GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

PREPARATORY EXAMINATION

2023

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 information and 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 all 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 addressing the requirements of the question.
- In these 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.

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 response to a paragraph question.

- Read a paragraph and place a bullet (•) at each point within the text where the candidate has used 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 = 4

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 question number.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

- Structure the 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 marking guidelines provided.
- 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 teacher to assess the essay as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will **not** be required to simply regurgitate "facts" in order to achieve a high mark. This approach discourages learners from preparing "model" answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions which are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The construction of the argument
- The appropriate selection of factual evidence to support such an argument
- The learner's interpretation of the question

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing essay writing.

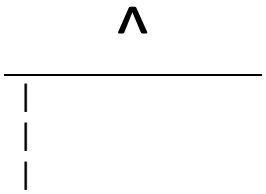
2.4.2 During the first reading of the extended writing, ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/body that is properly contextualised (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (also indicated by a bullet in the marking guideline/memorandum), e.g. in an answer where there are five (5) main points there can be 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 — | ✓
- Line of Argument — LOA

2.5 The matrix

2.5.1 Use of the analytical matrix in the marking of essays:

In the marking of essays, the criteria 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 essays will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

I	LEVEL 4	

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

I	LEVEL 4	
A	LEVEL 3	

(c) Allocate an overall mark with the use of the matrix.

I	LEVEL 4	26 – 27
A	LEVEL 3	

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

GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PRESENTATION → **CONTENT** ↓	Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence, sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	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 is 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 the line of argument.	**43 – 46**	**40 – 42**	**38 – 39**				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	**36 – 39**	**36 – 37**	**34 – 35**	**30 – 33**	**28 – 29**		
LEVEL 4 Question is 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
- Question includes basic and generally irrelevant information; no attempt to structure the essay = 1 – 6
- Question inadequately addressed and vague; little attempt to structure the essay = 7 – 13

QUESTION 1: HOW DID THE TRADE UNIONS CHALLENGE APARTHEID LAWS IN THE 1980s?

1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*

- To seek agreement on the alignment of the labour movement with the political struggles of the majority. (1 x 2) (2)

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

- The death in detention of Neil Aggett (1 x 1) (1)

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

- Food and Canning Workers Union / FCWU
- Federation of South African Trade Unions /FOSATU (2 x 1) (2)

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

- FOSATU, GAWU and the UDF worked together in order to highlight students' grievances

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

1.1.5 *[Definition of a historical concept in Source 1A – L1]*

- A method of protesting by not supporting/buying at certain shops / Refusal to buy from certain shops
- Communities not supporting/buying from identified white owned businesses.

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

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

- It means the union is prepared to fight against the injustices and ills of the society created by apartheid.
- The union is prepared to fight for liberation/equality/freedom of South Africa.
- The union is prepared to fight for better living and working conditions.

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

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

- It refers to the Tricameral Parliament/ constitution
- Koornhoff bills/New Deal
- Reforms /changes introduced by Botha as a way of giving Coloureds and Indians representation in parliament
- Constitution of 1983 that excluded blacks from the 3 Chamber Parliament
- Black people were not satisfied with the Black Local Authorities Act – gave black people the impression that they were in control of their own affairs.

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

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

- Shooting
- Banning
- Imprisonment (3 x 1) (3)

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

- Pay high rents
- Pay unrealistic electricity bills
- Pay expensive transport.
- Live in overcrowded houses
- Not enough houses (any 2 x 1) (2)

1.2.5 *[Evaluation of the reliability of information from Source 1B – L3]*

THE SOURCE IS RELIABLE BECAUSE:

- It is a direct speech(primary source) by Samson Ndou, the Unionist representative/ mediator who knows the plight of workers
- It is a speech of a worker who has first-hand experience of the working conditions in the factories.
- The speaker in the source is a black community member who experienced first-hand the social injustices of low wages, and lack of housing in townships.
- The source gives the date, 20 August 1983, which is the date on which the speech was delivered which makes it a primary source
- The source is corroborated by Source 1C which mentions the grievances of workers in the 1980s.

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

1.3 1.3.1 *[Interpretation of evidence from Source 1D – L2]*

- To inform members about their campaign to fight for workers' rights.
- To make the public aware about the campaigns they led in the 1980s.
- To list their concerns so that members and the public should know what they stood for.
- To show the public their demands, therefore trying to encourage them to join the campaign / garner their support
- To show that workers/ different unions stand united under COSATU/ solidary/ strength in the fight for workers' right

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

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

- That as the union they have power/amandla to bring change to labour and South African politics.
- To encourage unity among different political and labour organisations.
- To show the strength of unions to fight for better living and working conditions.
- Clenched fists was used as a symbol against the injustices of apartheid in the labour force

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

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

- Source 1B states that workers were unhappy with overcrowded houses and in Source 1C demands are made for decent houses/ Both sources show workers faced overcrowding or housing challenges
- The speaker in source 1B says that wages are low and the placard in 1C makes a demand for a living wage/ Both sources show workers received poor or low wages
- Source 1B refers to workers experiencing problems in the factories and Source 1C lists a variety of problems faced by workers in the factories./Both sources show that workers experienced a variety of problems in the factories

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

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

- United Workers' Union of South Africa/UWUSA (1 x 1) (1)

1.5.2 *[Definition of a historical concept from Source 1D – L2]*

- When the apartheid government had the power to make policies that were not permitted for the protection of the government and repressing black South Africans.
- Laws to suspend any protests/gathering/rights of workers.
- These laws were meant to supress black workers.

- Union activity was made illegal.

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

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

- Jay Naidoo (1 x 1) (1)

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

- They wanted to monitor all the activities of COSATU/ keeping records of people going in and out of COSATU offices
- So that security forces must supress their activities.
- Dampen the efforts of the Unions/ threaten the union/ instil fear in the unions
- To enforce the state of emergency

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

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

- Business preferred to negotiate with organised labour union representatives.
- Business was against the arrest of union leaders.
- Business was uncomfortable negotiating with ordinary people/members.

(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:

- Unions came together to unite against unfair apartheid laws (Source 1A)
- Unions got involved in political struggles (Source 1A, Source 1C)
- Some unions like FOSATU concentrated only on labour issues (Source 1A)
- Union movements organized stayaways, and work stoppages as a way to show the government their grievances (Source 1A, Source 1D)
- Unions supported student grievances (Source 1A)
- They worked with the UDF to defy apartheid laws (Source 1A)
- They organised strikes and stayaways (Source 1A)
- Union movement fought for May day to be recognised as a Worker's day (Source 1A, Source 1D)
- Unions faced state repression like detention, murder, shooting and banning and many restrictions (Sources 1A, 1B, 1D)
- Individual unions supported each other's causes like FOSATU supporting FCWU
- Unions also fought for job security and better working conditions (Sources 1B and 1C)
- Workers faced the problem of poor wages which affected their financial status and campaigns were launched to demand living wage (Sources 1B and 1C)

- Sometimes unions were at loggerheads because of different principles (Source 1D)
- Members retaliated/protested when their leaders were arrested (Source 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 in explaining **how the trade unions challenged apartheid laws in the 1980s**. • 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 in explaining **how the trade unions challenged apartheid laws 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 in explaining **how the trade unions challenged apartheid laws 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 DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE MURDER OF POLITICAL ACTIVISTS SUCH AS THE COSAS 4?

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

- "the country's transition from repressive rule to democracy in 1994."

(1 x 2) (2)

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

- To combat impunity (exemption from punishment)
- Recreate a culture of accountability
- To uncover truth about gross human rights violations
- Assist families of the victims in getting closure

(any 3 x 1) (3)

2.1.3 *[Definition of a historical concept from Source 2A – L2]*

- An official pardon/forgiveness for people who had committed political offences / atrocities during apartheid/1960 – 1994
- An exclusion from prosecution for perpetrators of political crimes(on condition that they disclose the whole truth and prove political motive)

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

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

- Apartheid state
- Liberation movements
- Members and leaders of groups such as ANC, IFP and PAC

(any 2 x 1) (2)

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

- An important feature of the TRC was its openness and transparency.
- The TRC ensured that South Africans became aware of the atrocities that had been committed during the apartheid years on both sides of the political spectrum.

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- TRC leaders persuaded them to participate in the amnesty process.
- Because the ANC, IFP and PAC had also lost members while they were in exile
- They wanted to prove that their actions were politically motivated

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

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

- Finally, those responsible for the death of three of the COSAS 4 who were murdered by the Security Branch in February 1982, more than 40 years ago would be prosecuted. (1 x 1) (1)

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

- Joe Mamasela / Mamasela
- Thlomedi Ephraim Mfalapitsa/ Mfalapitsa (2 x 1) (2)

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

- They did not want to implicate themselves.
- They did not think that the bodies would be found.
- To prevent post-mortem examination of bodies that might present a different conclusion/transparency/truthful cause of death.
- The cause of death would then be used for further investigation into the prosecution of those responsible for the murders of the deceased.

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

2.2.4 *[Explanation of a historical concept in own words from Source 2B – L1]*

- The restoration of friendly relations
- An act of making peace between former enemies
- Pursuit of unity between black and white/ perpetrator and victim

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

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

- Did not tell the whole truth/Lied about how the three members of COSAS 4 died
- Had covered up the murder
- Failed to prove political motive (any 1 x 2) (2)

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

- Eustice "Bimbo" Madikela/ Madikela
- Ntshingo Mataboge/ Mataboge
- Fanyana Nhlapo/ Nhlapo
- Zandisile Musi/ Musi (any 2 x 1) (2)

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

- To shift the blame away from himself.
- He did not order their killing therefore he could not be held responsible.

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

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

- To allow for forensic tests which would lead to the prosecution of the killers.
- To get post-mortem results so that families can get closure
- Because the bodies were buried quickly to make sure nobody tampered with them in a way which could implicate the askaris.

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

2.3.4 *[Determining the usefulness of evidence from Source 2C – L3]*

The source is USEFUL because:

- It contains evidence from a TRC hearing held in May 1999 into the murders of the COSAS 4.
- It is a testimony of Coetzee during the Amnesty hearings where he admitted to not giving a legal order to have the members of COSAS 4 killed.
- The hearing took place in May 1999, the exact date when the amnesty hearings were held.

- The source gives insight as to who was implicated in the murder of the COSAS 4, namely Coetzee and Mfalapitsa.
- The source gives the names of the 3 killed members, namely Eustice "Bimbo" Madikela, Ntshingo Mataboge and Fanyana Nhlapo.

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

2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*

- To indicate that the case of the COSAS 4 finally went to court.
- The family and friends of the COSAS 4 can finally seek justice.
- To show the public who the perpetrators were.
- To show that the NPA is acting on outstanding TRC cases.
- To show that after 40 years family can still find closure.

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

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

- 40 years later some family members have passed on.
- The person in the picture (Mfalapitsa) is one of two surviving perpetrators.
- Some family members might have made peace with what happened.
- Not such a high-profile case anymore

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

2.5 *[Comparison of evidence in Sources 2C and 2D – L3]*

- Source 2C states that families knew who the cops/killers were and Source 2D shows the picture of the former askari/cop, Thlomedi Ephraim Mfalapitsa appearing in court for the murder of three of the COSAS 4 members.
- Source 2C states families filed an application with the Krugersdorp Magistrate's Court to have the bodies of their loved ones exhumed to facilitate possible prosecution of the killers later and Source 2D shows family members attending a hearing into the murder of the members of COSAS 4 in the Krugersdorp Magistrate's Court.
- Source 2C states that Mfalapitsa applied to the TRC for amnesty and that it was denied and Source 2D shows Mfalapitsa who appeared before the Krugersdorp Magistrate's Court in relation to the murder of the COSAS 4.

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

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

Candidates could include the following aspects in their response:

- The TRC was established to investigate human rights abuses that were committed during the period between 1 March 1960 and 10 May 1994 (Source 2A)
- The TRC held public hearings where both victims and perpetrators of politically motivated crimes had a chance to tell their stories, to facilitate reconciliation (Source 2A)

- The TRC identified torture, killings, disappearances and abductions, and severe ill treatment as some of the human rights abuses (Source 2A)
- The TRC also identified liberation movements to give evidence regarding their involvement in human rights abuses (Source 2A)
- Carel Coetzee, Willem Frederick Schoon, Abraham Grobbelaar, Christiaan Siebert Rorich and Mfalapitsa all applied for amnesty for their involvement in the killing of the COSAS 4 (Source 2B)
- The TRC did not grant them amnesty for the murder of the COSAS 4 (Source 2B)
- Brigadier Cliffy Marion was instrumental in the TRC not granting amnesty on the premise that they were not telling the truth (Source 2B)
- Family members were happy that amnesty was refused and the case was referred to the NPA for further investigation and prosecution (Source 2B)
- Senior government officials leaned on the NPA and forcibly suppressed the prosecution of all 300 TRC cases (Source 2C)
- Families of the COSAS 4 are still not happy with the process as Coetzee was still not telling the truth about what happened to the COSAS 4 (Source 2C)
- The police lied to the TRC that the COSAS 4 had “blown themselves up” (Source 2C)
- Families wanted the bodies exhumed for further investigation to get to the truth to find closure (Source 2C)
- Families wanted retributive justice as they felt the police were heartless towards them with continuous lies (Own knowledge)
- The TRC forwarded the case to the NPA to further investigate after uncovering more human rights abuses (Source 2C)
- The NPA is in the process of prosecuting perpetrators for the killing of the COSAS 4 (Source 2D)
- Other perpetrators have since died (Own knowledge)
- Only Mfalapitsa and Rorich are alive. Mfalapitsa is still appearing before the NPA in relation to the murders (Sources 2C and 2D)
- Due to the case taking long, the full truth may never be established in the case (Own knowledge)

(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 **how the TRC dealt with the murder of political activists such as the COSAS 4**. • 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 an understanding of **how the TRC dealt with the murder of political activists such as the COSAS 4**. • 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 political activists such as the COSAS 4**. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6 – 8**

(8)
[50]

QUESTION 3: HOW HAS SOUTH AFRICA'S MEMBERSHIP OF BRICS AFFECTED THE SOUTH AFRICAN ECONOMY?

3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*

- Brazil
- Russia
- India
- China
- South Africa (any 3 x 1) (3)

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

- Jim O'Neill (1 x 2) (2)

3.1.3 *[Definition of a historical concept in Source 3A – L1]*

- A disease prevalent over a whole country or the world.
- Outbreak of a disease all over the world/over a wide geographical area.
- A highly contagious disease spread by a virus, that affects people all over the world such as COVID-19.

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

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

- The Ukraine crisis has led to an increase in food prices.
- Increase in fuel/petrol prices.

- Extreme price shocks and disruption of the supply chain for wheat and sunflower oil.
- Cooking oil prices went up.
- Eskom finds it difficult to secure diesel to burn turbines because of the crisis.
- Led to unemployment and lowered GDP.
- Increase in inflation.

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

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

- It will provide a platform for developing countries to voice their concerns.
- It will provide a voice in world transformation concerning the global economic system/to stop Western powers from monopolising the global economy.
- Enable developing countries to have a greater say in decisions concerning their destinies (e.g. decisions on energy sources).
- So that BRICS can be seen to be a competitive player (taken seriously) in the global economy.

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

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

- South Africa (1 x 1) (1)

3.2.2 *[Explaination of concept from Source 3B – L2]*

- A meeting between heads of states of countries belonging to BRICS/Brazil, Russia, India, China and South Africa

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

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

- Increased access to each other's markets allows members to trade with each other easily
- Members can invest in each other's economies
- Partnership creates a business friendly environment for investors in BRICS countries
- The New Development Bank can make funds/loans for member countries

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

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

- membership improves competitiveness with other countries
- Improves SA's trade with other countries
- Leads to economic growth
- Boosts investment in infrastructure

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

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

- New Development Bank (1 x 2) (2)

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

- The BRICS Development Bank opens doors to emerging economies to access funds (money inside the walls) for infrastructural development.
- The Development Bank will help developing countries to overcome infrastructure problems (building walls with brick and mortar) to enable sustainable development.
- The New Development bank will focus on infrastructure construction which has been hampering economic and social development in emerging economies.
- The infrastructure projects that the bank funded would then create jobs in the construction sector (building industry).
- The Development Bank would also provide funds to educate the population (trolley full of books) to prepare them for jobs in the manufacturing sector.

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

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

- Provides loans/funding for emerging economies.
- Provides capital for investment in poor countries.
- Funds infrastructure development in emerging economies.
- Aims to improve the lives of people in poorer countries.
- Would create jobs in the construction sector for the unemployed in these countries.
- Would create jobs in the manufacturing sector.

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

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

- The source is one-sided – from a Chinese newspaper and China is a partner in BRICS
- It is one-sided in support of the goals of the bank for its members
- The source does not highlight other infrastructure projects such as the Medupi Thermal Power Plant and South Africa's Lesotho Highlands Water Project to improve the standard of living.
- Repayment plans of loans provided for infrastructure and development is not mentioned in the source.
- The source does not specify for which other projects (other than infrastructure and education) the money is intended.

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

3.4 *[Comparison of evidence from Source 3B and 3C to ascertain how sources support each other – L3]*

- Source 3B states that BRICS member countries e.g South Africa, has received 5,4 billion dollars from the New Development Bank and Source 3C shows how BRICS Development Bank provides funds aimed at alleviating poverty in emerging economies.
- Source 3B states that BRICS Development Bank provides funds aimed to improve infrastructure and Source 3C depicts how the bank makes funds available for infrastructure development.

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

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

- BRICS may erode South Africa's domestic economy.
- Products from BRICS countries compete directly with those of South Africa.
- BRICS and industrialised countries are targeting Africa's resources which poses a direct threat to SA's economy. (any 1 x 1) (1)

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

- Stoves
- Fridges
- Trains (any 1 x 1) (1)

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

- Structural obstacles
- Poor economic and political policies
- Lack of imagination in leadership (any 2 x 1) (2)

3.5.4 *[Interpretasie van inligting uit Source 3D – L2]*

- BRICS countries are already exporting their manufactured goods to Africa, thereby taking SA's ideal market.
- The manufacturing industry in South Africa is on a decline, consequently certain manufacturing areas such as the East Rand has become deserted.

- Unemployment increased as manufacturing plants closed down.
- Job creation has declined.
- High tariffs make it difficult for South African manufactured goods to enter BRICS markets.

(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:

- BRICS provided socio economic recovery from the pandemic. (Source 3A)
- BRICS built resilient and self-sufficient supply chains for South African products. (Source 3A)
- The Ukraine crisis has led to high food and fuel prices and a sharp increase in inflation. (Source 3A)
- The South African economy benefits from increased trade with other BRICS countries which has impacted positively on the poor. (Source 3B)
- BRICS boosts investment for infrastructure development. (Source 3B)
- Imports and exports between member countries improves economic growth. (Source 3B)
- BRICS provides opportunities in terms of food security, sustainable development and technological co-operation. (Own knowledge)
- Creates a business-friendly environment for investment in South Africa. (Source 3B)
- The New Development Bank opens doors to access funds for sustainable infrastructural development. (Source 3C)

- The Development Bank provides funds/loans to alleviate poverty (Source 3C and own knowledge)
- BRICS may erode South Africa's domestic economy (Source 3D)
- BRICS countries target Africa's resources thereby threatening SA's economy
- BRICS are exporting manufactured goods to Africa which is SA's ideal market (Source 3D)
- Interest rates that SA must pay for loans from the bank are high (Own knowledge)
- High tariffs make it difficult for South African goods to enter BRICS markets (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 understanding of **how South Africa's membership of BRICS affected the South African economy**. • 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 on **how South Africa's membership of BRICS affected the South African economy**. • 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 on **how South Africa's membership of BRICS affected the South African economy**. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 5 – 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 critically discuss how Steve Biko and the philosophy of Black Consciousness empowered black people in South Africa to stand up against apartheid in the 1970s.

MAIN ASPECTS

Candidates should include the following aspects in their essays:

Introduction: Candidates need to critically discuss how Steve Biko and the philosophy of Black Consciousness empowered black people in South Africa to stand up against apartheid in the 1970s. They should also indicate how they will support their line of argument.

ELABORATION

- Background on the political vacuum created by ANC and PAC leadership being banned and being in exile
- Empowerment of blacks for self-realisation
- 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.

Political empowerment

- Black students started to organise themselves to resist white domination by breaking away from NUSAS and forming 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 the Black Parents' Association and the Black Allied Workers Union (BAWU).
- The South African Students Movement formed in 1972 which exposed Blacks to the ideals of BC.
- BCM and SASO organised FRELIMO Rallies (1974).
- The arrests of BC leaders heightened political activism.

Student empowerment

- The Bantu Education Department 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.
- On 16 June 1976 students protested peacefully against the implementation of the circular.
- Police responded to the student protests (Hector Petersen, a 13-year-old boy was one of the first casualties of this uprising).

Empowerment through community programmes

- Biko's banishment (government response) to King Williams Town led to a diverted focus on community programmes. Dr Mamphela Ramphele's banishment
- The BC promoted independence from whites by promoting Black Community Programmes to support blacks without white assistance. (Zanempilo Health Clinic/Ginsburg Educational Trust/Zimele Trust Fund/Solempilo Community Health Centre /Njwaqa Leatherworks, Mhloti Black Theatre /Ithuseng Community Health Programme and Winter School Projects)

Empowerment through labour

- Mobilised workers to form trade unions.
- BC led to the formation of the Black Allied Workers Union (BAWU) – worker's strikes in Durban in 1973).

Empowerment through media

- Role of media that was sympathetic to the BC philosophy, e.g. *The World* newspaper
- Government banned all media that promoted/aligned with BCM

(Any other relevant response.)

Government response

- All 17 BC aligned organisations were banned
- Biko killed in 1977 while in police custody
- Government introduced more repressive laws

Conclusion: Candidates should sum 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 original argument based on relevant evidence using analytical and interpretative skills.]

SYNOPSIS

Candidates need to indicate whether they agree or disagree with the statement that the transition to democracy in South Africa in the 1990s was not easy. They need to outline the negotiation process and challenges from 1990 – 1994. If they disagree with the statement, they need to substantiate their argument with relevant historical evidence.

Candidates should include the following aspects in their response:

Introduction: Candidates need to take a stance and explain why the transition to democracy in South Africa in the 1990s was not an easy process.

ELABORATION

- FW De Klerk comes to power in 1989
- Mandela is released from prison
- Unbanning of the political and civic organisations
- Groote Schuur Minutes (Talks between ANC and NP)
- Violence in the Vaal Triangle
- Pretoria Minutes
- Meeting of political parties – CODESA 1 (20 December 1991)
- Declaration of intent
- On-going violence on commuter trains on the Rand
- Whites only referendum (1992)
- CODESA 2 (2 May 1992) and challenges of majority rule vs powersharing.
- Boipatong massacre and its consequences (17 June 1992)-violence
- Rolling mass action by anti-apartheid organisations to force De Klerk's government to negotiate with integrity throughout the country
- Bhisho massacre (Gqozo) and its effects on the process of negotiations (7 September 1992) – violence made negotians difficult
- Record of understanding – Meyer and Ramaphosa
- 1993 Multiparty Negotiating Forum – Right-wing attack of the World Trade Centre
- Sunset clause introduced by Slovo
- Assassination of Chris Hani (10 April 1993) and impact on South Africa
- Violence by liberation movements APLA (Heidelburg,St James Church,Amy Biehl) Violence made the transition to democracy not easy
- Date for the first democratic elections set
- Elections on 27 April 1994 and results
- Violence in Bophuthatswana on the eve of elections made the transition to democracy difficult
- Bombing of airport
- Shell House massacre
- Mandela elected as the first Black president of a democratic SA
- Government of National Unity established

(Any other relevant response.)

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

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

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

SYNOPSIS: Candidates need to explain to what extent Mikhail Gorbachev's policies of perestroika and glasnost were responsible for the political changes that occurred in South Africa in the 1990s. They need to explain how Gorbachev's policies 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 landscape in South Africa between 1989 and 1990.

MAIN ASPECTS: Candidates could include the following aspects in their response:

- **Introduction:** Candidates should take a stance and indicate to what extent Gorbachev's policies of perestroika and glasnost were responsible for the political changes that occurred in South Africa in the 1990s. They need to support their line of argument with relevant evidence.

ELABORATION

- Gorbachev wanted to modernise the Soviet economy (perestroika), allow 'openness' (glasnost) – briefly.
- These reforms would have a profound effect on the Soviet Union, Eastern Europe and South Africa.
- Many communist regimes in Eastern European countries were toppled in 1989 owing to Gorbachev's reform.
- The fall of the Berlin Wall in November 1989.
- The Soviet Union disintegrated.
- Communism was no longer seen as a 'global threat'.
- The collapse of the Soviet Union also affected South Africa.
- The apartheid regime could no longer use communism to justify its policy of apartheid.
- The National Party's claim that it was protecting South Africa from a communist onslaught became unrealistic.
- The National Party's claim that it was protecting the Cape sea route from a communist takeover was no longer plausible.
- After being banned for so long, (30 years) the NP believed the ANC would find it difficult to transition from a liberation movement into a political party.
- The NP viewed the ANC as weak and thought they could manipulate them.
- The NP believed they could control the pace of change.
- The USA and its allies could no longer continue to support the oppressive apartheid regime.

- The collapse of the USSR also influenced the ANC to change its stance against the leaders of the apartheid regime.
- The Soviet Union could no longer support the ANC economically and militarily.
- In light of this, the ANC had to review its economic and political policies.
- They moved away from Nationalisation and wanted to opt for a mixed economy.
- They abandoned the armed struggle.
- They sought recognition from Western powers.
- They looked for support from the West.
- MK was flown out of Angola into Uganda by the USA.
- 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 the best option for both sides.
- The defeat of the SADF at the Battle of Cuito Cuanavale led the National Party to begin negotiations with communists over the independence of Namibia.
- Cuba withdrew from Angola, the SADF withdrew out of Namibia.
- Since the National Party was able to negotiate with communists in Namibia this made it easier for them to talk to the ANC.
- The peaceful Namibian transition convinced De Klerk that negotiations would not be a suicidal course of action.
- The Western world supported a negotiated settlement in South Africa so that its challenges could be resolved peacefully and democratically.
- It became evident that the National Party government could not maintain white supremacy indefinitely.
- The continued repression of black South Africans would eventually lead to political instability and economic ruin.
- By the late 1980s the South African economy was in a state of depression and the NP had no option but to start a process of negotiation with the ANC.
- Business people called for reform, internal unrest increased and financial crisis plummeted the economy in SA.
- 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.
- He admitted that the fall of communism had taken the '*monkey off his back*'.
- That he would be a fool not to take the advantage of the opportunity that the fall of communism had created.
- 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 included the ANC, PAC and SACP and the release of political prisoners which would pave the way for talks and the birth of a democratic South Africa.

(Any other relevant response.)

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

TOTAL: 150