education
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTICATE

GRADE 12

HISTORY P2

SEPTEMBER 2025

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 26 pages.

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1. SOURCE-BASED QUESTIONS

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

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

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

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

1.3 Assessment procedures for source-based questions

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

Paragraph question

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

- 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.

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- 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., 32

50

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

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

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

2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the 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 assess the essay, 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) 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 argument (planned, structured and has independent line of argument)

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2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

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

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

P	**Point:** The candidate introduces the essay by taking a line of argument/making a major point. 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 all 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 additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised ∧
- Wrong statement _____
- Irrelevant statement |
- Repetition R
- Analysis A√
- Interpretation I√
- Line of argument LOA ↕

2.5 The matrix

2.5.1 Use of the matrix in the marking of 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 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	

(b) The second reading of the essay 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	

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 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 attempt to structure the essay = 7–13

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SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID P.W BOTHA's APARTHEID REGIME SUPPRESS THE UNITED DEMOCRATIC FRONT (UDF) IN THE 1980s?

1.1

1.1.1 *[Extraction of evidence from the Source 1A – L1]*
- 'From the 1970 and into the early1980s…' (1 x 2) (2)

1.1.2 *[Extraction of evidence from the Source 1A – L1]*
- '…residents of the same townships'
- 'women's groups'
- 'student groups'
- 'church groups'
- 'workers in a factory or an industry' (any 3 x 1) (3)

1.1.3 *[Definition of historical concept Source 1A – L1]*
- To keep something under control, checked or inactive
- To intentionally keep or prevent something from happening
- Any other relevant response (any 1 x 2) (2)

1.1.4 *[Interpretation of information from Source 1A – L2]*
- The UDF was formed to opposed PW Botha's' reforms
- 'The UDF was formed to fill the political vacuum created by the banning of the liberation movements as well as the BCM
- The UDF was formed to bring together all freedom loving people from all walks of life to fight against apartheid
- The UDF was formed to coordinate all groups that were against apartheid at a national level to be united against apartheid
- Any other relevant response (any 1 x 2) (2)

1.1.5 *[Interpretation of information from Source 1A - L2]*
- The ANC was banned by the apartheid govern and its leaders were imprison for treason
- The ANC military wing Umkhonto Wesizwe was responsible for economic sabotage and making the country ungovernable
- The ANC was against apartheid and whites wanted to hold on to power by keeping apartheid in South Africa
- The ANC was seen as communist organisation that was to install communism in South Africa and it had to be stopped by the government
- Any other relevant response (1 x 2) (2)

1.2

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

- '…Coloured'
- '…Indians' (2 x 1) (2)

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

- To maintain white supremacy in South Africa
- For black people to focus on the homelands and townships and not be part of the South African political and economics space
- To keep communism out of South Africa/ To maintain capitalism
- Any other relevant response (any 2 x 2) (4)

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

- To make the country ungovernable in order to force the government to liberate blacks
- To show dissatisfaction of the tri-cameral to the apartheid government
- It was part of the strategies used by the liberation movement to fight the apartheid government
- Any other relevant responses (any 1 x 2) (2)

1.2.4 *Extraction of evidence in Source 1B- L1]*

- 'The UDF called for all Coloured and Indians to boycott the 1984 elections for the new parliament'
- '…for Africans to boycott elections for the local community councils'
- 'UDF leaders travelled throughout the country mobilising people and addressing meetings'
- 'UDF leaders travelled throughout the country mobilising people and addressing meetings'

(any 2 x 1) (2)

1.3

1.3.1 *[Extraction of information from Source 1C - L1]*

- '…to jail its leaders'
- 'by detaining without trial'
- 'by trial for politic crimes' (any 2 x 1) (2)

1.3.2 *[Definition of Historical Concept Source 1C - L2]*

- Coercing the government by violence into action such as killing apartheid security forces, bombing government institutions with the intention to overthrow the apartheid government by the liberation movements (apartheid activists)
- Actions involving arm struggle undertaken by the liberation movements aimed at overthrowing the apartheid government and be replaced by the government of the people in South Africa.
- Any other relevant response (any 1 x 2) (2)

1.3.3 *[Extraction of information from Source 1C - L1]*

- '…Mosiuoa Lekota' (national publicity secretary of the UDF)'
- '…Popo Molefe' (national general secretary of the UDF)'
- '…Moss Chikane' (UDF Transvaal secretary)'. (any 2 x 1) (2)

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1.3.4 *[Ascertaining the reliability of Source 1C – L3]*

The source is RELIABLE because:

- The source is from the South African History Archive which is a trustworthy online history archive with well researched data
- The source mentioned names of the UDF leaders who were arrested and some of them are still alive (Lekota and Chikane for an example) to verify the data
- The source can be corroborated with source 1B regarding the arrest of the UDF leaders in the 1980s
- Any other relevant response . (any 2 x 2) (4)

1.4

1.4.1 *[Interpretation of information from Source 1D - L2]*

To show:

- The state of emergency enables government to deploy troops in the townships to victimise and violate human rights
- To instil fear among the citizens, thus the people wanted to troops out of the townships
- UDF leaders and other political activist were arrested as a measure to crush resistance against apartheid and the people called for their immediate release
- The death squad was responsible for killing civilians through the state of emergency and the UDF called for the lifting of the state emergency
- Any other relevant response (any 2 x 2) (4)

1.4.2 *[Interpretation of information from Source 1D - L2]*

- The words suggest that the UDF believed their struggle against apartheid was justified and it cannot be regarded as revolt
- It suggests that UDF link with the liberation movement, such as the ANC was seen as a way to achieve total independence from the apartheid government
- The words imply that the UDF leaders and membership were prepared to stay in jail for the total emancipation of South Africa
- The words are encouraging people to fight apartheid regardless of the state of emergency so that they can have the freedom to elect their own leaders
- Any other relevant response (any 2 x 2) (4)

1.5 *[Comparison of evidence in Source 1C and Source 1D to ascertain their similarities - L3]*

- Both sources suggest that the UDF was formed to oppose apartheid
- Both sources suggest that UDF leaders were arrested by apartheid through the state of emergency
- Both sources suggest that the apartheid security were all over townships to crush any form of resistance by the UDF and other formations
- Any other relevant response (any 2 x 2) (4)

1.6 *[Interpretation, evaluation, and synthesis of evidence from relevant Sources - L3]*

Candidates could include the following aspects in their response

- UDF was formed in 1983 by different organisations with an aim of fighting apartheid (Source 1A)
- 'The UDF had the support of the banned liberation movement, the African National Congress (ANC)' (Source 1A)
- In response to the UDF working with the ANC, the apartheid government laid down a five-year jail sentence for anyone to be found working with the ANC (Source 1A)
- Apartheid government imposed restrictions through declaring a State of Emergency in an attempt to supress the UDF (Source 1B)
- 'The state passed new restrictions order on the UDF, Cosatu, and 16 other organisations' (Source 1B)
- The apartheid government used excessive force to bombed Cosatu House and Khotso House in an attempt to suppress the UDF (Source 1B)
- The apartheid government promoted acts of violence by Inkatha on the UDF members (Source 1B)
- The government prevented peace negotiations between Inkatha and UDF as part of their divide and rule strategy. (Source 1B)
- Apartheid government used the state of emergency to detained UDF leaders and members without trial (Source 1B & C)
- Minister of Law and Order Louis Le Grange reissued new detention orders in an attempt to repress the UDF activities against apartheid (Source 1C)
- Apartheid government deployed troops in the townships to crush any UDF activities (Source 1D)
- Apartheid government tortured and murdered members of the UDF (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 P.W Botha's apartheid regime supressed the united democratic front 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 in explaining how P.W Botha's apartheid regime supressed the united democratic front in the 1980s** Uses evidence in a very basic manner to write a paragraph.	**MARKS 3-5**
LEVEL 3	• Uses relevant evidence that focuses on the topic e.g. **demonstrates a thorough understanding in explaining how P.W Botha's apartheid regime supressed the united democratic front 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: WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCESSFUL IN BRINGING HEALING AND CLOSURETO APARTHEID VICTIMS?

2.1

2.1.1 *[Extraction of information from Source 2B - L1]*

- '… April 15, 1996' (1 x 2) (2)

2.1.2 *[Definition of the historical term from Source 2A – L1]*

- Process of the TRC (Reparation Committee) intended to compensate victims who suffered gross human rights violation in South Africa between 1960 and 1994
- Any other relevant response (any 1 x 2) (2)

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

- The commissioners treated each individual case separately, amnesty could apply to everyone, individuals had to meet the set requirements
- Amnesty was not going to be received by everyone but serious consideration would be made before perpetrators could be granted amnesty
- Any other relevant response (any 1 x 2) (2)

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

- Those were the years where the apartheid regime was most brutal in an attempts to supress resistance
- those were the years when the political activists were active in fighting the apartheid regime
- It was part of the negotiation sacrifices (1990-1994) between the ANC and the NP government
- Any other relevant response (any 2 x 2) (4)

2.2

2..2.1 *[Extraction of evidence from Source 2B - L1]*

- '…relieving the suffering of and affording justice to victims by removing or redressing to the extent possible the consequences of the wrongful acts' (1 x 2) (2)

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

- '…immorally arrested'
- 'tortured'
- 'maimed'
- 'killed'
- 'abducted'
- '…subjected to various forms of severe and inhumane treatment' (any 2 x (2)

1)

2.2.3 *[Explanation of a historical concept in Source 2b – L2]*

- Victims are those people who suffered gross human right abuses between 1960 and 1994
- A person who was abducted, tortured and killed during apartheid in South Africa
- Any other relevant response (any 1 x 2) (2)

2.2.4 *Ascertain the usefulness of evidence in Source 2B - L3]*

The Source is useful because:

- It divulge: the specific atrocities that the TRC reparation committee had to pay for
- It tells the main aim of the TRC reparation committee
- It tells that the TRC reparation was endorse by the ANC-led government
- It indicates where and how the government was going to source funds for the reparations
- Any other relevant response (any 2 x 2) (4)

2.3

2.3.1 *[Extraction of information from Source 2C - L1]*

- 'He was involved in drafting the Promotion of National Unity and Reconciliation Act, No. 34 of 1995' (1 x 2) (2)

2.3.2 *[Extraction of information from Source 2C – L1]*

- 'Unfortunately, much of Burdines' vision for South Africa remained unrealised after the TRC closed its doors'
- 'Reparations granted to victims were paltry (worthless), and, out of the 22,000 identified as victims of apartheid atrocities, over 40,000 have not collected the R30,000 Rand due to them'
- 'In addition, the government considers the list of victims of the apartheid closed and refuses to acknowledge more victims, even though is clear that almost 100,000 victims did not make it to the TRC list for various reasons'

(any 1 x 2) (2)

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

- Thousands of victims are yet to receive their reparations to date
- To date, some cases were left unsolved
- Some apartheid prominent figures refused to take responsibility for their actions and nothing happened to them
- Some ANC leaders argued that they committed atrocities as they were fighting for the liberation of the country
- South Africa is still racially divided and economic freedom is yet to be realised
- The question of land has not been addressed to date
- Any other relevant response (any 2 x 2) (4)

2.3.4 *[Extraction of information from Source 2C – L1]*

- 'the failure to examine the effects and impact of apartheid's policies resulted in the need for the perpetrators, or the 'trigger-pullers' to bear the collective shame of the nation and let those who benefited from apartheid to escape responsibility'
- '…the link between racialised power and racialised privilege become obscured' (2 x 1) (2)

2.4

2.4.1 *[Interpretation of information from Source 2D - L2]*

- The TRC did not keep its promises as some victims are not paid
- Victims are not compensated 20 years after the TRC was concluded
- The Victims are now pursuing other avenues in an attempt to force the government to pay their reparations
- Victims still believe that it is their fundamental human rights to be compensated as per the TRC Act
- The majority of the people are women which suggests that they lost their husbands and sons who should have been providers thus they need the reparations
- Any other relevant response (any 2 x 2) (4)

2.4.2 *[Interpretation of information from Source 2D - L2]*

- 20 years after being promised reparations they have not been paid by the government
- The reparation can heal and bring closure to the victims who are still in pain of their loss and not being paid
- Victims are now demanding their payment since they believe it is their human rights to be paid as promised
- Any other relevant response (any 2 x 2) (4)

2.5. *[Comparison of evidence in Source 2C and Source 2D to ascertain their similarities - L3]*

- Both sources are talking about the victims demanding unpaid reparations from the government
- Both sources are talking about the TRC's failures to pay reparations due to the victims, many years after it closure
- Both sources talks about TRC letting down the victims as far as reparations are concern
- In Source 1C over 40,000 have not collected the R30,000 Rand due to them while in source 1D we see many victims demanding their unpaid reparations due to them
- Any other relevant response (any 2 x 2) (4)

2.6 *[Interpretation, evaluation, and synthesis of information from relevant sources -L3]*

Candidate could include the following aspects in their responses:

Able to bring closure and healing of victims

- The TRC was able to investigate human rights violation that took place between 1960 and 1994 under apartheid regime (Source 2A)
- 'the Reparation and Rehabilitation Committee formulated proposals to assist with rehabilitation and restore victims' dignity' (Source 2A)
- 'Reparation of human rights violation has the purpose of relieving the suffering of and affording justice to victims by removing or redressing to the extent possible the consequences of the wrongful acts' (Source 2B)
- The ANC-led government made a commitment to pay reparations to victims of apartheid (Source 2B)
- ANC-led government would finance the reparations through tax-payers money (Source 2B)
- The TRC was led by Christians with good intensions of healing and closure Alex Boraine the deputy and Chairman Archbishop Desmond Tutu (Source 2C)
- The TRC reparation and rehabilitation committee was able to provide counselling to victims, perpetrators and witness (Own knowledge)
- The TRC reparation committee was able to pay some victims a once off amount of R30,000.00 (Own knowledge)
- Some victims got the truth, answers and understanding (Own knowledge)

Not able to bring closure and healing of victims

- According to Alex Boraine the deputy chairperson of the TRC, Reparations granted to victims were paltry (worthless) (Source 2C)
- 'over 40,000 have not collected the R30,000 Rand due to them' (Source 2C)
- 'Almost 100,000 victims did not make it to the TRC list for various reasons' (Source 2C)
- The period before 1960 was totally ignored (Own knowledge)
- The TRC reparation only focused on political crimes while most South Africans suffered most on the land issues (Own knowledge)
- Some Victims have not received their reparation to date (Source 2D)
- Most victims are still in pain as a result of the unpaid reparations (Source 2D)
- Some people believe that the TRC was perpetrator friendly since amnesty was quicker than reparations (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 of weather the Truth and Reconciliation Commission (TRC) was successful in bringing healing and closure to apartheid victims.** • 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 weather the Truth and Reconciliation Commission (TRC) was successful in bringing healing and closure to apartheid victims.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3-5**
LEVEL 3	• Uses relevant evidence that focuses on the topic e.g. **demonstrates a thorough understanding of weather the Truth and Reconciliation Commission (TRC) was successful in bringing healing and closure to apartheid victims.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6-8**

(8)
[50]

QUESTION 3: HOW DOES GLOBAL ONLINE RETAILERS AFFECT SOUTH AFRICAN TEXTILE INDUSTRIES IN THE 21st CENTURY?

3.1

3.1.1 *[Definition of a historical term Source 3A – L1]*

- The economies of the world's individual countries considered together as a single economic system
- Refers to the interconnected worldwide economic activities that take place between multiple countries
- Refers an economy in which wealth and resource move across national borders
- Any other relevant response (any 1 x 2) (2)

3.1.2 *Interpretation of information in Source 3A – L2]*

- ICTs enable customers to buy products/services without traveling to the stores
- ICTs enable customers to buy products in a short period of time while also doing other activities
- Online shopping saves money and time for the shoppers
- Any other relevant response (any 2 x 2) (4)

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

- 'Lack of infrastructure'
- 'Prohibitive costs of access to infrastructure where it is available'
- 'Poor quality of infrastructure'
- 'Shortage of relevant skills'
- 'Low levels of literacy'
- '…Inadequate investment in technological development' (any 2 x 1) (2)

3.1.4 *[Extraction of information from Source 3A – L1]*

- '…The establishment of a "borderless" environment for communications and the electronic delivery of certain service' (1 x 2) (2)

3.2

3.2.1 *[Explanation a historical term Source 3B – L2]*

- A type of ecommerce whereby a business sells good or services directly to consumers from website
- An organisation that sells its products and services through a websites on the internet
- Any other relevant response (any 1 x 2) (2)

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

- 'Shein South Africa, a popular online fashion retailer, has disrupted many businesses, especially small businesses'
- '…Shein's presence in South Africa has been concerning for small businesses' (any 1 x 2) (2)

3.2.3 *[Interpretation of information in Source 3B – L2]*

- Shein is preferred by many customers because it is affordable yet having a negative impact local retailers
- Shein is offering lower prices leading to the closure of local textile industries
- Local businesses are no match to the global online retailer Shein thus taking most of the customers due to their lower prices.
- Any other relevant response (any 2 x 2) (4) (4)

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

- The prices are affordable despite paying shipment costs
- The company's extensive marketing through set pop-up ads on social media makes it appealing to its target market
- Any other relevant response (any 1 x 2) (2)

3.3

3.3.1 *[Extraction of information from Source 3C – L1]*

- 'Shein's low pricing for its various products such as clothes, shoes, home ware, hair products and tech gadgets etc., make It ideal for South Africans'
- 'The pricing are remarkably low even when combined with shipping (transport/delivery) charges' (any 1 x 2) (2)

3.3.2 *[Interpretation of information in Source 3C – L2]*

- To discourage South Africans from only supporting the international online retailers
- To give small businesses a competitive edge over the international retailers
- For the South African government to generate revenues
- Any other relevant response (any 1 x 2) (2)

3.3.3 *[Interpretation of information in Source 3C – L2]*

- '…taxing all clothing parcels with imports duty of 45% plus VAT' (1 x 2) (2)

3.3.4 *[Interpretation of information in Source 3D – L2]*

- The words suggest that global online retailers are exploiting South Africa
- It suggests that global online retailers are not developing South African infrastructure and not contributing to the South African economy
- It implies that global online stores are only benefiting from south African people without giving back or paying taxes
- Any other relevant response (2 x 2) (4)

3.3.5 *Assertain the limitation of evidence in Source 3C –L3]*

The Source has LIMITATIONS because:

- It is only the perspective of the South African small business regarding the international online retailers
- It does not explain any positive impact of international online retailers on South Africa
- It only highlights the impact of Shein not all the international online retailers

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

3.4

3.4.1 *[Interpretation of information in Source 3D – L2]*

- The source suggests that Shein is not only available online but in South African malls
- It suggests South Africans are now buying from Shein pop up store without paying shipment fees
- It suggests that Shein will be able to create job opportunities by employing South Africans in their pop up stores
- Any other relevant response (any 2 x 2) (4)

3.5 *[Comparison of information from Source 3D to ascertain differences L3]*

- Source 3C indicates that Shein is an online store while Source 3D shows Shein Physical store in Mall of Africa (South Africa)
- Source 3C states that Shein is not putting money back to the South African economy while source 3D shows Shein operating in south Africa thus they are paying taxes
- Source 3C states that Shein does not erect infrastructure, create jobs in the local market whereas in 3D shows Shein Stores with local people employed and renting the shops in local malls
- Any other relevant response (any 2 x 2) 4

3.6 [Interpretation, evaluation, and synthesis of information from relevant Source – L3]

Candidates could include the following aspects in their response

- Globalisation is the integration of the world economies through free trade. (Own knowledge)
- e-commerce/online business are those businesses that are conducted through websites via the internet (Own knowledge)
- 'The internet has facilitated the establishment of a "borderless" environment for communications and the electronic delivery of certain service' (Source 3A)
- Developing countries such a South Africa are unable to take advantage of the Information Communication Technologies due to poor infrastructure and high level of illiteracy (Source 3A)
- 'Shein South Africa, a popular online fashion retailer, has disrupted many businesses, especially small businesses' (Source 3B)
- The international online companies have used extensive marketing to reach larger audiences (Source 3B)
- Over 2000 000 shoppers now prefer Global online retailer Shein in South Africa. (Source 3B)
- South African small businesses are unable to compete with Shein in terms of marketing and distribution (Source 3B & 3C)
- Shein is much cheaper than local businesses (Source 3B & 3C).
- Shein is generating money without developing infrastructure and creating

employment in South Africa (Source 3C)

- Shein is taking lots of shoppers from local small businesses (Source 3B)
- Global international online businesses will lead to closure of the local textile industries (Own knowledge)
- The closure of local textile industries will result to high rate of unemployment and high rate of crime in South Africa (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 global online retailers affect South African textile industries in the 21st century?** • 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 in explaining how global online retailers affect South African textile industries in the 21st century?** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3-5**
LEVEL 3	• Uses relevant evidence that focuses on the topic e.g. **demonstrates a thorough understanding in explaining how global online retailers affect South African textile industries in the 21st century?** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6-8**

(8)
(50)

SECTION B : ESSAY QUESTIONS

QUESTION 4: CIVIL RESISTANCE, 1960s TO 1970s: SOUTH AFRICA. THE CHALLENGE OF BLACK CONSCIOUSNESS TO THE APARTHEID STATE.

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

SYNOPSIS

Candidates need to indicate to take a critical stance on the assertion that the philosophy of Black Consciousness by Steve Biko successfully instilled blacks with self-belief and pride to start challenging apartheid in the 1970s. Candidates need to substantiate their argument with relevant historical evidence.

MAIN ASPECTS

Introduction: Candidates need to indicate to take a critical stance on the assertion that the philosophy of Black Consciousness by Steve Biko successfully instilled blacks with self-belief and pride to start challenging apartheid in the 1970s. They should indicate how they would support their line of argument.

ELABORATION

- **The Black Consciousness Movement (BCM) was a grassroots level movement that was started in the 1960s**
- It was started by university students led by Steve Biko, a medical student in the University of Natal
- The Black Consciousness (BC) ideas started in 1968 when black students broke away from the National Union of South African Students (NUSAS)
- These Students which included Steve Biko and others started black student organization called South African Student Organisation (SASO)
- They rejected NUSAS because it was dominated by white students, and it represented white students' interests
- SASO was formed to represent black students
- The Black Consciousness (BC) ideas started when SASO was formed
- Later BC became a South African Movement called Black Consciousness Movement
- **Role of Steve Biko in the formation of BCM**
- Steve Biko was an anti - apartheid activist in the 1960s and 1970s
- He was a student leader and founded Black Consciousness Movement
- He played a major role in making black people to be proud of being black
- He wrote books like 'I Write What I Like' that encouraged black pride
- **BCM was an idea not a political organization**
- It was an idea that promoted black pride
- It realised that blacks had become inferior and are dominated by whites
- BCM wanted to end the inferiority complex among blacks
- It encourages blacks to be proud of being black
- It encourages blacks to stand up and fight apartheid
- It encouraged blacks to start doing things on their own and not wait for white

people to help them

- It spread ideas which were preaching that black was good
- **BCM engaged in many activities in South Africa during the 1960s and 1970s**
- BCM helped many black communities to start their own schools and pre-schools for black children
- BCM helped many blacks to start their own businesses
- It was able to unite blacks, coloreds and Indians against apartheid
- It was able to spread Black Conscious ideas all over South Africa
- It also started Black People's Convention which became an umbrella body for organisations fighting against apartheid
- **BCM spread to many parts of South Africa**
- BCM spread to workplaces in the mines and in black workers' Unions
- BCM also spread to Soweto schools
- Many BCM leaders and members were expelled from Universities like Turfloop University
- The expelled students became teachers in many secondary schools in Soweto
- They spread the Black consciousness ideas among students
- **BCM ideas was spread among students, and this led to the 1976 Soweto uprising**
- Because of the Bantu Education Act. the government spent less on black education, there was a shortage of schools, shortage of teachers and black schools were overcrowded
- Black parents and students were not happy about Bantu education
- In 1975 the government made Afrikaans a compulsory teaching and learning language in black school
- Students rejected Afrikaans because they were conscientised by BCM, they saw it as a language of the oppressor
- Both teachers and learners were not competent in Afrikaans
- They struggle to learn or even teach in Afrikaans
- Students started to organise meetings to discuss Afrikaans and apartheid
- Students formed secondary school movement called South African Student Movement (SASM)
- SASM organized meetings with different schools and planned for the 16th June 1976 Soweto uprising
- Key people who organised the meetings and the march were among others; Tsietsi Mashinini, Khotso Seatlholo. Murphy Morobe and Seth Mazibuko
- **On the morning of the 16th of June 1976 about 20000 students from different schools marched demanding an end to Afrikaans as a teaching language and better conditions in schools**
- Police used teargas and live ammunition to disperse the students
- Students retaliated with stones and petrol bombs
- Many students were shot, some were injured, and others were killed
- Among those who died were young 12 years old Hector Peterson and a 15-year-old Hastings Ndlovu who were shot at, at Orlando West High school
- Students became angry and went on the rampage; they burned schools, cars, and many governments property
- Many students were arrested, and others left the country and joined the ANC and PAC in exile
- **After 1976 many BCM leaders were arrested, and others were killed**
- Steve Biko was also banned from organising any meeting

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- Many BCM members and leaders went to exile
- In exile they joined the newly formed Azanian People's Organisation (AZAPO)
- AZAPO continued to exist until 1994, when South Africa became a democratic country
- Steve Biko was arrested on 18 August 1977 during a roadblock near Grahamstown, Eastern Cape.
- He was taken to Pretoria prison where he was tortured and died in the hands of police on the 12th of September 1977
- Police claimed that he died of hunger strike, but it was later revealed that he died of brain damage because of torture by the police
- No one was arrested for his death
- Any other relevant response

- Conclusion: Candidates should tie up 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 original arguments based on relevant evidence using analytical and interpretative skills]

SYNOPSIS

Candidates need to explain to what extent political violence nearly derail the process of negotiations between 1990 and 1994. Candidates need to substantiate their argument with relevant historical evidence.

MAIN ASPECTS

Candidates could include the following aspects in their essays:
Introduction: Candidates need to take a stance by indicating to what extent political violence nearly derail the process of negotiations between 1990 and 1994.They should also indicate how they would support their line of argument.

ELABORATION

- De Klerk comes to power in 1989-(brief background)
- De Klerk speech in parliament on the 2nd of February 1990
- The unbanning of political and civic organisations, such as the ANC and SACP
- The removal of restrictions on COSATU, AZAPO, etc.
- De Klerk's decision to release Nelson Mandel from prison on the 11th of February 1990 which paved the way for negotiations
- Talks (31 March 1990) between the ANC and the NP postponed due to killing of defenseless demonstrators in Sebokeng (violence/challenges)
- Groote Schuur Minute, 2nd May 1990 (ANC and NP met, ANC delegation led by Nelson Mandela, NP delegation led by FW De Clerk
- hand grenade attacks at the Melrose House Museum (24 May 1990) (violence/challenges)
- Apartheid legislation revoked, such as the Separate Reservation of Amenities Act
- Pretoria Minute, 6th August 1990 (ANC agreed to suspend the armed struggle and NP lifted the state of emergency)
- Night attack in Thokoza (13 September 1990) (violence/challenges)
- CODESA 1 (19 Political parties, excluding AZAPO, CP, IFP and PAC) /300 delegates met
- 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
- Boipatong massacre and its consequences ,17 June 1992 (violence/challenges)
- Bhisho massacre derailed the process of negotiations, 7 September 1992 (violence/challenges)
- The sunset closed proposed by Joe Slovo broke the negotiations deadlock
- Record of Understanding signed on 26 September 1992 between Roelf Meyer (NP) and Cyril Ramaphosa (ANC)
- Assassination of Chris Hani (10 April 1993) and its impact on South Africa and Multiparty Negotiation Forum (violence/challenges)
- Right-wing (AWB) attack on World Trade Centre (violence/challenges)

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- St James Church massacre (25 July 1993) (violence/challenges)
- Heidelberg Tavern massacre (30 December 1993) (violence/challenges)
- Shell House massacre (28 March 1994) (violence/challenges)
- Election date announced, 27 April 1994
- Continued violence throughout elections – car bomb outside ANC Shell house (violence/challenges)
- Car bomb exploded at Jan Smuts airport (violence/challenges)
- election held in 1994
- ANC won elections and Mandela became the first black South African President
- 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 Gorbachev's reforms (Perestroika and Glasnost) in the Soviet Union led to the disintegration of the Soviet Union in 1991 and affected political changes in South Africa in the 1990s. Candidates should use relevant evidence to support their line of argument.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

- Introduction: Candidates need to take a stance by agreeing or disagreeing with the statement that Gorbachev's reforms (Perestroika and Glasnost) in the Soviet Union led to the disintegration of the Soviet Union in 1991 and affected political changes in South Africa in the 1990s. They should provide an outline of the content they would use to support their line of argument.

ELABORATION

- Impact of space and arms race against the USA (Cold War) and the war in Afghanistan in weakening the economy of the Soviet Union (background)
- Gorbachev became Secretary-General of the CPSU and leader of the government in 1985 at 54 years of age. He was not a hardliner and hoped to revive Soviet Union's economy by improving both industrial output and technology, as well as expanding its market.
- He took a big risk of effecting political change, especially for the Soviet Union, known for its hard-line Communist stance.
- He wanted to take the Soviet Union out of a weak economic system – due to the space and arms race with the USA.
- In 1985 he introduced perestroika (economic reconstruction) and glasnost (openness)
- Perestroika allowed small scale private ownership and removed government control over production
- Perestroika and glasnost led to demands for the end of communism and full democracy
- Glasnost led to criticism of the policy of perestroika and Gorbachev himself
- Many hard-line communists were discontent with policies that became unpopular
- At home he had two types of opponents: hardliners who were opposed to the reforms and liberals who criticised him for not moving fast enough
- The two policies did not support each other as thought but ended the entire system of the Soviet Union
- He lost support at home – unity of the Soviet Union was at risk and socialism became threatened
- He commanded a hero status to the West. His personal power and prestige increased. He received a Nobel Peace Prize in 1990.
- Many underlying differences always existed among the 15 republics
- Civil unrests broke out between various groups
- Old form of nationalism emerged and led to the new demand for independence

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- He tried to stop the disintegration by proposing the establishment of a Federation of States – which failed
- By the end of 1989 the Soviet Union disintegrated and the disintegration symbolised the end of the Cold War
- In 1990, several Soviet states including Russia under Gorbachev's bitter rival, Boris Yeltsin, declared their independence
- The communist regimes in Eastern Europe collapsed
- On the 25th December 1991, the USSR was dissolved, the Communist Party disbanded
- Each of the 15 republics became independent and became members of the Commonwealth of Independent States.

Positive political developments in South Africa after the disintegration of the Soviet Union

- Political changes in the rest of the world put pressure on the apartheid regime to embark on changes
- The collapse of communism affected both the National Party and the ANC
- The National Party's fear of a communist-controlled ANC now seemed unfounded
- The National Party was now prepared to negotiate with the ANC
- After the demise of communism in the Soviet Union; the ANC did not receive further support from the Soviet Union
- The ANC could no longer rely on the Soviet Union for economic and military support
- The National Party's claim that it was protecting South Africa from a communist onslaught became unrealistic.
- Countries in the western world supported the move that South Africa should resolve its problems peacefully and democratically.
- There was no doubt that continued repression of black South Africa by the apartheid regime was not sustained and would result in political instability
- The government started to believe that reform was needed to include the development of a strong black middle class which would act as a 'bulwark against the revolution'
- PW Botha suffered a stroke and was succeeded by FW de Klerk
- FW de Klerk realised South Africa's political predicament and began to accept that the black South African struggle against apartheid was not a conspiracy directed from Moscow
- This enabled De Klerk to engage in discussions with the liberation movements
- On the 2nd of February 1990 De Klerk announced a new and just constitutional dispensation'
- De Klerk unbanned all anti-apartheid organisations including the ANC, PAC, and the South African Communist Party
- De Klerk released all political prisoners and Nelson Mandela was released on the 11th of February 1990
- This signalled the end of apartheid and the beginning of the process of negotiations
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion

[50]

GRAND TOTAL: 150