GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

PREPARATORY EXAMINATION

2025

MARKING GUIDELINES

HISTORY (PAPER 2) (10792)

26 pages

1. SOURCE-BASED QUESTIONS

1.1 The following cognitive levels were used to develop source-based questions:

Cognitive Levels	Historical skills	Weighting of questions
LEVEL 1	• Extract evidence from sources • Selection and organisation of relevant information from sources • Define historical concepts/terms	**30%** **(15)**
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 the 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 it is indicated by placing 4 ticks (✓✓✓✓) beside the answer.

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 as well as a brief comment, e.g.

  _____• _____• _____

  _____• _____ ✓✓✓✓

  LEVEL 2 = 4

  Used mostly relevant evidence to write a basic paragraph.

- Count all the ticks for the source-based question and then write the mark on the bottom margin to the right, e.g. $\left(\frac{32}{50}\right)$
- 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) appropriate argument(s) (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 — **Λ**
- Wrong statement
- Irrelevant statement — **|**
- Repetition — **R**
- Analysis — **A** ✓
- Interpretation — **|** ✓
- Line of Argument — **LOA** ↕

2.5 The matrix

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.

GLOBAL ASSESSMENT OF ESSAYS – TOTAL MARKS: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PRESENTATION → **CONTENT** ↓	Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence, sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence is used to some extent to support the line of argument Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive, or some attempt at developing a line of argument. No attempt to draw a conclusion	Little or no attempt to structure the essay.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	**47 – 50**	**43 – 46**					
LEVEL 6 Question has been answered. Content selection relevant to the line of argument.	**43 – 46**	**40 – 42**	**38 – 39**				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	**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 at structuring the essay = 0
- Content selection includes basic and generally irrelevant information; no attempt at structuring the essay = 1 – 6
- Question inadequately addressed and vague; little attempt at structuring the essay = 7 – 13

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID THE BLACK SASH CHALLENGE THE APARTHEID REGIME IN THE 1980s?

Study Sources 1A, 1B, 1C and 1D and answer the questions that follow.

1.1 Read source 1A.

1.1.1 *[Extraction of evidence from Source 1A – L1]*
19 May 1955 (1 x 1) (1)

1.1.2 *[Extraction of evidence from Source 1A – L1]*
- Jean Sinclair
- Ruth Foley
- Elizabeth McLaren
- Tertia Pybus
- Jean Bosazza
- Helen Newton-Thompson (Any 2 x 1) (2)

1.1.3 *[Extraction of evidence from Source 1A – 1]*
- …campaigned against the removal of the mixed-race voters (known as 'coloured' in South Africa) from the voters' roll in the Cape Province
- mark the mourning of the death of the South African constitution as the apartheid regime rolled out into every aspect of life.

(Any 1 x 1) (1)

1.1.4 *[Definition of a term from Source 1A – L1]*
- Set of laws/rules that are used to govern a country
- Any other relevant response (1 x 2) (2)

1.1.5 *[Extraction of evidence from source 1A – L1]*

- … held regular vigils (observations) outside parliament (1 x 2) (2)

1.1.6 *[Interpretation of information in Source 1A – L2]*
- Restricted the movement of blacks
- Pass laws made the lives of blacks difficult
- If they did not have the pass on their person, they were arrested/It treated blacks like outcasts/criminals.
- It was still difficult for them to apply for a pass book.
- Challenged the basic right of blacks to live with their families.

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

1.2 Use Source 1B.

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

- African National Congress Women's League/(ANCWL)
- Cape Association to Abolish Passes for African Women/(CATAPAW) (2 x 1) (2)

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

- Many Africans were arrested for pass law offences and therefore needed representation.
- Government used more repressive tactics to limit the movement of Africans and enforce pass laws

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

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

- Form of silent, non-violent protest used by Black Sash members during apartheid years
- When Black Sash members silently stood outside parliament as a way of rejecting apartheid legislations
- When members of the Black Sash stood alone outside parliament and other government offices on a regular basis as a way of showing disapproval of apartheid laws
- Members of the Black Sash sat peacefully in courts to express their dissatisfaction with the prosecution of pass law offenders.

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

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

- Black Sash exposed the pain experienced by blacks during apartheid.
- Protests organised by Black Sash revealed how non-whites suffered due to apartheid laws.
- Black Sash promoted the human rights of non-whites.
- The Black Sash women being present in the courts gave them a better understanding of the challenges black people faced.

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

1.3 Refer to Source 1C.

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

- To show that the Black Sash stood for non-violence/protested peacefully.
- To show the bravery of members/white women of the Black Sash challenging apartheid/their own government
- To show that some whites were against apartheid
- To highlight that members of the Black Sash stood up for their beliefs by challenging the authority of the apartheid regime

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

1.3.2 *[Evaluating the usefulness of Source 1C – L3]*

The source is useful because:

- The photograph was taken on the 21 September 1989 during the 'Standing for Truth Campaign'.
- It's a primary source, a photograph showing the Black Sash protesting against the apartheid government.
- It shows that the Black Sash were protesting peacefully against unjust laws.

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

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

- In Source 1B it is mentioned that the members participated in sit ins in courts as a form of peaceful protest and Source 1C shows that the members are in support of peaceful methods of protest/Both sources show that the Black Sash opposed apartheid through peaceful protests
- It is mentioned in Source 1B that the Black Sash worked with women from the ANCWL and CATAPAW and Source 1C depicts women from different race groups protesting against apartheid injustices.

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

1.5 Consult Source 1D

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

- To limit protests to one person outside parliament (1 x 1) (1)

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

- For holding a mass stand (protest) in Greenmarket Square (1 x 1) (1)

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

- they merely had their photographs and fingerprints taken, after which they were released on their own recognisances (promise)
- they experienced better treatment because of their white skin

(Any 1 x 2) (2)

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

- Black Sash challenged apartheid government when it was tough due to repression and bannings/it supported members of banned organisations during repression.
- It demonstrated that resistance to apartheid was not limited to black South Africans only.
- It highlighted the importance of multi-racial solidarity in the fight for justice and equality.
- Black Sash has fought tirelessly against injustice and inequality in South Africa.
- White women sacrificed their white privilege and opposed apartheid when it was not fashionable to do so.
- Black Sash proved Mandela's belief that nobody was born hating the other person / not all whites were racists.

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

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

- Black Sash campaigned against the removal of the mixed-race voters (Source 1A).
- Black Sash held regular vigils outside government buildings (Source 1A).
- Created advice offices to help the black citizens in trouble with apartheid laws (Sources 1A & 1B)
- Black Sash helped victims of forced removals (Source 1B).
- The Black Sash used the media to educate black South Africans about the injustices of Apartheid / to expose the injustices of Apartheid (Source 1B)
- The Black Sash worked with other organisations. (e.g. ANCWL; CATAPAW; ECC and FEDSAW, MDM) (Source 1B)
- Organised sit-ins in the commission courts (Source 1B)
- Supported the peaceful protest. (Source 1C).
- They called for the end of compulsory conscription (own knowledge)
- Black Sash opposed apartheid by standing outside parliament and other government offices on a regular basis (Sources 1D).
- Black Sash remained active until the end of apartheid and also took part in the reconciliation talks (Source 1D)
- The Black Sash used peaceful protests, petitions, and legal action to challenge apartheid laws and policies (own knowledge)
- They provided support to the victims of apartheid (own knowledge)
- They helped black South Africans navigate the legal system and provided welfare assistance (own knowledge)
- The Black Sash's activism brought international attention to the injustices of apartheid (own knowledge)

Any other relevant response (8)

[50]

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows little or no understanding of how the Black Sash challenged the Apartheid regime 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. **shows some understanding of how the Black Sash challenged the Apartheid regime 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 how the Black Sash challenged the Apartheid regime in the 1980s** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	**MARKS 6-8**

QUESTION 2: WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) ABLE TO BRING CLOSURE TO BLACK SOUTH AFRICAN FAMILIES FOR THE MURDERS OF ANTI-APARTHIED ACTIVISTS SUCH AS NTOMBI KUBHEKA?

2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
16 April 1996 (1 x 1) (1)

2.1.2 *[Extraction of evidence from Source 2A – L1]*
- That the truth about how apartheid police had mercilessly tortured and murdered their loved ones would eventually be heard

(1 x 2) (2)

2.1.3 *[Definition of a term from Source 2A – L1]*
- Process of forgiving someone who has committed a politically motivated crime.
- not punishing someone guilty of political crimes/human rights violations
- Official pardon or forgiveness of a perpetrator that has given full disclosure of crimes committed in the past.

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

2.1.4 *[Extraction of evidence from Source 2A – L1]*
- Richard Motasi
- Irene Motasi
- Ntombi Kubheka
- Matthews Mabalane
- Phila Ndwande (Any 3 x 1) (3)

2.1.5 *[Interpretation of evidence from Source 2A – L2]*
- Perpetrators were required to provide full disclosure (tell the truth)/not hide any information of politically motivated crimes committed during apartheid to families/victims.
- Closure could only be achieved by victims and families if the full truth was revealed so that reconciliation could take place.

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

2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- Umkhonto weSizwe/MK (1 x 2) (2)

2.2.2 *[Interpretation of evidence from Source 2B – L2]*
- Ntombi was regarded as a threat to the apartheid state.
- She was seen as leading the ANC/MK and the violence in the country.
- Regarded as a political threat that planned to overthrow the NP government that had to be stopped.
- The security police hoped to get information from her about ANC/MK underground activities

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

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

- Bringing her remains closer to home
- Finding healing/closure
- To give her a dignified send-off/decent burial
- To acknowledge her role as an anti-apartheid activist

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

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

- From the documentary, Thuli finally got to know the truth about what happened to her mother.
- This helped her to find closure more than 3 decades later
- The story helped her find out about her mother's activism/role as an anti-apartheid activist.
- She was shocked by the brutality of the security police
- She needed a truthful story about her mother to share with her own daughter.
- The retelling of the story opened up old wounds.

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

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

- To inform the public of the upcoming documentary that would retell the story of slain political activist Ntombi Kubheka
- To inform the public/create dialogue around police brutality and human rights violations by the NP government
- To expose the apartheid government for the ruthless way in which political activists were dealt with
- In remembrance of unsung heroes and heroines
- Raise awareness of the struggle against apartheid

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

2.3.2 *[Determining the reliability of Source 2C – L3]*

- Produced by respected (award-winning) filmmaker, Enver Samuels
- This documentary is based on facts/Documentaries are research and are therefore factual.
- The filmmaker is known for telling the lesser-known stories of unsung heroes and heroines of the struggle against apartheid.
- Can be corroborated with Sources 2B/2D which explains how Ntombi was murdered by the security police
- It was published by the University of KwaZulu-Natal/The poster also has emblems of well-known institutes renowned for research (UKZN).
- The poster can spark further research into the case of Ntombi Kubheka.

Any other relevant response

(Any 2 x 2) (4)

2.4 2.4.1 *[Explanation of concept from Source D – L2]*

- A political leader/activist that organised/mobilised and participated in the resistance against the white minority (National Party) oppression of the black majority in SA from 1948-1994

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

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

(a) Major Hendrik Botha

- died of heart-attack as she was a large woman and overweight
- Was never shot but died of a heart attack (Any 1 x 2) (2)

(b) Lawyer John Wills

- Was shot (1 x 2) (2)

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

- Police officers lied in order to get amnesty.
- They were afraid of telling the truth.

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

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

- 'They lured Kubheka to her arrest and she died at the hands of Botha and his team' (1 x 2) (2)

2.5 *[Comparison of Sources 2B and 2D to ascertain support- L3]*

- Source 2B suggests that Ntombi was tortured/ killed /executed, her body was dumped near her home by the Port Natal Security Branch and Source 2D confirms that the Security Branch Police were involved in her abduction and murder/ Both sources confirm that the Security Branch Police were involved in her abduction and murder
- Source 2B explains that Ntombi was interrogated and tortured and Source 2D suggests that the police informers lured Kubheka to her arrest after which she died at the hands of Botha and his team.
- The evidence in Source 2B implies that Ntombi was killed in a gruesome manner and source 2D mentions that she was shot in the head by the security police

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

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

Able to bring closure to black South African families

Candidates could include the following aspects in their response:

- Black South Africans were filled with hope that the TRC's Amnesty Committee would bring forth the truth about the apartheid police and their brutality. (Source 2A)
- Victims/families, including the family of Ntombi Kubheka hoped that they could finally find out the truth about what happened to their loved ones (Source 2A)
- The TRC created a platform for Black South Africans to find out the truth about the murders of their loved ones (own knowledge).
- Public hearings were held all over the country (own knowledge).
- Perpetrators applied for amnesty and testified before the TRC's Amnesty Committee (Source 2B and 2D).
- TRC revealed that Ntombi was abducted and murdered and buried by the security police (Source 2B and 2C).
- The family was able to access her remains and give Ntombi a decent burial and erect a tombstone. (Source 2B).
- A documentary was produced in her honour, to celebrate her life and role (Source 2C).
- This brought some form of closure as there was no longer any doubt regarding the whereabouts of her remains (Source 2D).
- Her graveside will be a monument for the family as to her bravery (own knowledge).

Any other relevant response

OR

Not able to bring closure to black South African families

- In many cases perpetrators lied to get amnesty (own knowledge).
- Others refused to testify after receiving a subpoena from the TRC (own knowledge).
- Many died with the secrets about their human rights violations unrevealed (own knowledge).
- Many families were not able to find closure as they still hope for justice e,g Motatsi, Kubheka, Mabalane and Ndwandwe (Source 2A).
- Thuli still grapples with what happened to her mother Ntombi Kubheka, and how difficult life was without a mother (Source 2B).
- The filming of her mother's documentary opened old wounds (Source 2B).
- It was only revealed 10 years later that Ntombi Kubheka was arrested, tortured and brutally shot by the security police and her body dumped (Source 2D).
- During the application for amnesty the security police lied about the cause of her death claiming that a heart attack was the cause of death (Source 2D).
- The Kubeka family lawyer John Wills disputed the findings of the security police (Source 2D).

- Ntombi's daughter Thuli, was not healed and the documentary on her mother's life reopened her longing for a mother figure (own knowledge).
- It is doubtful that she ever achieved closure even after the inquest and the documentary. **(8)**

Any other relevant response **[50]**

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows little or no understanding of whether the Truth and Reconciliation Commission (TRC) was able to bring closure to black South African families for the murders of anti-apartheid activists such as Ntombi Kubheka** • Uses evidence partially or cannot write a paragraph	**MARKS 0-2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic , e.g. **shows some understanding of whether the Truth and Reconciliation Commission (TRC) was able to bring closure to black South African families for the murders of anti-apartheid activists such as Ntombi Kubheka** • 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 whether the Truth and Reconciliation Commission (TRC) was able to bring closure to black South African families for the murders of anti-apartheid activists such as Ntombi Kubheka** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6-8**

QUESTION 3: HOW DO INTERNATIONAL E-COMMERCE GIANTS (COMPANIES) AFFECT THE RETAIL INDUSTRY IN SOUTH AFRICA IN THE 21ST CENTURY?

3.1 3.1.1 [*Extraction of evidence from Source 3A – L1*]
- Online retail giants like Temu and Shein have stormed the market
- disrupting the local retail landscape
- posing significant threats to homegrown businesses (Any 1 x 2) (2)

3.1.2 [*Extraction of evidence from Source 3A – L1*]
- Temu
- Shein (2 x 1) (2)

3.1.3 [*Interpretation of evidence from Source 3A – L2]*
- They provide cheap clothing/retail products with which the local retail shops cannot compete.
- The influx of clothes/products from Temu and Shein will lead to job losses in the local clothing/retail industry
- The local retail stores cannot compete with the low prices, resulting in loss of profits for local retail shops.
- They offer more fashionable clothes/a wider variety of different styles/products.
- These platforms offer one stop shopping (convenience) that offers everything a consumer may need on one platform.

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

3.1.4 [*Extraction of evidence from source 3A – L1*]
- South African Revenue Services is set to implement new tax regulations from 1 July 2024.
- these changes will impose a 45% import duty/tax plus VAT on all clothing parcels (Any 1 x 2) (2)

3.1.5 [*Interpretation of evidence from Source 3A – L2*]
- Due to high customs duties, people will now buy more locally produced goods which will boost local businesses.
- The tax initiative will lead to fewer people losing their jobs in the local industry.
- The tax initiative will boost healthy competition in the retail industry.
- The tax initiative will force international e-commerce outlets to pay full customs duties and VAT on their products.

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

3.2 3.2.1 [*Extraction of evidence from Source 3B – L1*]
- Takealot group (1 x 1) (1)

3.2.2 [*Definition of a term from Source 3B – L1*]
- The process of re-establishing/rebuilding industries in a country after a period of decline/an economic slump
- An economic, social and political process that involves organising a country's resources to boost economic growth

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

3.2.3 *[Interpretation of evidence from Source 3B – L2*]
- The flooding of cheap goods into the markets has a negative impact on the South African economy/hampers economic growth.
- The flooding of cheap goods into the South African markets results in small businesses closing down.
- Leads to the loss of income for many South Africans and limited job opportunities for the local population
- Hampers industrial development in the retail industry and the creation of employment/decent work

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

3.2.4 [*Extraction of evidence from Source 3B – L1*]
- Foschini
- Bash (2 x 1) (2)

3.3 [*Comparison of evidence from Source 3A and 3B to ascertain their similarities – L3*]
- Source 3A highlights that online stores pose a significant threat to homegrown businesses and Source 3B mentions that Temu and Shein threaten South Africa's reindustrialisation efforts.
- Source 3A mentions that online stores are destroying local brands and Source 3B states that the local clothing industry faces serious challenges from Temu and Shein.
- Both sources highlight the measures implemented by SARS to ensure that the retail industry in South Africa will recover from the unfair competition presented by Temu and Shein.

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

3.4 3.4.1 [*Interpretation of evidence from Source 3C – L2*]
- To expose/condemn the exploitation of workers by online stores/fast fashion industry such as Temu selling enormous amounts of clothing at extremely low prices
- To highlight the plight of factory workers who are made to work long shifts for very low wages (dark side of our love affair with Temu)

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

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

- Temu sells a large amount of cheap clothing online but workers in these factories work for long hours for meagre wages (eighteen hours a week to meet their quotas).
- Cheap prices carry a high cost for the employees.
- Workers in these factories are exploited and their human rights are violated (use forced Chinese labour).

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

3.4.3 [*Determining limitation of Source 3C – L3*]

The source is limited because

- It only highlights the negative side of Temu, giving the impression that only Temu exploits workers (the dark side of Temu).
- It portrays a one-sided view of the conditions of workers in Temu factories.
- It uses emotive language 'Our love affair with Temu'.
- The photograph shows only one worker and does not show the full extent of exploitation.

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

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

- South African Clothing and Textile Workers' Union/ SACTWU (1 x 1) (1)

3.5.2 [*Explanation of a concept from Source 3D – L2*]

- A formal written request signed by many people not to impose a tariff increase of 45% on clothes above R500 purchased from Temu or Shein online stores

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

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

- South Africa's Retail-Clothing, Textile, Footwear and Leather Masterplan

(1 x 2) (2)

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

- Local factories were stimulated through the masterplan, where financial support for the purchase of equipment and machinery to small factories was provided.
- The masterplan has consequently created more than 20 000 jobs in the retail sector.
- This led to a 60% increase in locally produced goods.
- Customs duty fraud has been reduced on imported goods.
- SARS has increased the inspection of goods.
- SARS customs confiscates and destroys illegal goods.

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

3.6 [*Interpretation, evaluation, and synthesis from relevant sources – L3*]
Candidates could include the following aspects in their responses:

- Online shops such as Temu and Shein have stormed the South African markets disrupting the local retail industry (Source 3A).
- They pose a serious challenge to the local industry because they flood the local markets with cheap clothing/goods (Source 3A).
- The flooding of cheap goods onto the markets has placed tremendous pressure on the local retail industry. (Source 3A)
- It has led to unfair competition that has forced the local factories to close down. (Source 3A)
- This led to increased job losses in the retail sector (Source 3A).
- South African local brands are suffering because they cannot match the cheaper clothing/goods produced by Temu and Shein/other online stores (Source 3A).
- These online stores have taken advantage of the administrative loophole to import their products into South Africa at a very low cost (Source 3B).
- Temu and Shein were accused by the Takealot group of threatening the reindustrialisation efforts in South Africa (Source 3B).
- Online stores are harming small businesses in South Africa (Source 3B).
- Consumers in SA were taking advantage of the cheap prices/variety of clothes offered by the online stores/fast fashion stores. (Source 3D)
- When SARS imposed a higher tariff on the imports of clothes from these online stores, thousands of South Africans signed a petition opposing the decision (Source 3D).
- South African consumers complain that local goods are expensive and therefore the preference exists for cheaper merchandise from Temu and Shein (Source 3D).

Any other relevant response (8)
[50]

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner **shows little understanding of how international e-commerce giants (companies) affect the retail industry in South Africa 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 of how international e-commerce giants (companies) affect the retail industry in South Africa 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 of how international e-commerce giants (companies) affect the retail industry in South Africa in the 21st century.** Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 5 – 8**

SECTION B: ESSAY QUESTIONS

QUESTION 4: THE CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA – THE CRISIS OF APARTHEID IN THE 1980s.

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

SYNOPSIS

Candidates should critically discuss how Steve Biko and the Black Consciousness movement empowered blacks to stand up for themselves against apartheid in the 1960s and 1970s. The critical discussion should indicate how Steve Biko and the Black Consciousness movement empowered blacks to stand up for themselves and how the Apartheid government responded to that. They need to substantiate their argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their essays:

Introduction:
Candidates should indicate how Steve Biko and the Black Consciousness movement empowered blacks to stand up for themselves against apartheid and how the Apartheid government responded to that. They should provide an outline of the content that they will use for the focus on how Steve Biko and the Black Consciousness movement empowered blacks to stand up for themselves against apartheid in the 1960s and 1970s.

ELABORATION

- Political vacuum (background)
  - Created after the banning of the ANC and PAC in 1960
  - Imprisonment of political leaders in the 1960s
  - Leaders exiled
  - Suppression of political gatherings and activities in the 1960s

- **Role of BCM**

  - led by Biko in organising black South Africans around the philosophy of Black Consciousness
  - Infused blacks with sense of pride
  - 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

- **BC empowered black to form new political organisations**
  - 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

- BCM and SASO organised VIVA FRELIMO Rallies (1974)- government felt threatened by these fearing an attack on them and planned to counter these actions
- Government arrested SASO leaders, expelled some from universities, some went to exile
- The arrests of BC leaders heightened political activism
- BC led to the formation of the Black Peoples' Convention (BPC) in 1972 which involved students, churches, communities and trade unions
- student leaders were constantly harassed by the police

- **BC and Labour- empowered labour to challenge unfair labour laws and working conditions**
  - Unions aligned to the BC philosophy included Black Parents' Association and Black Allied Workers Union (BAWU)
  - Organised workers to form trade unions
  - BC led to the formation of the Black Allied Workers Union (BAWU) – worker's strikes in Durban in 1973

- **BC and Community Projects – empowered self-reliance through creation of community projects**
  - Biko's banishment to King Williams Town led to diverted focus to community programmes
  - BC promoted independence from dependence on whites through establishment of Black Community Programmes to support blacks without white assistance. Examples are Zanempilo Health Clinic; Ginsburg Educational Trust; Zimele Trust Fund; Solempilo Community Health Centre; Ithuseng Community Health Programme and Winter School Projects

- **BC and the Soweto uprising – BC empowered students to challenge Bantu Education/renewed courage to challenge the ills of apartheid**

  - Bantu Education introduced Afrikaans as a medium of instruction in schools (1975)
  - The departmental circular on Afrikaans (50/50) was the trigger for the Soweto uprising
  - 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
  - South African Students Movement formed in 1972 which exposed blacks to the ideals of BC
  - Some teachers and learners were already exposed to the teachings of Biko and the BC philosophy through SASO student teachers from universities
  - 16 June 1976 students protested peacefully against the implementation of the circular
  - Police response to student protests (Hector Petersen, a 13-year-old boy was one of the first casualties of this uprising.)

- **BC and media – Media influenced the spread if the ideology to all sectors of society**

- Media was sympathetic to the BC philosophy, e.g. The World newspaper, Thrust
- Government response
- All 17 BC aligned organisations were banned
- Biko killed in 1977 while in police custody
- Government introduced more repressive laws

Any other relevant response

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

QUESTION 5: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST

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

SYNOPSIS

Candidates need to explain that the road to democracy was characterised by a combination of challenging circumstances, to a greater or lesser extent which ultimately led to a negotiated settlement in South Africa in 1994. They need to support their argument with relevant historical evidence

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to explain that the road to democracy was characterised by a combination of challenging circumstances, to a greater or lesser extent which ultimately led to a negotiated settlement in South Africa in 1994. They should provide an outline or examples of content they would use to support their line of argument

ELABORATION

- De Klerk comes to power in 1989 – brief background
- De Klerk' s speech in parliament – 2 February 1990
- The unbanning of political and civic organisations such as the ANC and SACP
- The removal of restrictions on COSATU and AZAPO leadership
- De Klerk's decision to release Mandela from prison on 11 February 1990 which paved the way for negotiations
- Violence that erupted in Sebokeng/Vaal – during rent protests (challenge)
- Groote Schuur Minute – 2 May 1990 ANC and NP met, ANC delegation led by Nelson Mandela, NP delegation led by FW De Klerk - Leadership overcame differences and violence
- Pretoria Minute – 6 August 1990 - ANC agreed to suspend the armed struggle
- Third force violence in Natal between Inkatha, the ANC and the apartheid government
- CODESA 1 – 19 political parties excluding AZAPO, CP and PAC 300 delegates-
- Whites-only referendum and its impact – March 1992
- CODESA 2 -2 May 1992- collapsed. Parties failed to agree on a new constitution-making body and interim government
- NP wanted minority veto while ANC wanted an interim government for no longer than 18 months and simple majority rule -disagreements made the negotiations difficult
- Violence erupts in some parts of the country such as the Transvaal and Natal-complicating the delicate negotiations
- Boipatong massacre and its consequences – (17 June 1992) - Violence complicated the transition to democracy
- Bisho massacre derailed the process of negotiations (7 September 1992)
- Record of Understanding signed on 26 September 1992 between Roelf Meyer (NP) and Cyril Ramaphosa (ANC)

- 1993 Multi-Party negotiation forum
- Sunset Clause introduced by Joe Slovo broke the negotiations deadlock
- Assassination of Chris Hani (10 April 1993) and its impact on South Africa – Violence complicated the transition to democracy
- Right-wing (AWB) attack on World Trade Centre and its consequences – June 1993
- St James massacre by APLA – July 1993
- Heidelberg tavern massacre by APLA – December 1993
- Violence in Bophuthatswana(11 March 1994) – on the eve of elections made the transition to democracy difficult
- Shell House massacre and its consequences – 28 March 1994- Violence made the transition to democracy not easy
- Election date – 27 April 1994
- ANC won elections and Mandela became the first black South African President
- Government of National Unity established

Any other relevant response

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

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

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

SYNOPSIS

Candidates need to agree or disagree with the statement that the collapse of the Soviet Union in 1989 served as a major catalyst (spark) for the political transition that occurred in South Africa in the 1990s. If candidates disagree, they need to support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- Introduction: Candidates need to take a stance by agreeing or disagreeing that the collapse of the Soviet Union in 1989 served as a major catalyst for the political transition in South Africa in the 1990s. They should provide an outline or examples of content they would use to support their line of argument. If candidates disagree, they need to substantiate their line of argument with relevant historical evidence.

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 that full democracy be introduced
- This led to the end of Communism and the end of the Cold War/fall of Berlin Wall.
- 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.
- 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 (debatable) 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.
- This peaceful transition from white minority rule to black majority rule in Namibia served as a blueprint for SA to do the same.
- De Klerk was encouraged by this, believed negotiations would not be a suicidal course of action.
- It became evident that the National Party government could not maintain white supremacy rule indefinitely.
- Influential National Party members started to realise that apartheid was not the answer for the development of 'white' economic interests.
- The government started to believe that reform needed to include the development of a strong black middle class which would act as a 'bulwark against revolution'.
- The South African government could no longer use the threat of communism to generate Western support.
- South Africa could no longer rely on Western backing for its ‘anti-communist’ stance.
- World politics changed and this had an impact on South Africa’s apartheid policies.
- The apartheid regime could no longer use communism to justify its policy of racial segregation.
- The National Party’s claim that it was protecting South Africa from a communist onslaught became unrealistic.
- De Klerk thought that ANC would be weak and showed his willingness to negotiate with the ANC.
- The USSR could no longer support the ANC financially as it was bankrupt.
- The USSR would not support the ANC with weapons anymore as it favoured peaceful negotiations.

- The ANC was unable to continue the armed struggle against the NP without this military and financial support.
- The ANC now also showed willingness to negotiate with the NP as an alternative to the armed struggle.
- FW de Klerk started to accept that the black struggle against apartheid was not a conspiracy directed from Moscow.
- 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, and this paved the way for multi-party talks.
- These talks ultimately led to democratic elections that were held in 1994.

Any other relevant response

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

TOTAL: 150