GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

PREPARATORY EXAMINATION

2019

MARKING GUIDELINES

HISTORY (PAPER 2) (10792)

23 pages

GAUTENG DEPARTMENT OF EDUCATION

PREPARATORY EXAMINATION

HISTORY
(Paper 2)

MEMORANDUM

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 its 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 guideline, 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 (✓✓✓✓).

1.4 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 next to the appropriate number of the question.

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 specific essay marking guidelines for specific essays.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher 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 guidelines), the main aspects / body of the essay that sustains / defends the line of argument (which is indicated by bullets in the marking guidelines) and a relevant conclusion (which is indicated by a bullet in the marking guidelines).
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 in 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:** 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 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

Using 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	

MARKING MATRIX FOR ESSAY – TOTAL MARKS: 50

PRESENTATION → / CONTENT ↓	LEVEL 7 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.	LEVEL 6 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.	LEVEL 5 Well-planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	LEVEL 4 Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	LEVEL 3 Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	LEVEL 2 Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	LEVEL 1* 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: HOW DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS INFLUENCE THE SOWETO UPRISING OF 1976?

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

- Jailed
- Banned
- Exiled (3 x 1) (3)

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

- Helped to educate and organise black people (1 x 1) (1)

1.1.3 *[Explanation of evidence from Source 1A – L2]*

- To defy apartheid laws
- Protested against police killings
- Were against anti-strike laws that the government had imposed on workers (any 2 x 2) (4)

1.2.1 *[Definition of a historical concept from Source 1B – L1]*

- A philosophy that advocated Black solidarity / unity
- A philosophy that encouraged group power
- A philosophy that promoted group pride
- A philosophy that promotes self-reliance / self confidence

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

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

- The apartheid government had planted the seed of division among blacks
- The apartheid laws divided the blacks
- The apartheid government manipulated and turned the black South African population against each other

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

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

- Twisting our minds
- Manipulating our minds (2 x 1) (2)

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

- The philosophy called for black people to have a positive mindset
- The psychological revolution would remove the mentality of being inferior
- It would change the attitude in the minds of the black South African people
- It would eradicate the slave mentality

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

1.3.1 *[Extraction information from Source 1C – L1]*

- It raised political consciousness.
- Gave a fearlessness to protest and act against injustice
- Encouraged self-help (3 x 1) (3)

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

- The government was predominantly Afrikaans and was responsible for apartheid
- Learners and black South African parents did not have a choice in education / deciding language policy
- The apartheid government enforced Afrikaans as a medium of instruction

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

1.3.3 *[Extraction of evidence from Source 1C – L1]*

- 15 000 school children marched through Soweto (1 x 1) (1)

1.3.4 *[Extraction of evidence from Source 1C – L1]*

- Attacks were carried out on police
- Attacks on administration buildings and attack on beerhalls
- Class boycotts and burning of schools (any 2 x 1) (2)

1.3.5 *[Evaluation of usefulness of Source 1C – L3]*

It is useful to a historian who studies the influence of BCM on blacks because:

- It conveys that the blacks were encouraged to be fearless to act against apartheid
- Blacks were influenced by the ideology to help themselves
- It informs how students reacted to the oppressor's language – Afrikaans / informs that the teachers also reacted
- It gives the numbers of students who protested (15 000)

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

1.4.1 *[Interpretation of evidence from Source 1D – L2]*

- The students are holding placards with the slogan 'away with Afrikaans' / because the 1976 student protest was against the introduction of Afrikaans as a medium of instruction
- The students were in solidarity / united together against the introduction of Afrikaans as a medium of instruction

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

1.4.2 *[Interpretation of evidence from Source 1D – L2]*

- It symbolises the unity of students
- Black power / Amandla
- Power to the people
- Fighting spirit / resistance / defiance against apartheid

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

1.5 *[Comparison of evidence from Sources 1C and 1D – L3]*

- Source 1C states that young black South Africans were fearless during protests. Source 1D shows students fearlessly protesting on the streets
- In Source 1C students protested against Afrikaans as a medium of instruction and in Source 1D students have placards that show they were against Afrikaans which was the oppressor's language
- Source 1C says angry students boycotted classes and in Source 1D students are seen protesting

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

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

Candidates could include the following aspects in their response:

- Black consciousness organisations filled the vacuum that existed due to the suppression of movements like the PAC and the ANC (Source 1A)
- BCM educated and organised black people (Source 1A)
- BCM ended the inactivity after the banning of the liberation movements (Source 1A)
- It encouraged the rejection of apartheid laws. Students rejected the white dominated NUSAS and formed SASO (Source 1A and own knowledge).
- Students protested against the introduction of Afrikaans (Source 1A, 1C and 1D)
- Encouraged unity in rejecting apartheid laws (Source 1B, 1D and own knowledge)
- BCM encouraged psychological freedom (1B)
- Black teachers and students worked together in fighting against the unfairness in education

Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows little or no understanding of how the philosophy of Black Consciousness influenced the Soweto uprising of 1976.** • Uses evidence partially or cannot 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 philosophy of Black Consciousness influenced the Soweto uprising of 1976.** • 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 philosophy of Black Consciousness influenced the Soweto uprising of 1976.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	MARKS: 6 – 8

(8)
[50]

QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMITTEE (TRC) DEAL WITH THE MURDER OF GRIFFITHS MXENGE?

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

- They dragged him out of his car and took him to a nearby cycling stadium at Umlazi, where they beat and stabbed him
- He fell to the ground and the stabbing continued until he was dead (any 1 x 2) (2)

2.1.2 *[Definition of historical concepts – L1]*

- The coming together of former enemies and putting their differences aside

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

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

- Dirk Coetzee
- Almond Nofemela
- David Tshikalange (3 x 1) (3)

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

- They wanted to avoid sentencing; they came forward and told the truth about what had happened to Griffiths Mxenge
- They wanted to come clean

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

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

- 'There may be some doubt' about the identity of those who ordered or advised Coetzee to kill Mr Mxenge
- There was no doubt that Coetzee had acted on 'the advice, command or order of one or more senior members of the Security Branch' of the South African Police

(2 x 1) (2)

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

- They voluntarily came forward and disclosed the truth that they were the ones who killed Griffiths Mxenge
- They told the amnesty committee that the crime they committed had been politically motivated

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

2.2.3 *[Explanation of the usefulness of Source 2B – L3]*

- It tells us that the Mxenge murderers applied for amnesty
- The Mxenge murderers were granted amnesty
- It tells us that the Mxenge murderers were carrying out the orders of senior members of the security branch / a political motive was established

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

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

- 'On the evidence before us we are satisfied that none of the applicants knew the deceased, Mxenge, or had any reason to wish to bring about his death.' (1 x 2) (2)

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

- The TRC had the difficult task of ensuring that reconciliation was achieved in South Africa following the apartheid era violations
- Even though the truth was established reconciliation could not be achieved
- Desmond Tutu, the chairperson of the TRC is holding a map in his hand which shows that he is trying to find a way to bring about reconciliation
- The TRC process attracted media attention

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

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

- To highlight that although some truth was told at TRC hearings reconciliation proved a challenge
- It symbolises that reconciliation was difficult to achieve
- It symbolises that Tutu is trying to end the animosity caused by human rights violations caused during the apartheid era
- It symbolises that Tutu's attempts to bring reconciliation failed

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

2.4.1 *[Extraction of evidence from Source 2D – L1]*

- 45 (1 x 1) (1)

2.4.2 *[Interpretation of information from Source 2D – L2]*

- The Mxenge family felt that the perpetrators deserved to be sentenced for the crime they committed
- The Mxenge family felt that the crime committed by the perpetrators was unforgivable
- The TRC initially found Coetzee, Nofemela and Tshikalange guilty for killing Griffiths Mxenge and later granted them amnesty
- The cruelty with which their brother was killed made the crime unforgivable

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

2.4.3 *[Extraction of evidence from Source 2D – L1]*

- They applied to the constitutional court to declare the TRC unconstitutional

(1 x 2) (2)

2.5. *[Comparison of information from Sources 2B and 2D – L3]*

- Both sources mention that Coetzee, Nofemela and Tshikalange applied for amnesty for killing Griffiths Mxenge
- Both sources mention the names of Mxenge's killers
- Both sources indicate the involvement of the police force in the murder of Mxenge

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

2.6 *[Interpretation, analysis and evaluation of information from sources to write a coherent paragraph – L3]*

Candidates should include the following aspects in their responses:

- The TRC initially found Coetzee, Nofemela and Tshikalange guilty of killing Griffiths Mxenge (Source 2A)
- The TRC granted amnesty to the Mxenge killers (Source 2B)
- The TRC indicated that the Mxenge killers were carrying out orders (Source 2B)
- The TRC found it difficult to reconcile perpetrators and victims (Source 2C)
- The Mxenge family appeared before the TRC
- The Mxenge family felt that the perpetrators deserved to be sentenced for the crime they had committed (Source 2D)
- The Mxenge family felt that the crime committed by the perpetrators was unforgivable (Source 2D)
- The Mxenge family was angry that the murderers had been granted amnesty (Source 2D)
- The Mxenge family lodged an application with the Constitutional Court to declare the Truth and Reconciliation Commission unconstitutional (Source 2D)
- The Mxenge family stated that Dirk Coetzee, Nofemela, Tshikalange and the brigadiers, who gave them instructions, committed crimes against humanity (Source 2D)
- The Mxenge family stated that even the president could not grant them amnesty (Source 2D)
- They stated that they were still as bitter as in 1981 (Source 2D)
- The Mxenge family felt that the commission had failed them as a family and thus did not achieve reconciliation (own knowledge)

Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows little or no understanding of how the TRC dealt with the murder of Griffiths Mxenge** • 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 dealt with the murder of Griffiths Mxenge** • 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 dealt with the murder of Griffiths Mxenge** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	MARKS: 6 – 8

(8)
[50]

QUESTION 3: WHAT IMPACT DID GLOBALISATION HAVE ON THE CLOTHING AND TEXTILE INDUSTRY IN SOUTH AFRICA IN THE 21st CENTURY?

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

- The free movement of people, information, investments, goods and services around the world
- Process of interaction between people, companies and governments worldwide

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

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

- International trade
- Investment
- Information technology (any 2 x 1) (2)

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

- After the Second World War
- The past two decades (2 x 1) (2)

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

- Free market economy where the government does not interfere in business activity in any way
- Refers to where government imposes few or no restrictions and regulations on business

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

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

- It allows poor countries to become rich and raise their standard of living
- Globalisation benefits multinational corporations at the expense of local businesses and people

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

3.1.6 *[Extraction of information from Source 3A – L1]*

- Technology (1 x 1) (1)

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

- It has created 12 000 jobs.
- The programme helped 400 companies.
- Approved 1.5 billion worth of applications. (any 2 x 1) (2)

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

- African Growth and Opportunity Act (1 x 1) (1)

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

- To make the textile industry more competitive with global markets
- For job creation

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

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

- South Africa's markets are flooded with cheap illegal imports
- South Africa has lowered its tariffs to allow imports from overseas markets
- Lack of jobs
- SA industries struggle to compete within global markets
- SA labour force is unskilled

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

3.2.5 *[Extraction of information from Source 3B – L1]*

- The Industrial Policy Action Plan (1 x 1) (1)

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

- The South African textile industry is dominated by Chinese products (Visual clue: The Chinese man controlling the machine)
- 100 000 jobs were lost in the textile industry as a result of Chinese imports (Visual clue: Disaster looms)
- China is destroying the South African textile industry (Visual clue: The hanging workers)
- China is dumping its exports in African countries

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

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

- China is dominating the South African textile industry
- China is the exporter of a number of products into SA's textile industry
- China contributed to job losses in South Africa
- The textile industry is the largest manufacturing industry in China

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

3.4 *[Comparison of information in Source 3B and 3C – L3]*

- Source 3B highlights that the South African textile industry experienced challenges because it cannot compete with the foreign export industry and Source 3C portrays the Chinese textile industry as being the largest and the most competitive
- Source 3B highlights that the South African textile industry is flooded by exports from foreign countries and Source 3C portrays South Africa as the dumping ground for Chinese exports

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

3.5.1 *[Extraction of information from Source 3D – L1]*

- South African Clothing and Textile Workers' Union (1 x 1) (1)

3.5.2 *[Extraction of information Source 3D – L1]*

- The quota-agreement will create more jobs in the textile industry (1 x 2) (2)

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

- Led to the loss of jobs in the textile industry
- Chinese imports flooded the domestic markets at the expense of local products

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

3.5.4 *[Ascertaining the usefulness of information source – L3]*

The source is useful because:

- The implementation of the quota-agreement created more jobs in the textile industry.
- Chinese imports led to loss of jobs in the textile industry
- The quota agreement saved the textile industry from collapse

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

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

Candidates could include the following aspects in their response:

- Globalisation allows poorer countries to raise their standard of living (3A)
- Chinese imports had a negative impact on the textile industry
- The South African textile industry is not sustainable because they are struggling to compete in the global markets
- The South African textile industry cannot compete with China (3B)
- Chinese goods are flooding the domestic markets (3C)
- The South African textile industry is dominated by Chinese goods
- Imports of Chinese goods have led to loss of jobs in the textile industry (3C)
- China is destroying the textile industry by dumping its exports in African countries
- The South African textile industry is facing challenges because there is a constant fluctuation of the currency and illegal imports (3D)

Any other relevant response

Use the following rubric to allocate a mark

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows little or no understanding of the impact that globalisation had on the clothing and textile industry in South Africa in the 21st century.** • Uses evidence partially or cannot write a paragraph on the topic	MARKS 0 – 2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding of the impact that globalisation had on the clothing and textile industry in South Africa in the 21st century.** • Uses evidence in a very basic manner to write a paragraph	MARKS 3 – 4
LEVEL 3	• Uses relevant evidence e.g. **demonstrates a thorough understanding of the impact that globalisation had on the clothing and textile industry in South Africa in the 21st century.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	MARKS 5 – 8

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[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 state whether they agree or not with the statement. They need to show whether sanctions and disinvestment by the international anti-apartheid movement were the most effective strategies that led to the demise of the apartheid regime in the 1980s.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- Introduction: Candidates should indicate whether they agree or not with the statement that sanctions and disinvestment by the international anti-apartheid movement were the most effective strategies that led to the demise of the apartheid regime in the 1980s. They must show how they intend to support their line of argument.

ELABORATION

- The role of Anti-Apartheid Movement (AAM) in Britain (demanded sanctions to be implemented against the Apartheid South Africa)
- The AAM used boycotts and isolation of South Africa from the international community.
- The AAM campaign against detention without trial

Economic Boycott:

- AAM pressurised Barclays Bank to sell its investments in South Africa.
- Encouraged British consumers to boycott South African products (fruits and wines)
- In 1986 the US Congress passed a law which banned all new investments and loans to South Africa
- South African Airways were not allowed to land at US airports
- Large corporations such as General Electric, IBM, General Motors, Coca Cola, Mobil and Kodak closed their operations in South Africa
- Chase Manhattan Bank cut ties with South Africa – creating a financial crisis, the rand dropped by 35%

Role of the International Defence Fund:

- The fund paid the legal costs of activists awaiting trials for anti-apartheid activities
- Made funds available for all those involved in the Rivonia trials
- The fund paid the legal costs of most anti-apartheid trialists for more than 25 years

Sport Boycott:
- South African Non-Racial Olympic Committee took the lead to isolate South Africa from international sport
- South Africa was suspended from FIFA, the African Football Confederation and all other football organisations
- The International Cricket Council suspended all cricket tours to and from South Africa
- The International Rugby Federation suspended all rugby contact with South Africa
- The South African Council on Sport demanded no normalisation of sporting ties with South Africa
- Their slogan 'No normal sport in an abnormal society', was effective

Cultural Boycott:
- Equity banned all its programmes from being screened by the SABC
- International films and TV programmes could not be sold to SA
- Actors refused to have their films shot in SA
- Its members were banned from touring South Africa
- Dali Tambo and Jerry Dammers established 'Artists against Apartheid'
- The 'Freedom Concert' in London called for an end to Apartheid

Academic Boycott:
- Was initiated by the ANC members in exile
- Academics were encouraged not to travel to South Africa or invite South African academics abroad
- International publishing houses refused to publish South African academic journals.
- Degrees of South African universities were not recognised by many international universities
- International academic bodies prevented South Africans from attending their conferences

The Role of Frontline States
- Hosted liberation movements in exile
- Provided educational and moral support

Release Mandela campaign
- (Wembley Stadium / United Nations (Security Council and General Assembly called for the release of Mandela)

The role of trade unions
- (The AAM in Europe and Australia; Liverpool dockworkers; Finland Transport Workers' Union imposed a ban on trade with SA)
- The beginning of the end

Any other relevant response

- Conclusion: Candidates should sum up their arguments with relevant conclusions. **[50]**

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

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

SYNOPSIS

Candidates need to explain to what extent the violence that erupted in various parts of South Africa in the 1990s almost derailed the birth of a democratic country in 1994.

MAIN ASPECTS:

- **Introduction**: Candidates should indicate to what extent the violence that erupted in various parts of South Africa in the 1990s almost derailed the birth of a democratic country in 1994. They must show how they intend to support their line of argument.

ELABORATION

The candidates could include the following aspects in their response:

- De Klerk comes to power in 1989
- De Klerk's speech in parliament on 2 February 1990
- Unbanning of the political and civic organisations, such as the ANC and SACP
- The removal of restrictions on COSATU, AZAPO, etc.
- Release of Nelson Mandela from prison in February 1990
- 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 the Separate Reservation of Amenities Act
- Violence in the Vaal Triangle
- Pretoria Minute, 6 August 1990 (ANC agreed to suspend the armed struggle)
- Meeting of political parties - CODESA 1 (20 December 1991)
- Violence erupts in some parts of the country, such as the Witwatersrand and Natal
- The Declaration of Intent
- Whites-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
- On-going violence on commuter trains on the Rand
- Boipatong massacre and its consequences (17 June 1992)
- Nelson Mandela's role in leading the call for rolling mass action against the National Party
- Bhisho massacre (Gqozo) and its effects on the process of negotiations (7 September 1992)
- Record of Understanding – Meyer and Ramaphosa
- Multiparty negotiating Forum
- Right-wing attack of the World Trade Centre and its consequences
- Assassination of Chris Hani (10 April 1993)
- Sunset Clause introduced by Joe Slovo broke the negotiations deadlock
- Date for the first democratic elections set (27 – 29 April 1994) – GNU and violence in 1994

Any other relevant response

- Conclusion: Candidates should tie up their arguments with relevant conclusions.

[50]

QUESTION 6 THE END OF THE COLD WAR AND A NEW WORLD ORDER: THE EVENTS OF 1989

SYNOPSIS

Candidates should critically discuss how the disintegration of the Soviet Union in 1989 accelerated political changes in South Africa in the 1990s.

MAIN ASPECTS

- **Introduction**: Candidates should critically discuss how the disintegration of the Soviet Union in 1989 accelerated political changes in South Africa in the 1990s. They must show how they intend to support their line of argument.

ELABORATION

Candidates could include the following aspects in their response:

- In the 1980s the South African government faced a transformed world order and South Africa became isolated
- Most of South African neighbouring states had attained independence
- 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 protecting South Africans from a communist onslaught became unrealistic
- Withdrawal of support by Britain, USA and the West
- Imposition of sanctions / boycotts
- Western world powers supported the move that South Africa 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 the revolution'
- De Klerk started to accept that the black struggle against apartheid was not a conspiracy from Moscow
- This enabled De Klerk to engage in discussions with the liberation organisations.
- On 2 February 1990 De Klerk announced a 'new and just constitutional dispensation' which signified the end of Apartheid

Any other relevant response

- Conclusion: Candidates need to tie up their arguments with relevant conclusions.

[50]

TOTAL: 150