GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

PREPARATORY EXAMINATION

2020

MARKING GUIDELINES

HISTORY (PAPER 2) (10792)

26 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 (✓✓✓✓).

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

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. $\frac{32}{50}$
- Ensure that the total mark is transferred accurately to the 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 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:** 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

QUESTION 1: HOW DID THE BLACK CONSCIOUSNESS MOVEMENT EMPOWER BLACK PEOPLE THROUGH BLACK COMMUNITY PROGRAMMES IN THE 1970s?

1.1

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

- The philosophy that encouraged black people to change the mindset of feeling inferior about themselves
- It encouraged blacks to be self-assertive, to stand up for themselves, not to depend on whites and their organisations

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

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

It is because:

- BCM encouraged Blacks to be self-assertive to uplift themselves/self-reliance
- BCM discouraged blacks from depending on whites and their organisations

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

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

- Black man is a defeated being who finds it very difficult to lift himself up by his bootstrings
- He is alienated
- He is made to live all the time concerned with matters of existence (3 x 1) (3)

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

- Black People's Convention
- Black Community Programmes
- SASO (Any 2 x 1) (2)

1.2

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

- Coordinate agencies run by blacks and in black communities
- Conscientise black South Africans through publication projects that provided relevant news for black people
- Promoted a positive black identity (Any 2 x 1) (2)

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

- Zanempilo health centre
- Njwaxa leatherwork factory
- Opened resource centres
- It published a yearbook, *Black Review* (Any 2 x 1) (2)

1.2.3 *[Explanation of evidence from Source 1B – L2]*

- BPC's projects made blacks realise that they can initiate and do things on their own
- The projects of BPC made the BCM to practically implement the philosophy of standing up for themselves and not to depend on whites
- BPC made it possible for blacks to help other blacks

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

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

- Through BPC, black publishing was encouraged in South Africa
- The publication was trusted to spread positive information in black communities
- It made black people to feel good about themselves thus promoting human dignity

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

1.2.5 *[Evaluating the usefulness of evidence in Source 1B – L3]*

The source is useful because:

- The publications restored positive black identity
- The source explains how the physical well-being of the blacks were improved by the programmes
- It empowered black people
- It names the self-help projects like Zanempilo
- It tells how positive information about blacks infiltrated communities
- It shows the impact on women and how their leadership was recognised

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

1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*

- Operating a clinic outside Wentworth
- Launching literacy programmes
- Launching health programmes
- Launching agricultural programmes (any 2 x 1) (2)

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

- BCM aimed to restore the dignity of black people and the BPC restored the self-determination of black people
- BCM sought to alleviate poverty among blacks by helping other blacks and students it came with agricultural programmes to uplift the circumstances of blacks

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

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

- BCM wanted blacks to reject white organisations and beliefs
- BCM wanted blacks to form their own organisations and the students passed a resolution on black theology
- They saw it as upholding the structures of oppression

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

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

- They conducted surveys among black communities
- They studied gatherings like taxi ranks, bus ranks and markets
- They developed good relations with communities (Any 2 x 2) (4)

1.4 *[Comparison of information from Source 1B and C – L3]*

- Source 1B mentions how the BPC helped in the health centre at Zanempilo and Source 1C explains how the BPC contributed to the clinic in Mabopane and Monkwe
- Both sources explain how the BPC contributed to the self-determination and dignity of black communities
- Both sources state how the economic situations were improved in black communities

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

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

- Zanempilo clinic (1 x 1) (1)

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

- Zanempilo was a black-owned, black-managed health centre
- It was a practical example of assertiveness/self-reliance among the blacks
- It was used as a training centre for black political activities

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

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

Candidates could include the following aspects in their responses:

- BPC got involved in self-help welfare programmes (1A)
- The BPC broke the attitude of defeat and instilled dignity (1A)
- It instilled a sense of self-reliance
- It encourage blacks to strive for self-determination. (1D)
- Used publications like *Black Review* to promote a positive identity and spread positive information amongst blacks (1B)
- Established and ran community centres like Zanempilo (1D)
- Helped at clinics in Monkwe and Mabopane (1B and 1C)
- Managed industries like the leatherwork factory (1B)
- Opened resource centres (1B)
- Developed economic and agricultural projects (1B and 1D)
- Addressed women's issues (1B)
- Improved physical conditions (own knowledge)
- Launched literacy programmes (own knowledge)
- It showed that blacks could help other blacks (own knowledge)

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 Black Consciousness Movement empowered black people through black community programmes in the 1970s.** • 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 Black Consciousness Movement empowered black people through black community programmes in the 1970s.** • 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 Black Consciousness Movement empowered black people through black community programmes in the 1970s.** • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.	**MARKS 6 – 8**

(8)
[50]

QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH PERPETRATORS OF HUMAN RIGHTS VIOLATIONS (HRV) SUCH AS WOUTER BASSON?

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

- To investigate and establish as complete a picture as possible of the nature, causes and extent of gross violations of human rights committed between 1960 and 1994
- To grant amnesty to perpetrators who made full disclosure of all relevant facts relating to crimes committed in pursuit of political objectives
- To identify, locate and recommend reparations to victims of gross human rights violations
- To compile a report containing recommendations aimed at preventing future violations of human rights

(Any 2 x 1) (2)

2.1.2 *[Definition of the historical concept from Source 2A – L1]*

- Official pardon on condition that the truth is disclosed and that the crimes committed were politically motivated/committed between 1960–1994

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

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

(a) Perpetrators had to disclose the truth about the human rights abuses they committed during apartheid before they could be granted amnesty (1 x 2) (2)

(b) Anti-apartheid activists had to take responsibility for the human rights violations they committed

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

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

- The Committee on Human Rights Violations
- The Committee on Amnesty
- The Committee on Reparations

(Any 2 x 1) (2)

2.2

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

- Basson was arrested in a sting operation in 1997 for the attempted sale and possession of 1 000 ecstasy tablets. At the time, he had hundreds of secret Project Coast documents in his car

(Any 1 x 2) (2)

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

- Drug possession
- Drug trafficking
- Fraud
- Embezzlement
- Theft
- Murder

(Any 2 x 1) (2)

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

- He knew that he did not meet the conditions or qualify for amnesty
- He was an apartheid agent
- He did not want to disclose the truth to the TRC about his involvement in anti-apartheid activities
- Not all the human rights violations he perpetrated were politically motivated
- He did not want to implicate the government in the crimes he committed

Any other relevant response

(Any 1 x 2) (2)

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

- Judge Willie Hartzenberg believed that the crimes Basson committed happened outside South Africa
- The judge believed that Basson could not be prosecuted for those crimes in South Africa

Any other relevant response

(Any 1 x 2) (2)

2.2.5 *[Ascertaining the usefulness of Source 2B – L3]*

The source is USEFUL because:

- It gives insight about how amnesty was easily granted to Basson in spite of legal inaccuracies
- Basson was granted amnesty despite the unreliable evidence he presented at the TRC/he was acquitted on most charges/the state could not prove his guilt
- He was granted amnesty despite 46 remaining charges

Any other relevant response

(Any 2 x 2) (4)

2.3

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

- Basson was involved in Project Coast (evidence of Project Coast documents implicating Basson during the trial were before the court)
- Dr Basson, a chemical expert was put on trial for his involvement in anti-apartheid activities (evidence of chemical warfare used by Basson to eliminate activists, he used it to drown, poison, suffocate and gas victims)
- Basson was accused of murdering anti-apartheid activists outside South Africa (evidence of chemical warfare used by Basson to eliminate activists/SWAPO)
- He was charged with money laundering, drug trafficking in mandrax, ecstasy (Basson was found in possession of money he laundered in a suitcase)
- Evidence presented implicated him and yet he was acquitted of most charges

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

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

Basson was employed to get rid of anti-apartheid activists in the ANC.

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

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

- Source 2B states that Basson was found in possession of hundreds of documents on Project Coast and evidence in Source 2C also shows that Basson was found in possession of Project Coast documentation
- Source 2B states that Basson was investigated for using lethal weapons and Source 2C implicates/accuses Basson of using chemical warfare
- Source 2B states that Basson was arrested in a sting operation in 1997 for the attempted sale and possession of 1 000 Ecstasy tablets and Source 2C shows evidence which implicates Basson in possession of Mandrax and Ecstasy
- Both sources implicate Basson in the murder of ANC and SWAPO activists
- Both sources show that Basson was involved in activities outside SA

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

2.5 2.5.1 *[Extraction of evidence from Source 2D – L1]*

- To determine whether the doctor violated medical ethics (1 x 2) (2)

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

- Basson guilty of "unprofessional conduct"
- Families say family members died at Basson's hands (2 x 1) (2)

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

- They wanted to find out what happened to their loved ones
- They hoped to find evidence linking Basson to their loved ones' murders
- They wanted to give their loved ones decent burials.
- They wanted to find closure
- They wanted Basson to be punished for the murders

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

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

- He shows no remorse or regret
- He acts as if he's not guilty of anything or he has not committed any wrong

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

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

- The state spent a lot of money towards Basson's case and yet it did not find him guilty of any charges without considering any credible evidence presented before the court
- The government paid the bill for Basson's trial at the expense of the victims' families

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

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

- The TRC investigated the nature and extent of gross human rights violations committed between 1960 and 1994 (Source 2A)
- The TRC investigated Basson and found out that he was connected to attacks, by the SADF on ANC activists by using lethal toxins. (Source 2B)
- Basson was arrested in a sting operation (secret/undercover operation) in 1997 for the attempted sale and possession of 1 000 Ecstasy tablets (Source 2B)
- Basson was made to appear before the TRC to give evidence about his involvement in Project Coast activities to eliminate state enemies (Source 2B and 2C)
- Basson was found to be the main decision-maker in the project. (Source 2B)
- Basson refused to seek amnesty from the Truth Commission and the state failed to prosecute him as a result (Source 2B)
- The Basson trials had cost the state millions that they paid without question (Source 2D)
- Despite evidence pointing to Basson's involvement in various crimes, he was granted amnesty (own knowledge)
- This shows that perpetrators who committed gross human rights violations walked away without punishment (own knowledge)

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 Truth and Reconciliation Commission (TRC) dealt with perpetrators of human rights violations, such as Wouter Basson.** 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 Truth and Reconciliation Commission (TRC) dealt with perpetrators of human rights violations, such as Wouter Basson.** 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 Truth and Reconciliation Commission (TRC) dealt with perpetrators of human rights violations, such as Wouter Basson.** • 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 CITRUS INDUSTRY IN SOUTH AFRICA?

3.1 3.1.1 *[Extraction of evidence from Source* 3A – L1]
- Severe drought in some regions (1 x 2) (2)

3.1.2 *[Extraction of evidence from Source 3A – L1]*
- "The citrus industry provides 100 000 jobs for the South African economy" (1 x 2) (2)

3.1.3 *[Interpretation of evidence from Source 3A – L2]*
- The citrus industry experiences challenges with transport for exports
- The citrus industry experiences a shortage of cold storage facilities of exported goods
- There is congestion at the harbours

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

3.1.4 *[Definition of a historical concept in Source 3A – L1]*
- Process of worldwide interaction between people, companies and government
- The free movement of people, information, investments, goods and services around the world

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

3.1.5 *[Extraction of evidence from Source 3A – L1]*
Citrus Growers Association Growers Development Company (1 x 1) (1)

3.1.6 *[Interpretation of evidence from Source 3A – L2]*
- Black citrus growers have difficulty raising finances.
- Difficulty accessing capital
- Lack of titles to land
- Outdated farming equipment

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

3.2 3.2.1 *[Extraction of evidence from source 3B – L1]*
- The European Union (1 x 1) (1)

3.2.2 *[Extraction of evidence from Source 3B – L1]*
- Mentorship
- Extension services
- Research and development
- Growers' skills development (Any 3 x 1) (3)

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

- Led to degeneration as a result of lack of skills
- Farmers do not have adequate funding
- The lack of governance knowledge among farmers (Any 1 x 2) (2)

3.2.4 *[Ascertaining the usefulness of information from Source 3B – L3]*

The source is useful because:

- It mentions that the Citrus Growers Association has established a Growers Development Company to assist in the transformation of the citrus industry
- The source explains that the Citrus Growers Association has implemented a number of agricultural initiatives to assist in the transformation of the industry
- It gives reasons why transformation was needed in the citrus industry

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

3.3 *[Comparison of evidence in Sources 3A and 3B – L3]*

- Source 3A mentions that citrus farmers experienced difficulty in raising funds and Source 3B highlights the lack of adequate funds/access to capital
- Source 3A mentions the lack of storage facilities and congestion at the harbours and Source 3B mentions the difficulty in successfully exporting citrus products.

Any relevant response (2 x 2) (4)

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

- Spanish exporters and farmers see an increase in South African exports as a threat to their indigenous products - Spaniard saying It's not the fruit – you're after my spot!'
- There is a ban placed on South African citrus because of Black Spot, a fungal disease that poses a threat to EU producing areas – a figure holding a banner written 'Spanish ban SA orange'
- Labour costs in South Africa are lower than in Spain and this is considered unfair competition

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

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

- There is a decline in prices
- South African citrus exports are under threat
- Some sectors of the industry will close
- Job losses

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

3.5 3.5.1 *[Extraction of evidence from Source 3D – L1]*

- Eastern Cape (1 x 1) (1)

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

- The CGA supported the development of 118 black citrus producers
- Created employment opportunities in the rural economy/new jobs in packing, etc.
- Create job equity in the citrus industry
- 25% increase in citrus production volumes

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

3.5.3 *[Extraction of evidence from Source 3D – L 1]*

The fact that currently only 1,7% of formally marketed citrus is produced by blacks (1 x 2) (2)

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

- The citrus industry provides 10 000 jobs for South Africans (Source 3A)
- Black citrus growers experience challenges such as accessing finance, raising capital and expanding production (Source 3A)
- As a result of a lack of finances citrus farmers operate on a tight budget and use outdated farming equipment (Source 3A)
- The biggest obstacle faced by black citrus growers is the lack of the ability to get title to land (Source 3A)
- The Citrus Growers Association has established a Growers Development Company to transform the citrus industry (Source 3B)
- Citrus farmers experience difficulties in exporting citrus (Source 3B)
- A lack of finances and managerial skills creates barriers for the citrus farmers to be competitive on the global markets (Source 3B)
- Spanish exporters and farmers see an increase in South African exports as a threat to their indigenous produce (Source 3C)
- There is a ban on South African citrus because of the Black Spot (a fungal disease) which poses a threat to the EU citrus producing areas (Source 3C)
- Citrus is the largest fruit group in terms of production values in South Africa (Source 3D)
- The Eastern Cape has the most progressive and successful black citrus growers in South Africa (Source 3D)
- The citrus sub-sector provides 19 700 jobs in production and 10 000 jobs in packing (Source 3D)
- However, the role of transformation is slow, only 1,7% of marketed citrus is produced by blacks (Source 3D)

Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **Shows no or little understanding of the impact of globalisation on the citrus industry in South Africa.** • 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 of globalisation on the citrus industry in South Africa.** • 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 of globalisation on the citrus industry in South Africa.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS 5 – 8

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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 discuss the statement critically. They need to explain whether sport, cultural and academic boycotts were the MOST significant forms of international resistance to apartheid which put pressure on the National Party government to end apartheid in the 1980s

MAIN ASPECTS

Candidates should include the following aspects in their responses:

INTRODUCTION: Candidates should take a stance and explain if sport, cultural and academic boycotts were indeed the MOST significant forms of international resistance to apartheid which put pressure on the National Party government to end apartheid in the 1980s

ELABORATION

- The role of the Anti-Apartheid Movement (AAM) in Britain (demanded sanctions to be implemented against Apartheid South Africa)
- The AAM used boycotts and the 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 was 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 played by frontline states

- They hosted liberation movements in exile
- They also 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 interpretative skills.]

SYNOPSIS

Candidates need to explain to what extent leadership, negotiation and compromise among various leaders ensured that South Africa became a democratic state in 1994

MAIN ASPECTS

Candidates should include the following aspects in their response:

INTRODUCTION: Candidates should explain to what extent leadership, negotiation and compromise among various leaders ensured that South Africa became a democratic state in 1994

ELABORATION

- De Klerk comes to power in 1989 – brief background
- De Klerk' s speech in parliament – 2 February 1990 (Leadership)
- The unbanning of political and civic organisations such as the ANC and SACP (Leadership)
- The removal of restrictions on COSATU and AZAPO (Leadership)
- De Klerk's decision to release Mandela from prison on 11 February 1990 which paved the way for negotiations (Leadership and Compromise)
- Violence that erupted in Sebokeng – April 1990
- Groote Schuur Minute – 2 May 1990 (ANC and NP met, ANC delegation led by Nelson Mandela, NP delegation led by FW De Klerk) (Leadership, negotiations and compromise)
- Pretoria Minute – 6 August 1990 (ANC agreed to suspend the armed struggle) (Leadership, negotiations and compromise)
- Third force violence in Natal between Inkatha, the ANC and the apartheid government
- CODESA 1 (19 political parties excluding AZAPO, CP and PAC/300 delegates) (Leadership, negotiations and compromise)
- Violence erupts in some parts of the country such as the Transvaal and Natal
- Whites' only referendum and its impact (March 1992) (Leadership)
- CODESA 2 (2 May 1992) collapsed. Parties failed to agree on a new constitution-making body and an interim government (Leadership, negotiations and compromise)
- NP wanted minority veto while ANC wanted an interim government for no longer than 18 months and simple majority rule
- Boipatong massacre and its consequences (17 June 1992)
- Bisho massacre derailed the process of negotiations (7 September 1992)
- Record of Understanding signed on 26 September 1992 between Roelf Meyer (NP) and Cyril Ramaphosa (ANC) (Leadership, negotiations and compromise)
- Assassination of Chris Hani (10 April 1993) and its impact on South Africa
- Right-wing (AWB) attack on World Trade Centre and the consequences – June 1993
- St James massacre by APLA – July 1993
- Heidelberg tavern massacre by APLA – December 1993

- Multiparty negotiating Forum (Leadership, negotiations and compromise) Sunset Clause introduced by Joe Slovo broke the negotiations deadlock (Leadership, negotiations and compromise)
- Shell House massacre and its consequences – March 1994
- Election date – 27 April 1994 announced (Leadership)
- Violence on election day
- ANC won elections and Mandela became the first black South African President
- Composition of GNU –Multiparty democracy

Any other relevant response

CONCLUSION: Candidates should tie up their arguments with relevant conclusions. **[50]**

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

SYNOPSIS

Candidates should state whether they agree or disagree with the statement and support their lines of argument with relevant evidence. They should explain how the fall of communism influenced political changes in South Africa after 1989. They should argue whether the collapse of communism was the only factor that paved the way for negotiations in South Africa

MAIN ASPECTS

Candidates could include the following in their responses:

INTRODUCTION: Candidates should take a stance and indicate whether the demise of communism was responsible for political changes or whether other factors also contributed to the changes in South Africa after 1989

ELABORATION

Candidates should include the following points in their answer:

- In the 1980s the South African government faced a transformed world order and South Africa became isolated
- Most of the 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 sanction/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 meet 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