GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

PREPARATORY EXAMINATION

2024

MARKING GUIDELINES

HISTORY (PAPER 2) (10792)

30 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)**
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 their 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 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 questions

Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

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

_____• _____• _____

_____• _____ ✓✓✓✓

LEVEL 2

Used mostly relevant evidence to write a basic paragraph.

- Count all the ticks for the source-based question and then write the mark on the bottom margin to the right, e.g. $\frac{32}{50}$
- 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:

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

2.2 Marking of essay questions

Markers must be aware that the content of the answer must be guided by the marking guidelines. 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)

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay, ticks need to be awarded for a relevant introduction (which is indicated by a bullet in the marking guidelines), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking 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.

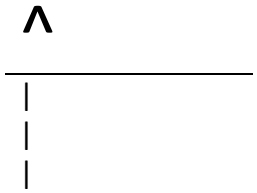
2.4.3 Keep the **PEEL** structure in mind when assessing an essay.

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

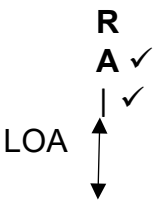
2.4.4 The following symbols **MUST** be used when assessing an essay:

- Introduction, main aspects and conclusion not properly contextualised

- Wrong statement
- Irrelevant statement



- Repetition
- Analysis
- Interpretation
- Line of Argument



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 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**.

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	26 – 27
P	LEVEL 3	

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

	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.	**38 – 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
- 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

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID CIVIC ORGANISATIONS IN SOUTH AFRICA RESPOND TO PW BOTHA'S REFORMS AND APARTHEID RESTRICTIONS IN THE 1980S?

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

- Lifting the State of Emergency
- Removing police and army from townships
- Releasing all political prisoners and detainees (3 x 1) (3)

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

- Not buying from mainly white-owned shops
- Not buying from shops owned by black collaborators within the apartheid regime (any 1 x 1) (1)

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

- The State of Emergency was a cruel and repressive way used by the apartheid government to restrict anti-apartheid activities in the townships
- The government could arrest or kill activists just to stop activities in the township
- Police and the army were given extra powers to control the political situation in the country
- Curfew was introduced in the townships to control political activity

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

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

- Ideological differences between the members
- AZAPO supported ideas of not working with whites and UDF was multiracial

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

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

- Community leaders wanted to guide and empower consumer boycott activists so that boycotts were well-organised and had solid direction
- They wanted to ensure the boycott did not degenerate into criminal activity/lawlessness
- So that the boycott could achieve the desired outcomes
- So that their activities had discipline and high moral

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

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

- There was a lot of activity and uprisings in most of the townships at that time (1 x 1) (1)

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

- The street committees
- The block committees
- The yard committees (any 2 x 1) (2)

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

(a)
- People in the townships refused to pay for staying in the houses that belonged to the state or someone affiliated
- Any other relevant response

(1 x 2) (2)

(b)
- People stopped buying from white-owned shops or shops belonging to apartheid collaborators (supporters)
- People in the townships were forced to buy from black owned Shops
- Demonstrations were held outside targeted stores or companies to raise awareness and pressure them.
- Any other relevant response

(any 1 x 2) (2)

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

- He meant that Alexandra also joined other townships in boycotting rent payments
- People in Alexandra stopped buying from boycotted/white owned shops.

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

1.2.5 *[Determination of the reliability of Source 1B – L3]*

THE SOURCE IS RELIABLE BECAUSE:

- It is first-hand information/ primary source coming from Mr Bapela responding during the TRC hearings/contains Bapela's own/original words/testimony given at TRC hearings
- Mr Bapela was an activist who was directly involved in the activities/ formation of the civic organisations
- Mr Bapela was involved in travelling between the Eastern Cape and Alexandra and thus had the direct experience of mobilised Civic organisations in different townships

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

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

- Sending of 7 000 South African Defence Force (SADF) troops into the black townships of the Vaal to crush the uprising. (1 x 1) (1)

1.3.2 *[Definition of a historical term from Source 1C – L2]*

- An organisation/protests which opposed compulsory military training of white males that was introduced by Botha in the 1980s.
- An organisation/a protest which fought for the end of a government policy where young white men were forced to go for compulsory military training as assigned to maintain the brutality of the apartheid government in the 1980s/to crush any black opposition to apartheid laws in the 1980s

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

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

- 'The UDF national leadership was in disarray (disorder) at the time – either in detention or in hiding. (1 x 1) (1)

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

- The community based organisations were powerful, and able to undermine apartheid laws through a work stay away however the apartheid government was determined to curb any further protests

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

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

- They claimed that policemen and councillors collaborated with the government and therefore had to be killed
- They believed that some people were police/government informers / sell-outs/spies and thus deserved to be killed/necklaced

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

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

- 12 people (1 x 1) (1)

1.4 1.4.1 *[Interpretation of evidence from Source 1D – L2]*

- It was created to call on consumers to stop buying from white shops/to start buying from black-owned shops
- It was created to request/demand the government to stop the killings/use of guns/violence in the black communities
- It demanded that the government and employers pay better salaries
- It appealed to / mobilised the young and old to support the course of the UDF/the consumer boycott

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

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

(a) We demand fewer guns
we demand higher wages (any 1 x 1) (1)

(b) Support consumer boycott/logo of young and old people (1 x 1) (1)

1.5 *[Comparison of information Source 1B and 1D – L3]*

- Source 1B explains how people were discouraged from buying from white-owned shops (consumer boycott) and in 1D poster demands support for a consumer boycott
- Source 1B says community members including young people were shot at in the townships and Source 1D calls on the government to reduce the guns/violence in townships

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

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

- Civic organisations called for the consumer boycott/stop buying from white-owned shops (Sources 1A, 1B, 1C and 1D)
- They demanded the lifting of the state of emergency (Source1A)
- They demanded that army and guns be removed from the black communities' areas (Sources 1A and 1D)
- Had demands for local and student demands in institutions of learning (own knowledge
- Many protests and demonstrations took place as a form of commemoration of some events like the Sharpeville massacre and the Soweto uprising (Sources 1B and 1C)
- Communities demonstrated after the burial of prominent anti-apartheid activists
- They formed street, block and yard committees to take care of communities when government collaborators were expelled (Source 1B)
- Boycotted rent in townships in the Transvaal (own knowledge)

- In the Transvaal they organised the biggest stayaway ever seen in 35 years. (own knowledge)
- The civic organisations fought against the collaborators of the government like police informers, policemen and councillors elected by apartheid institutions (Sources 1B,1C).
- They demanded better wages (Source 1D)
- Called on all people from all walks of life, all genders and the youth and old people to demonstrate and support anti-apartheid activism (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 in explaining how Civic organisations in South Africa responded to PW Botha's reforms and apartheid restrictions 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 Civic organisations in South Africa responded to PW Botha's reforms and apartheid restrictions 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 Civic organisations in South Africa responded to PW Botha's reforms and apartheid restrictions 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 (TRC) DEAL WITH THE CRADOCK FOUR MURDER CASE?

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

- 'The need to create an institution for the restoration of the justice that had been denied to many victims who were killed during apartheid rule'

(1 x 2) (2)

2.1.2 *[Definition of a term from source 2A – L1]*

- An approach to justice that seeks to repair harm by providing an opportunity to those harmed and those who take responsibility for the harm to communicate and address their needs in the aftermath of a political crime
- Restorative Justice requires the perpetrators to assume responsibility for the violation of human rights and reconcile with the victims without any form of punishment
- The intent of the restorative Justice is to restore a feeling of safety and security, promote harmony and restore dignity and respect to all those affected.
- A form of justice that seeks to restore the dignity of both perpetrators and victims

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

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

- To encourage perpetrators to tell the truth in exchange for amnesty
- Punishment will discourage perpetrators to come forward
- To encourage reconciliation between the two parties
- To bring closure to the many victims and their families in the form of full disclosure of the truth

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

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

- The perpetrators had to come forward, confess **the whole truth and prove that their crimes were politically motivated**

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

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

- Matthew Goniwe
- Sparrow Mkhonto
- Fort Calata
- Sicelo Mhlauli (any 3 x 1) (3)

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

- They were intercepted by the security police on their way home, and their charred remains were discovered days later
- Badly burnt, their bodies each bore (had) numerous stab wounds
- Forensic reports confirmed signs of torture and other physical harm

(any 2 x 1) (2)

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

- '… the identities of the killers began to emerge at the two inquests (investigations), including later when they applied for amnesty to the Truth and Reconciliation Commission' (1 x 2) (2)

2.2.3 *[Explanation of the term from Source 2B – L2]*

- Official pardon (forgiveness) for politically motivated crimes/ atrocities on condition that the perpetrators come forward and gave full disclosure of atrocities/human rights violations they committed during the apartheid era (1960 –1994)
- Official pardon (forgiveness) given to perpetrators of human rights violations by the TRC
- Perpetrators who appeared before the TRC were excluded from any form of prosecution for their political crimes

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

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

- President De Klerk was under pressure from various groups such as the Black Sash/the families of the Cradock Four/media
- The apartheid state had initially denied their involvement in the murder of the Cradock Four however, they (the perpetrators) later applied for amnesty at the TRC which was an admission of guilt/involvement
- The families of the Cradock Four wanted the security police who were denied amnesty to be prosecuted by the NPA/wanted justice for their loved ones
- There was slow progress in the prosecution of the security police involved in the murder of the Cradock Four
- There was suspicion that former South African president was implicated in the murder of the Cradock Four/interest groups believed that there was a cover up by the police/they wanted to know who ordered the hit
- After the military signal was published/exposed in the media which implicated the government

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

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

- That the police were given instruction to urgently kill the Cradock Four
- It implies that the apartheid security police had planned to kill the Cradock Four
- It implies that the Cradock Four were on a secret police hit list for their active participation in the struggle against apartheid in the Cradock area
- The security police conspired to remove activists that challenged the apartheid laws in the Cradock area

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

2.3 2.3.1 *[Interpretation of evidence from Source 2C – L2]*

- To invite/encourage both perpetrators and victims to appear before the TRC and testify about human rights abuses they committed/ suffered during apartheid
- To inform the public about the atrocities that were committed during apartheid
- To encourage people to speak the truth about their involvement in political killings in the past
- To inform the public that there were TRC hearings taking place throughout the country
- To highlight the purpose of the TRC – truth telling and reconciliation
- To encourage the perpetrators and victims to unite and reconcile

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

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

TRC hearings were meant to:

- Encourage both perpetrators and victims to tell the truth/make full disclosure about human rights violations
- Encourage apartheid agents/security police to come forward and tell victims about the whereabouts of their loved ones
- Promote healing/unity and reconciliation between perpetrators and their victims

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

2.4 Use Source 2D

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

- To sue the state for delaying the prosecution of those responsible for their deaths (1 x 2) (2)

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

- Hermanus Barend du Plessis (1 x 1) (1)

2.4.3 *[Evaluating the usefulness of evidence from Source 2D – L3]*

A historian would regard the source as USEFUL because:

- It is a primary source /The source contains Mrs Calata's original words
- Mrs Calata's views as wife of one of the victims gives insight into the frustrations the families experienced in their quest for justice
- It gives insight on how the NPA deliberately delayed prosecutions of the Cradock Four murderers after the case was referred to the TRC
- It gives insight on how the NPA delayed to prosecute the remaining/ the last living suspect in the murder case, Barend Du Plessis until he died denying the families the closure they needed
- The source highlights that the Cradock Four families did not get the justice they wanted regarding their loved ones
- It highlights the suspicion from the victims family that the government had exchanged freedom at the expense of their loved ones
- It is corroborated by Source 2B which says that the apartheid state denied its involvement in the murder of Cradock Four

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

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

- Mrs Calata meant that it seems the government is protecting some members of the ANC who were involved in the murder of the Cradock Four/there was a cover up for some members of the ANC by the government
- She believes that De Klerk knew something about the killing of her husband and others
- The government might be delaying cases because it might have been agreed as part of a political settlement reached at negotiations for democracy that some cases be set aside

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

2.5 *[Comparison of evidence from Source 2C and 2D – L3]*

- In Source 2C the TRC encouraged the perpetrators to tell the truth/make full disclosure of their involvement in human rights violations whilst Source 2D mentions that the Cradock Four families sued the state for delaying the prosecution of apartheid security police who were denied amnesty because they did not disclose the truth
- In Source 2C the TRC encouraged the apartheid agents/security police to come forward and tell victims about the whereabouts of their loved ones so that they could heal and reconcile whilst Source 2D states that Barend Du Plessis the last living suspect in the murder case had died without disclosing the truth and the families not getting the closure they needed
- In Source 2C the TRC calls for reconciliation in the TRC whilst source 2D highlights that Mrs Calata felt dissatisfied with how the NPA(acting on recommendations of the TRC) is dealing with the victims families/felt that NPA was protecting members of the ANC
- In Source 2C the TRC calls for working together in the TRC whilst source 2D highlights that Mrs Calata felt dissatisfied with how the NPA(acting on recommendations of the TRC) is dealing with the victims families/felt that NPA was protecting members of the ANC

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

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

Candidates could include the following aspects in their responses:

- The TRC aimed at bringing closure to the families of victims if perpetrators made full disclosure of the truth (Source 2A)
- At the TRC the apartheid state denied its involvement in the murder of the Cradock Four (Source 2B)
- 2 Inquests into their murders were held in 1987 and 1993 after a leaked secret military signal was made public by New Nation newspaper (own knowledge)
- No one was prosecuted after it was declared they were killed by 'unknown persons' in the first inquest (own knowledge)
- The second inquest pointed a finger of suspicion to SAP and SADF, the two security forces did not investigate further (own knowledge)
- The Cradock Four killers applied for amnesty to the Truth and Reconciliation Commission without making full disclosure (Source 2B)
- The TRC created a platform for victims and perpetrators to tell their stories about human rights abuses (Source 2C)
- They believed that there was a cover up by the police regarding who ordered the hit (Source 2D)
- The families of the Cradock Four wanted the security police who were denied amnesty to be prosecuted by the NPA (Source 2D)

- The docket was lost by the NPA, legal battle by Lukhanyo Calata and families has led to a new body DPCI (Directorate for Priority Crime Investigation) to agree to pick up the case (own knowledge)
- The families wanted justice for their loved ones' but there was slow progress in the prosecution of the security police involved in the murder of their family members (Source 2D)
- The Cradock Four families did not get closure because Barend Hermanus Du Plessis the last living suspect in the murder case had died without telling the truth (Source 2D and own knowledge)
- They feel no justice was served and hence do not have closure (own knowledge)
- Thus far the NPA has failed to carry out its constitutional mandate (own knowledge)

(Any other relevant response.)

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner, e.g., **shows no or little understanding of how the TRC dealt with the Cradock Four murder case.** • Uses evidence partially or cannot write a paragraph on the topic.	**MARKS 0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g., **shows some understanding of how the TRC dealt with the Cradock Four murder case.** • 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 Cradock Four murder case.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6 – 8**

(8)
[50]

QUESTION 3: HOW HAS GLOBALISATION AFFECTED FOOD SECURITY IN BOTH DEVELOPED AND DEVELOPING COUNTRIES IN THE 21st CENTURY?

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

To tackle the causes of food insecurity and malnutrition (1 x 2) (2)

3.1.2 *[Definition of a term from Source 3A – L2]*

- A meeting between heads of state of the Global North to tackle world hunger
- A meeting between heads of state in capitalist countries to eradicate food insecurity

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

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

- Conflict
- Violence
- Climate crisis (any 2 x 1) (2)

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

- The world is deeply interconnected and a small occurrence in one side of the world can cause a major disturbance in other areas.
- A war/climate crisis in one side of the world can result in a food crisis throughout the world
- Globalisation means that something small happening in the developed world can have a much larger effect in the developing countries

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

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

- Millions of tons of grain were blocked by Russia in the Black Sea ports preventing food assistance to vulnerable nations
- Rising cost of living in developing countries
- Rising fuel prices affected food delivery to vulnerable countries
- Increase in hunger levels in poorer countries
- Shortage of sunflower/cooking oil/wheat/animal feeds

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

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

- Build climate-resilient and sustainable (renewable) food systems
- Prevent and reduce humanitarian crises
- Using science and technology to boost food security for people in the hardest-hit countries (any 2 x 1) (2)

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

- COVID-19
- War on Ukraine
- Climate change (any 2 x 1) (2)

3.2.2 *[Definition of term from Source 3B – L1]*

- Globalisation is the process through which the flow of ideas, people, goods, services and capital has led to the integration of economies and societies
- Globalisation is a term used to describe how trade and technology (internet) have made the world into a more connected and interdependent place/village

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

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

- The USA monopolises global food trade
- The food system has become more globalised resulting in competition for food purchases
- Massive use of chemicals and hybrid plants in developed countries (USA) are impacting agricultural systems in developing countries
- A large amount of money from developed countries such as the USA is spent on food imports in developing countries

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

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

- Because of an increase in the population in poorer countries industrialised countries find it difficult to provide food security for an ever increasing population
- Climate change, inflation and wars,example the Ukranian war, puts a strain on highly industrialised countries, thereby making it difficult for them to help the poorer countries
- Water insecurity and climate change in Africa results in poor harvest and making it difficult to feed the growing population in poorer countries
- Civil unrest and corruption on the African continent e.g. Kenya, DRC, Angola causes instability and difficulty to import food in poorer countries
- Famine in countries like Sudan, Somalia and Ethiopia causes displacement and political instability resulting in a shortage of food in poorer countries

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

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

- Food security is a challenge as the USA has difficulty in providing food for all its citizens (people searching for food in the dustbins)
- Food prices are high (will work for food)
- Millions of people across the globe go to bed hungry every night (we're no longer hungry, just "food-insecure")
- Poverty, unemployment and low wages lead to food insecurity and homelessness (and you ain't homeless either, "just shelter-insecure")
- Making a mockery of the seriousness of the food crises in the USA / Trying to tone down the seriousness of the hunger crisis). ("No Hunger in USA, only food-insecurity"

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

3.3.2 *[Determining limitations of Source 3C – L3]*

The source is limited because:

- The source is one-sided, portrays the American government as not doing anything (being in denial) to deal with hunger and poverty/ American government efforts to address food security is not depicted/no government perspective
- The source is biased (against the World Bank) as it does not provide the initiatives taken by the World Bank to alleviate food insecurity
- The source does not show how the food and nutrition security programmes support vulnerable families in the USA

- The source uses emotive language- e.g. (we're no longer hungy, just 'food-insecure/and you ain't homeless either, just "shelter-insecure") to criticise the US government.
- The issue of food insecurity is exaggerated.
- The source can be used for propaganda purposes to influence people to blame the government/capitalism for poverty and hunger

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

3.4 3 4.1 *[Extraction of evidence from Source 3D – L1]*

- To boost food and nutrition security
- To reduce risks
- Strengthen food systems
- Support producers and consumers
- Facilitate increased trade in food and trade inputs
- Support vulnerable households
- Invest in sustainable food and nutrition security (any 2 x 1) (2)

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

- Canada
- France
- Germany
- Italy
- Japan
- United Kingdom
- USA (any 3 x 1) (3)

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

- IMF/International Monetary Fund
- WFP/World Food Programme
- World Bank Group
- WTO/World Trade Organisation (any 1 x 1) (1)

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

- Developed Global Food and Nutrition Security Dashboard, which provides valuable information to help them respond to the food crisis
- The World Bank is providing the financial resources/funds
- Promotes infrastructure building and the use of technology in agricultural production
- Strengthens national governments to formulate nutrition programmes
- Increases focus on responsible investments to establish environmentally-friendly infrastructure
- Reduce food loss and waste

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

3.5 *[Comparison of evidence in Source 3C and 3D – L3]*

- Source 3C shows that food insecurity is a major challenge for the USA and Source 3D refers to the World Bank financing new projects to address food and nutrition security
- Source 3C shows that there was a hunger crisis in the USA and Source 3D refers to the G7 nations including the USA convening a Global Alliance to addressing the global hunger crisis

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

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

Candidates could include the following aspects in their response:

- A Global Food Security Summit was held in November 2023 to address the food crisis looming in the world (Source 3A)
- In 2022 there were 4.7 million people experiencing food poverty (Source 3A)
- Millions of people across the globe go to bed hungry every night especially in the Global South (own knowledge)
- The Ukraine crises and other wars, COVID-19 and climate change have exacerbated food insecurity in both developed and developing countries (Source 3A, Source 3B)
- Highly industrialised countries are unable to prevent food insecurity developing in poorer developing countries (Source 3B)
- Food security policies need to promote a solution to the problem (own knowledge)
- Good governance (not corruption) is very important in eradicating poverty and food insecurity (Source 3B)
- Developed countries such as the USA experience food insecurity (Source 3C)

- One in eight Americans are food insecure (own knowledge)
- People still do not have access to food because food prices are too high (Source 3C)
- The World Bank has made 30 billion dollars available to address the food security crisis (Source 3D)
- The G7 nations have developed a global Food and Nutrition Security Dashboard to help improve policy and financial response to the food crisis (own knowledge)
- The IMF, World Bank, WFP and WTO are taking serious steps to prevent the food crisis from worsening (Source 3D)

(Any other relevant response.)

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner **shows little understanding on how globalisation affected food security in developed and developing countries in the 21st century.** • Uses evidence partially or cannot write a paragraph on the topic.	**MARKS 0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding on how globalisation affected food security in developed and developing countries in the 21st century.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3 – 4**
LEVEL 3	• Uses relevant evidence e.g. **demonstrates a thorough understanding on how globalisation affected food security in developed and developing countries in the 21st century.** • 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

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

SYNOPSIS

Candidates need to explain to what extent self-assertiveness promoted by the Black Consciousness Movement influenced black South Africans to challenge the apartheid regime in the 1970s.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

Introduction: Candidates need to take a stance and indicate to what extent self-assertiveness promoted by the Black Consciousness Movement influenced black South Africans to challenge the apartheid regime in the 1970s.

They should also indicate how they will support their line of argument.

ELABORATION

Political vacuum created by ANC and PAC leadership being banned and being in exile – background

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 assertiveness

- 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
- 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)
- South African Students Movement formed in 1972 which exposed Blacks to the ideals of BC

- BCM and SASO organised FRELIMO Rallies (1974) -expression of assertiveness that challenged the NP
- The arrests of BC leaders heightened the political activism - an example of how government wanted to silence the assertiveness of the movement

Student self-assertiveness

- Bantu Education introduced Afrikaans as a medium of instruction in schools (1975)
- SASO and SASM influenced the formation of Soweto Students Representative Council (SSRC)
- Both black teachers and students rejected Afrikaans – as the language of the oppressor – expression of assertiveness
- 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
- 16 June 1976 students protested peacefully against the implementation of the circular **-** example of assertiveness
- Police response to student protests (Hector Petersen, a 13-year-old boy was one of the first casualties of this uprising) – an example of how government wanted to silence the assertiveness of the movement/students

Self assertiveness and self-reliance through community programmes

- Biko's banishment to King Williams Town led to diverted focus to community programmes – an example of how government wanted to silence the assertiveness of the movement
- BC promoted independence from whites through Black Community Programmes to support blacks without white assistance. (Zanempilo Health Clinic/Ginsburg Educational Trust/Zimele Trust Fund/Sole Mpilo Community Health Centre/ Ithuseng Community Health Programme and Winter School Projects)

Expression of assertiveness by Black workers (Labour Unions)

- 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 – Durban Moment-challenged the NP and the employers
- Trade unions were recognised as legal by government

Expression of assertiveness through media

- Role of media that was sympathetic to the BC philosophy, e.g. The World/Thrust newspaper
- NP banned all 17 BC aligned organisations and closed down BC sympathetic newspapers – national party wanted to deal with the self assertiveness of the BC movement that challenged the apartheid regime.

(Any other relevant response.)

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

QUESTION 5: THE COMING OF DEMOCRACY 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. If they agree with the statement, they need to explain how the process of negotiations for a democratic South Africa was riddled (filled) with violence and tensions that almost derailed the birth of a new South Africa.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

Introduction: Candidates could agree or disagree that the process of negotiations for a democratic South Africa was riddled (filled) with violence and tensions that almost derailed the birth of a new South Africa. They should indicate how they would support their line of argument.

ELABORATION

Candidates should focus on the process of negotiations between 1990 and 1994:

- F W de Klerk took over from Botha and introduced reforms
- De Klerk's speech in parliament on 2 February 1990
- The unbanning of political and civic organisations such as the ANC and SACP
- Removal of restrictions on COSATU and AZAPO
- FW de Klerk's decision to release Mandela from prison on 11 February 1990
- A way was paved for the formal negotiations
- First meeting between FW de Klerk and Mandela – Groote Schuur 2 May 1990 (the Groote Schuur Minute)
- The issue of violence in Sebokeng that almost derailed the start of negotiations
- Followed by another meeting in Pretoria – 6 August 1990 – ANC agreed to suspend the armed struggle (the Pretoria Minute)
- CODESA 1,19 political parties met at the World Trade Centre, Kempton Park
- AZAPO, CP and PAC delegates refused to attend the negotiations-caused tensions that almost derailed formal talks
- Right-wing Conservative Party and left-wing Pan Africanist Congress boycotted CODESA I
- IFP leader, Mangosuthu Buthelezi also refused to attend
- Violence erupted in some parts of the country – Sebokeng and Natal-threatened to derail the negotiations
- Whites-only referendum gave De Klerk a clear mandate to negotiate, which was a challenge to right-wingers

- CODESA II collapsed over majority rule/power sharing/regional powers - caused tensions
- The National Party wanted minority veto while the ANC wanted an interim government for no longer than 18 months and simple majority rule
- Increased violence (i.e. Boipatong – 17 June 1992; Bisho – 7 September 1992)- almost derailed the negotiation process
- Assassination of Chris Hani led to protests which could have derailed the process of negotiations - created tensions
- Sunset Clause was introduced by Joe Slovo – broke the negotiations deadlock
- Storming of the World Trade Centre by the right-wing AWB
- Record of Understanding as a result of talks between Cyril Ramaphosa and Roelf Meyer
- St James Church bombing, Heidelburg Tavern, killing of American exchange student Amy Biehl- by APLA
- Shell House massacre
- Bophuthatswana massacres-almost derailed birth of a new democracy
- Right-wing bombings across South Africa, e.g. Jan Smuts Airport
- Final agreement for the elections was reached
- 27 April 1994 Election
- ANC won elections and Mandela became the first black South African president
- Government of National Unity was 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 ORDER: THE EVENTS OF 1989

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

SYNOPSIS:

Candidates need to critically discuss how the reforms of Gorbachev led to the collapse of communism and the disintegration of the Soviet Union which ultimately brought change in the South African political landscape from 1989.

MAIN ASPECTS:

Candidates could include the following aspects in their response:

Introduction: Candidates need to take a line of argument by critically discussing the assertion that the reforms introduced by Gorbachev led to the collapse of the communism and brought about change in the political landscape in South Africa from 1989.

ELABORATION

- Gorbachev wanted to modernise the Soviet economy (perestroika), allow 'openness' (glasnost) – briefly.
- 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
- This led to the end of communism and the end of the Cold War/Russia was no longer regarded as a superpower
- These reforms would have a profound effect on the Soviet Union and South Africa
- The disintegration of the Soviet Union
- 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 deadlock 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