



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P1

NOVEMBER 2014

MARKS: 150

TIME: 3 hours

This question paper consists of 9 pages and an addendum of 14 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework in the CAPS document.

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: THE COLD WAR: THE ORIGINS OF THE COLD WAR

QUESTION 2: INDEPENDENT AFRICA: CASE STUDY – ANGOLA

QUESTION 3: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: CIVIL RIGHTS MOVEMENT

SECTION B: ESSAY QUESTIONS

QUESTION 4: EXTENSION OF THE COLD WAR: CASE STUDY – VIETNAM

QUESTION 5: INDEPENDENT AFRICA: COMPARATIVE CASE STUDY – THE CONGO AND TANZANIA

QUESTION 6: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: BLACK POWER MOVEMENT

2. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions will be found in the ADDENDUM.
3. SECTION B consists of THREE essay questions.
4. Answer THREE questions as follows:
 - 4.1 At least ONE must be a source-based question and at least ONE must be an essay question.
 - 4.2 The THIRD question can be either a source-based question or an essay question.
5. When answering questions, candidates should apply their knowledge, skills and insight.
6. A mere rewriting of the sources as answers will disadvantage candidates.
7. Number the answers correctly according to the numbering system used in this question paper.
8. Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE question, but not more than TWO questions, from this section. Source material to be used to answer these questions is contained in the ADDENDUM.

QUESTION 1: HOW DID THE BERLIN BLOCKADE CONTRIBUTE TO COLD WAR TENSIONS BETWEEN THE WESTERN POWERS AND THE SOVIET UNION?

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

1.1 Use Source 1A.

- 1.1.1 Identify the FOUR countries that occupied Germany and Berlin after the Second World War. (4 x 1) (4)
- 1.1.2 Explain how the Soviet Union responded to the economic policies of the Western powers in post-war Germany. (2 x 2) (4)
- 1.1.3 What do you understand by the concept *Iron Curtain*? (1 x 2) (2)
- 1.1.4 Why were the Western powers not prepared to withdraw from West Berlin? (1 x 2) (2)

1.2 Refer to Source 1B.

- 1.2.1 Why, according to the source, did it become necessary for Britain and America to make about 400 000 flights into West Berlin? (1 x 2) (2)
- 1.2.2 Describe the impact that the Berlin Blockade had on ordinary Berliners. (2 x 1) (2)
- 1.2.3 Comment on why West Berliners did not accept the food that was made available to them from East Berlin. (2 x 2) (4)

1.3 Consult Source 1C.

- 1.3.1 What message, do you think, is conveyed by this photograph? (1 x 2) (2)
- 1.3.2 Explain, in the context of the events that occurred in 1948, why this photograph was widely published by the Western media (newspapers). (2 x 2) (4)

- 1.4 Study Source 1D.
- 1.4.1 Name TWO forms of support that the Soviet Union provided to the people of Berlin. (2 x 1) (2)
- 1.4.2 Explain why a historian might consider the information in this source biased. (2 x 2) (4)
- 1.4.3 Otto Grotewohl referred to the Berlin City Administration as 'criminal'. Give a reason for his point of view. (1 x 2) (2)
- 1.4.4 Otto Grotewohl stated that the Western powers were 'stirring up the Germans against the Soviet Union'. Explain whether you agree with his interpretation of events. (2 x 2) (4)
- 1.5 Refer to Sources 1B and 1D. Explain how the information in Source 1D gives a different perspective to Source 1B regarding the assistance that Berlin received in 1948. (2 x 2) (4)
- 1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the Berlin Blockade contributed to Cold War tensions between the Western powers and the Soviet Union. (8)
- [50]**

QUESTION 2: HOW DID FOREIGN COUNTRIES INTERVENE IN THE FIRST PHASE OF THE ANGOLAN CIVIL WAR FROM 1975 TO 1976?

Study Sources 2A, 2B, 2C and 2D and answer the questions that follow.

2.1 Read Source 2A.

2.1.1 Explain the following historical concepts in your own words:

- | | | | |
|-----|-------------------|---------|-----|
| (a) | Anti-colonial war | (1 x 2) | (2) |
| (b) | Civil war | (1 x 2) | (2) |

2.1.2 What, according to Guimarães, was the reason for the 'arms race' in Angola between 1974 and 1975? (1 x 2) (2)

2.1.3 Name the foreign countries that supported each of the following Angolan liberation movements:

- | | | | |
|-----|-------|---------|-----|
| (a) | MPLA | (1 x 1) | (1) |
| (b) | FNLA | (1 x 1) | (1) |
| (c) | UNITA | (1 x 1) | (1) |

2.1.4 Using the source and your own knowledge, explain why the USA became involved in the Angolan civil war. (2 x 2) (4)

2.2 Study Source 2B.

2.2.1 What reason did Henry Kissinger put forward to justify the involvement of the USA in the Angolan civil war? Refer to Frames 1 and 2 in the cartoon to support your answer. (1 x 2) (2)

2.2.2 Using the information in the cartoon, explain how President Ford responded to Kissinger's suggestion. (1 x 2) (2)

2.2.3 Comment on why you would consider the evidence in the source useful when researching the USA's involvement in the Angolan civil war. (2 x 2) (4)

2.3 Consult Source 2C.

2.3.1 Give FOUR reasons why Cuba intervened in Angola. (4 x 1) (4)

2.3.2 Using the information in the source and your own knowledge, explain the relationship between Cuba and the Soviet Union in Angola. (2 x 2) (4)

- 2.4 Refer to Source 2D.
- 2.4.1 Why, according to Rhodes, was South Africa's involvement in Angola a 'blunder'? (1 x 1) (1)
- 2.4.2 Vorster stated that 'we were never involved in the civil war as such ...'. Explain to what extent you would consider this statement to be valid. (2 x 2) (4)
- 2.4.3 How does Vorster defend his decision to send South African troops to Angola in 1976 in the context of the Cold War in Africa? Support your answer by using evidence from the source. (2 x 2) (4)
- 2.5 Explain how the information in Sources 2C and 2D differs regarding the involvement of both Castro and Vorster in the Angolan civil war. (2 x 2) (4)
- 2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how foreign countries intervened in the first phase of the Angolan civil war from 1975 to 1976. (8)
- [50]**

QUESTION 3: WHAT ROLE DID THE UNITED STATES GOVERNMENT PLAY IN THE DESEGREGATION OF CENTRAL HIGH SCHOOL IN LITTLE ROCK, ARKANSAS, IN 1957?

Study Sources 3A, 3B, 3C and 3D and answer the questions that follow.

3.1 Study Source 3A.

- 3.1.1 Describe the attitude of the white American students in the photograph towards Elizabeth Eckford. Use the visual clues in the source to support your answer. (2 x 2) (4)
- 3.1.2 Why do you think white American students embarked on protest action against Elizabeth Eckford's attendance at Central High School? (2 x 2) (4)
- 3.1.3 In 1997, President Clinton commented that the image of Elizabeth Eckford (as shown in Source 3A) had 'stirred the conscience of our nation'. Using your own knowledge, explain to what extent you agree with Clinton's statement regarding this iconic/symbolic image. (2 x 2) (4)

3.2 Use Source 3B.

- 3.2.1 What motivated Martin Luther King Jr (Telegram 1) to request President Eisenhower to take 'a forthright stand' in Little Rock? (1 x 2) (2)
- 3.2.2 Give the THREE reasons that Woodrow Mann (Telegram 2) identified for the federal government's intervention in Little Rock. (3 x 1) (3)
- 3.2.3 Why do you think President Eisenhower did not respond immediately to the crisis in Little Rock? Support your answer with TWO reasons. (2 x 2) (4)

3.3 Consult Source 3C.

- 3.3.1 Explain how the events in Little Rock, Arkansas, undermined the foundation of the American way of life. (2 x 2) (4)
- 3.3.2 Define the historical concept *human rights* in the context of the crisis at Central High School, Little Rock. (1 x 2) (2)
- 3.3.3 State THREE 'standards of conduct' as contained in the Charter of the United Nations. (3 x 1) (3)
- 3.3.4 Why did President Eisenhower believe that the situation in Little Rock, Arkansas, threatened the USA's 'prestige' and 'influence' in the world? (2 x 2) (4)

3.4 Refer to Source 3D.

3.4.1 What FOUR reasons did the parents of the Little Rock Nine give for supporting the federal government's intervention at Central High School? (4 x 1) (4)

3.4.2 Explain why a historian would consider the information in this source useful when researching the role that the federal government played in ensuring that the rights of African Americans were protected. (2 x 2) (4)

3.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the role that the United States government played in the desegregation of Central High School in Little Rock, Arkansas, in 1957. (8)
[50]

SECTION B: ESSAY QUESTIONS

Answer at least ONE question and not more than TWO questions from this section.

Your essay should be about THREE pages long.

QUESTION 4: EXTENSION OF THE COLD WAR: CASE STUDY – VIETNAM

Explain to what extent the United States of America was successful in containing the spread of communism in Vietnam in the period 1965 to 1975.

[50]**QUESTION 5: INDEPENDENT AFRICA: COMPARATIVE CASE STUDIES – THE CONGO AND TANZANIA**

Discuss to what extent both the Congo and Tanzania were successful in bringing about economic development and political stability after attaining independence from colonial rule.

[50]**QUESTION 6: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: BLACK POWER MOVEMENT**

The Black Power Movement grew out of disillusionment (unhappiness) by the civil rights workers in the south, and was fuelled by uprisings by dissatisfied African Americans in the north.

Is this a fair assessment of the emergence of the Black Power Movement in the United States of America in the 1960s? Discuss.

[50]**TOTAL: 150**



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ADDENDUM

This addendum consists of 14 pages.

QUESTION 1: HOW DID THE BERLIN BLOCKADE CONTRIBUTE TO COLD WAR TENSIONS BETWEEN THE WESTERN POWERS AND THE SOVIET UNION?**SOURCE 1A**

This source highlights how the division of Germany and Berlin contributed to Cold War tensions in Europe.

At the Yalta Conference in 1945, the Big Three decided that the country (Germany) would be divided into four zones for the purposes of occupation, a zone for the French as well as one for each of the Big Three, and that the city of Berlin would be jointly occupied.

... by early 1947, well before the Marshall Plan was launched, the partition of Germany had begun to take a permanent look. It was clear that the Americans and the British were moving towards the creation of a separate Western Germany, as part of the plan for the economic recovery of non-communist Western Europe. On 18 June 1948 a new currency (money), the Deutschmark, was put in circulation in the Western zones to replace the old Reichsmark. The Russians responded by introducing a new currency in their zone, the Ostmark (East German mark), which included Berlin. Russian retaliation (revenge) this time came fast and hard. They declared that since the Americans, British and French were creating a new Germany in the West, they had no business interfering in the Germany of the East. To make their position absolutely clear, the Russians closed the roads, railroads and waterways that linked West Berlin to the Western zones on 24 June.

The Western powers could have abandoned Berlin. That would have meant handing over two million West Berliners to communist rule. Although West Berlin was a useful 'listening post' behind the 'iron curtain', was it really worth a confrontation with the Russians that might lead to a hot war?

... The commander of the American forces in Germany, General Lucius Clay, declared, 'We have lost Czechoslovakia. Norway is threatened. We retreat from Berlin. When Berlin falls, Western Germany will be next.' And then, presumably, the rest of Western Europe? Remember the dominoes? Harry Truman, the man whose doctrine demanded that no ground should be given to the communists, summed up the American position without wasting words: 'We are going to stay, period.'

[From: *Twentieth Century History – The World Since 1900* by T Howarth]

SOURCE 1B

The extract below focuses on the assistance (supplies) that the Western powers provided to West Berliners in 1948.

Between 24 June 1948 and 30 September 1949 British and American soldiers made about 400 000 flights into West Berlin, hauling (carrying) almost two million tons of food, coal, clothes and other necessities. During the busiest days, a plane landed every 45 seconds at one of the three airports in West Berlin. Pilots even used the rivers as runways to bring in their essential cargo. Berlin's Havel River was the landing site for amphibious aircraft (airplanes which can land on water) participating in the airlift.

However, even with the supplies donated by Western nations, blockaded Berliners did not have an easy year. Fuel was in such short supply that power plants could supply electricity for only a few hours each day. Food rations consisted mainly of dehydrated (dried) potatoes and fresh foods were not available at all. In the winter the sun set before four o'clock. The people of West Berlin huddled (gathered together) in their cold, dark homes without heat, light or a warm meal to cheer them.

Nevertheless, West Berliners were determined not to give in to Soviet pressure. They refused to accept food from the communist government of East Berlin.

[From: *A History of the United States, Volume II: 1865 to the Present – American Voices*
by S Foresman]

SOURCE 1C

This photograph, taken in 1948, shows an American transport aircraft carrying supplies and about to land at Tempelhof Airport, West Berlin. The photographer is unknown.



[From: *The Oxford Illustrated History of Modern Europe*, edited by TCW Blanning]

SOURCE 1D

This is an extract from a speech by Otto Grotewohl, Chairman of the United Socialist Party in East Germany, which was delivered on 1 November 1948.

It is well known that the Soviet Union has provided 100 000 tons of grain, over 10 000 tons of fats, heating materials and other commodities for Berlin. Fresh meat, fish, eggs, potatoes and other products are being imported from countries of the people's democracies (Soviet-controlled Eastern Europe). This means that supplies are secured for the entire population of Berlin.

The fact that this opportunity is not being exploited is primarily a consequence of the malicious (nasty) political campaign being pursued by the reactionary (strongly opposed) British and American groups. The Western occupation authorities are preventing the residents of their sectors from taking advantage of the opportunities to acquire supplies offered by the Soviet sector. What is more, the behaviour of the Berlin City Administration is downright criminal in that it is doing its very best to further aggravate the situation. The resistance of the Berlin city council, which is a slave to the Western occupation authorities, has resulted in the people living in the Western sectors being robbed of the opportunity to obtain supplies of food and other commodities provided directly in the shops in the Western sectors by the Soviet Union. The 'Airlift' invented by the Western occupation powers is an absolutely superfluous (unnecessary) and purely demagogic (inciting) measure which can in no way supply Berlin and what is more, is burdening the German people with considerable costs ...

Today, the imperialist forces of the Western powers are in alliance with the rising reactionary (backward looking) forces in Germany. They are stirring up the Germans against the Soviet Union, unleashing (releasing) the desire for war and the thirst for revenge ...

[From: <http://www.cvce.eu>. Accessed on 27 August 2013.]

QUESTION 2: HOW DID FOREIGN COUNTRIES INTERVENE IN THE FIRST PHASE OF THE ANGOLAN CIVIL WAR FROM 1975 TO 1976?**SOURCE 2A**

The following source about the Angolan peace talks was written by a United Nations consultant, Dr Fernando A Guimarães. It focuses on how different liberation movements in Angola were supported by foreign countries.

When the end of the anti-colonial war came, the MPLA, the FNLA and UNITA did not have sophisticated fighting machines. As they emerged from exile and the hinterland (surrounding areas) in the latter half of 1974, they were little more than a collection of small guerrilla units that had rarely seen their comrades let alone fought alongside them ... barely one year later, however, columns of motorised armoured carriers, large mortars, rocket launchers, tanks and jet fighters were all in action as the MPLA faced the combined forces of the FNLA and UNITA in a short but furious war for power in Angola. In that short time, a rapid arms race took the rivals from anti-colonial movements to civil war adversaries (enemies). Foreign intervention in the Angolan civil war is revealed to be the cause of that arms race ...

The strength of the FNLA was further enhanced when the US began a covert (secret) programme of support in January 1975. Earlier in 1974, the Central Intelligence Agency (CIA) had secretly begun making payments to the FNLA and felt that that movement best represented the interest of the US in Angola ... a CIA proposal to endow (give) the FNLA with 300 000 US dollars ... was approved by the Secretary of State, Henry Kissinger ...

By March 1975, the MPLA began to receive major arms shipments from the Soviet Union. According to official US estimates, between April and October 1975, 27 shiploads arrived and 30 to 40 air missions were flown to deliver war equipment ...

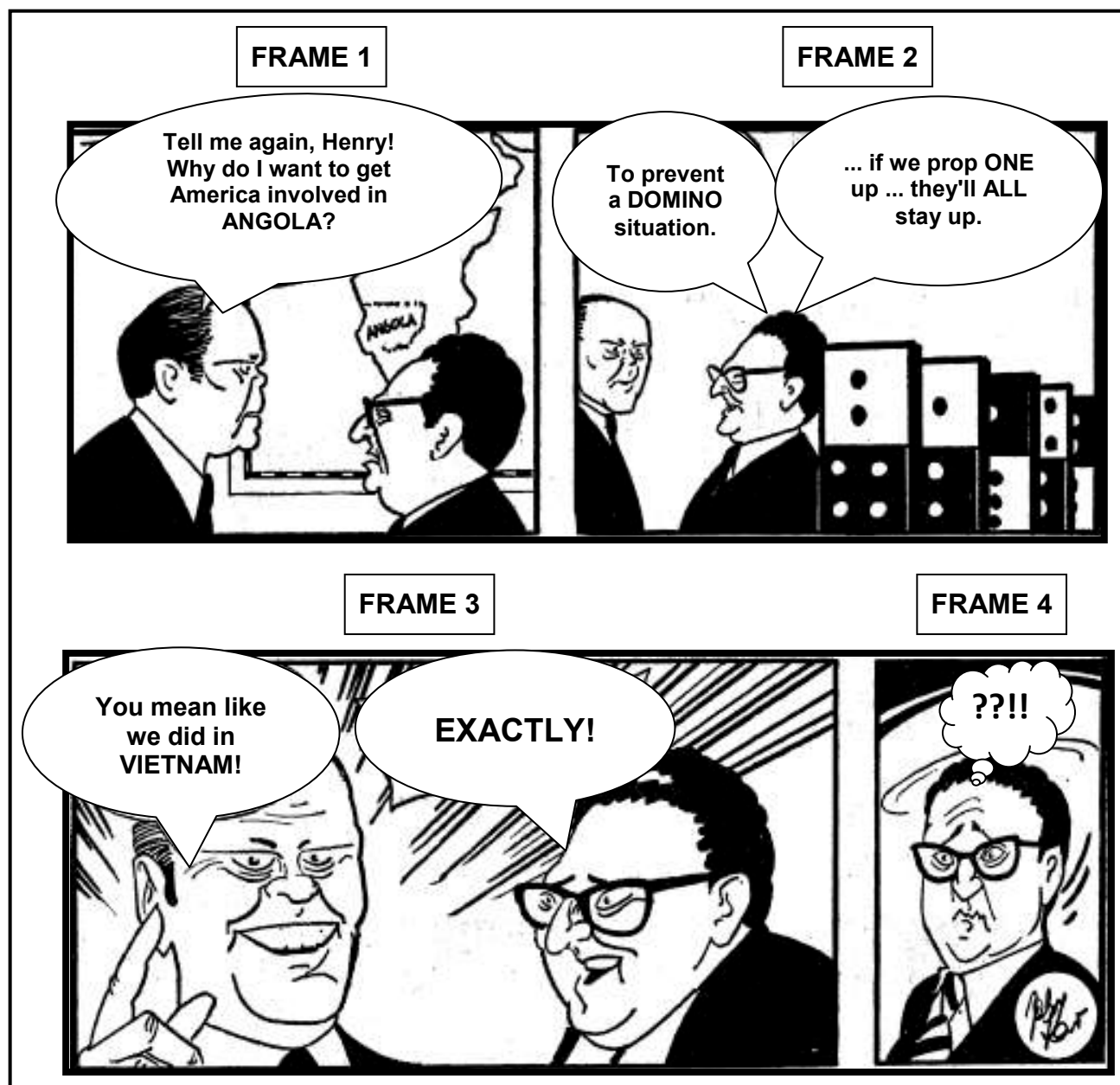
According to one source quoting Luanda Radio, the first Cuban military advisors began to arrive in Angola around 7 May 1975. The primary task of this contingent (group) was to set up and run training camps for the MPLA's military arm, FAPLA ...

The intervention of South Africa marked a new phase in the escalation (increase) of the conflict ... both UNITA and the FNLA had established contact with Pretoria, and South Africa was providing weapons to the hitherto (previously) poorly armed UNITA. By late August (1975), South Africa had set up training camps for both movements ...

[From: *The Origins of the Angolan Civil War* by FA Guimarães]

SOURCE 2B

The cartoon below appeared in a British newspaper, the *Daily Mail*, on 31 December 1975. It featured the USA's Secretary of State, Henry Kissinger, explaining to USA President, Gerald Ford, why he wanted the USA to become involved in the Angolan civil war. The words in the source were re-typed for clarity.



[From: http://www.cartoons.ac.uk/browse/cartoon_item/anytext=angola%20war?page=4.

Accessed on 30 September 2013.]

SOURCE 2C

This is an extract from an interview with Fidel Castro that was undertaken by a Swedish film crew. It outlines the reasons why Cuba intervened in Angola. The interview was conducted in Havana, Cuba on 23 July 1977.

When South African regular troops invaded Angola on 23 October (1975), we could not sit with our arms folded. And when the MPLA requested our assistance, we offered the necessary assistance to prevent people who had struggled for their independence for almost 14 years from being crushed, to prevent the assassination of tens of thousands of revolutionaries, to prevent apartheid from being installed in Angola, the CIA from installing itself in Angola, and neo-colonialism and imperialism from being installed in Angola. It was our elemental (basic) duty, our revolutionary duty and our internationalist duty to offer our support to the MPLA at any cost. There is no reason for our country to regret that sacrifice and that effort.

Look, I can assure you of one thing. Given the type of relations that exist between the Soviet Union and Cuba and given the policy practised by the Soviet Union, the Soviet government and the Soviet Party would never have asked Cuba to send a single man to Angola.

A decision of that nature could only have been made by our party and our government. Those who can claim such a thing do not know Cuba, do not know the Soviet Union and do not know the relations that exist between the Soviet Union and Cuba.

... the duty of the revolutionary peoples of the world is to help countries that are struggling for their liberation. In this sense, we will fulfil our internationalist duty toward the peoples of Africa ...

[From: <http://lanic.utexas.edu/project/castro/db/1977/19770723.html>.
Accessed on 3 October 2013.]

SOURCE 2D

This is part of an interview that was conducted with the former South African Prime Minister, BJ Vorster, by Clarence Rhodes of UPITN-TV (United Press International Television News) on 13 February 1976. Rhodes questioned Vorster about the South African Defence Force's involvement in the Angolan civil war.

Rhodes: This Angolan episode is being seen in some quarters as a blunder (mistake) on South Africa's part: that you got involved in it; that you had to withdraw without achieving your objectives. Is that the case?

Prime Minister: When you make this assertion (claim) I take it that what you have in your mind, is that we were involved in the civil war in Angola. I made that very plain when I spoke in Parliament that we were never involved in the civil war as such ...

Rhodes: When you say that South Africa was not involved in the civil war in Angola which has heavy Cuban support – would you care to amplify (explain) that, Sir?

Prime Minister: ... (South African involvement in Angola) came about as I tried to explain to you, because they occupied the Calueque dam site ... this dam is of no benefit to South Africa whatsoever; the dam supplies water to the Ovambo people ... I want to make it perfectly plain that South Africa's involvement was the effect of Russian and Cuban intervention and not the cause of Russian and Cuban intervention – that was also made plain by Dr Kissinger and his Assistant Secretary of State.

Rhodes: ... How seriously do you take this extension of the communist influence in Africa?

Prime Minister: ... You have a Cuban force of thousands – estimated at this stage between ten and thirteen thousand – taking part in a civil war in Southern Africa and if that were the end of it, one could have shrugged (moved) one's shoulders and said, okay, they will go back tomorrow. But knowing the communists, knowing the Cubans, there is nobody who can tell you at this stage that they are going home, once they have put the MPLA in the saddle. I think it must be accepted that they are here to stay and I think it must be accepted that just as much as they subverted (undermined) or at least, as much as they are trying to subvert Angola, they will try to subvert other Southern African countries. Because, make no mistake about it ... world domination has always been and to this very day is still the aim of the communists.

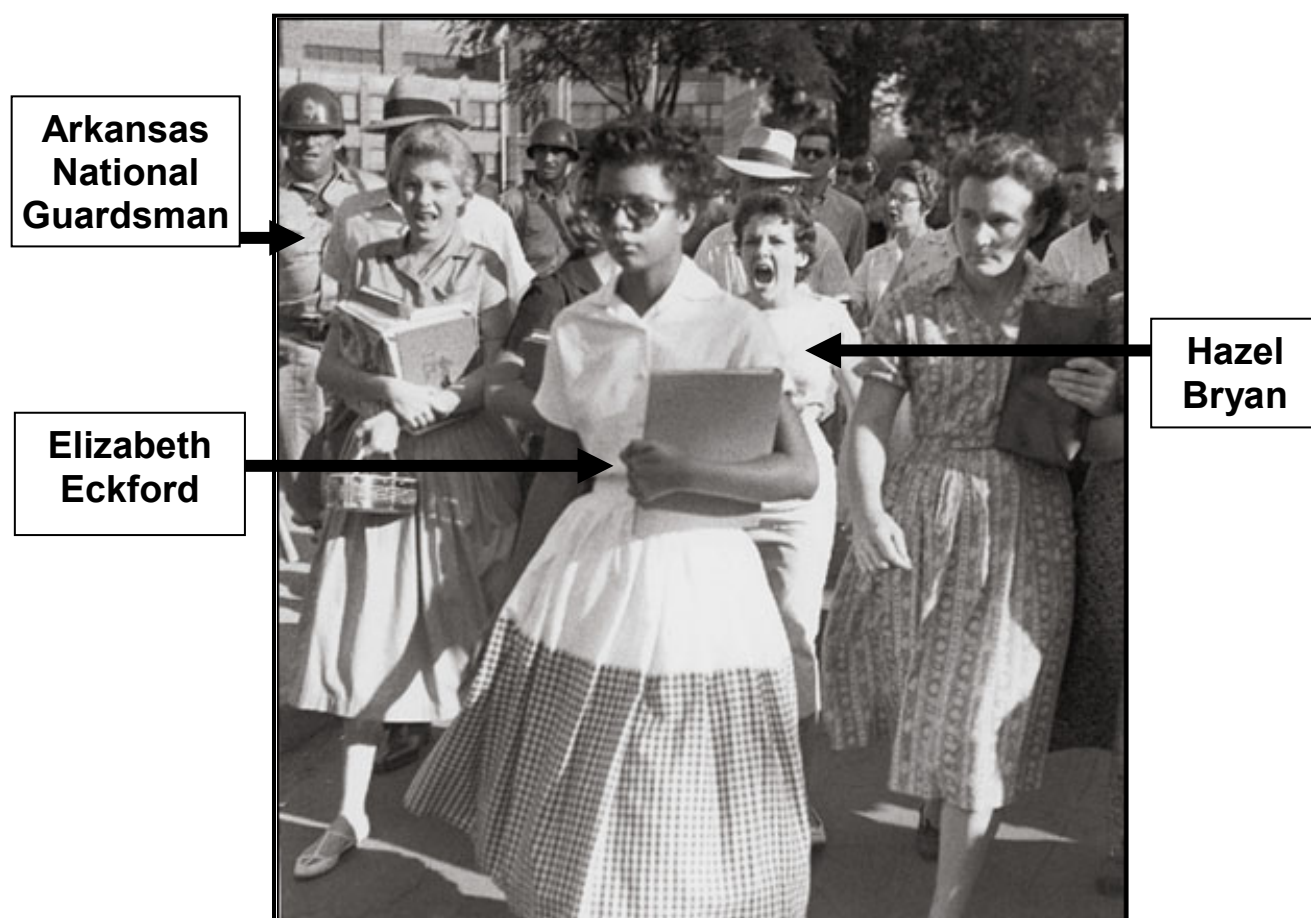
[From: <http://www.sahistory.org.za/archive/interview-south-african-prime-minister-mr-b-j-vorster-mr-clarence-rhodes-upitn-tv-13-february>. Accessed on 13 May 2013.]

QUESTION 3: WHAT ROLE DID THE UNITED STATES GOVERNMENT PLAY IN THE DESEGREGATION OF CENTRAL HIGH SCHOOL IN LITTLE ROCK, ARKANSAS, IN 1957?**Background information**

In September 1957 a crisis developed in Little Rock, Arkansas when the school board attempted to desegregate Central High School. In violation of the Supreme Court ruling to desegregate schools, Governor Orval Faubus ordered the Arkansas National Guard to prevent the registration of nine African-American students at the previously all-white school. Faubus had the support of a large number of white segregationists who threatened to use violence against the African-American students. As the crisis deepened, the United States President, D Eisenhower, decided to act to restore law and order by deploying federal troops to the school.

SOURCE 3A

This photograph shows a student, Hazel Bryan, shouting at Elizabeth Eckford, as she arrived at school on 4 September 1957. Eckford was one of the first African-American students selected to attend the previously 'whites only' Central High School.



[From: http://ethicsbob.files.wordpress.com/2011/12/little_rock_desegregation_1957.jpg.
Accessed on 15 September 2013.]

SOURCE 3B

Below are two telegrams* which were sent to President Eisenhower in September 1957. They urged him to take action against a mob of white protesters who were preventing the desegregation of Central High School, Little Rock.

Telegram 1: Dr Martin Luther King Jr sent the following telegram to President Eisenhower on 9 September 1957:

I URGENTLY REQUEST YOU TO TAKE A STRONG FORTHRIGHT (DIRECT) STAND IN THE LITTLE ROCK SITUATION. IF THE FEDERAL GOVERNMENT FAILS TO TAKE A STRONG POSITIVE STAND AT THIS TIME IT WILL SET THE PROCESS OF INTEGRATION BACK FIFTY YEARS. THIS IS A GREAT OPPORTUNITY FOR YOU AND FEDERAL GOVERNMENT TO BACK UP THE LONGINGS AND ASPIRATIONS OF MILLIONS OF PEOPLE OF GOOD WILL AND MAKE LAW AND ORDER A REALITY.

Telegram 2: Little Rock mayor, Woodrow Mann, sent the following telegram to President Eisenhower on 24 September 1957:

THE IMMEDIATE NEED FOR FEDERAL TROOPS IS URGENT. THE MOB IS MUCH LARGER IN NUMBERS AT 8AM THAN AT ANY TIME YESTERDAY. PEOPLE ARE CONVERGING (JOINING) ON THE SCENE FROM ALL DIRECTIONS. MOB IS ARMED AND ENGAGING IN FISTICUFFS (FIGHTING) AND OTHER ACTS OF VIOLENCE. SITUATION IS OUT OF CONTROL AND POLICE CANNOT DISPERSE THE MOB. I AM PLEADING TO YOU AS PRESIDENT OF THE UNITED STATES IN THE INTEREST OF HUMANITY, LAW AND ORDER AND BECAUSE OF DEMOCRACY WORLDWIDE TO PROVIDE THE NECESSARY TROOPS WITHIN SEVERAL HOURS. ACTION BY YOU WILL RESTORE PEACE AND ORDER AND COMPLIANCE WITH YOUR PROCLAMATION.

[From: http://www.centralhigh57.org/the_tiger.htm. Accessed on 30 September 2013.]

- * A telegram was similar to a letter and was used before the 21st century as a quick form of communication. A telegram usually had a word limit.

SOURCE 3C

This is an extract from President Eisenhower's media press conference, held on 24 September 1957. He announced his decision to send United States federal troops to Little Rock, Arkansas.

Good evening, my fellow citizens: For a few minutes this evening I want to speak to you about the serious situation that has arisen in Little Rock ... This morning the mob again gathered in front of the Central High School of Little Rock, obviously for the purpose of again preventing the carrying out of the court order relating to the admission of Negro children to that school ...

In accordance with that responsibility, I have today issued an executive order directing the use of troops under federal authority, to aid in the execution (carrying out) of federal law at Little Rock, Arkansas ...

Mob rule cannot be allowed to override the decisions of our courts ...

A foundation of our American way of life is our national respect for law ...

In the South, as elsewhere, citizens are keenly aware of the tremendous disservice (harm) that has been done to the people of Arkansas in the eyes of the nation, and that has been done to the nation in the eyes of the world.

At a time when we face grave (serious) situations abroad because of the hatred that communism bears toward a system of government based on human rights, it would be difficult to exaggerate (overemphasise) the harm that is being done to the status and influence, and indeed to the safety of our nation and the world.

Our enemies are gloating (rejoicing) over this incident and are using it everywhere to misrepresent our whole nation. We are portrayed as a violator (destroyer) of those standards of conduct which the peoples of the world united to proclaim in the Charter of the United Nations. There they affirmed (confirmed) 'faith in fundamental human rights' and 'in the dignity and worth of the human person' and they did so 'without distinction as to race, sex, language or religion'.

And so, with deep confidence, I call upon the citizens of the State of Arkansas to assist in bringing to an immediate end all interference with the law and its processes.

[From: <http://historymatters.gmu.edu/d/6335/>. Accessed on 30 September 2013.]

SOURCE 3D

The following telegram was sent to President Eisenhower by the parents of the 'Little Rock Nine' on 1 October 1957. It highlights the significance of the President's decision to send federal troops to undertake the desegregation of Central High School.

WE THE PARENTS OF NINE NEGRO CHILDREN ENROLLED AT LITTLE ROCK CENTRAL HIGH SCHOOL WANT YOU TO KNOW THAT YOUR ACTION IN SAFEGUARDING THEIR RIGHTS HAS STRENGTHENED OUR FAITH IN DEMOCRACY. NOW AS NEVER BEFORE WE HAVE AN ABIDING (LONG-LASTING) FEELING OF BELONGING AND PURPOSEFULNESS. WE BELIEVE THAT FREEDOM AND EQUALITY WITH WHICH ALL MEN ARE ENDOWED (GIVEN) AT BIRTH CAN BE MAINTAINED ONLY THROUGH FREEDOM AND EQUALITY OF OPPORTUNITY FOR SELF-DEVELOPMENT, GROWTH AND PURPOSEFUL CITIZENSHIP. WE BELIEVE THAT THE DEGREE TO WHICH PEOPLE EVERYWHERE REALISE AND ACCEPT THIS CONCEPT WILL DETERMINE IN A LARGE MEASURE AMERICAS TRUE GROWTH AND TRUE GREATNESS. YOU HAVE DEMONSTRATED ADMIRABLY TO US, THE NATION AND THE WORLD, HOW PROFOUNDLY YOU BELIEVE IN THIS CONCEPT. FOR THIS WE ARE DEEPLY GRATEFUL AND RESPECTFULLY EXTEND TO YOU OUR HEARTFELT AND LASTING THANKS. MAY THE ALMIGHTY AND ALL WISE FATHER OF US ALL BLESS GUIDE AND KEEP YOU ALWAYS.

[From: http://www.centralhigh57.org/the_tiger.htm. Accessed on 30 September 2013.]

ACKNOWLEDGEMENTS

Visual sources and other historical evidence were taken from the following:

Blanning, TCW. (ed.) 1996. *The Oxford Illustrated History of Modern Europe* (Oxford University Press, Oxford and New York)

Foresman, S. 1992. *A History of the United States. Volume II 1865 to the Present – American Voice* (Harper Collins Publishers, Illinois)

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Howarth, T. 1992. *Twentieth Century History. The World since 1900* (Longman, London and New York)

http://ethicsbob.files.wordpress.com/2011/12/little_rock_desegregation_1957.jpg

<http://historymatters.gmu.edu/d/6335/>

<http://lanic.utexas.edu/project/castro/db/1977/19770723.html>

http://www.cartoons.ac.uk/browse/cartoon_item/anytext=angola%20war?page=4

http://www.centralhigh57.org/the_tiger.htm

<http://www.cvce.eu>

<http://www.sahistory.org.za/archive/interview-south-african-prime-minister-mr-b-j-vorster-mr-clarence-rhodes-upitn-tv-13-february>



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P1

NOVEMBER 2014

MEMORANDUM

This memorandum consists of 22 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	<ul style="list-style-type: none">• Extract evidence from sources• Selection and organisation of relevant information from sources• Define historical concepts/terms	30% (15)
LEVEL 2	<ul style="list-style-type: none">• Interpretation of evidence from sources• Explain information gathered from sources• Analyse evidence from sources	40% (20)
LEVEL 3	<ul style="list-style-type: none">• 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*.

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 first 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

1✓

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

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: HOW DID THE BERLIN BLOCKADE CONTRIBUTE TO COLD WAR TENSIONS BETWEEN THE WESTERN POWERS AND THE SOVIET UNION?**

1.1

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

- Britain/British
- France/French
- United States of America (USA)/Americans
- Russia (Soviet Union)/Russians (4 x 1) (4)

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

- The Soviet Union introduced a separate currency (*Ostmark*) in their sector
- Warned the West that they had no business interfering in the affairs of East Germany
- The Soviet Union blockaded West Berlin (For example: closed roads, railroads, waterways)
- Any other relevant response (any 2 x 2) (4)

1.1.3 *[Explanation of a historical concept from Source 1A – L1]*

- Concept used by Winston Churchill to indicate the division between Eastern and Western Europe
- It was a symbolic border between the communist bloc and western European countries during the Cold War
- Division between capitalist and communist Europe
- Any relevant response (any 1 x 2) (2)

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

- Wanted to prevent the spread of communism/'domino effect' into Western Europe
- If Berlin fell into the hands of communism, then Western Germany would come under communist influence
- Wanted to ensure that democracy flourishes
- Did not wish to hand over 2 million West Berliners to communist rule
- West Berlin was a listening post for the West (any 1 x 2) (2)

1.2

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

- To deliver necessities/essentials such as food, coal and clothes to West Berlin (1 x 2) (2)

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

- Lack of fuel led to a limited supply of electricity
- Fresh food was not readily available
- Berliner's experienced cold and darkness during the winter and had no warm meals or electricity for lights (any 2 x 1) (2)

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

- Determined not to give in to (bullied) Soviet pressure/ Communism
- To demonstrate that they were not dependent on the Soviet government for assistance
- Disapproved of the blockade
- Believed that the West would support them
- Any other relevant response (any 2 x 2) (4)

1.3

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

- It shows American planes bringing in supplies to West Berlin
- Children waiting in anticipation for supplies
- Any other relevant response (any 1 x 2) (2)

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

- It may have been used for propaganda purposes to highlight the West's support of West Berlin
- To show that the West was committed to containment of communism/protect capitalism
- To illustrate that the Truman Doctrine/Marshall Plan was effective
- Children in the photograph shows the humanitarian nature of the airlift
- Any other relevant response (any 2 x 2) (4)

1.4

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

- Grain (food)
- Fats (food)
- Heating materials (any 2 x 1) (2)

1.4.2 *[Detecting bias in Source 1D – L3]*

- It is the view of a member of an East German Socialist Party who was in favour of the Soviet Union's policies
- Paints a positive picture of the Soviet Union's role in Berlin
- Portrays the USA as the cause of the hardships
- Grotewohl claimed that the airlift was 'invented' by Western powers
- Grotewohl claimed the Western powers were attempting to stir up the Germans against the Soviet Union
- Uses emotive words to portray the USA's actions
- Any other relevant response (any 2 x 2) (4)

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

- They prevented residents of their sectors from taking advantage of the opportunities to acquire supplies offered by the Soviet sector
- They robbed the people living in Western sectors of the opportunity to obtain supplies of food and other commodities provided by the Soviet Union directly in the shops
- The 'airlift' that followed was an invention by the western powers and was unnecessary
- Any other relevant response (any 1 x 2) (2)

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

Candidates should indicate whether they AGREE or DISAGREE with Grotewohl's interpretation of Western powers actions.

AGREE

- The Western powers prevented the West Berliners from obtaining supplies from the Soviet sector
- Berlin City Administration were influenced by the Western powers that occupied West Germany
- Refusing to accept aid from the USSR led to the intensification of friction between West Berliners and Soviet Union
- Any other relevant response

DISAGREE

- Biased perspective by Otto Grotewohl
- As Chairman of the United Socialist Party in East Germany, he was critical of the West and its influence in Berlin
- The Western powers were not responsible for the blockade
- The USSR was concerned about the economic recovery of West Berlin
- The Western powers only wanted to help the German population
- Any other relevant response (any 2 x 2) (4)

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

- Source 1D is a Soviet/ communist perspective while Source 1B is a Western/ capitalist perspective
- Source 1D indicates the provision of supplies (e.g. grain, meat) that the Soviet Union made to Berlin in 1948 while Source 1B refers to the supplies (e.g. fuel, food) that the Western nations made to Berlin in 1948
- Source 1D portrays the airlift in negative terms (unnecessary); whereas Source 1B portrays the airlift as being positive
- 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:

- Division of Germany and Berlin along ideological lines (Source 1A and own knowledge)
- Introduction of new currency *Deutschmark* into western sectors and the *Ostmark* in the eastern sector (Source 1A)
- USA/West Germans were concerned about the spread of communism/ domino effect (Sources 1A and 1D)
- Western airlift undermined the impact of the Soviet Union's blockade (Source 1B)
- Blockade was used as propaganda by the West against USSR (children in West Germany suffered due to the USSR actions) (Source 1C)
- Grotewohl claimed that western countries controlled Berlin City Council and prevented Berliners from accessing food supplies sent from USSR (Source 1D)
- Implementation of the airlift by Western powers during the Berlin Blockade (Sources 1C and 1D)
- USSR claimed that Western powers were stirring up anger among Western Germans which could lead to a war (Source 1D)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how the Berlin Blockade contributed to Cold War tensions between the Western powers and Soviet Union. • Uses evidence partially to report on topic or cannot report on topic. 	MARKS 0 - 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of how the Berlin Blockade contributed to Cold War tensions between the Western Powers and Soviet Union. • Uses evidence in a very basic manner. 	MARKS 3 - 5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of how the Berlin Blockade contributed to Cold War tensions between the Western Powers and Soviet Union. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6 - 8

(8)
[50]

QUESTION 2: HOW DID FOREIGN COUNTRIES INTERVENE IN THE FIRST PHASE OF THE ANGOLAN CIVIL WAR FROM 1975 TO 1976?**2.1****2.1.1** *[Explanation of historical concepts in Source 2A – L1]*

(a)

- War fought by the Angolan liberation movements to free themselves from colonial occupation by Portugal
- War fought against colonialism or colonial oppressors
- Any other relevant response (any 1 x 2) (2)

(b)

- An internal war to gain control of the Angolan government that was fought among Angolan political parties (MPLA, FNLA and UNITA)
- War fought between civilians of the same country
- Any other relevant response (any 1 x 2) (2)

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

- Foreign countries sent weapons to arm the different liberation movements (1 x 2) (2)

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

- (a) Soviet Union/Cuba (1 x 1) (1)
- (b) USA/South Africa (1 x 1) (1)
- (c) South Africa (1 x 1) (1)

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

- USA wanted to prevent the spread of communism/promote capitalism
- USA concerned about Cuban/USSR involvement in Angolan politics
- USA wanted to expand their own sphere of influence in independent Africa
- USA interested in exploiting rich mineral wealth of Angola
- Angola was of strategic importance
- USA was concerned about arms shipments received by MPLA from USSR
- Any other relevant response (any 2 x 2) (4)

2.2**2.2.1** *[Interpretation of evidence from Frames 1 and 2 of Source 2B – L2]*

- The fear of a 'domino situation'
- Kissinger feared that if Angola became a communist state then other countries in the region would follow
- Any other relevant response (any 1 x 2) (2)

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

- He accepted the suggestion (as shown by his smile)
- He understood that USA should get involved in Angola to prevent the spread of communism/'domino situation', as they had done in Vietnam
- He had mixed feeling
- Any other relevant response (any 1 x 2) (2)

2.2.3 [Explaining the usefulness of Source 2B – L3]

- It shows that Kissinger (US Secretary of State) was encouraging President Ford to become involved in Angolan civil war
- Suggests that Kissinger used the spread of communism (to prevent a 'domino situation') as an argument for US intervention in Angola
- Shows the viewpoint of the British press - similarities were being drawn between the US involvement in Vietnam which ended in defeat and the Angolan civil war
- It identifies the main characters (President Ford and US Secretary of State – Henry Kissinger) who were involved in the policy regarding the US's involvement in Angola
- Any other relevant response (any 2 x 2) (4)

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

- South Africa invaded Angola
- MPLA requested Cuba's assistance
- To prevent the independence movement from being crushed
- To prevent the assassination of revolutionaries
- To prevent a form of apartheid being installed in Angola
- To prevent the CIA from installing itself /entering and controlling Angola
- It was the 'revolutionary duty' of Cuba to support the MPLA
- It was the 'Internationalist duty' of Cuba to support MPLA
- To prevent neo-colonialism and imperialism being installed in Angola (any 4 x 1) (4)

2.3.2 [Analyse information from Source 2C – L2]

- No domination of one country over another (The USSR over Cuba) / equals
- Both Cuba and the USSR supported the MPLA
- Any other relevant response (any 2 x 2) (4)

2.4**2.4.1 [Extraction of evidence from Source 2D – L1]**

- Because they had to withdraw their troops without achieving their own objectives (1 x 1) (1)

2.4.2 [Interpretation of evidence in Source 2D – L2]

Candidates should indicate to what extent the statement could be valid or not valid and support their argument with relevant evidence

To a lesser extent (Vorster's statement is not valid)

- The source refers to the withdrawal of South African troops from Angola
- The South African troops were militarily involved in the Angolan civil war to support UNITA
- He did not want to accept the withdrawal of South Africa from Angola
- Any other relevant response

To a great extent (Vorster's statement is valid)

- South Africa was in Angola only to defend the Calueque dam site
- Vorster claimed: 'South Africa's involvement was the effect of Russian and Cuban intervention and not the cause of Russian and Cuban intervention'
- Any other relevant response (any 2 x 2) (4)

2.4.3 [Interpretation of information from Source 2D – L2]

- South Africa was involved because Cubans sent troops to Angola
- Fearful of the spread of communism into southern Africa
- Communists wanted to gain control of southern Africa as part of their plan for world domination
- South Africa became involved because of Russian and Cuban intervention in Angola
- To defend the Calueque Dam site
- Any other relevant response (any 2 x 2) (4)

2.5 [Comparison of information in Sources 2C and 2D – L3]

- Source 2C Castro claims that South Africa invaded Angola first and Cuba responded while in Source 2D Vorster claims that Cuba invaded Angola first and South Africa responded
- Source 2C suggests that Cuba was involved in Angola to prevent South Africans from spreading the policy of apartheid while Source 2D suggests that Cuba was attempting to spread communism throughout southern Africa
- Source 2C argues that Cuba was fighting to help liberate Angola while Source 2D suggests that Cuba wanted to take control of Angola (through the MPLA)
- Any other relevant comparison (any 2 x 2) (4)

2.6 *[Interpretation, analysis and synthesis of evidence from all sources and using own knowledge – L3]*

In responding to this question, the candidate is required to explain how foreign countries became involved in the Angolan Civil War of 1975-1976.

- Foreign intervention in Angola was primarily military in nature (Source 2A)
- Tanks, mortars, jet fighters etc. were sent to arm the different liberation movements (Source 2A)
- The USSR sent military equipment to the MPLA (Source 2A)
- Cuban military advisors were sent to train MPLA (Source 2A)/ South Africa provided weapons for UNITA (Source 2A)/ CIA (USA) donated money to FNLA (Source 2A)
- Castro offered support to the MPLA to ensure Angolan independence and liberation (Source 2C)
- Cuba also sent civilians to assist (Source 2C)/ Cuba sent doctors, teachers, engineers to help build Angola after independence (own knowledge)
- South Africa claimed not to be involved in the war but was present to defend their interest in the hydro-electric plant at Calauque Dam site (Source 2D and own knowledge)
- The USA was interested in exploiting the mineral wealth of Angola's Cabinda region, so it funded the FNLA which was based in that region. (own knowledge)
- Any other relevant answer

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how foreign countries intervened in the first phase of the Angolan Civil War between 1975 to 1976. • Uses evidence partially to report on topic or cannot report on topic. 	MARKS 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of how foreign countries intervened in the first phase of the Angolan Civil War between 1975 to 1976. • Uses evidence in a basic manner. 	MARKS 3 – 5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of how foreign countries intervened in the first phase of the Angolan Civil War between 1975 to 1976. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6 – 8

(8)
[50]

QUESTION 3: WHAT ROLE DID THE UNITED STATES GOVERNMENT PLAY IN THE DESEGREGATION OF CENTRAL HIGH SCHOOL IN LITTLE ROCK, ARKANSAS, IN 1957?

3.1

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

Learners will be awarded two marks for the attitude and two marks for the substantiation.

- Hostile/ aggressive - Hazel Bryan is shouting at Elizabeth Eckford
- Unfriendly - Eckford is left to walk on her own
- Curious, because the white American students are staring at Eckford as she walked to school
- Any other relevant response (any 2 x 2) (4)

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

- Many white American students did not want their schools to be desegregated
- Segregation was part of Southern culture and many white Americans feared change/ transformation
- Many white American students believed that the Supreme Court and federal government should not interfere in the segregatory laws of the southern states
- Racist whites in the South felt superior and did not want to see them as equals with African Americans
- Any other relevant response (any 2 x 2) (4)

3.1.3 *[Interpretation and evaluation of evidence in Source 3A – L3]*

Agree to a large extent

- Many US citizens realised that segregation was morally wrong
- Denying African Americans the right to an equal education was seen as undemocratic
- Many white Americans might have felt ashamed about the bad and inhuman treatment that a young girl, trying to go to school, received
- Eckford was denied her civil rights and this image made many white Americans support the Civil Rights Movement in its campaign against racial discrimination
- Any other relevant response

Agree to a lesser extent

- The conscience of racists/ segregationists would not be stirred
- Most of the White Americans living in the south supported segregation
- Any other relevant response (any 2 x 2) (4)

3.2

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

- He feared that the crisis in Little Rock 'could set the process of integration back fifty years'
 - It was an opportunity for the federal government to show its support for the Civil Rights Movement/'back up the longings and aspirations of millions of people'
 - The treatment of Elizabeth Eckford
 - To ensure law and order
 - To demonstrate that the federal/central government was serious about preventing discrimination and wanted the rights of all Americans to be respected irrespective of race
- (any 1 x 2) (2)

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

- The mob was getting larger/ people were joining from all directions
- The mob was armed and dangerous
- Fighting and acts of violence broke out
- The situation was out of control
- Police could not control the situation
- There was a need to restore peace and to maintain law and order

(any 3 x 1) (3)

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

- President Eisenhower did not want to have to intervene in the affairs of a state
 - President Eisenhower was worried about losing the votes of whites living in southern states
 - The President hoped not to have to make a public stand in favour of the Civil Rights Movement
 - President Eisenhower did not see it as a crisis and therefore wanted time to consult his advisors
 - Any other relevant response
- (any 2 x 2) (4)

3.3

3.3.1 *[Interpretation of Source 3C – L2]*

- A 'mob' of protestors prevented the court's ruling from being implemented
 - The execution of a federal law was prevented from being implemented
 - The civil rights of African American students were being abused
 - Any other relevant response
- (any 2 x 2) (4)

3.3.2 *[Explanation of a historical concept in Source 3C – L1]*

- Human Rights – all people irrespective of their race, gender or religion are expected to be treated fairly/with equality
 - The basic human rights of African American students were denied in respect of education and safety
 - Any other relevant response
- (1 x 2) (2)

3.3.3 *[Extraction of evidence from Source 3C – L1]*

- Fundamental human rights
- Dignity and worth of a human being
- No distinction on the basis of race, sex, language or religion (3 x 1) (3)

3.3.4 *[Interpretation of evidence in Source 3C – L2]*

- The actions in Little Rock spread a negative image of Arkansas to the country and the rest of the world
- The situation in Little Rock became a national (not just state) concern because it impacted on the USA prestige and influence
- Little Rock had become a federal issue which affected the whole of the USA because it was seen as a violation of the UNO's Charter on human rights
- A federal law was disregarded at state level so it was necessary for federal government to intervene to enforce the law
- In the context of the communist threat the USA's enemies would rejoice in this negative publicity
- USA were seen as upholding democracy around the world but were denying African Americans their human/ civil rights
- Any other relevant response (any 2 x 2) (4)

3.4

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

- Their faith in democracy had been strengthened
- Safeguarded/protected their children's rights
- They had a new feeling of belonging
- They now felt purposeful
- Belief that freedom and equality has been maintained
- Opportunity for self-development and growth (any 4 x 1) (4)

3.4.2 *[Evaluation of the usefulness of Sources 3D – L3]*

- The content of the telegram is relevant to the research question/ first-hand information
- Gives the viewpoints of key people involved (parents of Little Rock Nine)
- Shows the strength of emotions/ attitude of role players around the issue of de-segregation at Little Rock
- Reveals that the president's action was significant not only in Little Rock but to the whole Civil Rights Movement
- It illustrates the strength of religious beliefs within Civil Rights Movement
- May be used as evidence showing how that the Civil Rights Movement was concerned about integration and assimilation
- Any other relevant response (any 2 x 2) (4)

3.5 *[Interpretation, evaluation and synthesis of evidence from relevant sources - L3]*

Candidates could include the following aspects in their response:

- President Eisenhower initially was hesitant to become involved in state politics (Source 3A)
- The right of the state to govern without interference from federal authorities was highly valued in USA (infer from Source 3A, own knowledge)
- Eisenhower initially ignored requests from Martin Luther King Jnr. to intervene (Source 3A)
- When asked by the Mayor of Little Rock to bring in Federal troops, Eisenhower agreed (respecting state/ federal relationship) (Source 3A)
- Eisenhower/ USA government believed that the American way of life, which was underpinned by the law, was threatened in Little Rock (Source 3B)
- Eisenhower/ USA government acted to defend the decision of the courts (Source 3B)
- Eisenhower/ USA government refused to allow 'mob rule' to dictate central/federal government policy (Source 3B)
- Eisenhower stated that the issue of desegregation in Little Rock was a matter of 'principal' (rule of law) not of 'individual opinion' (Source 3B)
- The president's actions were seen to play an important role in the fight for Civil Rights in USA by Martin Luther King Jnr. (Source 3C)
- The parents of Little Rock Nine stated that Eisenhower's action restored their faith in democracy and America (Source 3C)
- The actions of the learners at Little Rock helped open the door of segregated school across the USA for all learners (Source 3D)
- The events at Little Rock played an important role in winning support for the CRM – it showed that the Federal government was able to intervene to enforce the Civil Rights of all African Americans (own knowledge)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of the role that the United States Government played in the desegregation of Central High School in Little Rock Arkansas in 1957. • Uses evidence partially to report on topic or cannot report on topic. 	MARKS 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of the role that the United States Government played in the desegregation of Central High School in Little Rock Arkansas in 1957. • Uses evidence in a very basic manner. 	MARKS 3 – 5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of the role that the United States Government played in the desegregation of Central High School in Little Rock Arkansas in 1957. • 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:**

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

SYNOPSIS

In writing this essay, candidates must be able to take a line of argument and indicate to what extent the United States of America was successful in containing communism the Vietnam War between 1965 and 1975.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a line of argument and indicate how they intend supporting their standpoint.

ELABORATION

- Reasons why the United States became involved in the Vietnam War (contain the spread of communism, fear of the 'Domino Effect', spread of Capitalism)

Focus on why the USA was **unsuccessful** in containing communism:

- The USA supported Diem's corrupt capitalist regime in South Vietnam
- **Failure of 'Operation Rolling Thunder'** (bombing mission from March 1965 was to destroy the north Vietnamese economy to stop them helping the South; to destroy the National Liberation Front)
- Guerrilla warfare by the Vietminh/Vietcong confused and undermined morale of USA
- Ho Chi Minh Trail and its significance
- **Failure of 'Operation Ranch Hand'** (Conventional tactics used by the USA's army were not effective because of dense vegetation) forced to use napalm, agent orange - destroyed the environment but not the Ho Chi Minh Trail
- **Tet Offensive**
- Anti-war protests movement in USA and internationally
- **The role of the media** in showing the impact of war on the Vietnamese people and on American soldiers;
- **WHAM (Winning the hearts and minds of the Vietnamese)** signified firstly the implementation of the withdrawal process of American troops from Vietnam
- **My Lai massacre**
- **Role of Nixon** in removing US troops
- Negotiations for peace between US and Vietnam
- Saigon (South Vietnam) fell to communist North Vietnam in 1975
- Any other relevant response
- Conclusion: Candidates should tie their argument with a relevant conclusion

Focus on why the USA was **successful** in achieving its aims:

- If candidates indicate that the USA was successful in the war in Vietnam between 1965 and 1975 they need to support their argument with relevant evidence.

[50]

QUESTION 5:

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

SYNOPSIS

In writing this essay, candidates must discuss the extent to which both the Congo and Tanzania were successful in attaining economic development and political stability after attaining independence from colonial rule.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a line of argument and support it by showing how both countries developed their economic and political policies after independence.

ELABORATION

Credit should also be given to candidates that structure their essay comparatively

The Congo:**Elements of economic ‘development’**

- Zaireanisation (replacing foreigners with Zairean nationals) failed due to (inexperience/ corruption/mismanagement/ neglect)
- Decline in the state of infrastructure
- Application of retrocession (reversal of Zaireanisation)
- Any other relevant point

Tanzania:**Elements of economic ‘development’**

- Arusha Declaration (abolished exploitation/reduction of income gap between the poor and the rich/ownership of the country's resources)
- Villagisation (collective villages) improved service delivery/created a stable society that was free from economic inequalities). However, farmers refused to leave their ancestral lands/agricultural production fell
- Most nationalised companies went bankrupt
- Exports declined
- Tanzania depended on foreign aid / loans
- Any other relevant point

The Congo:**Elements of political ‘stability’**

- Attaining independence through democratic elections (Congo (1960): J Kasavubu became President and P Lumumba became Prime Minister)
- Positive neutralism (brought back African values)
- Strong centralised government
- Political stability (though based on authoritarianism)

Tanzania:**Elements of political 'stability'**

- Attaining independence through democratic elections (Tanzania 1961: J Nyerere (Prime Minister) – amended the constitution to become President (1962)
 - Smooth transition (peaceful change / racial harmony/ commitment to promotion of human equality and dignity)
 - African Socialism / Ujamaa was appropriate for inhabitants
 - Establishment of the United Republic of Tanzania (1964)
 - Centralised and unitary state
-
- Conclusion: Candidates should tie their argument with a relevant conclusion

[50]

QUESTION 6:

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

SYNOPSIS

Candidates need to highlight the reasons why the Black Power Movement emerged in the mid-1960s. Emphasis should be placed on the **reasons for the frustration** experienced by civil rights activists in the southern states as well as the **emergence of a new militant nationalism** among young, urban African Americans in the north.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a stance and develop a coherent line of argument.

ELABORATION

- **Disillusionment of Civil Rights Workers in the south**
 - Civil rights activists questioned the philosophy of non-violence in the light of continued violence by police
 - **Stockely Carmichael** argues for Black Power
 - Splits from CRM on the principle of integration and non-violence
 - Joined Black Panther Party
 - Any other relevant answer
- **Frustration of African Americans in the north**
 - Poverty, lack of jobs and poor housing
 - Inner city ghettos, under-resourced schools and health
 - Frustrated at the slow pace of change, critical of Martin Luther King Jnr.'s strategy of non-violence
 - Police brutality, uprisings, use of violence justified if it meant gaining equality
 - Inspired by **Malcolm X** – self-defence strategy
 - Malcolm X - Black Nationalism and self-reliance and self-determination
 - **Black Panther Party** was formed Huey Newton and Bobby Seale for self-defence of African American community
 - Uniforms and guns to protect the inner cities (Street patrols)
 - Tried to alleviate poverty, free breakfast programme, clinics and tutoring programme
 - 10 Point programme – gained respect
 - Any other relevant response
- **Additional reasons for emergence of Black Power**
 - Aimed to accelerate change – not a formal 'movement'
 - Philosophy of Black Power
 - Calls for African Americans to acknowledge heritage, music, literature, build community and form own organisations
 - 'Black is beautiful' – promotes pride in being African American (e.g. Afro hairstyle, African clothing)
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion

[50]**TOTAL: 150**



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Department:
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NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P2

NOVEMBER 2014

MARKS: 150

TIME: 3 hours

This question paper consists of 9 pages and an addendum of 13 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework in the CAPS document.

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA

QUESTION 2: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST

QUESTION 3: THE END OF THE COLD WAR AND A NEW WORLD ORDER, 1989 TO THE PRESENT

SECTION B: ESSAY QUESTIONS

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

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

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

2. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions can be found in the ADDENDUM.
3. SECTION B consists of THREE essay questions.
4. Answer THREE questions as follows:
 - 4.1 At least ONE must be a source-based question and at least ONE must be an essay question.
 - 4.2 The THIRD question can be either a source-based question or an essay question.
5. When answering questions, candidates should apply their knowledge, skills and insight.
6. A mere rewriting of the sources as answers will disadvantage candidates.
7. Number the answers correctly according to the numbering system used in this question paper.
8. Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE question, but not more than TWO questions, from this section. Source material to be used to answer these questions is contained in the ADDENDUM.

QUESTION 1: WHAT IMPACT DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS (BC) HAVE ON THE STUDENTS OF SOWETO IN THE 1970s?

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

1.1 Study Source 1A.

- 1.1.1 Define the term *Black Consciousness* in your own words. (1 x 2) (2)
- 1.1.2 What, according to the source, was the intention of the philosophy of Black Consciousness? (1 x 2) (2)
- 1.1.3 Using the information in the source and your own knowledge, explain what Biko implied by the following statement: 'the most potent weapon in the hands of the oppressor is the mind of the oppressed'. (2 x 2) (4)
- 1.1.4 What impact did Biko expect the philosophy of Black Consciousness to have on the 'black man'? (2 x 1) (2)

1.2 Read Source 1B.

- 1.2.1 What actions did the apartheid government take to suppress the activities of SASO and the BPC? (2 x 1) (2)
- 1.2.2 State TWO challenges that the Black Consciousness Movement faced between December 1972 and March 1973. (2 x 1) (2)
- 1.2.3 Explain how the supporters of the philosophy of Black Consciousness reacted to the apartheid government's repressive measures. (2 x 2) (4)

1.3 Use Source 1C.

- 1.3.1 According to the source, what role did the following leaders play in mobilising the students of Soweto:
- (a) Tsietsi Mashinini (1 x 2) (2)
- (b) Seth Mazibuko (1 x 2) (2)
- 1.3.2 Why do you think Mashinini called for mass demonstrations against the use of Afrikaans as a medium of instruction in black South African schools? (2 x 2) (4)

- 1.3.3 Describe how events unfolded on the morning of 16 June 1976 in Orlando West, Soweto. (2 x 2) (4)
- 1.3.4 Explain the usefulness of this source to a historian studying the impact that the leaders of the SASM had on the students of Soweto in the 1970s. (2 x 2) (4)
- 1.4 Refer to Source 1D.
- 1.4.1 Explain the message being conveyed in the photograph. (1 x 2) (2)
- 1.4.2 What do the words 'To hell with Afrikaans' tell you about the attitude of the students of Soweto towards the use of Afrikaans as a medium of instruction? (1 x 2) (2)
- 1.5 Explain how the information in Source 1C supports the visual evidence in Source 1D regarding the philosophy of Black Consciousness. (2 x 2) (4)
- 1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the influence that the philosophy of Black Consciousness had on black South Africans in the 1970s. (8)
- [50]**

QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH SOUTH AFRICA'S DIVIDED PAST?

Study Sources 2A, 2B, 2C and 2D and answer the questions that follow.

2.1 Refer to Source 2A.

- 2.1.1 Why, according to the source, was the TRC established? (2 x 1) (2)
- 2.1.2 How did the Human Rights Violation Committee go about its work? (1 x 2) (2)
- 2.1.3 Define the concept *reconciliation* in your own words. (1 x 2) (2)
- 2.1.4 Why, according to the TRC, was restorative justice regarded as significant? Support your answer with relevant reasons. (2 x 2) (4)
- 2.1.5 Using the information in the source and your own knowledge, explain why most of the testimonies that were heard at the TRC were from women. (2 x 2) (4)

2.2 Read Source 2B.

- 2.2.1 Why did Rokaya Saloojee have 'a lingering hatred for some whites'? (Testimony 1) (1 x 1) (1)
- 2.2.2 What evidence in the source suggests that the police might have killed Suluman Saloojee? (Testimony 1) (1 x 2) (2)
- 2.2.3 Explain to what extent you would consider the information in Testimony 1 useful when researching the killing of anti-apartheid activist Suluman Saloojee. (2 x 2) (4)
- 2.2.4 Why did James Simpson appear before the TRC? (Testimony 2) (1 x 2) (2)
- 2.2.5 Identify the perpetrators in each of the following:
- (a) Testimony 1 (1 x 1) (1)
- (b) Testimony 2 (1 x 1) (1)

- 2.3 Comment on how the information in Source 2A and Source 2B (Testimony 2) support each other regarding the work of the TRC. (2 x 2) (4)

2.4 Study Source 2C.

- 2.4.1 What percentage of white South Africans felt that the TRC was a 'very bad thing'? (1 x 1) (1)
- 2.4.2 Explain why white South Africans did not support the TRC. (2 x 2) (4)
- 2.4.3 Why do you think a larger percentage of black South Africans than white South Africans supported the work of the TRC? (1 x 2) (2)

2.5 Consult Source 2D.

- 2.5.1 Quote TWO reasons from the source that suggest the TRC was criticised. (2 x 1) (2)
- 2.5.2 Explain why most black South Africans were unhappy with the findings of the TRC. Use evidence from the source as well as your own knowledge to support your answer. (2 x 2) (4)

- 2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) and explain whether the TRC was successful in dealing with South Africa's divided past.

(8)
[50]

QUESTION 3: WHAT IMPACT DID GLOBALISATION HAVE ON ECONOMIC RELATIONS BETWEEN COUNTRIES SITUATED IN THE NORTHERN AND SOUTHERN HEMISPHERES?

Study Sources 3A, 3B, 3C and 3D and answer the questions that follow.

3.1 Refer to Source 3A.

- 3.1.1 What, according to the source, is *globalisation*? (1 x 2) (2)
- 3.1.2 Identify the TWO financial institutions that were the driving force behind globalisation. (2 x 1) (2)
- 3.1.3 Using the information in the source and your own knowledge, explain the relationship between globalisation and democracy. (2 x 2) (4)
- 3.1.4 Explain whether the adoption of a trade liberalisation policy would have assisted developing countries to grow their economies. (2 x 2) (4)

3.2 Consult Source 3B.

- 3.2.1 How did Mark Malloch Brown describe *inequality*? (1 x 2) (2)
- 3.2.2 What was the income gap between the rich and the poor countries? (1 x 2) (2)
- 3.2.3 Why, according to Mbeki, was it necessary to forge (build) strong south-south partnerships? (1 x 2) (2)
- 3.2.4 Explain whether you would consider the information in this source useful when studying the influence of globalisation on the developing countries. (2 x 2) (4)

3.3 How does the information in Source 3A and Source 3B differ regarding the impact of globalisation on developing countries? Support your answer using relevant evidence. (2 x 2) (4)

3.4 Study Source 3C.

- 3.4.1 Give ONE reason for the implementation of the Structural Adjustment Plans. (1 x 1) (1)
- 3.4.2 Explain whether you would agree with the manner in which the Structural Adjustment Plans were imposed on developing countries. (2 x 2) (4)
- 3.4.3 Quote evidence from the source that suggests the author viewed trade between developed and poorer countries as unfair. (1 x 1) (1)
- 3.4.4 Why was it not possible for developing countries to import processed goods? (2 x 1) (2)

3.5 Use Source 3D.

- 3.5.1 Identify the continents in the Northern and Southern Hemispheres as depicted in the source. (2 x 1) (2)
- 3.5.2 Name any TWO products that countries in the Southern Hemisphere traded with countries in the Northern Hemisphere. (2 x 1) (2)
- 3.5.3 Explain how the cartoonist portrays the relationship between countries in the Southern and Northern Hemispheres. (2 x 2) (4)
- 3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the impact that globalisation had on economic relations between countries situated in the Southern and Northern hemispheres. (8)
- [50]**

SECTION B: ESSAY QUESTIONS

Answer at least ONE question, but not more than TWO questions, from this section.

Your essay should be about THREE pages long.

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

Explain to what extent the internal resistance movements in South Africa were successful in challenging PW Botha's apartheid regime in the 1980s.

[50]**QUESTION 5: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST**

2014 commemorates the 20th anniversary of the establishment of a democratic and free South Africa.

With reference to the above statement, discuss to what extent leadership, compromise and negotiations among various political organisations led to the birth of a democratic South Africa in 1994.

[50]**QUESTION 6: THE END OF THE COLD WAR AND A NEW WORLD ORDER: THE EVENTS OF 1989**

The disintegration of the Soviet Union served to accelerate political changes in South Africa in the 1990s.

Do you agree with this statement? Substantiate your answer.

[50]**TOTAL: 150**



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NATIONAL SENIOR CERTIFICATE

GRADE 12

**HISTORY P2
NOVEMBER 2014
ADDENDUM**

This addendum consists of 13 pages.

QUESTION 1: WHAT IMPACT DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS (BC) HAVE ON THE STUDENTS OF SOWETO IN THE 1970s?**SOURCE 1A**

The extract below is part of a paper entitled 'White Racism and Black Consciousness' which was delivered by Steven Bantu Biko at a student conference in Cape Town in January 1971.

The call for Black Consciousness is the most positive call to come from any group in the black world for a long time. It is more than just a reactionary (narrow-minded) rejection of whites by blacks. The quintessence (most important part) of it is the realisation by the blacks that, in order to feature well in this game of power politics, they have to use the concept of group power and build a strong foundation for this. Being an historically, politically, socially and economically disinherited (disowned) and dispossessed (excluded) group, they have the strongest foundation from which to operate. The philosophy of Black Consciousness, therefore, expresses group pride and the determination of blacks to rise and attain the envisaged (expected) self. At the heart of this kind of thinking is the realisation by the blacks that the most potent (powerful) weapon in the hands of the oppressor is the mind of the oppressed. Once the latter has been so effectively manipulated and controlled by the oppressor as to make the oppressed believe that he is a liability (burden) to the white man, then there will be nothing the oppressed can do that will really scare the powerful masters. Hence thinking along lines of Black Consciousness makes the black man see himself as a being, entire in himself and not as an extension of a broom or additional leverage (control) to some machine. At the end of it all, he cannot tolerate attempts by anybody to dwarf (reduce) the significance of his manhood. Once this happens, we shall know that the real man in the black person is beginning to shine through.

[From: *Steve Biko: I Write What I Like* edited by A Stubbs]

SOURCE 1B

This extract focuses on the reaction of the apartheid government to the philosophy of Black Consciousness.

Government had begun to crack down on SASO and the BPC with banning orders served on the leaders of the two organisations. By the end of 1973, however, the BPC boasted 41 branches countrywide. An early setback for the BCM occurred in December 1972 when Mthuli Shezi, BPC vice-president, died from multiple injuries sustained when he was pushed in front of an oncoming train at Germiston station following a scuffle (fight) with a white railway official. Shezi's death and the banning in March 1973 of fellow trade-union organisers, Mafuna and Koka, also crippled the BCM's efforts to move into the field of labour unions.

Other SASO/BPC activists banned in March 1973 included Biko and Pityana, while many more suffered constant detention or went into exile, leading to the fragmentation (breakdown) of BCM structures. In August 1973 BPC permanent organiser, Mangena, received a five-year sentence for allegedly recruiting two policemen for military training, thus becoming the first BPC member to be imprisoned on Robben Island. A steady trickle (flow) into exile began in 1973 and gathered momentum in 1974, with some former BCM cadres such as Keith Mokoape, who had all along argued in favour of military training, eventually finding their way into the ranks of the ANC in exile. The haemorrhage (loss of cadres) continued even beyond South Africa's borders. Abraham Onkgopotse Tiro, who had gone into exile in Botswana after being hounded (harassed) by the Special Branch following his attack on Bantu Education in his April 1972 graduation address at Turfloop, died in January 1974.

[From: *The Road to Democracy in South Africa Vol. 2* by M Mzamane et al.]

SOURCE 1C

This extract highlights the influence that the philosophy of Black Consciousness had on the youth of Soweto in 1976.

Sibongile Mkhabela, a leader of the SASM (South African Students' Movement) at Naledi High, recalls that 'there was serious mobilisation in the schools and this was done mainly through SASM. SASM members were saying that this situation could not be allowed to continue. That was the build-up to the meeting on 13 June'.

Nearly 400 students attended the meeting in Orlando on Sunday 13 June. It was there that Tsietshi Mashinini, 19-year-old leader of the SASM branch at Morris Isaacson (school), proposed a mass demonstration against Afrikaans on the following Wednesday. Mashinini was an extremely powerful speaker and his suggestion was greeted with cheers of support. An action committee was formed under the leadership of Mashinini and Seth Mazibuko, another charismatic (charming) Form 2 (Grade 9) student who had led the initial class boycott at Orlando West Junior Secondary School. 'We thought that if we leave those classrooms and come as a big group and show the world that now it was tough out there in the classrooms,' recalls Seth Mazibuko, 'something would be done' ...

On the cold and smoggy (misty) morning of Wednesday 16 June, groups of excited students assembled at the different points throughout the township ... Columns of students converged on Orlando West from all over the township. By 10:30 over 5 000 students had gathered in Vilikazi Street and more were arriving every minute.

[From: *Soweto, A History* by P Bonner and L Segal]

SOURCE 1D

This photograph shows the students of Soweto protesting against the use of the Afrikaans language, 16 June 1976.



**DO NOT WANT
AFFRIKAANS**

**TO HELL WITH
AFRIKAANS**

[From: *Every Step of the Way: The Journey to Freedom in South Africa* by M Morris]

QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH SOUTH AFRICA'S DIVIDED PAST?**SOURCE 2A**

This extract explains the aims of the Truth and Reconciliation Commission (TRC), which was established in 1995.

The Truth and Reconciliation Commission (TRC) was established to, amongst other goals, facilitate the 'rehabilitation and the restoration of the human and civil dignity of victims of violations of human rights'. Primarily through the public hearings undertaken by the Human Rights Violations Committee, the Commission intended to restore voice and dignity to those previously marginalised (sidelined) and in the process confer public acknowledgement, widely regarded as a key contributor to the healing process.

At the time, the TRC was the first restorative justice process of its kind to conduct public hearings and provide space for survivors to tell their stories in their own words. These hearings served an important symbolic function in a country where the system of governance had been premised (grounded) on the denial and silencing of, in particular, black voices.

... The TRC sought to address the issue of marginalised (sidelined) voices amongst the broader framework of victims, and was conscious of gender distortions (biases) in the processes and presentation of its work. Although the bulk of those who testified before the Commission were women, in most cases their testimonies focused on the experiences of their husbands, sons and fathers. Women as victims represented only a small number of the cases presented.

[From: www.wvl.wits.ac.za: Traces of Truth – The South African TRC.
Accessed on 18 November 2013.]

SOURCE 2B

The two testimonies below were presented at the Truth and Reconciliation Commission (TRC) in Johannesburg on 29 April 1996.

Testimony 1: The following is the testimony of Rokaya Saloojee, wife of slain activist Suluman Saloojee. He was killed by the police force in Johannesburg on 9 September 1964.

The widow of Suluman Saloojee, who died in police custody in 1964, said his death had left her with a lingering (lasting) hatred for some whites. 'If I see a white policeman I hate him, I am sorry to say,' Rokaya Saloojee told the Truth and Reconciliation Commission on the second day of its hearings in Johannesburg.

Suluman Saloojee, a 32-year-old solicitor's (lawyer's) clerk, was active in the Transvaal Indian Congress and the ANC. He was detained by the police on 6 July 1964 and on 9 September allegedly fell to his death from the seventh floor of the police headquarters. The inquest (investigation) into Saloojee's death lasted about five minutes, Rokaya said. The magistrates had not allowed her to ask questions and said 'That is all' when she asked why her husband's clothes were full of blood.

Testimony 2: The following testimony was presented by James Simpson, a survivor of the Church Street bomb in Pretoria on 20 May 1983.

On 20 May 1983 James Simpson was injured by a car bomb in Church Street, Pretoria. The bomb, probably planted by the ANC, killed 19 people. Simpson told the Truth and Reconciliation Commission that he had been working in his office when the car bomb went off. Shards (pieces) of window glass had sprayed across the room, cutting his face and leaving splinters in his eyes. 'When I got to the street, I saw cars burning and injured people lying around. My sympathies are with the injured who have never fully recovered.' In order to forgive the bombers, Simpson said, he needed to know who they were. The two men who planted the bomb were killed in the explosion. Asked by the Commission chairman, Archbishop Tutu, what he wanted for the people who ordered the bombing, Simpson said, 'Simply that they would admit that they gave the orders.'

[From: *The South African Press Association Report on the TRC, 30 April 1996.*
Quoted in C Culpin, *South Africa since 1948*]

SOURCE 2C

The table below shows how South African citizens responded to the Truth and Reconciliation Commission (TRC). The survey was conducted by the Human Sciences Research Council in 1998 after the TRC report was released. The table below was re-typed for clarity.

SOUTH AFRICANS' RESPONSES TO THE TRC	VERY BAD THING	BAD THING	NEITHER/ DON'T KNOW	GOOD THING	VERY GOOD THING
AFRICAN	6%	6%	15%	21%	51%
COLOURED	10%	12%	34%	27%	17%
INDIAN	23%	28%	9%	22%	18%
WHITE	55%	17%	13%	12%	3%

[From: *Common Past, Divided Truth: The Truth and Reconciliation Commission in South African Public Opinion* by G Theissen]

SOURCE 2D

The extract from *Ubu and the Truth Commission* below highlights the criticisms of the Truth and Reconciliation Commission.

Although it was intended to salve (ease) the wounds embedded (rooted) within the country's history and bring voices to the injuries suffered, the Truth and Reconciliation Commission received a great deal of criticism. Critics questioned whether the commission efficaciously (effectively) exposed or merely bandaged previous injustices. Some resented the commission's exploitation (abuse) of individual trauma; the commission often made painful, personal accounts of loss and struggle into public examples in order to legitimise a collective claim, which stirred emotion but did little to mobilise (activate) change. Due to the inherent discrepancy (differences) between the emotions of the witnesses and translations of their accounts, much of the impassioned (emotional) impact was lost in translation; witnesses were eventually inured (hardened) to the harrowing (disturbing) testimonies of tragedy. In addition, the pardoning of the apartheid government's human rights abuses angered many black South Africans who believed prosecution and conviction were the only ways justice would prevail. Most notably, the family of anti-apartheid activist Steve Biko opposed amnesty for his killers, arguing the commission to be unconstitutional. Despite structural flaws and shortcomings, the Truth and Reconciliation Commission proved essential to the reconciliation of both nation and state.

[From: *Ubu and the Truth Commission* by J Taylor]

QUESTION 3: WHAT IMPACT DID GLOBALISATION HAVE ON ECONOMIC RELATIONS BETWEEN COUNTRIES SITUATED IN THE NORTHERN AND SOUTHERN HEMISPHERES?**SOURCE 3A**

The following is based on a speech, 'Working for a Better Globalisation', that was delivered by Horst Köhler, the managing director of the International Monetary Fund at the United States Conference of Catholic Bishops in Washington DC on 28 January 2002.

Globalisation is the process through which an increasingly free flow of ideas, people, goods, services and capital leads to the integration of economies and societies. It is often viewed as an irreversible (permanent) force which is imposed upon the world by some countries and institutions such as the IMF and the World Bank. However, that is not so. Globalisation represents a political choice in favour of international economic integration, which for the most part has gone hand-in-hand with the consolidation of democracy. Precisely because it is a choice, it may be challenged, and even reversed but only at great cost to humanity. The IMF believes that globalisation has great potential to contribute to the growth that is essential to achieve a sustained reduction of global poverty ...

Trade liberalisation is the best form of help for self-help, both because it offers an escape from aid dependency and because it is a win-win game; all countries stand to benefit from freer trade. The true test of the credibility of rich countries' efforts to combat poverty lies in their willingness to open up their markets and phase out trade subsidies in areas where developing countries have a comparative advantage as in agriculture, processed foods, textiles and clothing, and light manufacturers.

[From: <http://www.imf.org/external/np/exr/ib/2002/031502.htm>.
Accessed on 15 December 2013.]

SOURCE 3B

This speech by the former President of South Africa, TM Mbeki, was delivered on 25 May 2007 at the Vietnam Institute of International Relations. The title of his speech was 'Globalisation and Related Matters'.

Today the rich have become richer and more extravagant (wasteful) while billions of people continue to live in misery, a point succinctly (briefly) put by the then administrator of the United Nations Development Programme (UNDP), Mark Malloch Brown, when he said, 'In large parts of the world inequality is increasing, both within and particularly between rich and poor countries'. Our Human Development Report estimates that the income gap between the fifth of the world's people living in the richest countries and the fifth in the poorest was 74 to one in 1997. This is up from 60 to one in 1990 and 30 to one in 1960.

The rich and the powerful from the developed world, who 'must nestle everywhere, settle everywhere, establish connections everywhere', may see the phenomenon (occurrence) of globalisation as an important platform from which to increase their wealth and entrench their power and through this perpetuate (maintain) the all-round subjugation (suppression) of the poor regions of the world. To those of us from the developing countries globalisation must clearly mean the opportunity to leapfrog (move forward) our countries into the critical stage of development and therefore defeat poverty and underdevelopment while resisting foreign cultural domination and retaining our political and socio-economic independence.

Together, we have the duty to ensure that our people enjoy a better life. One of the things we have to do to achieve this objective is to forge strong south-south partnerships that harness (connect) our comparative advantages in this globalised world and among other things, utilise our capacities to change the trend whereby most developing countries are the exporters mainly of raw materials.

[From: <http://www.dirco.gov.za/docs/speeches/2007/mbeki0531.htm>.
Accessed on 15 December 2013.]

SOURCE 3C

This article by A Shah describes how Structural Adjustment Plans contributed to the poverty of countries in the Southern Hemisphere and how countries in the Northern Hemisphere were enriched.

STRUCTURAL ADJUSTMENT – A MAJOR CAUSE OF POVERTY

Following an ideology known as neo-liberalism, and spearheaded (led) by these and other institutions known as the 'Washington Consensus' (based in Washington DC), Structural Adjustment Policies (SAPs) have been imposed to ensure debt repayment and economic restructuring. But the way it has happened has required poor countries to reduce spending on things like health, education and development, while debt repayment and other economic policies have been made the priority. In effect, the IMF and World Bank have demanded that poor nations lower the standard of living of their people.

As detailed further below, the International Monetary Fund (IMF) and World Bank provide financial assistance to countries seeking it, but apply a neo-liberal economic ideology or agenda as a precondition to receiving the money.

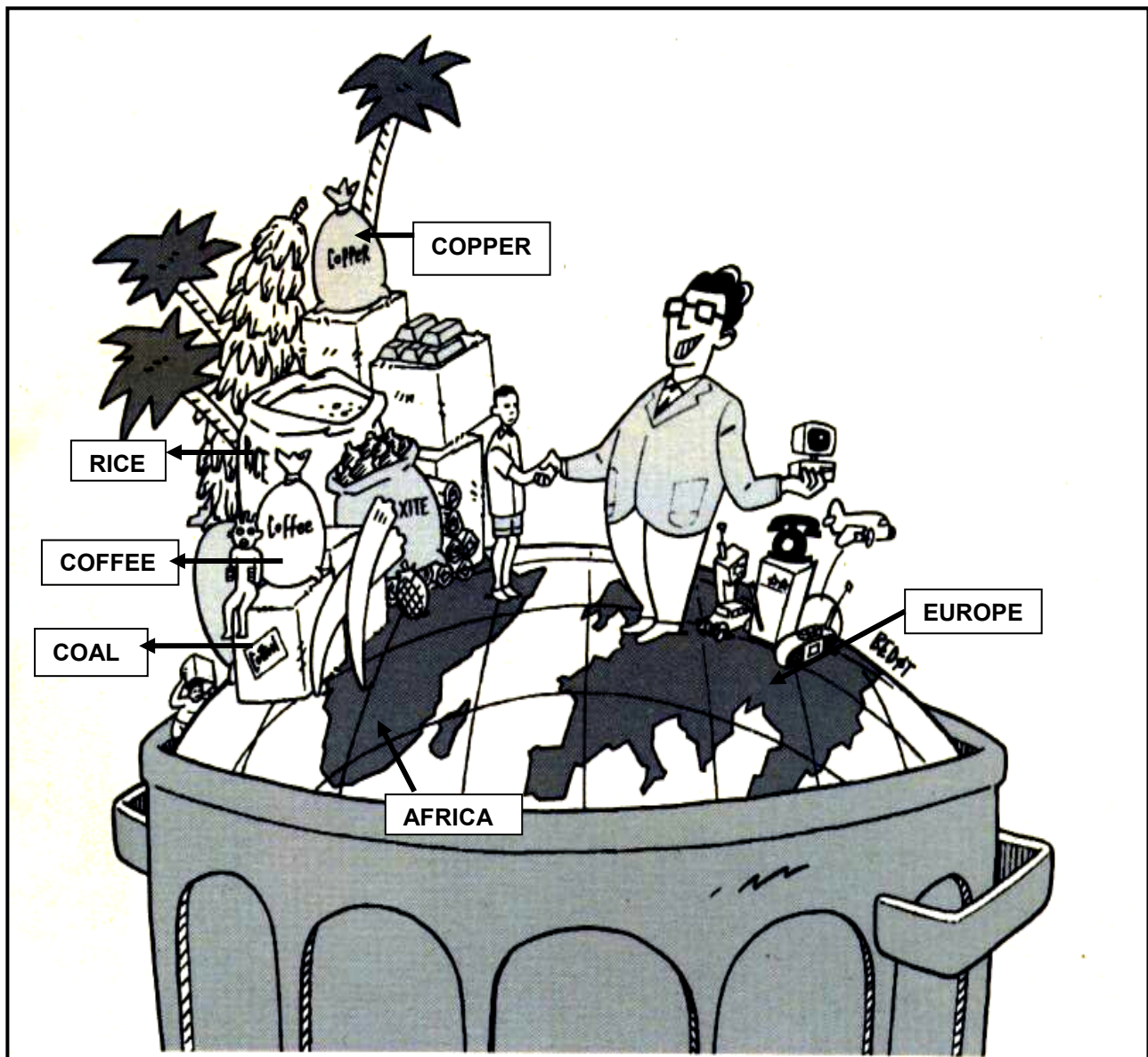
For example: One of the many things that the powerful nations (through the IMF, World Bank, et cetera) prescribe is that the developing nation should open up to allow more imports in and export more of their commodities. However, this is precisely what contributes to poverty and dependency ...

Developed countries grow rich by selling capital-intensive (thus cheap) products for a high price and buying labour-intensive (thus expensive) products for a low price. This imbalance of trade expands the gap between rich and poor. The wealthy sell products to be consumed, not tools to produce. This maintains the monopolisation of the tools of production, and assures a continued market for the product. (Such control of tools of production is a strategy of a mercantilist (capitalist/business) process. That control often requires military might.)

[From: <http://www.globalissues.org/article/3/structural-adjustment-a-major-cause-of-poverty>.
Accessed on 15 December 2013.]

SOURCE 3D

This cartoon entitled 'Striking a Green Deal' was used on the blog of the Economic Development and Research Centre in Brussels (Belgium) in November 1993, during their International Conference on Environmental Aspects of Europe's North-South Economic Relations. The date and author of the cartoon are unknown. Some words have been retyped for clarity.



[From: <http://www.edrc.net/ActivitiesText.htm>. Accessed on 15 December 2013.]

ACKNOWLEDGEMENTS

Visual sources and other historical evidence were taken from the following:

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www.wvl.wits.ac.za: Traces of Truth – The South African TRC.



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P2

NOVEMBER 2014

MEMORANDUM

MARKS: 150

This memorandum consists of 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	<ul style="list-style-type: none">Extract evidence from sourcesSelection and organisation of relevant information from sourcesDefine historical concepts/terms	30% (15)
LEVEL 2	<ul style="list-style-type: none">Interpretation of evidence from sourcesExplain information gathered from sourcesAnalyse evidence from sources	40% (20)
LEVEL 3	<ul style="list-style-type: none">Interpret and evaluate evidence from sourcesEngage with sources to determine its usefulness, reliability, bias and limitationsCompare 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*.

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 first 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

1✓

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 not 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

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: WHAT IMPACT DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS (BC) HAVE ON THE STUDENTS OF SOWETO IN THE 1970s?**

1.1

1.1.1 *[Definition of a concept in Source 1A – L1]*

- A philosophy advocated by Steve Biko so that black South Africans could get rid of their inferiority complex
- An ideology that propagated ideas of self-reliance, self-assertiveness, psychological freedom and black pride
- Any other relevant response (any 1 x 2) (2)

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

- Black Consciousness wanted people to express group pride
- Instil in black South Africans the determination to rise and attain the envisaged self
- Mental liberation of black people
- Getting rid of the feeling of inferiority (any 1 x 2) (2)

1.1.3 *[Interpretation of evidence from Source 1A - L2]*

- Controlling the minds of black South Africans was the most dangerous form of oppression
- The apartheid state manipulated black South Africans by mentally oppressing them
- Any other relevant response (any 2 x 2) (4)

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

- Black Consciousness would make the black man see himself as a being, entire in himself not as an extension of a broom or addition leverage to some machine
- The black man would not tolerate attempts by anybody to dwarf the significance of his manhood/ to do things for themselves (2 x 1) (2)

1.2

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

- Leaders of SASO and BPC were banned
- Many activists were detained
- Killing of activists (e.g. Shezi)
- Harassment by the special branch police (2 x 1) (2)

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

- Prominent leaders of the BCM went into exile and joined the ANC and PAC
- BCM lost influential leaders through assassinations and killings
- BPC organisers were imprisoned/detained
- The support for BCM decreased in the country
- Banning of trade union organisers
- Any other relevant response (any 2 x 1) (2)

1.2.3 [Interpretation of evidence from the Source 1B – L2]

- They decided to go underground and get involved in community struggles/defied the apartheid government
- They concentrated on spreading the ideas of BC
- Went into exile
- Any other relevant response (2 x 2) (4)

1.3**1.3.1 [Explanation of information gathered from Source 1C – L1]**

- (a) Tsietsi Mashinini proposed a mass demonstration in Soweto against the use of the Afrikaans language in black South African schools/formed part of the action committee (1 x 2) (2)
- (b) Seth Mazibuko organised the initial class boycott at Orlando West Junior Secondary School against the use of the Afrikaans language in black South African schools/formed part of the action committee (1 x 2) (2)

1.3.2 [Analysis of evidence from Source 1C - L2]

- Afrikaans was viewed as an instrument of oppression
- Prepared black South Africans for servitude/unskilled labour
- Afrikaans limited the progress of black South African students in education
- Wanted to mobilise students to join SASM/influenced by BCM
- It was not their mother tongue/unfamiliar language and therefore refused to study in Afrikaans
- Any other relevant response (any 2 x 2) (4)

1.3.3 [Explanation of information gathered from Source 1C- L2]

- Groups of students assembled at different points in Soweto
- Students decided to march against the use of the Afrikaans language in black South African schools
- They converged on Orlando West from all over Soweto
- By 10:30 nearly 5 000 students arrived on Vilikazi (Vilakazi) Street
- Any other relevant response (any 2 x 2) (4)

1.3.4 [Determining the usefulness of Source 1C – L3]

- The source is useful because it indicates some ideas of Black Consciousness (determination to fight oppression , 'the situation could not be allowed to continue', 'something would be done')
- The source is useful because it shows that black South Africans were taking initiative to change the situation in Soweto schools
- The source is useful because it contains original testimonies of the youth leaders who had been influenced by the ideas of Black Consciousness
- The source is useful because it outlines the sequence of events leading to the demonstration against Afrikaans
- Any other relevant response (2 x 2) (4)

1.4

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

- It shows the determination/ unity of the students who decided to march against the use of the Afrikaans language
- It shows that many students participated in the Soweto uprising
- It shows one of the reasons for the march in Soweto against the use of the Afrikaans language
- Any other relevant response (any 1 x 2) (2)

1.4.2 *[Interpretation and evaluation of evidence from Source 1D – L2]*

- It shows that the students of Soweto rejected the use of Afrikaans as a medium of instruction in their schools
- It mobilised the students to join the demonstration against Afrikaans, the instrument of Bantu education
- Shows anger/disillusionment/resentment
- Any other relevant response (1 x 2) (2)

1.5 *[Comparison of evidence in Sources 1C and 1D – L3]*

- Source 1C shows how the ideas of Black Consciousness (boldness and taking initiative by blacks) influenced the student leaders in organising and mobilising the Soweto schools.
Source 1D shows the practical influence of the Black Consciousness philosophy on students protesting against the Afrikaans language
- Source 1C indicates a display of assertiveness and self-belief by leaders of SASM (Sibongile Mkhabela and Seth Mazibuko) to challenge apartheid policies
Source 1D shows evidence of determination and enthusiasm among the students demonstrating against the use of the Afrikaans language
- Any other relevant response (2 x 2) (4)

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

Candidates' answers could include the following aspects in their response:

- The philosophy of Black Consciousness influenced black people to be proud of themselves and to get rid of inferiority complex (Source 1A)
- Black Consciousness infused assertiveness and self-reliance among the black South African communities (Source 1A)
- It promoted unity and independent actions among black South Africans (Source 1A)
- The philosophy of Black Consciousness influenced the formation of student organisations such as SASO and SASM (Source 1B)
- Black Consciousness influenced the formation of BPC which undertook several projects among black communities (Source 1B)
- Black Consciousness promoted strikes such as the Durban 1973 strikes
- Black Consciousness influenced the formation of political organisations such as AZAPO
- Black Consciousness greatly influenced the Soweto Uprising of 1976 (Sources 1C and 1D)
- Any other relevant response

Use the following rubric to allocate marks

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of the influence that the philosophy of Black Consciousness had on black South Africans in the 1970s • Uses evidence partially or cannot report on the topic 	MARKS: 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic. e.g. shows some understanding of the influence that the philosophy of Black Consciousness had on black South Africans in the 1970s • Uses evidence in a basic manner 	MARKS: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of the influence that the philosophy of Black Consciousness had on black South Africans in the 1970s • 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 SOUTH AFRICA'S DIVIDED PAST?**2.1****2.1.1** *[Extraction of evidence from Source 2A – L1]*

- To restore the human and civil dignity of victims
- To facilitate the rehabilitation and restoration of victims who experienced human rights abuses
- To restore the voice and dignity to the previously marginalised
- Public acknowledgement as key contributor to the healing process (any 2 x 1) (2)

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

- HRVC provided a platform for survivors to tell their stories
- HRVC gave a voice to those who were previously silenced
- HRVC allowed for the perpetrators to seek forgiveness
- HRVC gave public acknowledgement for the victim and the perpetrator
- HRVC allowed victims via the TRC hearings to gain closure
- Conduct public hearings
- Any other relevant response (any 1 x 2) (2)

2.1.3 *[Definition of a concept in Source 2A – L1]*

- Brought people together from different political views/persuasions who previously could not get along
- To bring former enemies together in a manner that promoted nation-building and healing
- Any other relevant response (any 1 x 2) (2)

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

- It broke the secrecy of the past when survivors shared their testimonies
- It encouraged those who committed gross human rights violations to come forward
- Public acknowledgement of guilt by perpetrators
- Survivors were given the opportunity to publicly, share how their human rights were violated
- It was not about revenge or violence but rather focussed on restoration or healing
- Any other relevant response (any 2 x 2) (4)

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

- They testified about the men in their lives that had disappeared as a result of their political activities
- Most of their husbands, sons and fathers were activists that were either killed or disappeared because they participated in the struggle for freedom
- They broke the silence because women were directly affected/Women wanted their voices heard
- Any other relevant response (any 2 x 2) (4)

2.2

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

- 'White' South African policemen were responsible for her husband's death
(any 1 x 1) (1)

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

- Police detained him
- Fell to his death from the seventh floor of the police headquarters
- Saloojee's blood-stained clothes were discovered
- The inquest lasted about five minutes/no questions were allowed by the magistrate
(any 1 x 2) (2)

2.2.3 [Determining the usefulness of Testimony 1 in Source 2B – L3]**Useful to a great extent**

- The testimony can be corroborated with the recordings of the TRC
- Testimony given at the TRC
- Testimony gives the story of a widower who testified about the death of her husband at the TRC
- Indicated the violence that was committed by the apartheid government
- She admitted that the incident left her hating white South African policemen and white South Africans
- Gives evidence (key details) about how her husband died
- It refers to the period demarcated by the TRC (actual hearing)
- Any other relevant response

OR**Useful to a lesser extent/no extent**

- Source is biased in favour of widows
- Does not give the perpetrators' views
- Does not indicate if forgiveness was sought/offered
- She did not have her questions answered
- As a result she could not gain closure
- Any other relevant response (any 2 x 2) (4)

2.2.4 [Extraction of evidence from Source 2B – L1]

- He wanted to know who his perpetrators were in order to forgive them
- He wanted those who ordered the bombing to admit their involvement (any 1 x 2) (2)

2.2.5 [Extraction of information in Source 2B – L1]

- (a) Testimony 1: SAP/police (1 x 1) (1)
- (b) Testimony 2: ANC (1 x 1) (1)

2.3 [Explaining how Source 2A and 2B support each other – L3]

- Source 2A - TRC encouraged survivors to share their stories through public hearings
Source 2B - Gives examples of the public hearings
- Source 2A - Focuses on the voices of the previously marginalised
Source 2B - Survivors used the opportunity to share their testimonies
- Source 2A - The TRC exercised restorative justice
Source 2B - Give examples of survivors that sought restoration
- Source 2A - TRC acknowledged the violation of human rights
Source 2B - Survivors highlighted the forms of violence that were perpetuated
(any 2 x 2) (4)

2.4

2.4.1 [Extraction of evidence from Source 2C – L1]

- 55% (1 x 1) (1)

2.4.2 [Interpretation of data in Source 2C – L2]

- It portrayed white South Africans to be the only perpetrators
- White South Africans were viewed in a negative light
- Afrikaners felt that they did nothing wrong
- White South Africans felt it was a 'witch hunt'
- They felt that the past should be left behind and not be spoken about
- Any other relevant response (any 2 x 2) (4)

2.4.3 [Interpretation of information from Source 2C – L2]

- Black South Africans wanted reparations to be paid to them
- Highlighted the extent of the human rights abuses that black South Africans endured
- Perpetrators were made known and they desired reconciliation
- The suffering that most black South African political activists endured was now made public
- Black South Africans wanted closure and to reconcile with the loss of their loved ones
- Any other relevant response (any 1 x 2) (2)

2.5

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

- Critics questioned whether the commission effectively exposed or merely bandaged previous injustices
- Personal accounts into public examples
- Did little to mobilise (activate) change
- Stirred emotions
- The pardoning of apartheid government human rights abuses
- Some resented the commissions exploitation of the individual's trauma
- Prosecution and conviction were the only ways justice would prevail (any 2 x 1) (2)

2.5.2 [Interpretation of evidence from Source 2D – L2]

- Some people did not acknowledge the legitimacy of the TRC
- A few people wanted revenge through prosecution and conviction of perpetrators
- Certain people wanted perpetrators to be prosecuted / jailed
- A few families (Steve Biko) opposed amnesty for the perpetrators
- Opened up old wounds of the past
- Personal experiences were made public to legitimise the claim
- The TRC stirred emotions but did very little to bring about change
- Many people felt that the reparations offered was too little
- Any other relevant response

(any 2 x 2) (4)

2.6 [Interpretation, evaluation and synthesis of evidence from the relevant sources - L3]

Candidates' answers could include the following aspects in their response:

SUCCESSFUL

- Perpetrators were identified and acknowledged what they did (Source 2A)
- Public hearings were held across South Africa (Source 2A)
- A voice was given to those who were previously silenced (Source 2A)
- Perpetrators sought forgiveness (Sources 2A and 2B)
- Most survivors and victims who appeared before the TRC received closure (Sources 2A and 2B)
- Human right abuses were exposed (Sources 2B and 2D)
- Some reparations were paid
- Provided healing to the nation (Source 2D)
- Any other relevant response

AND/OR**UNSUCCESSFUL**

- Made public examples of personal loss (Source 2A)
- Did little to bring about change in victims lives (Source 2D)
- Pardoned the apartheid perpetrators for the human rights abuses
- No prosecution or conviction of perpetrators (Source 2D)
- Amnesty was granted (Source 2D)
- TRC was regarded as a 'witch-hunt' by white South Africans
- There were no repercussions for perpetrators who did not participate in the TRC (Source 2D)
- Any other relevant response

Use the following rubric to allocate marks

LEVEL 1	<ul style="list-style-type: none">• Uses evidence in an elementary manner, e.g. shows no or little understanding of explaining whether the TRC was successful in dealing with South Africa's divided past• Uses evidence partially or cannot report on the topic	MARKS: 0–2
LEVEL 2	<ul style="list-style-type: none">• Evidence is mostly relevant and relates to a great extent to the topic. e.g. shows an understanding of explaining whether the TRC was successful in dealing with South Africa's divided past• Uses evidence in a basic manner	MARKS: 3–5
LEVEL 3	<ul style="list-style-type: none">• Uses relevant evidence, e.g. demonstrates a thorough understanding of explaining whether the TRC was successful in dealing with South Africa's divided past• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	MARKS: 6–8

(8)
[50]

QUESTION 3: WHAT IMPACT DID GLOBALISATION HAVE ON ECONOMIC RELATIONS BETWEEN COUNTRIES SITUATED IN THE NORTHERN AND SOUTHERN HEMISPHERES?

3.1

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

- Globalisation is the process through which the free flow of ideas, people, goods, services and capital that leads to the integration of economies and societies (1 x 2) (2)

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

- International Monetary Fund
- World Bank (2 x 1) (2)

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

- Globalisation thrives in democratic countries which allows for the free flow of ideas and goods
- The implementation of globalised economic practices has led to the consolidation of democracy
- Any other relevant response (2 x 2) (4)

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

Candidates need to state whether they AGREE or DISAGREE and support their answer with relevant evidence.

AGREE

- It could help developing countries to become economically independent (self-help)
- Developing countries will become less dependent on aid from developed countries
- Developing countries will benefit from free trade since the implementation of trade liberalisation policies
- Developing countries raised their per capita incomes by two thirds since implementation of trade liberalisation policies
- Consumers benefitted because liberalised trade can help to lower prices of some goods
- Consumers have access to a variety of products because of trade liberalisation
- Trade liberalisation results in job increases for lower skilled workers
- Results in higher real wage increases for lower skilled workers
- The number of people in absolute poverty have declined because of the implementation of trade liberalisation policies in some cases
- Any other relevant response

DISAGREE

- Because rich countries do not open up their markets for products where developing countries have a comparative advantage and this results in unfair trading relations between developed and developing countries
- The economic inequalities between north and south still persist
- Trade liberalisation has led to the restructuring of the economies of poor countries
- The restructuring of the economy led to less spending on health, education and development
- This leads to corporatisation/control and supply of goods resulting in price control
- Perpetuates the 'rich' and 'poor' syndrome as well as the 'dependency syndrome' by price fixing and exploitation
- Any other relevant response (any 2 x 2) (4)

3.2

3.2.1 *[Explanation and interpretation of information from Source 3B - L2]*

- Inequality is increasing in the world
- Inequality is increasing within countries
- Inequality is increasing between rich and poor countries (any 1 x 2) (2)

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

- 74 to one/ 1997
- 60 to one/ 1990
- 30 to one/ 1960 (any 1 x 2) (2)

3.2.3 *[Explanation and interpretation of information from Source 3B – L2]*

- To ensure that Africans in the South enjoy a better life
- To change the trend whereby developing countries stop being exporters of mainly raw materials
- To ensure that Africa can manufacture finished goods from their own raw materials (any 1 x 2) (2)

3.2.4 *[Determination of the usefulness of evidence from Source 3B – L3]*

Candidates need to state whether the source is USEFUL or NOT and support their answer with relevant evidence.

USEFUL

- The source depicts the views of a former president of the Republic of South Africa, Thabo Mbeki, on the impact of globalisation on developing countries
- The source highlights the growing income gap between developed countries and developing countries because of globalisation
- The source also highlights how the developed countries have benefitted from globalisation at the expense of the developing countries
- The source highlights how globalisation could be used to the advantage of developing countries
- Any other relevant response

NOT USEFUL

- The source only depicts Mbeki's views on the impact of globalisation on developing countries

- The source only concentrates on the negative impact of globalisation on developing countries
- Any other relevant response (2 x 2) (4)

3.3 *[Comparing and interpreting of evidence from Sources 3A and 3B – L3]*

In responding to the question candidates must compare Source 3A and 3B highlighting the differences

- Source 3A argues that globalisation has contributed to the reduction of poverty while Source 3B shows that globalisation has in fact contributed to the growth of world poverty
- Source 3A argues that rich countries must play a more meaningful role to combat poverty while Source 3B emphasises that developing countries must use globalisation to defeat poverty
- Source 3A focuses on how developing countries could benefit from exports to the developed countries while Source 3B argues against this trend of developing countries acting only as merely exporters of raw materials
- Source 3A gives a western perspective (positive) about globalisation while Source 3B gives an African perspective (negative)
- Any other relevant response (any 2 x 2) (4)

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

- Debt repayment
- Economic restructuring (any 1 x 1) (1)

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

Candidates need to state whether they AGREE or/ and DISAGREE and support their answer with relevant evidence.

AGREE

- Developing countries could use Structural Adjustment Plans to make their economy more efficient
- Structural Adjustment Plans equips the economies of developing countries to have a sustained growth plan
- Structural Adjustment Plans could lead to lowering state expenditure
- Any other relevant response

DISAGREE

- The Structural Adjustment Plans demanded that poor nations lower their standard of living
- Poor nations were forced to implement neo-liberal economic policies that forced governments to curtail social spending
- Poor nations were forced to open up their markets which contributed to poverty and dependency
- Poor nations were forced to open up their markets in which trade only benefitted the rich nations (Rich nations sold their cheap products for higher prices, while poor nations sold their expensive products for lower prices)
- The Structural Adjustment Plans contributed to the expansion of the income gap between rich and poor countries
- Any other relevant response (2 x 2) (4)

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

- Developed countries sell cheap products at high prices
- Developed countries buy expensive products at cheap prices
- Imbalance of trade expands the gap between rich and poor (1 x 1) (1)

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

- Processed goods are sold mainly in pounds and dollars and therefore developing countries will not be able to afford these goods/too expensive
- Wealthy countries do not sell their tools of production
- Wealthy countries have a monopoly on the means of production (any 2 x 1) (2)

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

- Africa
- Europe (2 x 1) (2)

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

- Coffee
- Bananas
- Gold
- Rice
- Copper
- Ivory
- Coal
- Fruit
- Vegetables
- Any other relevant response (any 2 x 1) (2)

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

- Northern and Southern Hemispheres were not trading as equal partners (South's high labour intensity products [are expensive] are traded at low prices for low intensity [cheap] products with the North)
- The trading partners are portrayed as different sizes which suggests inequality
- The North is portrayed as rich while the South is portrayed as poor (the manner in which 'traders' are dressed)
- The North is portrayed as developed (hi-tech goods) while the South is portrayed as less developed (The South send their products to the market)
- Any other relevant response (2 x 2) (4)

3.6 *[Interpretation, analysis and synthesis of evidence from all sources – Level 3]*

Candidates could include the following aspects in their response:

- The countries situated in the Northern Hemisphere have become richer while the south remained poor (Source 3B)
- Inequalities between northern states and the south increased as well as the income gap (Source 3B)
- The northern states had used globalisation to increase their wealth and power in order to maintain their economic oppression of the south (Source 3B)
- In order to improve their economies, countries situated in the southern hemisphere took loans from the IMF and World Bank (Source 3C)
- These loans had strict conditions (Structural Adjustment Plans) which resulted in less social spending by poor countries of the south (Source 3C)
- The countries in the Southern Hemisphere were also under obligation to open up their markets to boost their economies (Source 3C)
- This resulted in unfair trading practices between countries situated in the Northern Hemisphere and those in the south (Source 3D)
- Globalisation gave consumers more access to a variety of products (Own knowledge)
- Globalisation led to the creation of more jobs for unskilled workers in developing countries (Own knowledge)
- Job creation led to a reduction in poverty in most developing countries (Own knowledge)
- Any other relevant response

LEVEL 1	<ul style="list-style-type: none"> • Use evidence in an elementary manner, e.g. shows no or little understanding of the impact globalisation had on economic relations between countries situated in the Southern and Northern Hemispheres • Uses evidence partially or cannot report on the topic. 	MARKS: 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic. e.g. shows an understanding of the impact globalisation had on economic relations between countries situated in the Southern and Northern Hemispheres. • Uses evidence in a basic manner. 	MARKS: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of the impact globalisation had on economic relations between countries situated in the Southern and Northern Hemispheres. • Use 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, 1970s TO 1980s: SOUTH AFRICA**

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

SYNOPSIS

Candidates need to take a stance and indicate the extent to which the internal resistance movements in South Africa were successful in challenging PW Botha's apartheid regime in the 1980s. They need to highlight the role that the various resistance organisations such as the UDF, ECC played while developing their line of argument.

MAIN ASPECTS

Candidates should include the following aspects in their essays:

- Introduction: Candidates should indicate the extent to which internal resistance movements challenged the apartheid regime in the 1980s.

ELABORATION**To a large extent**

- Botha's policy of Total Onslaught/Total Strategy
- Reform measures (1983 Constitution, Tricameral Parliament 1984, 'Koornhof Bills')
- End Conscription Campaign 1983 and its impact
- Formation and role of the UDF ('Don't vote' campaign, 'Million Signature' campaign in 1984)
- Mass protests in Black South African townships in 1984 and 1985 (e.g. Stay away campaigns organised by Vaal Civic Association, Consumer boycotts organised by Pebco in Eastern Cape, Role of religious organisations, etc.)
- Protest marches (e.g. Langa township in the Eastern Cape),
- School boycotts led mainly by COSAS in 1983 and 1985 (Atteridgeville, Tembisa, Alexandra, Soweto, Western Cape and Natal)
- Communities embarked on rent boycotts e.g. Vaal Triangle and Soweto in 1984
- Formation and impact of COSATU and other unions in workers struggles
- Stay-away campaigns in May Day 1986 and NUM strike in 1987
- Declaration of the State of Emergency 1985 to 1986 by the PW Botha government
- Emergence of the Mass Democratic Movement in 1989 and the Defiance campaign against segregation laws in major cities e.g. Cape Town, Durban and Johannesburg.
- The role of the Black Sash for example in Civic protests and assistance to victims of apartheid
- By the end of the 1980s thousands South Africans lost their lives in their struggle for Liberation (e.g. death in detention, 'black on black' violence and vigilantisms)
- Gradually the South African government realised that change was needed
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

If candidates should indicate to a lesser extent they need to substantiate their argument with relevant examples.

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 discuss to what extent leadership, and compromise by various political organisations during the process of negotiation led to the birth of South Africa's democracy in 1994.

- Introduction: Candidates need to indicate their line of argument and discuss to what extent the role played by leaders such as FW de Klerk and Nelson Mandela led to compromise and negotiations which contributed to the birth of a democratic South Africa in 1994.

ELABORATION**TO A GREAT EXTENT**

- (Reasons for the process of negotiations) FW de Klerk's speech in parliament on 2 February 1990 was a turning point in the history of South Africa (leadership)
- He announced the unbanning of political organisations (leadership)
- Release of Nelson Mandela in Cape Town on 11 February 1990 paved the way for a negotiated settlement (leadership)
- [Violence in Sebokeng] led to a delay in the Groote Schuur Minute in May 1990 - NP released political prisoners (leadership)
- Pretoria Minute in August 1990 - ANC announced that they would suspend the armed struggle and the government agreed to lift the State of Emergency (leadership)
- CODESA 1 in December 1991 - 19 political parties attended - the PAC and CP did not participate in drawing up a new constitution for South Africa (leadership and political parties)
- ANC and the NP proposed the Declaration of Intent in 1991 (leadership and compromise)
- The 'Whites only' referendum in March 1992 - gave De Klerk the go ahead to negotiate (leadership)
- CODESA 2 in May 1992– SABC would present a neutral view, rolling mass action to speed up the negotiation process/Boipatong/Bhisho massacre (leadership and compromise)
- Record of Understanding in September 1992 - secret talks between ANC and NP - committed themselves to the negotiation process (political parties)
- Multi-party negotiations at Kempton Park/assassination of Chris Hani/Role Mandela/proposed a GNU and a Sunset Clause by Joe Slovo (compromise and leadership)
- Interim Constitution in November 1993 (compromise)
- South Africa's first democratic elections in 1994 (political parties)
- **Credit must be given to learners who mention the role violence played in the negotiation process to further substantiate their response**
- 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

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

SYNOPSIS

Candidates need to indicate their line of argument by showing how the disintegration of the Soviet Union served to speed up political changes in South Africa. They should use relevant evidence of how the collapse of the Soviet Union left both the South African government and the African National Congress with no choice but to negotiate.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should make reference to the statement and explain how the disintegration of the Soviet Union affected the political future of South Africa and paved the way for negotiations.

ELABORATION

- Background (Glasnost and Perestroika) the impact of the fall of communism in Russia on South Africa
- The National Party government viewed the African National Congress as an agent of communist Russia
- With the disintegration of the Soviet Union the ANC was weakened
- The disintegration of the Soviet Union meant that the National Party government had to change its views 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 communist'
- 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
- NP 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 SA to end apartheid
- Western governments applied pressure on SA 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 SA led to tensions within the NP
- 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 argument with a relevant conclusion.
- [50]**

TOTAL: 150