boycotts, worker stay-aways and local elections, targeted black councillors and black police officers, neck-lacing, people's power, street and area committee and people's courts formed, etc.

- The United Democratic Front: e.g. non-racial alliance, 400 national, regional and local organisations e.g. trade unions, civic, community, students', womens', religious and business organisations, supported by ANC in exile, Freedom Charter principles, huge following, prominent leaders such as Tutu, Boesak, A. Sisulu and H. Joseph, tricameral parliament and local council elections, rent boycotts, school protests, workers stay-aways and consumer boycotts, treason trial charges but were acquitted, intensifying struggle against apartheid on a national scale, unify and co-ordinated opposition and made it more effective, banned 1988, etc.
- The End Conscription Campaign and Black Sash: e.g. specific targets, ECC: young white men refused to fight in Angola and in townships, could be sentenced 6 to years, awareness campaigns for public support, hunger strikes, 1750 failed to report for service, banned in 1988; Black Sash: focused on welfare issues such as housing and child support, rural community issues e.g. National Land Committee, etc.
- Protests from Students and Church leaders: e.g. NB part of liberation struggle, Students: COSAS widespread protests and school boycotts, 100s of students and teachers detained, liberation before education slogan, breakdown of education, NECC formed, education for liberation, suspended school boycott, challenge from within school and challenge government, people's education and alternative teaching materials; Churches: co-ordinated by SA Council of Churches, support for conscientious objection towards SADF, foreign companies asked to refuse job reservation, KAIROS document – Christians struggle for liberation, civil disobedience campaigns, consumer boycotts and strikes supported, also Muslim and Jewish organisations protest, after 1988 only legal voice of opposition for a time, non-violent action after 1989, Dutch Reformed Church 1989 openly rejected apartheid, etc.
- The Mass Democratic Movement: e.g. 1989 Year of Mass Action, release of detainees, broad alliance of anti-apartheid organisations, e.g. UDF and COSATU, Defiance Campaign for end to segregation in public transport, hospitals and beaches, widespread worker stay-aways 1989 tricameral elections, success as 3 million responded, mood of defiance grew, government banning orders, evictions notices and restrictions and segregation laws openly defied, ANC flag and literature distributed, huge freedom marches in major cities, little action now taken by government, 40 000 Cape Town and other marches, government no longer in control, led to major changes in SA, etc.
- Any other relevant answer
- **Conclusion:** Candidates need to reaffirm and tie up the argument taken in the introduction

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

Discuss how the various attempts to reach a negotiated settlement broke down during the period 1990-1994

### SYNOPSIS

Candidates should discuss how attempts between various political role players to reach a negotiated settlement broke down during the 1990-1994.

Candidates should include disagreements between the different negotiating parties and how they resolved this and the threats of violence that threatened to undermine the process.

### MAIN ASPECTS

- **Introduction:** Candidates should indicate that differences among parties and violence threatened the negotiated settlement process and say how they are going to substantiate their argument

### ELABORATION

- ANC and NP challenges: ANC wanting to move from guerrilla liberation movement to a political party willing to negotiate; NP government feared right-wing break-away and unsure of the support from army and police, etc.
- Continued violence between ANC and Inkhata supporters in Natal, ‘Third Force’  
ANC calls off talks in April 1990 after Sebokeng killings: IFP/ANC violence, etc.
- ANC and NP negotiations: The Groote Schuur Minute (May 1990): ANC refuse to end armed struggle; The Pretoria Minute: power sharing vs one man one vote, etc.
- Multi-party talks: CODESA 1 1991: CP, PAC, IFP boycotted talks: disagreements over how South Africa should be governed, SACP reservations, etc.
- CODESA 2; breakdown of talks about power sharing; Boiphatong killings: ANC/IFP/Third Force; Rolling mass action and Bhisho Massacre: conflict with homeland leaders, etc.
- Record of Understanding; Sunset Clause: Slovo suggest power sharing and GNU
- Multi Party Negotiating Process resumes; murder of Chris Hani: attempt by the right-wing to derail talks, Mandela on TV, etc.

- More violence: AWB disrupted negotiations and APLA incidents, etc
- Shell House massacre: ANC/ IFP clash; FF and IFP join elections, etc.

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

## QUESTION 6: THE END OF THE COLD WAR AND THE NEW WORLD ORDER

Assess to what extent Gorbachev's reforms were a driving force behind the ANC and the National Party's decision to negotiate an end to apartheid in 1989.

### SYNOPSIS

Candidates should explain to what extent Gorbachev's reforms were a driving force behind the ANC and National Party's decision to negotiate an end to apartheid. Candidates could briefly refer to Gorbachev's policies but must refer to both the ANC and NP.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

- **Introduction:** Candidates should explain to what extent Gorbachev's reforms encouraged/motivated the ANC and National Party to negotiate to end apartheid.

### ELABORATION

- Gorbachev's reforms: e.g. Glasnost and Perestroika and its role in ending communism; The democratisation of the Soviet Bloc countries and the fall of the Berlin Wall;
- The impact of political change in Eastern Europe on the National Party and the ANC;
- South Africa was no longer significant in Cold War politics, etc.
- National Party: e.g. De Klerk realised that communism was a spent force in world affairs; this made De Klerk open for negotiations; De Klerk saw the ANC's loss of support as an opportune time to dictate change and to negotiate; The end of the Cold War meant that the NP could no longer use the threat of communism to win support from the West; The USA abandoned the NP, this affected the NP's political decisions;
- De Klerk unbanned political parties and released political prisoners which opened the way for negotiations with the ANC and others, etc.
- The ANC: e.g. could no longer depend on the USSR for funding, it became difficult for the ANC to function as an exile movement; Pressure on the ANC and NP to negotiate, the ANC has to abandon the armed struggle to begin negotiations; ANC reviewed their policies and implemented a 'mixed economy, etc.'
- Both the ANC and the NP realised that only a negotiated settlement could save the country's future
- Any other relevant response
- **Conclusion:** Candidates should tie up their argument with a relevant conclusion

[50]