GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

PREPARATORY EXAMINATION

2022

MARKING GUIDELINES

HISTORY (PAPER 2) (10792)

25 pages

1. SOURCE-BASED QUESTIONS

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

Cognitive Levels	Historical skills	Weighting of questions
LEVEL 1	• Extract evidence from sources • Selection and organisation of relevant information from sources • Define historical concepts/terms	**30%** **(15 marks)**
LEVEL 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	**40%** **(20 marks)**
LEVEL 3	• Interpret and evaluate evidence from sources • Engage with sources to determine the usefulness, reliability, bias and limitations • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions	**30%** **(15 marks)**

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 guidelines, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

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 ✓✓✓✓

COMMENT

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., (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 centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the marker to assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will **not** be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of an argument (planned, structured and has an independent line of argument)

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 (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline).
For example in an essay where there are five (5) main points there could be about seven (7) ticks.

2.4.3 Keep the PEEL structure in mind when assessing an essay.

P	**Point:** The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
E	**Explanation:** The candidate should explain in more detail what the main point is about and how it relates to the question posed (line of argument).
E	**Example:** The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	**Link:** Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

2.4.4 The following symbols MUST be used when assessing an essay:

Introduction, main aspects and conclusion not properly contextualised ∧

- Wrong statement _____
- Irrelevant statement |
- Repetition R
- Analysis A ✓
- Interpretation I
- Line of Argument LOA 

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 extended writing 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 extended writing 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	

COMMENT

Some omissions in content coverage.
Attempts to sustain a line of argument.

MARKING MATRIX FOR ESSAY – TOTAL MARKS: 50

PRESENTATION → / CONTENT ↓	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
	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 and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	Very well-planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	Well-planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	Little or no attempt to structure the essay.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	**47 – 50**	**43 – 46**					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	**43 – 46**	**40 – 42**	**38 – 39**				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	**38 – 39**	**36 – 37**	**34 – 35**	**30 – 33**	**28 – 29**		
LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.			**30 – 33**	**28 – 29**	**26 – 27**		
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.				**26 – 27**	**24 – 25**	**20 – 23**	
LEVEL 2 Question inadequately addressed. Sparse content.					**20 – 23**	**18 – 19**	**14 – 17**
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						**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
- Answer includes basic and generally irrelevant information; no attempt to structure the essay = 1 – 6
- Question inadequately addressed and vague; little attempt to structure the essay = 7 – 13

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: WHAT WAS THE ROLE OF THE SOUTH AFRICAN COUNCIL OF CHURCHES (SACC) AND LEADERS SUCH AS DESMOND TUTU IN THE FIGHT AGAINST APARTHEID IN THE 1980s

1.1 1.1.1 *[Definition of a historical term from Source 1A – L1]*

- The Tricameral Parliament was a three-chamber parliament for White, Coloured and Indian representatives while Africans were excluded.
- The Tricameral Parliament had three separate chambers where Coloured and Indian representatives were made to believe they could oversee their own affairs, while Whites dealt with the affairs of 'all'.

(Any other relevant response) Any (1 x 2) (2)

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

- Enormous instability
- Repression Any (2 x 1) (2)

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

(a) Sympathised with the state (1 x 1) (1)

(b) Had a deeper understanding of liberal movements (1 x 1) (1)

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

- If the apartheid government does not end apartheid, they will have to use more aggressive means to resist it.
- Guerrilla strategies would be used if the government does not bring change to its policies.
- The government must bring about change soon, or else there will be acts of sabotage and terrorism.

(Any other relevant response) Any (1 x 2) (2)

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

- "If we can no longer peacefully campaign for a change in an evil and unjust system."
- "Is the government saying then that the only alternative is violence"
- "What else will be left for people to do?" Any (2 x 1) (2)

1.2 1.2.1 *[Interpretation of information from Source 1B – L2]*

- The white government did not want to bring about change.
- The white government was also using violence.

(Any other relevant response) (1 x 2) (2)

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

- His modesty (humility) was an obstacle to liberation. Any (1 x 2) (2)

1.2.3 *[Interpretation of information from Source 1B – L2]*

- He visited other countries to urge them to impose economic sanctions on South Africa.
- He addressed the United Nation's General Assembly/Japan, China and America about apartheid in South Africa.

(Any other relevant response)
NB: If learners refer to internal resistance, do not credit. Any (1 x 2) (2)

1.2.4 *[Interpretation of information from Source 1B – L2]*

- Archbishop Desmond Tutu was a liberalist church leader who preached non-violence.
- He had to diffuse the conflicts in Alexandra and at Ashley Kriel's funeral because it was black-on-black violence.
- Opposing groups listened to Tutu because he was a church leader.

(Any other relevant response) Any (1 x 2) (2)

1.2.5 *[Explanation of concept from Source 1B – L2]*

- When civil society deliberately/ intentionally/purposefully undermined apartheid laws
- Resisting unjust apartheid laws

(Any other relevant response) (1 x 2) (2)

1.2.6 *[Extraction of information from Source 1B – L1]*

- Government orchestrated a campaign against Tutu.
- Distributed anti-Tutu flyers and stickers.
- Paid protestors
- Harassed Tutu's wife Any (2 x 1) (2)

1.3 1.3.1 *[Interpretation of evidence in Source 1C – L2]*

- The source highlights the involvement of members of the church, e.g., Desmond Tutu and Allan Boesak who were in the committee which was against apartheid.
- The photograph shows that the committee demanded freedom and democracy in South Africa.
- The photo shows that different racial groups wanted freedom, democracy and equal rights

(Any other relevant response) Any (1 x 2) (2)

1.3.2 *[Interpretation of evidence in Source 1C – L2]*

- It was evidence that the Committee for the Defence of Democracy existed/was launched.

(Any other relevant response) Any (1 x 2) (2)

1.3.3 *[Evaluation of the reliability of Source 1C – L3]*

THE SOURCE IS RELIABLE BECAUSE

- It is an original photograph taken at the launch of the Committee for the Defence of Democracy.
- It has a date, 7 March 1988, which was known for the formation of the Committee for the Defence of Democracy and 7 March is known for the launch.
- The source can be validated/corroborated by the information in Source 1B on the formation of the Committee for the Defence of Democracy.

(Any other relevant response) Any (2 x 2) (4)

1.4 *[Comparison of Sources 1B and 1C – L3]*

- Source 1B explains the involvement of Desmond Tutu in the fight for liberation and Source 1C shows Desmond Tutu's involvement in the fight for freedom.
- Source 1B says Tutu worked with other church leaders and in the photograph, he is seen with another church leader, Allan Boesak.
- Both sources refer to Desmond Tutu as an organising member of the Committee for the Defence of Democracy.

(Any other relevant response) Any (2 x 2) (4)

1.5 1.5.1 *[Extraction of evidence from source 1D – L1]*

- Justice
- Skills development and community projects
- Theological reflection Any (2 x 1) (2)

1.5.2 *[Interpretation of information from Source 1D – L2]*

(a)
- The SACC helped in skills development and projects by providing funds to community development programmes.
- The SACC facilitated the formation of skills development institutions like Kagiso Trust. Any (1 x 2) (2)

(b) The SACC participated in youth and women's development programmes.
(Any other relevant response) Any (1 x 2) (2)

1.5.3 *Interpretation of information from Source 1D – L2]*

- Archbishop Desmond Tutu, a member of the SACC was involved as a chairperson of the TRC.

(Any other relevant response) Any (1 x 2) (2)

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

Candidates could include the following aspects in their response:

- The church became involved in the resistance against apartheid because of instability and repression that took place in South Africa (1A).
- Church pastors ministered to victims and family members brutalised by massacres (1A).
- Beyers Naudé warned that if policies do not improve the church will be "engaged in a war of terrorism".
- SACC fiercely resisted the apartheid state during the secretaryship of Naudé and Tutu (1A).
- Tutu said he understood why people were violent in their resistance.
- Desmond Tutu as a member of SACC testified for the armed Umkhonto we Sizwe captured group in 1984 (1B).
- Desmond Tutu preached nonviolence (1B).
- The SACC pressured the international world to impose economic sanctions on SA to force them to relinquish apartheid (1B).
- Church leaders diffused conflicts in violent situations between protesters and the police in many incidents (1B).
- Tutu protected the so called 'sellouts' at the funerals of apartheid victims.
- He gave speeches at funerals of activists (1B).
- Tutu was against brutality by the state (own knowledge).

- The SACC got involved in the Committee of Defence of Democracy launched in March 1988 (1D).
- SACC helped poor black people with bursaries (1D).
- SACC funded and participated in skills development programmes and projects.
- SACC participated in reconciliation and the TRC (1D).

(Any other relevant response)

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of the role of the South African Council of Churches (SACC) and leaders such as Desmond Tutu in the fight against apartheid in the 1980s.** • Uses evidence partially or cannot write a paragraph.	**MARKS 0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g. **shows some understanding of the role of the South African Council of Churches (SACC) and leaders such as Desmond Tutu in the fight against apartheid in the 1980s.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3 – 5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of the role of the South African Council of Churches (SACC) and leaders such as Desmond Tutu in the fight against apartheid in the 1980s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6 – 8**

(8)
[50]

QUESTION 2: HOW SUCCESSFUL WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) IN ASSISTING THE FAMILY OF NOKUTHULA SIMELANE TO FIND CLOSURE?

2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*

- To facilitate the rehabilitation and restoration of human and civil dignity of victims of violations of human rights (1 x 1) (1)

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

- To restore the voice and dignity of those previously marginalised (1 x 1) (1)

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

- The TRCs system of justice which focuses on the rehabilitation of victims and perpetrators through reconciliation in post-apartheid South Africa
- A form of justice that offered compensation and rehabilitation to victims' families and amnesty to the perpetrators

(Any other relevant response) (1 x 2) (2)

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

- The TRC aimed at bringing about healing between the victims and the perpetrators/to restore dignity.
- Healing between the victims and the perpetrators could lead to forgiveness and hence reconciliation.
- The TRC wanted to build a new South Africa based on forgiveness rather than hatred/to avoid revenge.
- Retributive justice would have encouraged a civil war whilst restorative justice encouraged peace.

(Any other relevant response) Any (1 x 2) (2)

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

- Their testimonies focused on the experiences of their husbands, sons and fathers. (1 x 2) (2)

2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*

- The 23-year-old uMkhonto we Sizwe activist from Bethal
- She was abducted from Johannesburg's Carlton Centre by the Soweto security branch on September 8, 1983.
- She was taken to a farm in North West, where she was tortured for several weeks. (2 x 1) (2)

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

- The three Soweto security branch officers did not meet the requirements/conditions for amnesty.
- They did not disclose the truth about Nokuthula's disappearance.
- They could not prove that the crimes they committed against Nokuthula had a political motive.

(Any other relevant response) (2 x 2) (4)

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

- Her father had died without knowing what had happened to his daughter.
- They wanted the perpetrators to pay for their lies and deceit.
- They (perpetrators) caused the family a lot of pain with their lies and deceit. (2 x 1) (2)

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

- They wanted to investigate the cause of her death/know what happened to her.
- The family wanted to bury her remains where other family members were buried.
- They wanted closure/healing.
- They wanted to give her a dignified funeral.

(Any other relevant response) (1 x 2) (2)

2.2.5 *[Evaluating the usefulness of Source 2D – L3]*

- The source gives insight into the abduction and torture that Nokuthula endured during the apartheid era.
- Reflects on the involvement of eight Soweto security branch operatives in her disappearance.
- Reflects that Nokuthula's father died without knowing what had happened to his daughter.
- It shows that the TRC was unable to find the truth about Nokuthula's disappearance and death.
- It shows that the family was unhappy with the TRC's ruling and did not accept the TRC's findings about the disappearance of their daughter.

(Any other relevant response) (2 x 2) (4)

2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*

- Wellem Hellem Johannes Coetzee
- Anton Pretorius
- Mong
- Williams
- Ross

Any (3 x 1) (1)

2.3.2 *[Definition of historical concepts from Source 2C – L2]*

- Official pardon for politically motivated crimes

(Any other relevant response) Any (1 x 2) (2)

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

- Wellem 'Timol' Coetzee (1 x 1) (1)

2.3.4 *[Interpretation of evidence from Source 2C – L2]*

The two gave different accounts of what happened to Nokuthula:

(a)
- Coetzee stated that Nokuthula was alive when he last saw her and that she worked as a spy in his unit.
- Coetzee lied about Nokuthula to absolve himself from taking any responsibility.

(b)
- Veyi confessed that Nokuthula was tortured, brutally murdered and buried around the Rustenburg area.
- Veyi told the truth about Nokuthula's disappearance in order to get amnesty.

(Any other relevant response) (2 x 2) (4)

2.4 *[Comparison of evidence from Sources 2B and 2C– L3]*

- Both sources mention that no one has taken responsibility for her disappearance.
- Source 2B states that little was known about her disappearance and Source 2C states that thus far, no one/no perpetrator has come forth and taken responsibility for her disappearance.
- Both sources indicate that it was the security policemen who applied for amnesty at the TRC, that were responsible for her disappearance.

(Any other relevant response) (2 x 2) (4)

2.5 2.5.1 *[Interpretation of evidence from Source 2D – L2]*

- The Khulumani Support Group took the lead in the fight to support the prosecution of the policemen responsible for Nokuthula's disappearance
- The members of the Khulumani Support Group are holding placards demanding that the court should prosecute the policemen responsible for Nokuthula's disappearance to give the Simelane family the closure/healing they needed.
- It shows the Khulumani Support Group's determination to support the Simelane family to get justice for Nokuthula's disappearance.
- The Khulumani Support group will not give up fighting for justice for Nokuthula's family.

(Any other relevant response) Any (2 x 2) (4)

2.5.2 *[Interpretation of evidence from Source 2D – L2]*

- It implies that the Khulumani Support Group is determined to fight for the prosecution of those responsible for Nokuthula's disappearance.
- They will continue to fight for families who need to find closure.

(Any other relevant response) Any (1 x 2) (2)

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

NOT SUCCESSFUL IN ASSISTING THE SIMELANE FAMILY TO FIND CLOSURE

- The TRC sought to address the issue of marginalised (side-lined) voices amongst the broader framework of victims and was conscious of gender distortions (biases) in the processes and presentation of its work (Source 2A).
- Women as victims represented only a small number of cases presented (Source 2A).
- Sizakele Simelane waited for justice for her daughter, Nokuthula, who is presumed (assumed) dead (Source 2B).
- Little is known about her disappearance by the Truth and Reconciliation Commission (TRC) hearings (Source 2B).
- Nokuthula Simelane's father died without knowing what had happened to his daughter (Source 2B).
- The Simelane family was advised by the NPA to approach the suspects allegedly involved in the disappearance of Nokuthula Simelane on their own and offer not to prosecute them if they disclosed the location of Nokuthula's remains.
- Nokuthula Simelane's sister states that "The NPA has chosen to cause her and her family pain and anguish by maintaining a wall of lies and deceit (dishonesty).
- Nokuthula Simelane's sister states that "The NPA is dragging its feet to give her mom the only thing she can have, her child's remains."
- Sizakele Simelane is angry and disappointed, that "It's going to be 30 years since Nokuthula disappeared and nothing has happened." She wants to know the truth about what happened to her and where she is buried if she is dead (Source 2B).

- There are two conflicting statements/accounts of what happened to Nokuthula from Coetzee who stated that Nokuthula was alive when he last saw her and that she worked as a spy in his unit and that of Veyi who confessed that Nokuthula was tortured, brutally murdered and buried around the Rustenburg area (Source 2C).
- The Khulumani Support Group, a group that fights for the rights of apartheid victims became involved and took the lead in the fight to support the prosecution of the policemen responsible for the disappearance of Nokuthula Simelane (Source 2D).
- The members of the Khulumani Support Group are holding placards demanding that the court should prosecute the policemen responsible for Nokuthula's disappearance to give the Simelane family the closure/healing they need (Source 2D).

SUCCESSFUL IN ASSISTING THE SIMELANE FAMILY IN FINDING CLOSURE

Candidates must use relevant evidence to support their stance.
(Any other relevant response) (8)

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of how the TRC was successful in finding closure for the Simelane family following her disappearance.** • Uses evidence partially to write a paragraph.	**MARKS: 0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding of how the TRC was successful in finding closure for the Simelane family following her disappearance.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS: 3 – 5**
LEVEL 3	• Uses relevant evidence e.g. **demonstrates a thorough understanding of how the TRC was successful in finding closure for the Simelane family following her disappearance.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS: 6 – 8**

[50]

QUESTION 3: HOW DID GLOBALISATION AFFECT THE CLOTHING AND TEXTILE INDUSTRY IN SOUTH AFRICA?

3.1 3.1.1 *[Definition of historical concept in Source 3A – L1]*

- Interconnectedness of world economies made possible by technology/internet and transport.
- Globalisation means that countries are becoming more interdependent and that people all over the world are more connected to each other.
- Globalisation has led to the monopolisation of industries by big businesses, who make huge profits at the expense of underdeveloped and undeveloped countries.

(Any other relevant response) Any (1 x 2) (2)

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

- China
- Europe (2 x 1) (2)

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

- High quality goods are produced.
- Led to growth of global companies
- The quality of goods produced improved.
- Technology/internet allows manufacturers to sell their products globally

(Any other relevant response) Any (1 x 2) (2)

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

- Development of technology
- Introduction of the internet
- Technological innovation (3 x 1) (3)

3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*

- The clothing and textile industry is collectively responsible for the majority of employment in the CTFL sector.
- The CTFL sector is collectively responsible for the majority of employment (90%).
- The sector employs 95 000 workers. Any (1 x 2) (2)

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

- Western Cape
- KwaZulu-Natal (2 x 1) (2)

3.2.3 *[Interpretation of information from Source 3B – L2]*

- The Western Cape and KwaZulu-Natal provide employment for 95 000 workers.
- The sector strengthens the economy and this leads to job creation.
- The sector contributes towards the greatest exports thus creating new jobs in the sector.

(Any relevant response) Any (1 x 2) (2)

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

- Over 10 000 jobs were lost between 2000 – 2013.
- The industry experienced lack of access to resources such as water and cotton.
- The industry experienced new global trends known as fast fashions – the speed at which goods are brought to the markets.

(Any relevant response) Any (2 x 2) (4)

3.3 3.3.1 *[Interpretation of information from Source 3C – L2]*

- Thousands of jobs were lost in the South African garment industry.
- 150 000 jobs have been lost in the clothing and textile industry.
- SACTWU is trying to save jobs in the industry.
- The industry has suffered because of an influx of cheap garments.
- The influx of cheap imported goods

(Any other relevant response) Any (1 x 2) (2)

3.3.2 *[Interpretation of information from Source 3C – L2]*

- SACTWU is campaigning for people to buy locally produced goods.
- The “Buy South African” campaign aimed to promote locally produced garments.
- SACTWU has entered into agreements with major companies to support the local industry.

(Any relevant response) Any (1 x 2) (2)

3.3.3 *[Explanation of limitations from Source 3C – L3]*

- The source does not give reasons why the clothing factories need to be saved.
- The artist who produced the poster is not mentioned.
- The source presents the view of the trade unions/one-sided view of the trade unions

(Any other relevant response) Any (2 x 2) (4)

3.4 3.4.1 *[Interpretation of evidence from Source 3D – L2]*

- The pandemic led to plant closures.
- There were many jobs lost in the retail sector.
- Retailers faced logistical hindrances in the export of garments.
- Consumers were burdened by the pandemic and therefore could not buy clothing, thereby leading to a decline in sales.

(Any other relevant response) Any (2 x 2) (4)

3.4.2 *[Explanation of concept in context from Source 3D – L2]*

- A disease that breaks out globally and spreads widely due to the movement of goods and people all over the world.

(Any other relevant response) (1 x 2) (2)

3.4.3 *[Extraction of evidence from Source 3D – L1]*

- To increase production of locally produced goods.
- To create jobs. (2 x 1) (2)

3.4.4 *[Extraction of evidence from Source 3D – L1]*

- Thandi Phele (1 x 1) (1)

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

- South Africa aims to attract foreign investors to invest in the South African Clothing and Textile Industry to create jobs.
- The South African government is adamant about clamping down on illegal imports to save jobs.
- The South African government will promote only locally produced goods and this will contribute to job creation in the industry.
- Tariffs will be regulated and manufacturing incentives will be introduced.

(Any other relevant response) Any (1 x 2) (2)

3.5 *[Comparison of evidence from Sources 3C and 3D to ascertain how sources support each other – L3]*

- Source 3C appeals to consumers to buy South African manufactured clothes – "Buy South Africa" and Source 3D states that major retail companies are buying locally manufactured clothes.
- Source 3C SAWCTU is trying to save jobs in the clothing and textile industry and Source 3D speaks to job creation in the clothing and textile industry.

(Any other relevant response) (2 x 2) (4)

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

- The South African Clothing and Textile Industry provides 90% of employment in South Africa (Source 3B).
- The sector employs 95 000 workers (Source 3B).
- The industry faces challenges from the influx of cheap goods (Source 3B).
- The global trend of fast fashion has impacted negatively on the sector (Source 3B).
- SACTWU has launched a "Buy South Africa campaign" to support the local industry (Source 3C).
- SACTWU is campaigning for people to buy locally produced goods (Source 3C).
- Many jobs have been lost in the sector (own knowledge).
- The South African Clothing and Textile Industry has shed 150 000 jobs from 2000 – 2013 (own knowledge).
- The South African Clothing and Textile Industry has experienced many job losses due to the COVID-19 pandemic (Source 3D).
- The South African government has implemented a number of initiatives such as clamping down on illegal imports and implementing manufacturing incentives to save jobs in the industry.

(Any other relevant response) (8)

LEVEL 1	• Uses evidence in an elementary manner e.g. • **shows no or little understanding of how globalisation affected the clothing and textile industry in South Africa.** Uses evidence partially to write a paragraph.	**MARKS: 0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding of how globalisation affected the clothing and textile industry in South Africa.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS: 3 – 5**
LEVEL 3	• Uses relevant evidence e.g. **demonstrates a thorough understanding of how globalisation affected the clothing and textile industry in South Africa.** • 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 1980s

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

SYNOPSIS

Candidates need to clearly demonstrate how Steve Biko and the philosophy of Black Consciousness empowered black South Africans to challenge the apartheid government in the 1960s and 1970s.

MAIN ASPECTS

Candidates should include the following in their response:

Introduction: Candidates need to take a stance and demonstrate how Steve Biko and the philosophy of Black Consciousness empowered black South Africans to challenge the apartheid government in the 1960s and 1970s. They should also indicate how they will support their line of argument.

ELABORATION

- Political vacuum (Background information)
  - Created after ANC and PAC political leaders and parties were banned or imprisoned in 1960.
- Mobilisation of blacks
  - Infused blacks with sense of pride.
  - To accept themselves/have self-confidence/self-reliance/sense of identity
  - Empowered blacks to reject the spirit of self-pity; inferiority complex; self-alienation and domination by external forces.
  - The formation of BC was welcomed by the apartheid government as an extension of separate development.
- Political mobilisation/empowerment
  - Black students started to organise themselves to resist white domination by breaking away from NUSAS and formed SASO (1968).
  - Black students adopted the philosophy of Black Consciousness (Role of Biko/ SASO).
  - SASO was for university students and SASM for schools.
  - BC led to the formation of the Black Peoples Convention (BPC) in 1972 which involved students, churches, communities and trade unions.
  - Unions aligned to the BC philosophy included Black Parents' Association and Black Allied Workers Union (BAWU).

  - South African Students Movement, formed in 1972, exposed Blacks to the ideals of BC.
  - Expulsion of Tiro which led to student protests.
  - BCM and SASO organised FRELIMO Rallies (1974).
  - Expulsion of students from universities.
  - The arrests of BC leaders heightened political activism.
- Student mobilisation/empowerment
  - Bantu Education Act introduced Afrikaans as a medium of instruction in schools (1975).
  - SASO and SASM influenced the formation of the Soweto Students Representative Council (SSRC).
  - Both black teachers and students rejected Afrikaans – as the language of the oppressor.
  - Some teachers and learners were already exposed to the ideas of Biko and the BC philosophy through SASO student teachers from universities.
  - The Departmental Circular on Afrikaans (50/50) was the trigger for the Soweto uprising.
  - 16 June 1976 – Students protested peacefully against the implementation of the circular.
  - Police response to student protests – Hector Petersen, a 13-year-old boy was one of the first casualties of this uprising.
- Mobilisation/empowerment through community programmes
  - Biko's banishment to King Williams Town led to diverted focus to community programmes.
  - Mamphele Ramphele's banishment to Tzaneen.
  - BC promoted independence from whites through Black Community Programmes to support blacks without white assistance. (Zanempilo Health Clinic/Ginsburg Educational Trust/Zimele Trust Fund/Solempilo Community Health Centre/Ithuseng Community Health Programme and Winter School Projects).
- Mobilisation/empowerment through labour
  - Mobilised workers to form trade unions.
  - BC led to the formation of the Black Allied Workers Union (BAWU) – workers' strikes in Durban in 1973).
- Killing of Biko (1977) in police custody.
- 19 October 1977 – banning of 19 organisations aligned to BC
- Mobilisation through media
  - Media that was sympathetic to the BC philosophy, e.g. *The World* and *The Weekend World* newspapers, were closed.

(Any other relevant response)

CONCLUSION:

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

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

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

SYNOPSIS

Candidates should critically discuss how leadership and compromises made by different political organisations brought about democracy in SA in the negotiations that took place between 1990 – 1994.

MAIN ASPECTS

Candidates should include the following aspects in their response:

INTRODUCTION

Candidates need to critically discuss how leadership and compromises by different political organisations dealt with the various challenges, which led to the breakdown in the negotiating process and which political players rescued the situation. They should also indicate how they will support their line of argument.

ELABORATION

1989
- De Klerk comes to power

1990
- 2nd February speech1990 – (leadership)
- Mandela released from prison
- Unbanning of the political and civic organisations
- Groote Schuur Minute (Talks between ANC and NP)
- Violence in the Vaal Triangle
- Pretoria Minute (compromise)

1991
- Meeting of political parties – CODESA 1 (20 December 1991)
- Declaration of intent – compromise
- Ongoing violence on commuter trains on the Rand

1992
- Whites only referendum (1992) – De Klerk’s leadership
- CODESA 2 (2 May 1992)
- Boipatong Massacre and its consequences (17 June 1992)
- Rolling mass action by anti-apartheid organisations to force De Klerk's government to negotiate with integrity throughout the country (test of leadership)
- Bhisho Massacre (Gqozo) and its effects on the process of negotiations (7 September 1992)
- Record of understanding – Meyer and Ramaphosa (leadership, compromise)

1993

- Multi-party negotiating Forum – Right-wing attack of the World Trade Centre
- APLA killings – St James Church. Heidelberg Tavern, killing of Amy Biehl
- Sunset Clause introduced by Joe Slovo (compromise, leadership)
- Assassination of Chris Hani (10 April 1993) and impact on South Africa
- Date for the first democratic elections set

1994

- Election on 27 April 1994 and results of elections
- Government of National Unity – with President Mandela from the ANC and two deputies (one from the NP, one from the ANC)
- Violence of 1994 – Shell House Massacre, Bophuthatswana killings, violence on the eve of elections and election day
- Mandela elected as the first black president

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 fall of the Berlin Wall in 1989, and the consequent collapse of communism paved the way for the National Party and the African National Congress to begin talks. They should refer to the relevant events that transformed the political situation in South Africa between 1989 and 1990.

MAIN ASPECTS

Candidates should include the following aspects in their response:

INTRODUCTION

Candidates should take a stance and indicate to what extent the fall of the Berlin Wall paved the way for both the National Party and the African National Congress to start talks with each other and how these talks led to political changes in South Africa.

ELABORATION

- The Soviet Union disintegrated by the end of 1989 (Glasnost and Perestroika – brief background).
- The Soviet Union was no longer regarded as a super power.
- Communism was no longer seen as a 'global threat'.
- The fall of the Berlin Wall in 1989 and its impact.
- Changes in the world politics and its impact on South Africa's apartheid reforms.
- The apartheid regime could no longer use communism to justify its policy of racial segregation.
- The National Party's claim that it was protecting South Africa from a communist onslaught became unrealistic.
- The USA and its allies could no longer continue to support the apartheid regime.
- The collapse of the USSR also influenced the ANC to change its stance.
- The ANC experienced economic and ideological challenges.
- The collapse of the Soviet Union put pressure on both the National Party and the ANC to begin negotiations.
- External support for both the National Party and the ANC was fading and negotiations seemed like the best option for both sides.
- The Battle of Cuito Cuanavale spurred the National Party to start negotiations with the communists over the independence of Namibia which made it easier for them to talk to the ANC.
- The western world 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 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.
- The security forces and state of emergencies had not stopped township revolts.
- By the late 1980s, the South African economy was in a state of depression.
- PW Botha suffered a stroke and was succeeded by FW De Klerk.
- FW De Klerk started to accept that the black struggle against apartheid was not a conspiracy directed from Moscow.
- This enabled De Klerk to engage with the liberation organisations to find a lasting solution for South Africa.
- On 2 February 1990, De Klerk announced the unbanning of all anti-apartheid organisations which paved the way for talks that led to the end of apartheid.

(Any other relevant response)

CONCLUSION

Candidates should tie up their argument with a relevant conclusion

[50]

TOTAL: 150