GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

PREPARATORY EXAMINATION

2021

MARKING GUIDELINES

HISTORY (PAPER 2) (10792)

24 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 marks)**
LEVEL 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	**40%** **(20 marks)**
LEVEL 3	• Interpret and evaluate evidence from sources • Engage with sources to determine the usefulness, reliability, bias and limitations • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions	**30%** **(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 guidelines, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

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 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 considering 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 (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 guidelines) and a relevant conclusion (which is indicated by a bullet in the marking guidelines).
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 in 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:** 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 and is written coherently.

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

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

MARKING MATRIX FOR ESSAY – TOTAL MARKS: 50

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

* Guidelines for allocating a mark for Level 1:

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- 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

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID VARIOUS CIVIL SOCIETY ORGANISATIONS REACT TO THE NATIONAL PARTY'S REFORM OF THE APARTHEID POLICY IN SOUTH AFRICA IN THE 1980s?

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

- To mobilise opposition to the state's constitutional proposals and other legislation. (1 x 1) (1)

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

- The apartheid laws that were introduced as a way of reforming apartheid in 1982 (New Deal).

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

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

- Civic associations
- Student organisations
- Youth congresses
- Women's groups
- Trade unions
- Church societies
- Sports clubs (any 2 x 1) (2)

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

- Two million people (1 x 1) (1)

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

a) Young people provided the impetus (motivation) for the struggle.
b) Trade unions provided leadership. (2 x 1) (2)

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

- The Tricameral Parliament did not include black people.
- It was also limited to Indians and Coloureds because they could not vote in the House of Assembly.

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

1.2 1.2.1 *[Interpretation of evidence from Source 1B – L2]*

- It explains that the SACC was anti-racial/non racial.
- It explains that it was across different denominations because the three priests are from different churches.
- It was a peaceful organisation that demanded peaceful change as it was led by priests.

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

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

- Police tortured people.
- They murdered people.
- They arrested and detained opponents.

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

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

The Kairos Document called for:

- The church to stand up for the poor and the oppressed.
- The church to stand up against the injustices of apartheid.
- Christians to serve the needs of the struggle for liberation.
- Christians to mobilise members to work and plan for a change in government. (any 2 x 1) (2)

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

- He meant non-violence during that time was not helping as the state was using violence.
- That being peaceful is irrelevant because there is violence from the army.
- He meant the government was using guns and thus it was not helping to use peaceful solutions.

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

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

- We who want a peaceful solution are rapidly becoming an irrelevancy.
- I would have rejected Bishop Tutu long ago. (2 x 1) (2)

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

- State repression
- Sometimes crime (2 x 1) (2)

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

- Urban Black authority Act/Black local Authority Act. (1 x 2) (2)

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

- Harsh security force action.
- Meetings and organisations were banned.
- Activists detained and jailed.
- Army troops patrolled township streets.
- Organisations were banned.
- Activists detained and jailed. (any 2 x 1) (2)

1.3.4 *[Evaluation of the usefulness of Source 1C – L3]*

The source is useful because:

- It explains the reasons for civil society protests, which are apartheid policies.
- It explains the manner in which civil protests occurred, which are boycotts, stay-aways and marches.
- It explains the response of the National Party government towards the protest actions which included, arrests, detentions and army patrols in townships.

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

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

- Both sources mention that the reason for opposing the government was to fight against apartheid laws.
- Source 1B says fighting injustices should be done through direct political confrontation of the unjust laws and in 1C, activists had head-on confrontations with government structures.
- Source 1B says government used bullets to fight the activists and source 1C mentions that armies were sent to the townships.
- Sources 1B says the Kairos Document of SACC supported civil disobedience. The actions of civic associations showed civil disobedience.

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

1.5 1.5.1 [*Interpretation of evidence from Source 1D – L2]*

- To show the atrocities that occurred during the State of Emergency.

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

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

- Detention/detaining activists violates their rights
- Shooting and killing activists/using bullets is also a violation of their rights
- Refusing/banning meetings is a violation of their human rights

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

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

Candidates could include the following aspects in their response:

- UDF called on organisations that wanted to oppose apartheid to come together and unite. (Source 1A)
- Encouraged unity. (Own knowledge)
- UDF was formed comprising a coalition of different groups and organisations. (Source 1A)
- SACC, UDF, and civic associations called for a fight against social injustices and for a democratic South Africa. (Sources 1A, 1B, 1C and 1D)
- The Indians and the Coloureds were discouraged from voting. (Own knowledge)
- All Koornhof Bills/National Party New Deal of apartheid were rejected. (Source 1A)
- Kairos Document passed by SACC to fight for the poor. (Source1B)
- Opposition to the government included the fight for better education, land and housing. (Sources1A,1C and 1D)
- Civil disobedience, direct confrontation, boycotts etc. were used by liberation movements. (Sources 1C and 1D)
- The coalition of UDF groups called for unity across race and party lines. (Sources 1B,1C and 1D)
- Refusal to be led by councillors elected under the apartheid laws. (Source 1C)

(Any other relevant response)

Use the rubric to mark the paragraph.

LEVEL 1	• Uses evidence in an elementary manner, e.g., **shows no or little understanding in explaining how the various civil society organisations reacted to the National Party's reform of the apartheid policy in South Africa in the 1980s.** • Uses evidence partially or cannot write a paragraph on the topic.	**MARKS 0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g., **shows some understanding when explaining how the various civil society organisations reacted to the National Party's reform of the apartheid policy in South Africa 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 when explaining how the various civil society organisations reacted to the National Party's reform of the apartheid policy in South Africa in the 1980s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6 – 8**

(8)
[50]

QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE PROCESS OF REPARATIONS?

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

- Ours was not to judge the morality of people's actions, but to act as an incubation (development/growth) chamber of national healing, reconciliation and forgiveness. (1 x 2) (2)

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

- To promote national unity.
- To promote reconciliation. (2 x 1) (2)

2.1.3 *[Definition of historical concepts – L2]*

- Compensation/payment and financial assistance given to victims of gross human rights violations.

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

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

- To establish as complete a picture as possible of the causes, nature and extent of gross violations of human rights perpetrated between 1960 and 1994 by conducting investigations and creating dignified platforms for victims and perpetrators of human rights violations to tell their stories.
- To grant amnesty to qualifying perpetrators of human rights violations.
- To make recommendations to government on reparations. It also had a broader and less tangible/touchable/concrete responsibility to contribute to the development of a fundamentally new, compassionate, fair, just and moral society. (3 x 1) (3)

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

- Desmond Tutu implied that he told fellow commissioners that they should encourage South Africans, both perpetrators and victims, to come forward and testify before the TRC.
- He encouraged the victims and perpetrators to tell their side of the story so that they can heal and get closure.
- He encouraged the victims and perpetrators to tell their side of the story so that reconciliation can be achieved in South Africa/the aims of the TRC to reconcile and unite can be realised/achieved in the country.

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

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

- Victims who testified before the TRC accused them of moving too slowly on the TRC's recommendations.
- They waited for two and half years for so-called urgent interim payments, which, on average, amount to a little more than R3 500 for violations such as murder and rape. (2 x 1) (2)

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

a) If the perpetrators disclosed the entire truth, proved that their crimes were politically motivated then amnesty was given. (1 x 2) (2)

b) The reparations policy was hostile towards the victims of gross human rights violations, they were not paid immediately and they received interim payments after two and half years. (1 x 2) (2)

(Any other relevant response)

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

- R3500 (1 x 1) (1)

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

- To encourage the countries who have the same history as South Africa to copy or emulate South Africa's reparation process as a good example of nation building.
- So that people's human rights can be respected/protected globally.

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

2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*

- They demanded an urgent meeting with President Ramaphosa (1 x 2) (2)

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

- It accompanied victims to the Union Buildings to demand reparations from the government.
- It provided legal representation to the victims so that the government can pay the reparations to the victims as recommended by the TRC.
- It provided soup kitchens to the victims who did not receive reparations.
- It provided counselling to the victims.

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

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

- Nomarussia Bonase (1 x 2) (2)

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

- The victims had not received the reparations from the TRC after 25 years.
- They needed reparations to pay their medical bills because of the injuries they suffered during apartheid.
- They needed to rebuild their lives to compensate them for the houses they lost during the apartheid era.

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

2.3.5 *[Explaining the usefulness of the source 2C – L3]*

- It explains that a crowd of victims gathered at the Union Buildings to demand reparations.
- It explains that the victims were supported by the Khulumani Support Group.
- It explains the unhappiness/disappointment suffered because of delayed payment of reparations to the victims of apartheid.

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

2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*

- The victims of apartheid are waiting for their reparations pay-outs from the TRC.
- The victims of apartheid approached the TRC to demand their pay-outs the government promised for the gross human rights violations they suffered during apartheid.
- The victims of gross human rights violations are disappointed to learn that the government stopped reparations pay-outs for an unspecified period.
- The government is giving victims of apartheid excuses despite the TRC's recommendations/the government is ignoring the recommendations of the TRC to pay reparations to victims of apartheid atrocities. (any 1 x 2) (2)

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

- It shows that the government is delaying implementation of the recommendations of the TRC to pay reparations to the victims of human rights violations.
- When the victims of human rights violations went to collect their reparations from the government, they were given excuses.

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

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

- 2C states that the TRC recommended that the government must ensure that the victims and their families should be given individual reparations and 2D is titled government reparations recommended by the TRC for apartheid victims, left them disappointed.
- 2C mentions that apartheid victims were wounded and crippled during the apartheid era. They needed financial compensation for the injuries they sustained and 2D shows crippled victims in wheelchairs, who went to the government pay-out section to demand reparations, and they were given excuses.

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

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

- The TRC conducted investigations and created platforms for victims and perpetrators of human rights violations to tell their stories, to grant amnesty to qualifying perpetrators of human rights violations and made recommendations to government on reparations. (Source 2A)
- The TRC recommended that the government should pay reparations to the victims of apartheid. (Source 2A)
- The reparations were not paid timeously to victims as one of the mandates of the TRC whilst the perpetrators were granted amnesty as soon as they testified at the TRC and met its conditions. (Source 2B)
- The victims who testified before the TRC accused the government of moving too slowly in implementing the TRC's recommendations. (Source 2B)
- The victims waited two and half years before receiving interim payments of a little more than R3 500 for violations such as rape and murder that they suffered during the apartheid era. (Source 2B)
- Twenty-five years later victims have not yet received long term reparations. (Source 2C)
- The victims supported by the Khulumani Support Group gathered at the Union Buildings to demand reparations from the government. (Source 2C)
- The source shows the unhappiness and disappointment suffered by the victims because of delayed payment of reparations to the victims of apartheid. (Source 2D)
- The victims of gross human rights violations are disappointed to learn that the government stopped reparations pay-outs for an unspecified period. (Source 2D)
- The government is giving victims of apartheid excuses despite the TRC recommendations. (Source 2D)
- The government is ignoring the recommendations of the TRC to pay reparations to victims of apartheid atrocities. (Source 2D)

(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 how the TRC dealt with the reparations process** Uses evidence partially to 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 TRC dealt with the reparations process.** Uses evidence in a very basic manner to write a paragraph.	**MARKS: 3 – 5**
LEVEL 3	Uses relevant evidence e.g. **demonstrates a thorough understanding of how the TRC dealt with the reparations process.** Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	**MARKS: 6 – 8**

(8)
[50]

QUESTION 3: HOW DID GOBALISATION AFFECT WORKERS IN DEVELOPING COUNTRIES?

3.1 3.1.1 *[Definition of a historical concept in Source 3A – L1]*

- Globalisation refers to the technological, political and economic changes which resulted in the world functioning in a different way from what it did 20 years ago.
- Globalisation describes the way in which people, ideas and goods move around the word more quickly and cheaply than before.

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

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

- McDonalds
- Starbucks
- Nike (any 2 x 1) (2)

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

- Globalisation is probably helping developed countries to create more wealth. (1 x 1) (1)

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

- Globalisation did not decrease poverty in developing countries.
- Globalisation has widened the gap of inequality and poverty between poor and rich countries.

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

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

- Inflow of capital
- Provides employment
- Improves infrastructure (3 x 1) (3)

3.2.2 *[Interpretation of evidence in Source 3B – L2]*

- Provides new jobs in the factories for workers.
  Provides employment opportunities for unskilled workers.
- Multi-national corporations provide greater opportunities for a large number of low paying jobs for workers.

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

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

- Working in a crowded factory may be necessary for developing economies as they create employment and help to alleviate poverty.
- Working in sweatshops or crowded factories helps to improve the skills of the workforce.

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

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

- Multi-national companies have contributed to improvement in infrastructure, such as roads and transport, which enables exports and imports to be transported more efficiently.
- They help the economy to move away from dependence on primary products such as agricultural products, to industrial products.

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

3.2.5 *[Explaining the usefulness of the source 3B – L3]*

- It is useful as it shows how multi-national corporations help in developing the economy thereby increasing productivity.
- It shows how multi-national corporations provide employment, although wages are low.
- It shows how multi-national firms help to improve the infrastructure in the country.
- It shows how multi-national firms help to diversify the economy by not only relying on primary products and agriculture.

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

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

- The cartoon is depicting the exploitation of workers in the sweatshops (verbal abuse/screaming by the employer).
- Workers were not allowed to protest against unfair working conditions and low wages. (The employer is kicking the protestor.)
- Unskilled labour force in developing countries is from the poorer countries.
- Multi-national companies such as Nike set up factories in developing countries where they can source the cheapest labour.

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

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

- Workers were verbally abused by the employer/ill-treatment of workers.
- Workers worked for long hours and were paid very low wages.
- Unfair and inhumane working conditions.

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

3.4 3.4.1 *[Extraction of evidence from Source 3D – L1]*

- The company was plagued by reports that it used sweatshops and child labour. (1 x 2) (2)

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

- Nike is a sportswear manufacturer. (1 x 1) (1)

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

- Wage theft and verbal abuse.
- Laboured for hours in temperatures over the limit of 90 degrees. (2 x 1) (2)

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

- Worker's Rights Consortium (WRC) (1 x 1) (1)

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

- Source 3C depicts the exploitation of workers in a Nike sweatshop and Source 3D states that workers claimed to labour in temperatures over 90 degrees.
- Source 3C depicts workers being verbally abused in the Nike factory and Source 3D states workers claimed to be verbally abused at the Nike factory.
- Both sources highlight the unfair treatment of workers in the Nike factory.
- Source 3C depicts a worker protesting and Source 3D states civil society protested against Nike sweatshops.

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

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

- Globalisation helped in creating wealth in developing countries. (Source 3A)
- Globalisation widened the gap of poverty and inequality in developing countries. (own knowledge)
- Multi-national corporations provided employment opportunities for people in developing countries. (Source 3B)
- Multi-national corporations improved infrastructure in the economy. (Source 3B)
- Globalisation contributes to improving the skills of workers in developing countries. (Source 3B)
- Globalisation contributes to the improvement of infrastructure in developing countries. (Source 3B)
- Multi-national companies exploit workers in developing countries. (Source 3C)
- Sweatshops are the product of the global economy. (Own knowledge)
- Workers in developing countries protested against exploitation in sweatshops. (Source 3C)
- Civil society protested against sweatshops and child labour. (Source 3D)

(Any other relevant response)

Use the following rubric to allocate a mark

LEVEL 1	• Uses evidence in an elementary manner. **Shows little understanding of how globalisation affected workers in developing countries.** • 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 workers in developing countries.** • 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 workers in developing countries.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 5 – 8**

(8)
[50]

SECTION B: ESSAY QUESTIONS

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

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

SYNOPSIS:

Candidates should indicate to what extent the ideas of Steve Biko and the Black Consciousness ideology contributed to the Soweto student protest in 1976.

MAIN ASPECTS:

Candidates should include the following aspects in their responses:

INTRODUCTION:

Candidates should indicate to what extent the ideas of Steve Biko and the Black Consciousness ideology contributed to the Soweto student protest in 1976. They should indicate the reason for their stance and explain how they are going to support their line of argument.

ELABORATION:

- Black Consciousness influenced the students in South Africa with their ideologies.
- Encouraged black people to throw off the chains of oppression and inferiority.
- Encouraged them to assert black pride and dignity.
- Challenged the white power structure that existed in South Africa.
- Steve Biko led the Black Consciousness Ideas about Black unity and the emancipation movement (BCM).
- He was a dynamic man who inspired a generation of black youth with his ideas.
- He spread the ideology of BCM in his speeches and in his writing.
- Education in the black townships was inferior due to apartheid policies.
- Overcrowding and lack of resources, dissatisfied teachers, parents and students.
- Black Consciousness played an important role in politicising (conscientising) the youth of Soweto to rise in 1976.
- When Afrikaans was introduced, it was met with opposition everywhere in SA.
- Afrikaans was an oppressive language and prepared the black learners to a life of servitude.
- Teachers and learners struggled with the language.
- Due to the influence of SASO, high school students were encouraged to unite and form SRCs.
- Students protested against unfair language policies in particular and discriminatory laws in general.

(Any other relevant point.)

CONCLUSION:

Learners must conclude with relevant evidence.

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

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

SYNOPSIS:

Candidates must show how opposition parties and the NP government were forced to reach a political settlement through negotiations which led to the birth of a new SA in 1994. They need to show how negotiations led to a peaceful resolution of South Africa`s political deadlock during the 1990s.

MAIN ASPECTS:

Candidates should include the following aspects in their response:

INTRODUCTION:

Candidates should make a statement on how attempts by various political parties and the NP government to reach a political settlement through negotiations ultimately led to the birth of a new SA in 1994.

ELABORATION:

- De Klerk`s speech in parliament (2 February 1990) laid the basis for negotiations.
- The unbanning of political and civic organisations such as the ANC and the SACP.
- Removal of restrictions on COSATU and AZAPO.
- Talks between major stakeholders began in 1990.
- Groote Schuur Minute – 2 May 1990 (ANC and NP met, ANC delegation led by Mandela, NP delegation led by De Klerk) reached consensus on foundations for negotiations.
- Apartheid legislation revoked, such as Separate Reservation of Amenities Act.
- Pretoria Minute – 6 August 1990 (ANC agreed to suspend armed struggle as one element of consensus).
- CODESA 1 - 19 political parties excluding AZAPO, CP and PAC/300 delegates.
- Declaration of Intent signed which ensured a united SA. Independent judiciary, constitution reinforcing agreements to be reached on consensus principles.
- Whites only referendum (March 1992) by FW de Klerk.
- CODESA 2 collapsed. Parties failed to agree on a new constitution making body and interim government issues on which parties could not reach consensus.
- Boipatong massacre and its consequences (June 1992).
- ANC withdrawal from negotiations.
- Bisho massacre threatened the process of negotiations (September 1992).
- Behind the scenes talks between ANC and NP.
- Record of Understanding signed (September 1992) between ANC and NP.
- Assassination of Chris Hani (10 April 1993) by right wing and its impact on South Africa.
- Multi-party negotiating forum.

- Right wing (AWB) attack on World Trade Centre and its consequences.
- St James massacre by APLA – July 1993.
- Heidelberg Tavern massacre by APLA – December 1993.
- Sunset Clause introduced by Joe Slovo broke negotiations deadlock (Consensus as prelude to constitutional compromise).
- Shell House massacre – 28 March 1994.
- Bophuthatswana coup – 11 March 1994.
- Election date – 27 April 1994 and violence on election day.
- ANC won election/results of election.
- Government of National Unity established – multi-party democracy.

(Any other relevant point.)

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 should indicate whether they agree or disagree with the statement and support their line of argument with relevant evidence. They should indicate whether the collapse of the Soviet Union was largely responsible for political changes that occurred in South Africa in 1989.They need to take a stance and develop a line of argument to support their response with historical evidence.

MAIN ASPECTS:

Candidates should include the following in their response:

INTRODUCTION:

Candidates need to indicate whether the collapse of the Soviet Union in 1989 served as a spark for the political transformation that occurred in South Africa and substantiate their line of argument.

ELABORATION

Candidates should include the following points in their answer:

- In the 1980s the South African government faced a transformed world order and South Africa became isolated.
- Most of South African's neighbouring states had attained independence.
- Gorbachev's policy of Perestroika and Glasnost and its impact on South Africa.
- By the end of 1989, the Soviet Union was disintegrating and the communist regimes in Eastern Europe were collapsing.
- The Berlin Wall had fallen which led to far reaching consequences for South Africa.
- Changes in the world contributed to the end of apartheid.
- The collapse of the USSR deprived the ANC of its main economic and military support.
- Socialism was no longer a serious option for the ANC.
- The National Party's claim to protecting South Africans from a communist onslaught became unrealistic.
- Withdrawal of support by Britain, USA and the West.
- Imposition of sanction/boycotts.
- Western world powers supported the move that South Africa resolve its problems peacefully and democratically.
- It became evident that the National Party government could not maintain white supremacy indefinitely.
- Influential National Party members started to realise that apartheid was not the answer to the needs of white capitalist development.
- There was no doubt that the continued repression of black South Africans would not ensure political stability.
- The government started to believe that reform needed to include development of a

strong black middle class which would act as a “bulwark’’ against the revolution.
- De Klerk started to accept that the black struggle against apartheid was not a conspiracy from Moscow.
- This enabled De Klerk to engage in discussions with the liberation organisations.
- On 2 February 1990, De Klerk announced a “new and just constitutional dispensation” which signified the end of apartheid.

(Any other relevant response.)

CONCLUSION:

Candidates need to tie up their argument with a relevant conclusion.

[50]

TOTAL: 150