GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

# PREPARATORY EXAMINATION

# 2017

# MARKING GUIDELINES

**SUBJECT: HISTORY P2 (10792)**

**23 pages**

**GAUTENG DEPARTMENT OF EDUCATION**

**PREPARATORY EXAMINATION – 2017**

**HISTORY**
**(Second Paper)**

# MEMORANDUM

## 1. SOURCE-BASED QUESTIONS

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

| Cognitive Levels | Historical skills | Weighting of questions |
|---|---|---|
| **LEVEL 1** | • Extract evidence from sources<br>• Selection and organisation of relevant information from sources<br>• Define historical concepts/terms | **30%**<br>**(15 marks)** |
| **LEVEL 2** | • Interpretation of evidence from sources<br>• Explain information gathered from sources<br>• Analyse evidence from sources | **40%**<br>**(20 marks)** |
| **LEVEL 3** | • Interpret and evaluate evidence from sources<br>• Engage with sources to determine their usefulness, reliability, bias and limitations<br>• Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions | **30%**<br>**(15 marks)** |

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

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

### 1.3 Assessment procedures for source-based questions

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

**Paragraph question**

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

- 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 right-hand, bottom margin e.g. 32/50

- Ensure that the total mark is transferred accurately to the front/back cover of the answer book.

## 2. ESSAY QUESTIONS

### 2.1 The essay questions require candidates to:

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

### 2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

### 2.3 Global assessment of the essay

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

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

### 2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

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

2.4.3 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised ^
- Wrong statement _____
- Irrelevant statement |
  |
  |
- Repetition R
- Analysis A √
- Interpretation I√

## 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.

2.5.1 The first reading of the essay 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 | |
| | | |

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

| | | |
|---|---|---|
| C | LEVEL 4 | |
| P | LEVEL 3 | |

2.5.3 Allocate an overall mark with the use of the matrix.

| | | |
|---|---|---|
| C | LEVEL 4 | } 26 |
| P | LEVEL 3 | |

## MARKING MATRIX FOR ESSAY – TOTAL MARKS: 50

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

## QUESTION 1

## HOW DID STEVE BIKO AND THE BLACK CONSCIOUSNESS MOVEMENT CHALLENGE THE APARTHEID GOVERNMENT IN THE 1970s?

**1.1**

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

(a) Black Consciousness

- A philosophy that advocates black pride and values
- Black people must rid themselves from the shackles of inferiority
- Black people should free themselves from the chains of oppression
- Black people must empower themselves by taking responsibility for their own struggle
- Any other relevant response (Any 1 x 2) (2)

(b) Liberation

- Gaining freedom from the oppression of the apartheid government in the 1990s in South Africa
- Setting black people free from oppression – apartheid
- Any other relevant response (Any 1 x 2) (2)

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

- Black people should develop a pride in being black.
- Black people should free themselves from the feelings of inferiority.
- Black people should develop a self-confidence to determine their own future.

(1 x 2) (2)

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

- Encouraged self-reliance among black people
- To co-ordinate BC activities
- Any other relevant response (Any 1 x 2) (2)

1.1.3 *[Ascertaining the usefulness of evidence from Source 1A – L3]*

**The source is useful because:**

- It highlights the aims and ideas of Black Consciousness
- It helps us understand the reasons for the establishment of BPC
- It explains the impact it had on the youth of 1976
- Any other relevant response (Any 2 x 2) (4)

1.2

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

- Pretoria Central prison (1 x 1) (1)

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

- 'As Biko was the twentieth person to die in police custody' (1 x 1) (1)

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

- Hunger strike (1 x 1) (1)

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

- Biko was extremely fit when he was arrested.
- The autopsy was done in front of them and they probably saw the bruises and that he was assaulted before he was transported.
- The police had enough reason to cover up Biko's death because Biko became a martyr.
- The newspaper article indicated that Biko died from head injuries.
- Any other relevant response (Any 2 x 2) (4)

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

- Jimmy knew that he was telling lies.
- He acted on instructions from someone higher.
- Shows how arrogant he was and thought the public did not deserve to know
- Any other relevant response (Any 2 x 2) (4)

1.3

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

- Biko is free from oppression – the broken chains
- Biko is hailed as a very important freedom fighter – poster made as a tribute
- Biko united the black society – the headline 'Biko and Solidarity'
- Biko was revered my many people – tribute
- Any other relevant response (Any 2 x 2) (4)

1.3.2 *[Analysing of information from Source 1C – L2]*

- Biko is free from the chains of oppression.
- Emphasising the fact that he (Biko) is free – the very same apartheid government that oppressed him freed him by killing him.
- Biko broke free because he freed his mind first before challenging the apartheid government.
- He was a freedom fighter and fought for the liberation of all black South Africans.
- The chain emphasies the difficulty experienced to gain this freedom.
- Any other relevant response (Any 2 x 2) (4)

*1.4 [Comparison of Source 1A and 1C and explaining of support – L3]*

- **Source 1A** mentions that black people should free themselves from the chains of oppression and in **Source 1C** shows that Biko is breaking free from the chains that hold him back from being free.
- **Source 1A** mentions the establishment of the Black People's Convention and in **Source 1C** Biko is honoured for his role in the Black People's Convention and it is mentioned on the pamphlet.
- Any other relevant response (2 x 2) (4)

1.5

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

- 'widespread international coverage' (1 x 2) (2)

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

- Smashed windows
- Sjambokked people
- Fired teargas (3 x 1) (3)

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

- They were acting on orders from above.
- Frustrated because the mourners ignored the fact that they did not get permits for the buses but still planned to go
- Carrying out government policies – total strategy
- Any other relevant response (Any 1 x 2) (2)

1.6 [*Interpretation, synthesis and evaluation of evidence from relevant sources–l3]*

- Biko urged the black people to free themselves from oppression. (Source1A)
- Biko united all blacks as he called on Africans, Coloureds and Indians. (Source 1A)
- Encouraged Blacks not to rely on White liberalism. (Source 1A)
- Encouraged Blacks to develop own structures for Blacks to break away from White structures. (Source 1A)
- Inspired the youth of 1970s to take action. (Source 1A)
- He was an outspoken leader. (Source 1B)
- Newspapers did their own investigations as an indication that they would not just accept what the Minister told them. (Source 1B)
- Newspapers supported each other in the fight against the government.
- AZAPO published posters to pay tribute to their late leader. (Source 1C)
- Mourners refused to change their plans about going to Biko's funeral even though they did not receive permits for the buses. (Source 1D)
- Any other relevant response (8)

**Use the following rubric to allocate marks.**

| | | |
|---|---|---|
| **LEVEL 1** | • Uses evidence in an elementary manner e.g. **shows little understanding of how Biko and the BC movement challenged the apartheid government in the 1970s.**<br>• 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 Biko and the BC movement challenged the apartheid government in the 1970s.**<br>• Uses evidence in a very basic manner to write a paragraph. | **MARKS 3 – 4** |
| **LEVEL 3** | • Uses relevant evidence e.g. that **demonstrates a thorough understanding of how Biko and the BC movement challenged the apartheid government in the 1970s.**<br>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. | **MARKS 5 – 8** |

**[50]**

## QUESTION 2

## HOW SUCCESSFUL WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) IN UNCOVERING THE TRUTH ABOUT THIRD FORCE ACTIVITIES?

2.1

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

- To investigate gross human rights violations related to past political conflicts

(1 x 2) (2)

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

- To establish as complete a picture as possible about gross human rights violations
- To address the past political conflicts
- Any other relevant response (1 x 2) (2)

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

- Due to political conflicts between different political parties in South Africa
- Apartheid policy of the National Party
- Any other relevant response (Any 1 x 2) (2)

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

- The Human Rights Violation Committee
- The Amnesty Committee
- Reparation and Rehabilitation Committee (3 x 1) (3)

2.1.5 *[Explanation of historical concepts – L1]*

- An official pardon for people who committed political offences
- Pardoning someone for their wrong-doings / crimes like the human gross violations committed during apartheid
- Any other relevant response (1 x 2) (2)

2.1.6 *[Ascertaining the usefulness of a source – L3]*

- It highlights the main objective of the TRC.
- It gives insight of what the TRC defines as a gross human rights violation.
- It also provides information of the different sub-committees of the TRC.
- Any other relevant response (Any 2 x 2) (4)

2.2

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

- Members of the National Party feel alienated by the TRC.
- NP feeling victimised (Any 1 x 2) (2)

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

- As a party that voted for reforms in 1987, 1989 and in the referendum 1992
- The party wanted to be recognised as one that played a vital role towards the birth of a democratic South Africa. (Any 1 x 2) (2)

2.2.3 *[Analysing of information from Source 2B – L2]*

- Shows the party's commitment to bring healing and unity in South Africa
- Wanted some recognition from the TRC
- Wanted to receive amnesty
- Wanted to clear its name
- Any other relevant response (1 x 2) (2)

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

- The Commission's increasing involvement in the party political processes
- The Commission shows hostility towards the National Party (hostile comments towards the NP)
- The Commission may be misused by the ANC to the detriment of other parties in the run up to the elections.
- Any other relevant response (Any 1 x 2) (2)

2.2.5 *[Interpret and evaluate evidence from Source1B – L2)]*

- De Klerk viewed the TRC's work as a witch-hunt against the National Party.
- Some National Party leaders stated that the TRC was a waste of time because it tried to humiliate them.
- That the TRC favoured the ANC and ignored the fact that the ANC senior leaders refused to apply for amnesty
- De Klerk took legal action to prevent publication of information implicating him in 'third force' activities between 1990 and 1994.
- Any other relevant response (Any 2 x 2) (4)

2.3

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

- Shows that the TRC doubts De Klerk's evidence about the Vlakplaas and other apartheid death farms
- It shows that the Commission was aware that De Klerk's disclosure was not truthful.
- De Klerk did not make full disclosure.
- Any other relevant response (Any 2 x 2) (4)

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

- The Commission found that De Klerk's testimony displayed a lack of truth.
- He deliberately failed to reveal his involvement and that of his cabinet members in the atrocities committed during apartheid.
- De Klerk claimed to have a clear conscience regarding his knowledge about the developments at Vlakplaas.
- The TRC's finding revealed that De Klerk failed to make full disclosure of gross violations of human rights by members of his government.
- Any other relevant response (Any 1 x 2) (2)

2.4 *[Comparison of information in Source 2B and 2C – L3]*

- **Source 2C** - De Klerk shows a negative attitude by not showing interest in the Commissioners' report – looks away and in **Source 2B** he accuses the TRC of victimisation of his party.
- **Source 2C** blames De Klerk for the Vlakplaas murders while **Source 2B** highlights De Klerk's denial of knowledge of political assassinations by his security forces.
- **Source 2C** shows the words 'Vlakplaas and other apartheid death farms' on his forehead, **Source 2B** also mentions that a newspaper published a headline proclaiming 'De Klerk's death farms'.
- Any other relevant response (Any 2 x 2) (4)

2.5

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

- PW Botha (1 x 1) (1)

2.5.2 *[Explanation of historical concepts from Source 2D – L1]*

- Human rights are rights inherent to all human beings without discrimination.
- The fundamental rights that humans have by the fact of being humans
- Any other relevant response (1 x 2) (2)

2.5.3 *[Analysing of information of evidence from source 2D – L2]*

- De Klerk wanted to make sure that the atrocities of his cabinet members remained a secret.
- De Klerk, feeling alienated by the TRC, refused to continue his commitment.
- He blames the TRC for not acknowledging him and therefore did not give his full cooperation.
- De Klerk might have been scared of the truth being revealed and his prestige jeopardised.
- He wanted to avoid prosecution.
- Any other relevant response (Any 1 x 2) (2)

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

Candidates should include the following aspects in their response:
**SUCCESSFUL**

- Evidence presented at the TRC hearings implicated De Klerk in Third Force activities, (Own Knowledge)
- The TRC made findings on the involvement of security forces in political assassinations that happened during De Klerk's time of presidency (Source 2B)
- National Party criticised the TRC's report that the National Party's government funded Third Force. (Own knowledge)
- Apartheid agents felt that they should be pardoned as they were simply acting upon orders from above. (Own knowledge)
- Any other relevant response

**NOT SUCCESSFUL**

- Both the SAP and the NP refused to take responsibility for their actions committed during apartheid. (Own knowledge)
- De Klerk denied knowledge of the developments at Vlakpaas and other apartheid death farms. (Sources 2B and 2C)
- National Party denied its role in black on black violence. (Own knowledge)
- Government agents felt that the TRC was a witch-hunt and that it favoured the ANC. (Source 2B)
- De Klerk accused the TRC of seeking revenge rather than reconciliation. (Own knowledge)
- De Klerk took legal action to prevent the publication of some of the contents of the report. (Own knowledge)
- Lack of any supporting evidence of De Klerk's involvement in death farms
- Any other relevant response (8)

**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 TRC was successful in uncovering the truth about Third Force activities.**<br>• Uses evidence partially or cannot write paragraph. | **MARKS 0 – 2** |
| **LEVEL 2** | • Evidence is mostly relevant and relates to a great extent to the topic e.g. **shows an understanding of whether the TRC was successful in uncovering the truth about Third Force activities.**<br>• 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 TRC was successful in uncovering the truth about Third Force activities.**<br>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. | **MARKS 6 – 8** |

**[50]**

**QUESTION 3**
**HOW DID GLOBALISATION AFFECT THE TEXTILE INDUSTRY IN SOUTH AFRICA?**

3.1

3.1.1 *[Explanation of historical concepts – L1]*

(a) Globalisation

- The movement of people, information, investments, goods and services around the world
- People and countries are increasingly interconnected – politically, economically and culturally
- Links in the world economy due to technology, easier travel, global culture
- Connection between people and countries that allows them to communicate and do business through the world corporations
- Any other relevant response (Any 1 x 2) (2)

(b) Free market

- A system in which the prices of goods and services are determined by open markets and consumers, in which the laws and forces of supply are free from any intervention by a government
- Any other relevant response (Any 1 x 2) (2)

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

- Many governments have adopted free-market economic systems.
- Vastly increasing their own productive potential
- Creating a myriad of new opportunities for international trade and investment

(2 x 1) (2)

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

- Supporters argue that it allows poor countries and their citizens to develop economically and raise their standards of living
- Opponents of globalization claim that the creation of unfettered international free markets has benefited multinational corporations in the Western world at the expense of local enterprises, local cultures and common people.
- Any other relevant response (2 x 2) (4)

3.1.4 [*Analysing of information from Source 3A – L2*]
Supporters:

- It allows poor countries to become rich and raise their standards of living.
- Globalisation has a positive impact on poor countries and their citizens.

Critics:

- Globalisation only enriches wealthy multinational corporations
- It ignores the needs of local enterprises, cultures and common people
- It has a negative impact on local businesses
- Any other relevant response (Any 2 x 2) (4)

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

- Women (1 x 1) (1)

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

- Can be immobile for long periods
- Are patient
- Careful in handling things (dexterity)
- Obey instructions (Any 3 x 1) (3)

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

- Many have lost their jobs
- Majority received low wages
- Many lacked skills
- Many worked in low status jobs
- Women struggled to find alternative jobs
- If they lose their jobs their households are pushed into poverty.
- Any other relevant response (Any 2 x 2) (4)

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

- The South African textile industry is dominated by Chinese products
- 100 000 jobs were lost in the South African textile industry because of China.
- China is destroying the South African textile industry.
- China is dumping its exports in African countries.
- Any other relevant response (Any 2 x 2) (4)

3.3.2 *[Explanation of the usefulness of Source 3C – L3]*

**The source is useful because:**

- It highlights the dominance of China in the South African textile industry
- It provides reasons for South Africa's import of goods from China
- It explains the impact of these imports on the South African economy
- Any other relevant response (Any 2 x 2) (4)

3.4 *[Comparing of sources 3B and 3C and how they support – L3]*

- **Source 3B** highlights the job losses suffered by women and in **Source 3C** we read about the 100 000 jobs that have disappeared from the South African Textile Industry.
- **Source 3B** describes the exploitation of women as workers in this industry and in **Source 3C** we can see how China is exploiting the workers who are hanging on by a thread.
- Any other relevant response (Any 2 x 2) (4)

3.5

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

- SACTWU (1 X 2) (2)

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

- It would create 55 000 new jobs in the textile industry (1 x 2) (2)

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

- The prices for clothing will increase and the working class will suffer.
- Losing jobs means an increase in unemployment numbers
- Higher trade balances means the country suffers economically
- Any other relevant response (Any 1 x 2) (2)

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

- More jobs are saved and created
- Reviving the textile industry
- Buying proudly South African products which will stimulate the economy
- Trade balances from deficit towards surplus will strengthen the economy
- Any other relevant response (Any 1 x 2) (2)

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

- Globalisation promotes the flow of goods across borders. (Source 3A)
- South African textile is dominated by firms that are protected by tariffs. (Source 3B)
- Poverty among working class (Source 3B)
- China dominates South African textile industry. (Source 3C)
- There is a high level of unemployment in SA. (Source 3C)
- SA has large imported items on textile industry. (Own knowledge)
- COSATU blames globalisation for job losses. (Source 3D)
- Trade balances impacted negatively on surplus.
- Any other relevant response (8)

**Use the following rubric to allocate a mark**.

| | | |
|---|---|---|
| **LEVEL 1** | • Uses evidence in an elementary manner, e.g. **Shows little understanding of how globalisation affected the textile industry in South Africa.**<br>• 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 globalisation affected the textile industry in South Africa.**<br>• 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 globalisation affected the textile industry in South Africa.**<br>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. | **MARKS 5 – 8** |

**[50]**

## SECTION B: ESSAY QUESTIONS

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

*[Plan and construct an argument based on evidence using analytical and interpretive skills.]*

### SYNOPSIS

Candidates need to explain how the international anti-apartheid movements intensified pressure on South Africa to end the system of apartheid.

### MAIN ASPECTS

Candidates should include the following aspects in their essays:

**Introduction:** Candidates need to indicate how successful the international anti-apartheid movements were in putting pressure on the apartheid government.

### ELABORATION

- International response – more pressure on apartheid government to abandon apartheid completely
- British Anti-Apartheid Movement (AAM) established
- AAM campaigns – boycott South African products – release of detainees – boycotts for South African sport teams – pressure on Barclays Bank and other British companies – regular protests outside embassy
- Irish Anti-Apartheid Movement (IAAM) established
- IAAM campaigns – supports trade unions to isolate South Africa; persuade Irish intellectuals to support embargo on South Africa; stopped South African food imports; stopped South African coal imports; Irish Tourist office in Johannesburg was closed; Irish artists and sportsmen stopped visiting South Africa; some Irish intellectuals refused to travel to South Africa
- Activities of movements: sports boycotts; cultural boycotts; academic boycotts; consumer boycotts;
- Results of the boycotts – sanctions; disinvestments and the release of Mandela campaign
- The role of international trade unions – Norwegian Confederations of Unions; International Transport Worker's Federation (ITF); European Confederation of Free Trade Unions (ECFTU)
- Any other relevant response

**Conclusion:** Candidates should tie up their arguments with relevant conclusions. **[50]**

## QUESTION 5

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

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

## SYNOPSIS

Candidates need to indicate whether the statement is fair or not fair. If they indicate that this statement is fair they need to discuss how the establishment of a non-racial democratic South Africa in 1994 was achieved through commitment by political leaders. If they indicate that it is not fair they need to support their lines of argument with relevant historical evidence.

## MAIN ASPECTS

Candidates should include the following aspects in their responses:
**Introduction:** Candidates need to take a line of argument and support their arguments with relevant evidence.

## ELABORATION

- De Klerk comes to power in 1989 – brief background
- De Klerk's speech of 2 February 1990
- The process of negotiation begins
- Unbanning of political organisations such as ANC and PAC
- First formal meeting at Grootte Schuur – release of political prisoners
- Pretoria Minutes – ANC announces suspension of armed struggle
- CODESA I – working groups were set up to deal with specific issues
- Right Wing Conservative Party and left wing Pan Africanist Congress boycotted CODESA
- IFP leader, Mangosuthu Buthelezi refused to attend
- Whites only referendum gave De Klerk a clear mandate to negotiate
- CODESA 2 collapses over majority rule / power sharing / regional powers
- Increased violence (i.e. Boipatong, Bisho etc)
- Record of understanding signed as a result of talks between Cyril Ramaphosa and Roelf Meyer
- Assassination of Chris Hani and Mandela's intervention
- Multiparty negotiating forum
- Right-wing (AWB) attack on the World Trade Centre and its consequences
- Sunset Clause by Joe Slovo broke the negotiations deadlock
- Final agreement reached – Election date 27 April 1994 announced
- ANC won the elections – Mandela the first black South African President
- Any other relevant response

**Conclusion:** Candidates should tie up their arguments with relevant conclusions. **[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 indicate whether they agree or disagree with the statement. In agreeing with the statement they need to indicate how the fall of the Soviet Union in 1989 had a significant impact on South Africa's political future. If they disagree they need to support their lines of argument with relevant historical evidence.

### MAIN ASPECTS

Candidates should include the following aspects in their response:
**Introduction:** Candidates should make reference to the statement and explain how the fall of the Soviet Union affected the political future of South Africa and paved the way for negotiations.

### ELABORATION

- Background (Glasnost and Perestroika)
- Collapse of communism, disintegration of the Soviet Union and the fall of the Berlin Wall
- The National Party government viewed the African National Congress as an agent of the communist Soviet Union.
- With the fall of the Soviet Union, the ANC was weakened.
- The fall of Soviet Union meant that the National Party government had to change its view regarding the African National Congress.
- The fall of communism and the Battle at Cuito Cuanavale had a major impact on the South African government's stance not to 'talk to communists'.
- The South African government decided to withdraw from Angola and negotiate a settlement over Namibia.
- The peaceful transfer of majority rule in Namibia encouraged both the ANC and South African government to talk.
- The concern of the National Party regarding the influence of the SACP within the ANC alliance was removed.
- The National Party could no longer use communism as justification for their oppression.
- South Africa was no longer a significant player in Cold War politics.
- The National Party could no longer use the threat of communism as a means of generating support from Western governments.
- Western governments applied pressure on South Africa to end apartheid.
- Western governments applied pressure on South Africa to start talks with the ANC.
- The collapse of communism also affected the ANC.

- ANC could no longer rely on the Soviet Union for economic and military support.
- Socialism was no longer an option for the revolutionary ANC.
- The result was that the ANC was ready to negotiate.
- The changing world and mass protests in South Africa led to tensions within the National Party.
- This led to a change of leadership within the National Party in 1989.
- FW de Klerk embarked on a policy of reform.
- In 1989 long-serving banned political prisoners were released.
- In February 1990 De Klerk announced the release of Mandela.
- De Klerk also unbanned political organisations such as the ANC, PAC and SACP.
- The government was willing to negotiate an end to apartheid.
- Any other relevant response.

**Conclusion:** Candidates should tie up their arguments with relevant conclusions. **[50]**