GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

PREPARATORY EXAMINATION

2015

MEMORANDUM

SUBJECT: HISTORY P2 (10792)

GAUTENG DEPARTMENT OF EDUCATION

PREPARATORY EXAMINATION – 2015

HISTORY
(Second Paper)

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 organization of relevant information from sources • Define historical concepts/terms	**30%** **(15)**
LEVEL 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	**40%** **(20)**
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 conclusion	**30%** **(15)**

1.2 **THE INFORMATION BELOW INDICATES HOW SOURCE-BASED QUESTIONS ARE ASSESSED:**

- In the marking of sourced-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 questions (skills that need to be addressed) as well as the level of the question are indicated in italics.

2. ESSAY QUESTIONS

2.1 THE ESSAY QUESTIONS REQUIRE CANDIDATES TO:

- Be able to structure their arguments in a logical and coherent manner. They need to select, organize and connect the relevant information so that they are able to present a reasonable sequence of facts or and 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

- 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 a specific essay marking guideline for a specific essay.
- When assessing open-ended sourced-based questions, learners should be credited for any other relevant answer

2.3 GLOBAL ASSESSMENT OF THE ESSAY

The essay will be assessed holistically (globally). This approach requires the teacher to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will not be required to simply regurgitate "facts" in order to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the questions. Holistic marking of the essay credit learners' opinions supported by evidence. Holistic inadequacies as the emphasis is on the following:

- The construction of argument
- The appropriate selection of factual evidence to support such 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 the essay.

2.4.2 During the first reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that the properly contextualized (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

2.4.3 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualized
- Wrong statement _____
- Irrelevant statement [
  [
  [
- Repetition R
- Analysis A√
- Interpretation 1√

2.5 **THE MATRIX**

2.5.1 Use of the matrix in the marking of essays

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

(a) The first reading of extended writing will be to determine to what extent the main aspects have been covered and to allocate the content level (on the matrix)

C	**LEVEL 4**	

(b) The second reading of extended writing will relate to the level (on the matrix) of presentation

C	**LEVEL 4**	
P	**LEVEL 3**	

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

C	**LEVEL 4**	
P	**LEVEL 3**	} **26-27**

MARKING MATRIX FOR ESSAY: 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 and sustained and defended the argument throughout independent conclusion is drawn from evidence to support the line of argument	Very well planned and structural essay. Development a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument	Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusion reached based on evidence	Shows some evidence and constructed argument. Attempts to sustain a line of argument. Conclusion not clearly supported by evidence	Attempts to structure an answer. Largely descriptive or some attempts at developing a line of argument. No attempt to draw a conclusion	Little or no attempt to structure the essay
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument	**47-50**	**43-46**					
LEVEL 6 Question has been answered Content selection relevant to a line of argument	**43-46**	**40-42**	**38-39**				
LEVEL 5 Question answered to a great extent Content adequately covered and relevant	**38-39**	**36-37**	**34-35**	**30-33**	**28-29**		
LEVEL 4 Question recognizable in answer Some omission 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 Omission 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**

SECTION A

SOURCE-BASED QUESTIONS

QUESTION 1

WHAT IMPACT DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS (BC) HAVE ON THE STUDENTS OF SOWETO IN THE 1970s?

1.1

1.1.1 *[Interpretation of evidence from Source 1A - L2]*

- Apartheid enslaved the Black people.
- It made them carry the burden of oppression.
- It made them feel inadequate, shy, helpless and miserable.
- Apartheid treated black South Africans as second-class citizens
- Dehumanised under the apartheid system (i.e. no franchise, no land etc.)
- Other relevant answers. (Any 2 x 2) (4)

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

- People who lost their personality (1 x 2) (2)

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

- The Black man must come to terms with himself
- To pump back life into himself
- To bring pride and dignity in himself
- Not to allow himself to be misused/abused
- To avoid evil reigning in SA
- To remind himself of his complicity

(Any 4 x 1) (4)

1.1.4 *[Explanation of concepts from Source 1A – L1]*

(a) Black Consciousness
Black Consciousness was a movement, which sought to make the masses (Black people) aware of their political, cultural and economic rights. Black people should be proud of themselves and strive to be self-reliant (independent)

(b) Oppression
Being treated with injustice
Being governed cruelly or unfairly
Any relevant answer (2 x 2) (4)

1.2 1.2.1 *[Extraction of evidence of evidence from Source 1B – L1]*

- Bantu Education
- The bad conditions in the townships
- The suppression of Black dissatisfactions
- Denial of Black aspirations (Any 2 x 1) (2)

1.2.2 *[Explanation of evidence from Source 2A – L2]*

- The growing number of African students who became a social force
- Black consciousness gave Black students a political tool. (2x2) (4)

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

- It made students understand how they were oppressed
- It brought the spirit of defying apartheid
- It brought them together politically
- It made them challenge white rule (Any 2x2) (4)

1.2.4 *[Justification of evidence from Source 1B – L3]*

- The school students were large in numbers
- They were better able to influence the political situation
- In the 1976 uprising they were able to organise their own programmes
- Any other relevant answer (Any 2x2) (4)

1.3.1 *[Explanation of information from Source 1C – L2]*

- The objectives and aims of SASM
- The position of use of Afrikaans in schools
- A mass demonstration to be held on 16 June was discussed
- The SASM committee for Soweto was elected
- That monitors and prefects be part of the action committee (Any 1x2) (2)

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

- The members of SASM were either aligned to ANC or BCM (1 x 2) (2)

1.4 1.4.1 [*Explanation and interpretation of evidence in Source 1D-L2*]

- Students were marching against the use of Afrikaans – learners showing protesting
- Learners showing placards – placards illustrating dislike in Afrikaans
- Any other relevant response. (2 x 2) (4)

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

- They don't like Afrikaans
- Negative attitude
- Any other relevant response (Any 1 x 2) (2)

1.5 *[Comparing evidence from Sources 1B and 1C – L3]*

- Both sources explain that the uprising was organised by school students.
- Both sources explain that the students established their organisation
- Both sources say the reason for the march was a fight against Afrikaans as a medium of instruction.
- They both say that the Black Consciousness movement had an influence on the students
- Any relevant answer (Any 2x2) (4)

1.6 *[Interpret and evaluate information from all the Sources – L3]*

- The BCM made students of 1976 understand that the Black man is oppressed/is carrying a burden(Source 1A and 1B)
- That change should be brought about by the oppressed people themselves/(Source 1A)
- BCM provided students with a political tool(Source 1B)
- The BCM inculcated the spirit of defiance in the student(Source 1B)
- BCM brought political unity(Source 1B)
- SASM was aligned to BCM(Source 1C)
- Any other relevant point

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 of the BCM on the youth of Soweto in the 1970s.** • Uses evidence partially to report on topic or cannot report on 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 the BCM on the youth of Soweto in the 1970s.** • Uses evidence in a very basic manner	**Marks: 3-5**
LEVEL 3	• Uses relevant evidence e.g. **Shows a thorough understanding of the impact of the BCM on the youth of Soweto in the 1970s** • Evidence relates well to the topic • 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 SOUTH AFRICA'S DIVIDED PAST?

2.1 2.1.1 *[Extraction of evidence from source 2A-L1]*
- Public exposure of the Human Rights violation and crimes.
- Victims were able to express their suffering (2 x 1) (2)

2.1.2 *[Interpretation of evidence from source 2A-L2*]
- They will heal from the sufferings of apartheid
- To find closure on what happened to their loved ones.
- Any other relevant response (2 x 2) (4)

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

(a) Apartheid
- was a system of racial segregation in South Africa enforced through legislation by the National Party.
- Any other relevant response

(b) Reconciliation
- Act of getting two things to be compatible with one another

(2 x 2) (4)

2.2 2.2.1 *[Interpretation of evidence from source 4B-L2]*
- De Klerk was angry, he applied to the High Court to prevent the passage referring to him from being pulished
- ANC insisted on the meeting with TRC
- Any other relevant response (2 x 1) (2)

2.2.2 *[Interpretation of evidence from source 2B-L2]*
- De Klerk was named an accessory of Human Rights violations.
- ANC was condemned for war crimes.
- Any other relevant response. (2 x 2) (4)

2.2.3 *[Extraction of evidence from source 2B – L2]*
- The TRC invited the ANC to make a written submission but refused a meeting (1 x 2) (2)

2.3 2.3.1 *[Interpretation of evidence from source 2C – L2]*
- The work of the TRC was hard but they were able to find the truth. ("…but we made it")
- Many political parties attacked the TRC (arrows show attacks)
- Any other relevant response. (2 x 2) (4)

2.3.2 *[Interpretation of evidence from source 2C-L2]*
- Despite being attacked from all sides the TRC was able to deliver on its mandate
- Tutu, a man of the cloth, who chaired the TRC was not spared from attack
- Any other relevant response (2 x 2) (4)

2.4 *[Comparing of evidence from sources 2B and 2C-L3]*

- In both sources ANC and De Klerk are angry towards the TRC. The arrows of the ANC and NP were aimed at Tutu's head which means they wanted to kill him
- In both sources they are criticising the TRC/Attacking the TRC
- Both sources focus on the findings of TRC / bag carried by Tutu
- Any other relevant response (Any 2 x 2) (4)

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

- The TRC hearings were confidential and needed to be handled carefully
- It contained "explosive" details.
- Any other relevant response (Any 1 x 2) (2)

2.5.2 [Analysing evidence from Source 2D – L2]

- To hear the truth
- To grant amnesty
- For victims to get closure
- Give credibility to the processes of the TRC
- Any other relevant response (Any 2 x 1) (2)

2.5.3 *[Interpretation of evidence from source 2D-L2]*

- The work of the TRC was transparent and everyone should have access.
- It was proved that the TRC did work to help heal South Africa
- These files are evidence of how the TRC went about its processes
- Any other relevant. (Any 2 x 2) (4)

2.5.4 *[Engage with source 2D to ascertain the usefulness of the source L3]*

- This is a primary source. Dumisa Ntsebesa was there during the TRC
- The source was written by a former TRC investigative Unit Head
- Clear explanation is given on how people were examined during the process of TRC
- The source explains how the TRC did its investigations.
- Any other relevant response (Any 2 x 2) (4)

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

Candidates may use the following points to answer the question:

- The TRC provided a forum for people to rid themselves of their bottled emotions of guilt, suffering and hatred.
- Provided a structured platform for relief in the way of amnesty or financial compensation
- It achieved remarkable and far-ranging public exposure of the human rights violations and crimes committed under the apartheid regime.
- It has forced a previously reluctant population (though, of course, there is still denial at one level) to see that apartheid was morally indefensible, that it's a crime against humanity.
- It has allowed ordinary people to find expression for the suffering under the regime
- It has had a completely cathartic [therapeutic or healing] function for many of the victims.
- It is in this sense that some form of reconciliation has already taken place.
- Desire to free themselves from the burdens of the past and look ahead to a better and brighter future
- To look ahead rather than be trapped in the past
- The TRC has changed the mind-set of people from division and hatred to togetherness and love.
- Any other relevant response.

USE THE FOLLOWING RUBRIC TO ALLOCATE A MARK

LEVEL 1	• Uses evidence in an elementary manner, i.e. **shows little or no understanding of the role played by the TRC in post-apartheid South African** • Uses evidence partially to report on topic or cannot report on topic	**MARKS : 0-2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic **Shows some understanding of the roles played by the TRC in post-apartheid South African** • Uses evidence in a very basic manner	**MARKS: 3-5**
LEVEL 3	• Uses relevant evidence that **shows a thorough understanding of the role played by the TRC in post-apartheid South African** • Evidence relates well to the topic • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic	**MARKS: 6-8**

(8)
[50]

QUESTION 3

WHY DID SOUTH AFRICA JOIN THE BRICS GROUP?

3.1 3.1.1 [Interpretation of evidence in Source 1A L2]

- Africa is ready to build the continent
- The leadership in Africa has developed
- Any other relevant response (Any 1 x 2) (2)

3.1.2 [*Interpretation of evidence from Source 3A - L2*]

- In order for Africa to develop and take its place in world economics there needs to be peace on the continent.
- Before development can take place the continent must be politically stable
- Any other relevant answer (Any 1 x 2) (2)

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

- It is African developed, managed and owned
- It brings the concept of a new partnership
- Africa is undertaking certain commitments in its own interest (3 x 1) (3)

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

- In an effort to spur growth
- Increase greater connection
- To include the African continent in the organization (Any 1 x 2) (2)

3.2.2 [*Interpretation of evidence from Source 3B - L2*]

- He was successful in convincing them of the benefits of admitting South Africa by travelling to each of the countries in order to put forward our case
- Any other relevant answer (Any 1 x 2) (2)

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

- BRICS investment in South Africa will enable South Africa to extend its investment in ventures throughout the continent.
- Foreign investors will see South Africa's stability etc. as encouraging when looking to start pan-African operations.
- Any other relevant answer (Any 2 x 2) (4)

3.2.4 [*Interpretation of evidence and explaining usefulness 3B –L3*]

- It explains how much money South Africa contributed to join the BRICS group
- It explains the advantages for South Africa to join
- It explains the impact it is going to have on the rest of the continent
- Any other relevant response (Any 2 x 2) (4)

3.3 3.3.1 [*Explanation of a historical concept from Source 3C - L2*]

- The BRICS boat is small and powered by all five countries in it.
- Every one of the countries is pulling its weight/all are rowing
- They are working together as equals to make this situation work.
- They are happy to be working together/smiles on their faces
- Any other relevant answer (Any 2 x 2) (4)

3.3.2 [*Interpretation of evidence from Source 3C - L2*]

- G8 were holding the BRICS countries prisoner/ against their will
- G8 were restricting the movement and economic development of BRICS countries.
- They are now happy to escape from that prison.
- They are working together to create their own economic freedom.
- They are free. They are no longer going to be restricted by G8.
- Any other relevant answer (Any 2 x 2) (4)

3.3.3 [*Extraction of evidence from Source 3C – L1*]

- Brazil
- India
- Russia (Any 2 x 1) (2)

3.4 3.4.1 [*Extraction of evidence from Source 3D - L1*]

- They contributed $50 billion initially (1 x 1) (1)

3.4.2 [*Interpretation of evidence from Source 3D - L2*]

Yes

- The roles in running the bank have been split between: China – the headquarters, India – the President, Russia – Chair of the Board of Governors and China – Chair of the Board of Directors. This will avoid dominance.
- It is implied that the status quo is only in force for six years and will then change, thus preventing domination.
- Each country is to invest equal amounts of money in the bank. This will ensure that no country has an excuse to claim more control through higher investment
- Any other relevant answer

No

- China controls both the headquarters and the Board of Directors. This gives her more power.
- South Africa and Brazil appear to have no control of any aspect. They are in danger of being dominated by the others
- Any other relevant answer (Any 2 x 2) (4)

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

- Countries were dissatisfied with developing countries and how they dominate other countries
- To challenge the hegemony of the Bretton Woods Twins.
- Any other relevant response. (Any 1 x 2) (2)

3.4.4 [*Analysing and interpretation of evidence from Source 3D – L2*]

- In the BRICS group there is equal capital investment by all BRICS nations – all countries will invest the same amount of money. In the Bretton Woods system developed nations contributed more capital
- Equal voting share basis – all countries will have votes of equal value. In the Bretton Woods system the developed nations have more say.
- Any other relevant response. (2 x 2) (4)

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

- The capital base will be used for funding sustainable development projects in the member countries.
- They would be able to achieve more economic development.
- They will become more powerful in world politics
- Any other relevant answer (Any 1x 2) (2)

3.5 *[Interpretation, analysis and synthesis of evidence from all sources – L3]*
Candidates may use the following points to answer the question:

- To spur the growth
- Increase greater connection by lobbying to include the African continent
- To further their economic integration through partnerships
- To use it to its advantage by positioning itself as a pool for BRIC investment
- To invite foreign investors
- South Africa's acceptance as a member country is a direct result of the impact that globalization was having on Africa and a recognition that South Africa could help herself and others.
- Any other relevant points

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of why South Africa joined the BRICS group** • Is unable to use evidence in a very basic manner and organise a paragraph	**Marks 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. **shows an understanding of why South Africa joined the BRICS group** • Is able to use evidence effectively and organise a paragraph	**Marks 3–5**
LEVEL 3	• Uses relevant evidence e.g. demonstrates a thorough understanding of **why South Africa joined the BRICS group** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	**Marks: 6– 8**

(8)
[50]

SECTION B:

ESSAY QUESTIONS

QUESTIONS 4

CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA
THE APARTHEID CRISIS IN THE 1980s
[PLAN AND CONSTRUCT AN ORIGINAL ARGUMENT BASED ON RELEVANT EVIDENCE USING ANALYTICAL AND INTERPRETATIVE SKILLS)

SYNPOSIS

Candidates need to take a stance and indicate the extent to which the internal resistance movements in South Africa were successful in challenging PW Botha's apartheid regime in the 1980s. They need to highlight the role that the various communities, student and work organizations such as the UDF, ECC played while developing their line of argument.

MAIN ASPECTS

Candidates should include the following aspects in their essays;

- Introduction: Candidates should indicate the extent to which internal resistance movements challenged the apartheid regime in the 1980s.

ELABORATION

TO A LARGE EXTENT

- Botha's policy of Total Onslaught/Total Strategy
- Reform measures (1983 Constitution, Tricameral Parliament 1984, 'Koornhof Bills") Conscription Campaign 1983 and its impact
- Formation and role of the UDF ('Don't vote' campaign, 'Million Signature' campaign in 1984)
- Mass protests in Black South African townships in 1984 and 1985 (e.g. Stay away campaigns organized by Vaal Civic Association, Consumer boycotts organized by Pebco in Eastern Cape, Role of religious organizations, etc)
- Protest marches (e.g. Langa township in the Eastern Cape)
- School marches led mainly by COSAS in 1983 and 1985 (Atteridgeville, Tembisa, Alexandra, Soweto, Western Cape and Natal)
- Communities embarked on rent boycotts e.g. Vaal Triangle and Soweto in 1984
- Formation and impact of COSATU and other unions in workers' struggles
- Stay-away campaigns on May Day 1986 and NUM strike in 1987
- Declaration of the State of Emergency 1985 to 1986 by the PW Botha Government; Emergence of the Mass Democratic Movement in 1989 and the Defiance campaign against segregation laws in major cities e.g. Cape Town, Durban and Johannesburg
- The role of the Black Sash for example in civic protests and assistance to victims of apartheid

- By the end of the 1980s thousands of South Africans lost their lives in their struggle for liberation (e.g. death in detention, "black on black" violence and vigilantisms)
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion **[50]**

QUESTION 5

THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST

[PLAN AND CONSTRUCT AN ORIGINAL ARGUMENT BASED ON RELEVANT EVIDENCE USING ANALYTICAL AND INTERPRETATIVE SKILLS]

SYNOPSIS

Candidates need to discuss to what extent leadership and compromise by various political organizations during the process of negotiation led to the birth of South Africa's democracy in 1994.

- Introduction: Candidates need to indicate their line of argument and discuss to what extent the role played by leaders such as FW de Klerk and Nelson Mandela led to negotiations which contributed to the birth of a democratic South Africa in 1994

ELABORATION

TO GREAT EXTENT

- (Reasons for the process of Negotiations) FW de Klerk's speech in parliament on 2nd February 1990 was a turning point in the history of South Africa (leadership)
- He announced the unbanning of political organisations (leadership)
- Release of Nelson Mandela in Cape Town on 11 February 1990 paved the way for a negotiated settlement (leadership)
- [Violence in Sebokeng] led to a delay in the Groote Schuur Minute in May 1990 – NP released political prisoners (leadership)
- Pretoria Minute in August 1990 – ANC announced that they would suspend the armed struggle and the government agreed to lift the State of Emergency (leadership)
- CODESA 1 in December 1991 – 19 political parties attended – the PAC and CP did not participate in drawing up a new constitution for South Africa (leadership and political parties)
- ANC and the NP proposed the Declaration of Intent in 1991 (leadership and compromise)

- The 'Whites only' referendum in March 1992 – gave De Klerk the go ahead to negotiate (leadership)
- CODESA 2 in May 1992 – SABC would present a neutral view, rolling mass action to speed up the negotiation process/Boipatong/Bhisho massacre (leadership and compromise)
- Record of Understanding in September 1992 – secret talks between ANC and NP – committed themselves to the negotiation process (political parties)
- Multi-party negotiations at Kempton Park/assassination of Chris Hani/Role of Mandela/proposed a GNU and Sunset Clause by Joe Slovo (compromise and leadership)
- Interim Constitution in November 1993 (compromise)
- South Africa's First democratic elections in 1994 (political parties)
- Credit must be given to learners who mention the role violence played in the negotiation process to further substantiate their response
- Any other relevant response

QUESTION 6

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

Candidates must take a stance on whether the disintegration of Communism had the greatest influence in the dismantling of apartheid.

The argument will weigh up most or some of the other influences which played a role in this dismantling and draw a conclusion.

- Collapse of communist control in Eastern Europe facilitated a change of government policy in South Africa.
- The South African National Party government saw itself as a barrier against the spread of communism.
- Passed legislation suppressing communism and banning people and organisations.
- Total onslaught/Total strategy.
- This extreme anti-communism was used to justify domestic policy activities.
- Gorbachev introduced reforms: Perestroika and Glasnost.
- Relations between the USA and USSR were improving during this time
- They put pressure on their allies to halt the regional conflicts
- The focus of the USA and USSR changed and instead of supporting armed conflict, they now encouraged negotiated settlement.
- In 1990, Namibia gained peaceful independence in UN-monitored elections.
- Namibia became an example to South Africa.

- 1989: Fall of Berlin Wall symbolised a new era in Europe – Soviet control of Eastern Europe was effectively over.
- Enabled SA government to claim communist threat was gone.
- The 'Total Onslaught' was over.
- The financial and military backing on which the ANC had relied dried up.
- The possibility of a successful revolution faded and was replaced with the recognition of a need for negotiation
- The need for 'Total Strategy' no longer existed so the relaxing of these laws was a positive step leading to negotiation
- Negotiations between business leaders and the ANC had already started
- This put pressure on the NP government
- Negotiations for a new, democratic South Africa began.
- De Klerk unbanned the ANC, Communist Party and others. Mandela was freed.
- The ending of the Cold War contributed to South Africa becoming a democracy.

[50]

TOTAL: 150