education

Department:
Education
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P2

SEPTEMBER 2025

MARKING GUIDELINES

MARKS: 150

This marking guidelines consists of 25 pages.

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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 in own words	**30%** **(15)**
Level 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources • Define of historical concepts in context	**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 conclusions	**30%** **(15)**

1.2 The information below indicates how source-based questions are assessed:

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded

1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 x 2) which translates to one reason and is given two marks (✓)
- If a question carries 4 marks then indicate by placing 4 ticks (✓✓✓✓)

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:

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- Read the paragraph and place a bullet (•) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.
- At the end of the paragraph, indicate the ticks **(✓)** that the candidate has been awarded for the paragraph; as well as the level (1, 2, or 3) as indicated in the holistic rubric and a brief comment e.g.

_____•_____
_____•_____•_____
✓ ✓✓✓ Level 2

COMMENT
Used mostly relevant evidence to write a basic paragraph.

- Count all the ticks for the source-based question and then write the mark on the right hand bottom margin e.g. 32/50
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

- Be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion.

2.2 Marking of essay questions

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, 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)

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2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay

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

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

P	**Point:** The candidate introduces the essay by taking a line of argument/making a major point.
E	**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).
L	**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.

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

- Introduction, main aspects and conclusion not properly contextualised ^
- Wrong statement _____
- Irrelevant statement |

  |
- Repetition R
- Analysis A✓
- Interpretation I
- Line of Argument LOA ↕

2.5 The matrix

2.5.1 Use of the matrix in the marking of essay
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 essays 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 essays will relate to the level (on the matrix) of **presentation**

P	LEVEL 4	

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

C	LEVEL 4	} 26-27
P	LEVEL 3	

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

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MARKING MATRIX FOR ESSAY: TOTAL: 50

PRESENTATION → / CONTENT ↓	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
	Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	Little or no attempt to structure the essay.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20–23	18–19	14–17
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

- **Guidelines for allocating a mark for Level 1:**
- Question not addressed at all/totally irrelevant content; no attempt to structure the essay =0
- **Content** selection 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

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SECTION A: SOURCE- BASED QUESTIONS

QUESTION 1: WHAT ROLE DID THE UNITED DEMOCRATIC FRONT (UDF) PLAY TO RESIST P W BOTHA'S REFORMS OF APARTHEID IN THE 1980s

1.1

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

- To oppose the many hardships that apartheid created in their lives (1 x 1) (1)

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

- residents of the same township
- women's group
- student group
- church group
- workers in a factory or industry (any 2 x 1) (2)

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

- It was a (three chamber) parliament created by P W Botha which included limited representation of Coloureds and Indians (but excluded Africans) to chamber for whites
- Any other relevant response (1 x 2) (2)

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

- To co-ordinate the mass campaigns against black local authorities and the tri-cameral parliament
- To mobilise people and organisations on a national level throughout the country, against apartheid injustices.
- To create a united, non-racial, non-sexist and democratic South Africa
- Any other relevant response (any 2 x 2) (4)

1.2

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

- Apartheid
- Racism
- Injustice (3 x 1) (3)

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

- To say the government's constitutional proposals are inadequate
- To say the government's constitutional proposals do not express the will of the majority of South Africa's people
- Working for one undivided South Africa
- An open democracy from which no single South African shall be excluded
- Working for a society in which the human dignity of its people shall be respected (any 2 x 1) (2)

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

- Apartheid regime oppressed black South Africans
- Apartheid regime used force to maintain the status quo of apartheid
- Apartheid denied black South Africans their freedom and liberty
- Any other relevant response (any 2 x 2) (4)

1.2.4 *[Ascertaining the reliability of Source 1B – L3]*

- It is an extract from a speech delivered by Boesak at launch of the UDF in Mitchells Plain at Cape Town
- It highlights the reasons for the formation of UDF
- It is corroborated by other sources on the reasons for the formation of UDF.
- Any other relevant response (any 2 x 2) (4)

1.3

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

- To inform/discourage blacks in townships not to vote in black council elections
- To inform the public that the vote was an effort to maintain apartheid (apartheid elections)
- To show the public that the UDF was fighting for freedom
- Any other relevant response (any 2 x 2) (4)

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

- The elections were aimed at enforcing apartheid by voting to coloured and Indian representation in the apartheid government
- The elections were not inclusive, they excluded blacks in townships
- The elections were for different racial groups to fit into the apartheid government (especially Indians, blacks and coloureds)
- Any other relevant response (any 2 x 2) (4)

1.4 *[Comparison of evidence from Sources 1A and 1C – L3]*

- Both refers to mobilisation against the Tri-cameral parliament
- Both sources indicate that the UDF organised boycott campaigns against Tri-cameral parliament
- Both sources 1A and 1C refers to the elections as organised by apartheid government: Source 1A referred to the elections as Tri-cameral Elections and Source 1C as Apartheid Elections
- Any other relevant response (2 x 2) (4)

1.5.1 *[Extraction of evidence from Source 1D – L1]*
- The white community
- The South African Council of churches (2 x 1) (2)

1.5.2 *[Interpretation of evidence from Source 1D – L2]*
- The UDF gained considerable support in the white community and South African Council of Churches
- They were joined by more than three million workers and students
- The UDF demands were touching on the concerns of township residents (removal of troops from black townships, ending workplace discrimination.
- Any other relevant response (2 x 2) (4)

1.5.3 *[Explanation of historical concept from Source 1D – L1)*
- The period when the State is given power to temporarily suspend rights and civil liberties, allowing it to legal authority to put through policies that would normally not be permitted for safety and protection of its citizens
- 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:
- United Democratic Front launched to mobilise people against apartheid injustices (Source 1A)
- UDF called for the boycott of the elections for Coloured and Indian representation in the Tricameral parliament (Source 1B)
- UDF created unity amongst freedom loving black South Africans against apartheid (Source 1B)
- The Black Local authorities Act of 1982: recognized local government structures for urban blacks: they were rejected by township residents – through the influenced the UDF (Source 1C)
- The UDF organized boycott campaigns: open-air meetings, house-to house visits and distribution of leaflets and newsletters (Own knowledge)
- The UDF boycotts were successful: low turnout for the elections of the Tri-cameral parliament (Source 1C)
- UDF decided on the' Million Signatures' campaign (Own knowledge)
- UDF organized boycotts against white-owned businesses in Port Elizabeth (Source 1D)
- A three-day general strike in 1988 mobilised more than three million workers and students, paralysing industry (Source 1D)
- Organised a general strike in August 1989 (Source 1D)
- Any other relevant response

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Use the following rubric to allocate marks:

	CRITERIA	MARKS
LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of the role played by the United Democratic Front (UDF) in resisting PW Botha's reforms in the 1980s.** • Uses evidence partially or cannot write a paragraph	**MARKS 0-2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. **demonstrates some understanding of the role played by the United Democratic Front (UDF) in resisting PW Botha's reforms in the 1980s.** • Uses evidence in a very basic manner to write a paragraph'.	**MARKS 3-5**
LEVEL 3	• Uses relevant evidence e.g. **demonstrates a thorough understanding of the role played by the United Democratic Front (UDF) in resisting PW Botha's reforms in the 1980s.** • Uses evidence very effective in an organised paragraph that shows an understanding of the topic.	**MARKS 6-8**

(8)

[50]

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QUESTION 2 HOW SUCCESSFUL WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) IN ADDRESSING CRAIG WILLIAMSON'S APPLICATION FOR AMNESTY?

2.1

2.1.1 *[Extraction of evidence from Source 2A – L1]*
- 1995. (1 x 1) (1)

2.1.2 *[Extraction of evidence from Source 2A – L1]*
- Break the silence on the past.
- Create a culture of accountability.
- To investigate gross human rights violation.
- Provide a safe space for victims to tell their personal stories. (4 x 1) (4)

2.1.3 *[interpretation of evidence from Source 2A – L2]*
- Because without amnesty the white establishment might not have agreed to give up power.
- Amnesty will bring peace amongst South Africans
- Any other relevant response. (any 2 x 2) (4)

2.2

2.2.1 *[Definition of historical concept from Source 2B – L1]*
- When an activist's murder is ordered, advised and well planned.
  Any other relevant response (1 x 2) (2)

2.2.2 [interpretation of evidence from Source 2B – L2}
- Because Security police apply for amnesty after assassinating Ruth First and Katryn Schoon.
- Their killings were offences committed in the course of the conflicts of the past
- Any other relevant response (1 x 2) (2)

2.2.3 *[Evaluation and synthesis of evidence from Source 2B- L2*]
- Schoon and First still involved in the liberation struggle waged by the ANC/SACP.
- They had not totally withdrawn from politics
- Any other relevant response (any 2 x 2) (4)

2.2.4 *[Extraction of evidence from Source 2B- L1*]
- Were employees of the state
- They were members of the Security Police.
- They had acted within the course and scope of their duties
- They have acted within the scope of their express or implied authority (3 x 1) (3)

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2.2.5 *[Extraction of evidence from Source 2B*

- *The killings of Jeannette, Katryn Schoon and Ruth First achieved their objective to shock, destabilise and demoralise the ANC/SACP.* (1 x 2) (2)

2.3

2.3.1 *[Explaining the historical term from Source 2C – L2]*

- The granting of official pardon to perpetrators who gave full disclosure for atrocities they had committed for political reasons
- An official pardon that was granted to people who committed politically motivated crimes in South Africa between 1960 and 1994. (1 x 2) (2)

2.3.2 *[Interpretation of evidence from Source 2C – L1]*

- He is trying to give a full disclosure on what happened to First and Schoon.
- It implied that he intends only to reveal a portion of the truth with the aim of gaining amnesty
- It implied that he was prepared to provide enough truth to get amnesty while on the other hand withholding the truth.
- Any other relevant response (2 x 2) (4)

2.3.3 *[Determining the usefulness of Source 2C – L3]*

- The source is useful as it depict Craig Williamson taking an oath to tell the truth as to get amnesty.
- The source is useful as it depicts Craig as a person who does not show remorse.
- The source is useful as it depict the representative not About the promise made by Craig when he applied for amnesty.
- Any other relevant response. (2 x 2) (4)

2.4

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

- It will allow for the reopening of a civil case for damages brought against Williamson on behalf of Schoon's son, Fritz, who witnessed the death of his mother and sister.
- Any other relevant response. (any 1 x 2) (2)

2.4.2 [Extraction of evidence from Source 2D – L1

- Craig Williamson
- Raven (2 x1) (2)

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

- They were disappointed by decision/ruling of TRC for granting Williamson and Raven amnesty.
- They were crying and songs were being dedicated to the victims' families.
- Any other relevant response. (1 x 2) (2)

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

- Both sources shows how the representations were uncertain of the evidence that was presented, as there was no full disclosure.
- Both sources indicate how the representatives in TRC were surprise and shocked by the amnesty process that was unfair and unwarranted. (2 x 2) (4)

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

Candidates could include the following aspects in their response

- TRC managed to investigate gross human rights violations (Source 2A).
- It managed to address the wider injustices of the apartheid system (Source 2A).
- TRC was able to break the silence on the past (Source 2A).
- The TRC was established to grant amnesty to those perpetrators who made full disclosure of the political crimes that were committed (Source 2A).
- The applicants had made a full disclosure of all relevant facts (Source 2B).
- Offences were directed publicly against political organisations such as the ANC and the PAC, hence assassination of First and Schoon.(Source 2B).
- Amnesty was to be granted to applicants who made full disclosure of their political activities that were committed during the course of the conflicts of the past' (Source 2A).
- Offences that were committed were in the course of the conflict of the past (Source 2B).
- Craig Williamson taking an oath to disclose the truth as a requirement for amnesty, in which no remorse was shown (Source 2C).
- It provides a safe space for victims to tell their personal stories (Source 2B).
- Families of victims were shocked and surprised on how the committee arrived at their decision to grant amnesty to the perpetrators, Williamson and Raven (Source 2D).

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- Many families were disappointed by the decision of TRC of granting those security police amnesty (own knowledge).
- Any other relevant response.

Use the following rubric to allocate marks:

	CRITERIA	MARKS
LEVEL 1	Uses evidence in an elementary manner, e.g. **shows no or little understanding of how successful was the Truth and Reconciliation Commission (TRC) in addressing Craig Williamson's application for amnesty.** Uses evidence partially or cannot write a paragraph on the topic.	**0-2**
LEVEL 2	Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding of how successful was the Truth and Reconciliation Commission (TRC) in addressing Craig Williamson's application for amnesty.** Uses evidence from sources in a very basic manner to write a paragraph.	**3-5**
LEVEL 3	Uses relevant evidence, e.g., **demonstrates a thorough understanding of how successful was te Truth Reconciliation Commission TRC in addressing Craig Williamson's application for amnesty.** Uses evidence very effectively in an organised paragraph that shows a thorough understanding of the topic.	**6-8**

(8)
[50]

QUESTION 3: HOW DID STRUCTURAL ADJUSTMENT PROGRAMME (SAPs) AFFECT THE ECONOMIES OF DEVELOPING NATIONS?

3.1

3.1.1 *[Definition of a concept from Source 3A – L1]*

- Globalisation is the process through which the free flow of ideas, goods, services and capital, that leads to the integration of economies and societies.
- A global network of economic, communication and trade, which has monopolised the global village.
- The process by which the world became more integrated and connected through for example, technology.
- Any other relevant response (any 1 x 2) (2)

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

- International Monetary Fund
- World Bank (2 x 1) (2)

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

- Globalisation thrives in democratic countries which allows for the free flow of ideas and goods
- The implementation of globalised economic practices has led to the consolidation of democracy
- Any other relevant response (any 2 x 2) (4)

3.1.4 *[Interpretation and evaluation of evidence from Source 3A - L2]*

- It could help developing countries to become economically independent (self-help)
- Developing countries will become less dependent on aid from developed countries
- Developing countries will become less dependent on aid from developed countries
- Developing countries will benefit from free trade since the implementation of trade liberalisation policies
- Developing countries raised their per capita incomes by two thirds since implementation of trade liberalisation policies
- Consumers benefitted because liberalised trade can help to lower prices of some goods
- Consumers have access to a variety of products because of trade liberalisation
- Trade liberalisation results in job increases for lower skilled workers

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- Results in higher real wage increases for lower skilled workers
- The number of people in absolute poverty have declined because of the implementation of trade liberalisation policies in some cases
- Any other relevant response (1 x 2) (2)

3.2

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

- Debt repayment
- Economic restructuring (2 x 1) (2)

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

- More imports
- Export more of their commodities (1 x 2) (2)

3.2.3 *[interpretation of information from Source 3B – L1]*

- By selling capital-intensive (thus cheap) products for high price
- By buying labour-intensive (thus expensive) products for a low price
- Any other relevant response (1 x 2) (2)

3.1

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

- The cartoon shows that the IMF had double standards on developing countries (shown as multi-headed)
- The cartoon shows what developing countries should do if the wanted to borrow money from the IMF (Six Commandments)
- The cartoon shows that developing countries were at the mercy of the IMF
- Any other relevant response (any 2 x 2) (4)

3.3.2 *[Extraction of evidence from Sources 3C – L1]*

- Devalue the currency
- Privatise public sector
- Cut wages and costs
- Remove food and fuel subsidies
- Increase exports
- Open market (4 x 1) (4)

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3.4 *[Comparison of evidence from Source 3B – L3]*

- Both Source 3B and 3C states that the IMF demanded that poor nations lower the standard of living of their people
- In both sources, it is stated that the IMF will provide financial assistance to countries seeking it, but only if they open their markets (Source 3C)
- In both sources, poor nations are encouraged by the IMF to allow more imports and exports
- Any other relevant response

(any 2 x 2) (4)

3.5

3.5.1 *[Explanation of term from Source 3D- L2)]*

- Refers to economic revival that according to the IMF had become impossible
- The IMF had considered economic revival in developing countries a failure because of increasing debt burdens, poor financial growth performance, failure to improve access to education and healthcare
- Any other relevant response

(any 1 x 2) (2)

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

- The IMF favours the rich and developed countries
- The IMF policies push African into more debts
- The debt burdens on Africa had increased substantially
- Countries in Africa have shown a poor growth rate
- The majority of the African population had failed to improve access to education, health care and basic needs.
- Any other relevant response

(any 2 x 2) (4)

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

- Africa had enormous debt and was impoverished
- The implementation of Structural Adjustment Plans had impoverished the economies of most African countries
- The repayment of loans is unrealistic as too much money left Africa
- Africa did not benefit from its resources
- Any other relevant response

(any 2 x 2) (4)

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3.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources- L3]*

- Globalisation: Used World Bank, IMF and transitional entities (SAPs) to control global wealth (Source 3A)
- The Structural Adjustment Programmes(SAPs) affected developing countries negatively (Source 3A)
- The IMF and the World Bank claimed that globalisation would help reduce global poverty while it actually worsened the situation in developing countries (Source 3A)
- IMF believed globalisation contributed to growth and global reduction of poverty (Source 3A)
- SAP's imposed laws to ensure debt repayment: Poor countries required to reduce spending on health, education and other basic needs(Source 3B and 3C)
- Poor countries were forced to open trade liberation to allow more imports and export more of their commodities: Leading to poverty and dependency (Source 3B and 3C)
- Gap between the rich and poor countries increased (Source 3D)
- Debt burdens have increased among African states (Source 3D)
- Failure of the majority of the population to have access to education, health care or other basic needs has been the general pattern in developing countries(Source 3D)
- Any other relevant response

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Use the following rubric to allocate marks:

	CRITERIA	MARKS
LEVEL 1	Uses evidence in an elementary manner, e.g. **shows no or little understanding of how Structural Adjustment Programmes (SAP's) affected developing countries.** Uses evidence partially or cannot write a paragraph on the topic.	**0-2**
LEVEL 2	Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding of how Structural Adjustment Programmes (SAP's) affected developing countries.** Uses evidence from sources in a very basic manner to write a paragraph.	**3-5**
LEVEL 3	Uses relevant evidence, e.g., **demonstrates a thorough understanding of how Structural Adjustment Programmes (SAP's) affected developing countries.** Uses evidence very effectively in an organised paragraph that shows a thorough understanding of the topic.	**6-8**

(8)

[50]

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SECTION B: ESSAY QUESTIONS

QUESTION 4: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA

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

SYNOPSIS
Candidates need to explain to what extent the philosophy of Black Consciousness influenced students of Soweto to challenge the apartheid regime in the 1970s.They should support line of argument with relevant historical evidence.

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

- Introduction: Candidates should take a stance by explaining to what extent the philosophy of Black Consciousness influenced students of Soweto to challenge the apartheid regime in the 1970s.They should also provide an outline of how they will support their line of argument.

ELABORATION

- Political vacuum (Background information)
  - Origins of BC/Created after ANC and PAC political leaders and parties were banned or imprisoned in 1960
  - Instilling of blacks with pride and self-belief to challenge the apartheid state (BC philosophy)
- Empowered blacks to reject the spirit of self-pity; inferiority complex; self- alienation and domination by external forces
- Black students started to organise themselves to resist white domination by breaking away from NUSAS and formed SASO (1968)
- Black students adopted the philosophy of Black Consciousness (Role of Biko/SASO)
- SASO was for university students and SASM for schools
- Black Consciousness (BC) led to the formation of the Black Peoples Convention (BPC) in 1972 which involved students, churches, communities and trade unions
- South African Students Movement formed in 1972 which exposed Blacks to the ideas of BC
- BPC and SASO organised FRELIMO Rallies (1974)
- The arrests of BC leaders heightened political activism
- Instilled students with self-belief to challenge the apartheid state through the Soweto uprising
- Bantu Education introduced Afrikaans as a medium of instruction in black schools (1975)
- Mathematics, Geography, Physical Science and Biology to be taught in Afrikaans
- Protest against this unfair policy consisted of students boycotting classes
- Unsuccessful meetings between teachers and Department of Bantu education
- SASO and SASM influenced the formation of Soweto Students Representative Council (SSRC)

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- SASM held meeting and decided to hold a mass demonstration against Afrikaans as medium of instruction (13 June 1976)
- Both SASM and SASO set 16 June 1976 as the day of protest action
- Make banners with slogan like: 'Down with Afrikaans 'and To hell with Bantu education
- Both black teachers and students rejected Afrikaans – as the language of the oppressor
- Some teachers and students 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
- 16th June 1976 students protested peacefully against the implementation of the circular
- Police response to student protests (Hector Petersen, a 13-year-old boy and Hasting Ndlovu were the first casualties of this uprising)
- The actions of youth of Soweto paved the way for a renewed fight against Apartheid
- The youth were drawn to the assertion of a positive black identity and the defiant mood of the BCM.
- Students were influence by BC to take a stand against Apartheid education.
- Activists and some students went into exile
- Legacy of Biko and Black Consciousness
- Any other relevant response

•Conclusion: Candidates should sum up their argument with a relevant conclusion

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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 needs to indicate whether they agree or disagree with the statement that it was mainly the spirit of negotiations that eventually led to the birth of a democratic dispensation in South Africa in 1994.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- Introduction: Candidates need to take a stance by indicating whether they agree or disagree with the statement that it was mainly the spirit of negotiations that eventually led to the birth of democratic dispensation in South Africa in 1994.

ELABORATION

- FW de Klerk took over from PW Botha in 1989 (background)
- Unbanning of the African National Congress (ANC), the Pan Africanist Congress (PAC) and the South African Communist Party (SACP) and other banned organisations (attacks on train commuters and rumours about the third force destabilised the negotiations)
- Release of Nelson Mandela on 11 February 1990 and other banned political leaders in 1990 (this opened the way to negotiations for democratic SA)
- Talks (31 March 1990) between the ANC and the NP postponed due to killing of defenceless demonstrators in Sebokeng (violence)
- Groote Schuur Minute, 2 May 1990 - NP released political prisoners and both parties (ANC and NP) committed themselves to end violence and to negotiate
- Violence in the Vaal Triangle – Sebokeng (July 1990)
- Hand grenade attacks at the Melrose House Museum (24 May 1990) (violence)
- Pretoria Minute (August 1990) – ANC stopped armed struggle and NP stopped State of Emergency
- Night attack in Thokoza (13 September 1990) (violence)
- The National Peace Accord signed by 27 political organisations • CODESA 1 (20 December 1991) - 19 political parties except for CP and PAC. NP strongly criticised ANC for not disbanding MK and accused them of keeping MK as a 'private army'
- Parties could not agree on power sharing and the constituent assembly – meeting ended
- The Declaration of Intent (20 December 1991) – parties agreed to draw up a new constitution and interim government
- Whites-only referendum – De Klerk tested white opinion to continue with negotiations after losing three by-elections to CP. Referendum results – landslide
- Yes – negotiations continued
- CODESA 2 (2 May 1992) – was not successful because of violence and inability of parties to agree on power-sharing – ended in deadlock (conflict)
- Boipatong massacre (17 June 1992) and influence of Third Force (violence)

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- Bisho massacre (7 September 1992) – ANC supporters who wanted to be part of negotiation process (a turning point after which negotiation process favoured the ANC) (violence)
- ANC called for rolling mass action (May 1992) against the National Party (conflict) Resistance from Concerned South Africans Group (COSAG) – October 1992 (conflict)
- Record of Understanding – 26 September 1992 – Meyer and Ramaphosa committed themselves to peace and to negotiations, Meyer and Ramaphosa agreed on Joe Slovo's Sunset clause (2 April 1993)
- Parties winning more that 5% of vote will form a Government of National Unity (GNU) to govern the new SA and whites could retain their positions for 5 years
- Multi-party negotiations resumed on 2 April 1993 at the World Trade Centre but did not last Assassination of Chris Hani (conflict) (10 April 1993) – Janus Walus (violence)
- Mandela addresses nation on TV calming the nation down
- The AWB interrupted the negotiations on 25 June 1993, when they stormed the
- World Trade Centre with armoured vehicle (violence)St James Church massacre (25 July 1993) (violence)
- Heidelberg Tavern massacre (30 December 1993) (violence)
- Shell House massacre (28 March 1994) (violence)
- Date for the first democratic elections set (27-29 April 1994)
- Continued violence throughout elections – car bomb outside ANC head office
- Car bomb exploded at Jan Smuts airport (violence)
- Elections held in 1994
- Mandela became the first President of the new democratic Republic of South Africa with Thabo Mbeki and FW De Klerk as his deputies
- Any other relevant response

- Conclusion: Candidates should sum up their argument with a relevant conclusion

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

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

SYNOPSIS

Candidates need to critically discuss Gorbachev's policies of Perestroika and Glasnost, which were directly responsible for the political and economic transformation that occurred in South Africa after the 1990s.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- Introduction: Candidates need to critically discuss how Gorbachev's policies of Peretroika and Glasnost were directly responsible for the political and economic transformation that occurred in South Africa after the 1990s

ELABORATION

- Soviet Union in economic hardships (background information)
- Gorbachev took leadership of the Soviet Union in 1985 and introduced
- 'Perestroika' and 'Glasnost'
- 'Perestroika' allowed small scale private ownership and removed government control over production – shift away from Communism
- 'Glasnost' allowed people to criticise government – unknown culture under Communism
- Perestroika and Glasnost led to demands for the end of communism and full democracy
- By the end of 1989 the Soviet Union was disintegrating and the communist regimes in EasternEurope 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
- This led to the end of communism and the end of the Cold War/Russia was no longer regarded as a super power/Communism was no longer seen as a 'global threat'
- The USA and its allies could no longer continue to support the apartheid regime
- Socialism was no longer a serious option for the ANC
- The West now put pressure on the NP government to negotiate with the ANC or face continued sanctions
- The collapse of the Soviet Union put pressure on both the National Party government and the ANC to begin negotiations
- The defeat of the SADF during the Battle of Cuito Cuanavale in 1988 spurred the National Party to start negotiations with communists over the independence of South West Africa
- South Africa withdrew from South West Africa – SWAPO won the elections (1990) and renamed it Namibia

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- This peaceful transition from white minority rule to Black majority rule in Namibia served as a blueprint for SA to do the same (contributing factor)
- It became evident that the National Party government could not maintain white supremacy rule indefinitely (contributing factor)
- Influential National Party members started to realise that apartheid was not the answer for the development of 'white' economic interests (contributing factor)
- De Klerk started to accept that the black struggle against apartheid was not a conspiracy directed 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 signalled the death of Apartheid
- Mandela was elected the first black President of South Africa

- Conclusion: Candidates should sum up their argument with a relevant conclusion.

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