



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2021

HISTORY: PAPER II
MARKING GUIDELINES

Time: 3 hours

200 marks

These marking guidelines are prepared for use by examiners and sub-examiners, all of whom are required to attend a standardisation meeting to ensure that the guidelines are consistently interpreted and applied in the marking of candidates' scripts.

The IEB will not enter into any discussions or correspondence about any marking guidelines. It is acknowledged that there may be different views about some matters of emphasis or detail in the guidelines. It is also recognised that, without the benefit of attendance at a standardisation meeting, there may be different interpretations of the application of the marking guidelines.

SECTION A INDIVIDUAL SOURCE ANALYSIS**QUESTION 1 VISUAL SOURCE ANALYSIS**

1.1 *Identify ONE visual clue from the photograph that shows that those involved in this incident were supporters of peace.*

[LEVEL 2 AND LEVEL 3]

- Several hands are raised in the two-finger peace sign
- Draft cards are being burnt
- There is a "flower power" emblem on one of the raised arms

[ONE relevant visual clue = 2 marks]

1.2 *How does the photograph draw your attention to the burning draft cards? Make TWO points.*

[LEVEL 2]

- A close-up shot by the cameraman
- The burning cards are the focal point of the photograph – situated in the middle of the photograph
- Faces are turned towards the cards
- The hands/arms lead the eye to the cards

[ANY TWO relevant points]

1.3 *Use your own knowledge to analyse how the following groups might have responded to this photograph:*

[LEVEL 4]

1.3.1 **the American public (TWO points)**

- Some Americans – with horror at the lack of patriotism
- Some Americans – Inspired by it, alerted to the injustices

1.3.2 **the American government (TWO points)**

- Angered/upset/outraged
- They might see it as anti-patriotic
- Might want to act against groups trying to sabotage their war effort

[ANY TWO points for the American public and ANY TWO points for the American government.]

1.4 *Considering that only men were drafted into the army during the Vietnam War, why is it significant that women are shown burning draft cards? Write ONE point.*

[LEVEL 6]

- Shows that the war affected everyone in society, all Americans, not only men
- Shows that mothers and wives were affected too
- Shows that women took an active role in protesting against the war because they were affected by it as well
- Women are prominent because of activism linked to the Women's Movement or Women's Liberation Movement

[ANY ONE relevant point showing significance]

- 1.5 *List TWO strengths of this photograph as historical evidence for a historian investigating the nature of protest against the Vietnam War.*
- **[LEVEL 3]** It shows evidence of the actual nature of protest from the time period.
 - It provides evidence that women participated in protest against the draft specifically.
 - Provides evidence of the type of protest exercised against the Vietnam War – i.e. burning of draft cards.
 - It helps us develop a sense of the depth of protest and a sense of how the war was negatively viewed.
 - It provides context for anti-Vietnam protest
 - Makes the past more accessible
- [ANY TWO strengths related to this photograph]**

QUESTION 2 TEXTUAL SOURCE ANALYSIS

- 2.1 *Use the first paragraph of the source to explain why the South African government was concerned about the handover of power by Portugal to the MPLA in Angola. Provide THREE points.*
- [LEVEL 2]**

- Angola would now be a hostile neighbour
- no longer friendly to SA
- Which would support SWAPO
- And provide bases for MK cadres

[ANY THREE relevant and accurate points]

- 2.2 **Find a historical concept in the source that best fits each of the following definitions. Write down only the historical concept. No explanation is required.**
- [LEVEL 2 AND LEVEL 3]**

2.2.1 *A group of activists in a communist or other revolutionary organisation.*

Cadres

2.2.2 *People who support or belong to the conservative or reactionary section of a political party or system.*

Right-wingers

- 2.3 *To what extent did the South African government see the Cuban presence in Angola as dangerous? Provide TWO quotes from the source to support your answer.*
- [LEVEL 6]**

- **To some extent/a large extent**
- 'the large Cuban military force now stationed in Angola was seen by both the US and the South Africans as working under the orders of Moscow and as an agent of Soviet expansionism.'
- 'To the South African government, the arrival of the Cubans, more than the advent of the MPLA regime, meant a major new threat had developed in a country in the region'

- 'It was feared in both Pretoria and Washington that the Cubans might intervene elsewhere in the region'

[2 marks for a stand + TWO relevant quotes to support]

- 2.4 The last paragraph suggests that the Soviet Union aimed to take over the whole of southern Africa. Use your own knowledge to explain whether the USSR succeeded in this.

[LEVEL 2 AND LEVEL 6]

- **No, they did not/they were unsuccessful/failed**
- Both Angola and Mozambique developed Marxist governments, but they were not puppets of the USSR and certainly not annexed by them.
- Other southern African countries were also not 'taken over' by the USSR, communist or not.

[2 marks for the stand on success + 2 marks for ONE supporting, relevant explanation OR TWO explanations with the stand integrated into them]

QUESTION 3 CURRENT ISSUE IN THE MEDIA

- 3.1 *Explain what the author means when he says that Biko was an 'activist'. (Paragraph 2)*

[LEVEL 1 AND LEVEL 3]

- An activist is someone who campaigns to bring about political or social change
- Which Biko did his whole life in terms of challenging the government to end apartheid

[2 marks for a demonstration of the understanding of the term 'activist' + 2 marks for how it applies to Biko]

- 3.2 *Explain why the death of Stephen Biko is being compared to that of George Floyd. Use the source and your own knowledge to answer. Provide TWO reasons from paragraph 1.*

[LEVEL 3]

- Both deaths triggered mass international protests against police violence and racism
- Both deaths embarrassed the government of the country in which the death/murder took place
- In both cases, unarmed black men were murdered violently by white men
- In both cases, medical professionals lied to cover up a murder
- In both cases, the deaths were contested at the point of inquest/autopsy

[ANY TWO relevant reasons: learner may provide TWO points from own knowledge or TWO points from paragraph 1 OR ONE point from paragraph 1 and ONE from own knowledge]

- 3.3 *What caused the death of Steve Biko, according to the source?*

[LEVEL 2]

- Traumatic brain injury
- Torture
- Police brutality

[ONE accurate cause from the text]

- 3.4 How did South African doctors react to the criticism from Britain about their handling of Steve Biko's death? Provide ONE quote to support your answer.
[LEVEL 2]

- **They were upset, defensive, irritated:**
- '...South African doctors retorted in defensiveness'

[ONE accurate response AND ONE supporting quote]

- 3.5 *Use your own knowledge to assess the impact that the Black Consciousness Movement had on South African politics after Biko's death in 1977. Write THREE points.*

[LEVEL 6]

- **There was SOME influence in the 80s and beyond, but not on the same scale as the ANC or PAC:**
- Although the BCM organisation was banned after 1977 – AZAPO (1978) was formed and took up BCM ideas.
- Many supporters of AZAPO had been exposed to BCM ideas in the 1970s
- AZAPO support – mainly in University of Turfloop and Soweto
- BCM ideas inspired a self-pride and assertiveness in mass-based protest in the 1980s
- Black Theology was developed as a result of BCM ideas
- Rural home-industries were set-up supporters of BCM
- Supporters also trained young activists in leadership
- Supporters set up community health and welfare centres
- Many BCM supporters became important political leaders – Barney Pityana, Mamphela Ramphele
- The government reacted by clamping down on resistance organisations and leaders

[Some assessment of the impact must be evident in THREE points. Relevant points on government reaction can be credited with 6 marks]

SECTION B SOURCE-BASED QUESTIONS**Refer to Source A**

4. *Provide TWO pieces of evidence from paragraph 2 and ONE piece of evidence from paragraph 3 that show the means by which the South African government tried to maintain control of the country during the 1980s.*

[LEVEL 2 AND LEVEL 3]

Paragraph 2:

- Tried to maintain control through the use of the military
- e.g.: trained operational force of 180 000 men and conscription
- and a powerful/large air force – combat and helicopters
- and army – tanks and armoured cars and artillery

Paragraph 3:

- The way the townships were designed helped the government – they were built as grids with wide thoroughfares, which made it hard for guerrillas to hide.
- The townships were designed to be easily cordoned off.

5. 5.1 **Find a historical concept in the source that best fits each of the following definitions. Write down only the historical concept. No explanation is required.**

[LEVEL 2]

- 5.1.1 *A company or organisation that is owned by a country's government and often has some political power.*

Parastatal

- 5.1.2 *A member of an unofficial military group that is trying to change the government by making sudden, unexpected attacks on the official armed forces.*

Guerrilla

- 5.1.3 *An authoritarian government.*

Regime

- 5.1.4 *Disagreement with and opposition to the ideas of the government.*

Dissent/strike/resistance/people's war/armed uprising

- 5.1.5 *To surround a place, especially with an army, and to restrict the movement of people and of supplies in and out of the place.*

Besieged/Cordoned off/cordoned

- 5.2 5.2.1 *The author offers evidence that suggests that the South African government was not severely weakened by resistance movements during the 1980s. Provide TWO quotes to support this.*

[LEVEL 2]

- '... the armed struggle never reached a level that threatened the survival of the regime, ...'
- '... the regime clearly had the means to forestall a successful uprising for many years to come...'
- '... some ANC leaders began to advocate a 'people's war' of massive armed resistance within the townships in the mid-1980s, such a scenario was never realistic ...'
- 'The material of the liberation movements ... was limited to small, outdated Western arms and a limited supply of modest-grade Soviet hardware ...'
- '... the restrictions were so comprehensive* and the penalties so severe, that this hampered* the non-violent resistance efforts ...'
- '... making it easy for the military to suppress any armed uprising ...'

[Candidates must offer TWO relevant quotes]

- 5.2.2 *Provide ONE quote from the source that shows that the author also acknowledges that resistance movements did at times weaken the government.*

[LEVEL 2]

- '...The nationwide two-day general strike in 1984, the largest of its kind in South African history up to that point, terrified the government, and many observers see it, along with the government crackdown which followed, as the starting point of the final wave of unrest that brought the regime to the negotiating table ...'
- '... The combined force of the muscle of organised labour and the back-up of the UDF's affiliated organisations had dealt the government a body blow that sent the politicians, ... and the army reeling ...'
- '... the threat of such an armed uprising may have played a role in forcing it to compromise...'
- '... the largely non-violent resistance was already causing enormous disruption to the existing order ...'

Refer to Source B

6. *How accurate is it to say that the government felt threatened by the churches and their leaders? Explain your answer, using evidence from the source. Provide THREE points.*

[LEVEL 6]

It is accurate to a **large/some** degree:

- The power of religious leaders and churches was something that 'occupied' Botha's 'security specialists'.

- Churches were stepping up their anti-government activities: advocating civil disobedience, sanctions, encouraging resistance to conscription.
- The state responded with force/ruthlessness: '... bannings, deportations, death threats, detention and even torture of religious leaders ...', showing that they felt threatened.
- '... churches were cautiously moving beyond mere condemnation of injustice to calls for specific forms of action...'
- The state used pro-government religious organisations and clergymen to spread propaganda against activists: '... a campaign of vilification was conducted through the publications and sermons of right-wing religious organisations ...'

[Candidates must take a stand (2) and support it with THREE relevant points (6)]

7. *What effect did censorship of the media have on the international pressure on South Africa? Use your own words to answer.*

[LEVEL 2]

- It did stop some of the criticism but in fact the pressure for more sanctions increased.
- The pressure for more sanctions increased.
- Stopped some of the criticism

[Candidates to use own words as far as possible]

8. *Using the source, describe how the government used the legal system to maintain control of South Africa. Refer to evidence in paragraph 3 and write down THREE points.*

[LEVEL 4]

- Passed hundreds of laws to regulate journalists, gag them and intimidate them"
- They used the courts to help extend their control/as an instrument to extend their rule and enforce their ideas
- They consolidated the country's security laws and created an Internal Security Act that allowed the government to lock activists away or execute them
- Helped to perpetuate white rule.
- Furthered the National Party's agenda of political legitimisation through reform

[Any THREE valid points]

Refer to Source C

9. *How would you describe the mood in the photograph? Refer to THREE visual clues in the photograph to support your answer.*

[LEVEL 4]

Mood: Tense, Angry, Hostile, Confrontational, negative, wary, distrustful, defiant, violent, fearful

- The **expression** on the faces of both the crowd and the policemen are angry

- The policemen are poised to strike the protestors – **hostile actions/stance** on their part, aggressive charging into the crowd, fist shows defiance
- Use of **weapons**, the policemen clearly have will and the authority to squash resistance using force/violence

[2 marks for the mood + 2 marks each for THREE visual clues]

10. *In your opinion, does the photograph show the true extent of the violence that the state used against black people in the 1980s? Explain.*

[LEVEL 4]

- **No**
- The state used troops and armoured vehicles, the army was deployed in civilian areas and live ammunition was used against people.
- Hit squads and torture were also used.
- This photo shows that the protestors are being aggressively chased and beaten, which is violent, but there were other large-scale acts of violence perpetrated by the state that surpassed this in degree.

[2 marks for stand + 2 marks for reason which must support stand = 4 marks; yes in some ways, no in others = 2 marks]

Refer to Source D and Source E

11. **Use source D and Source E to answer the following questions.**

- 11.1 *Explain how Source E confirms the claims made in Source D about ANC-related resistance activities and government's response to it. Use evidence from BOTH sources to support your answer.*

[LEVEL 4]

- Source E refers to 'frightening violence' and protesting crowds and expresses the doubt that the government could contain it
- This confirms that the 'heat' was being turned up, as referred to in Source D: such as homes being burnt, local authorities crumbling and increased black-on-black violence

[4 marks for evidence from BOTH sources. Learner must link the two, if not – max 2]

- 11.2 *How reliable is Source E to a historian studying the impact of mass resistance to the apartheid government in South Africa in the 1980s? Explain.*

[LEVEL 6]

To obtain full marks mention should be made of origin, intention and bias/limitation within the source

- **Reliable to some extent or reliable with some limitations**
- The source is written by a member of the cabinet of the president during the 1980s – Leon Wessels
- The intention of the book seems to be to offer a personal account of his participation in politics in South Africa and his reflections on what happened during the closing years of apartheid and beyond.

- He was a member of P.W. Botha's cabinet in different portfolios, which calls the reliability of the source into question and is a potential limitation.
- The reflection is written in hindsight and his thoughts might be selective.
- Also – this is an edited source and is a short extract which does not present the full picture of Wessels' experience and observations.
- Despite this, however, he suggests that the government was on the backfoot and could not control the situation. He does not defend the government or say that they were in control, which one might expect from someone who was a National Party member in the 1980s. This adds credibility to what he says, making the source quite reliable. His comments on the state of the country can be corroborated by other sources – they are not outrageous, inaccurate comments. To be noted – his comments may reflect that his perspective changed with hindsight.
- He offers first-hand evidence, having had personal dealings with P. W. Botha and other members of the South African government – so we get a reliable insight into what he thought about the situation in South Africa at the time. However, his thoughts reflected in this source were written 30 years after the events and might have been influenced by subsequent events and memory, as well as any agenda he had in writing the book.

OR unreliable:

- It is a personal account
- In that Wessels was an NP Minister
- Might have been trying to make himself look good
- Might be biased because it is in hindsight and written in 2020
- Text is edited, not the whole book

Use this rubric in conjunction with the above-mentioned guidelines.

5–6	Evaluation/Limitation & Bias Comprehends the source/acknowledges limitation/focuses on origin and intention (to some degree) and acknowledges bias in order to deduce that the source has some limited reliability. Must quote/provide some reference to bias in the source or bias of origin and publication to be credited with 6 marks.
3–4	Analysis and Limitation Shows ability to comprehend the source/acknowledges origin and/or intention and vague mention of the limitation of the source if used on its own/no attempt to evaluate the source (bias, etc.)
1–2	Comprehension Describes the information obtained from the source/only able to comprehend the source but no attempt to evaluate the source itself (limited discussion of origin or intention).
0	No attempt to answer the question.

Refer to Source F

12. *Use your own knowledge to suggest why political posters were used so widely by the liberation movements in South Africa in the 1980s.*

[LEVEL 2]

- They were easy to make, fast to make, using cheap materials
- Could be distributed quickly
- Placed in visible positions quickly
- Reach many people effectively and quickly
- Censorship of other forms of communication
- The banning of political parties
- Propaganda was the best way to influence people and get your message across
- Conscientize people
- Instant access to information
- Some people were illiterate – thus poster is accessible to some degree
- Transcends language barriers
- Gave the voiceless a voice

[ANY relevant reason/explanation]

13. *Explain why the government would find these posters a challenge to their authority. Provide TWO reasons and ONE visual clue for EACH reason from the poster.*

[LEVEL 4]

- **They threatened the government's power and authority**
- Poster encourages people to dare to be heard, to march, to strike, to meet, to protest, to take action
- The poster advertises a 'Mass Rally', a call for defiant mass action despite the possibility of government intervention by means of force and violence
- **The poster paints the government in a bad light – as a dominating military force**
- Poster shows the tank and soldiers 'moving' towards the viewer – dominates the drawing

[TWO reasons = 4 marks + ONE visual clue for each reason = 4]

Refer to Source G

14. **Use Source G and your own knowledge to answer the following questions. Write ONLY the answer. No explanation is required.**

[LEVEL 2]

- 14.1 *Name TWO 'local organs of people's power' in South Africa in the 1980s.*

- Street committees
- Area committees
- People's courts
- Community leaders
- Religious leaders

- Trade unions
- UDF
- MDM
- Black Sash
- Civics
- Student organisations
- SRC
- Athlone Action Committee

14.2 *Did the State of Emergency have the desired effect on resistance?*

NO

14.3 *Provide ONE quote to substantiate your answer to Question 14.2.*

- '..... Despite the detention of over 8 000 people and other forms of repression, it proved unsuccessful in quelling resistance ...'
- '... resistance which actually increased during this period...'

14.4 *Which word in the passage refers to the act of freeing people?*

Liberation

Refer to Source H

15. **Use Source H and your own knowledge to state whether the following statements are TRUE or FALSE. Write down ONLY TRUE or FALSE. No explanation is required.**
[LEVEL 2]

15.1 *Source H is a secondary source.*

TRUE

15.2 *The killing of activists successfully hindered resistance to the government.*

FALSE

15.3 *The UDF became part of the Mass Democratic Movement in the late 1980s.*

TRUE

15.4 *It was only internal resistance that played a role in ending apartheid in South Africa.*

FALSE

15.5 *The State of Emergency refers to a situation when the government in South Africa permitted the use of extraordinary powers by its security forces.*

TRUE

SECTION C SOURCE-BASED ESSAY

Use sources A to H in the Source Material Booklet to write a source-based essay on the following topic.

To what extent did anti-apartheid activists and organisations within South Africa weaken the National Party government's control of South Africa in the 1980s?

Be sure to use the sources provided to construct your argument and remember to reference the sources by letter.

[LEVEL 2, 3, 4, 5 and 6]

The essay is marked holistically using the IEB source-based essay rubric with the memorandum as a guideline.

- Candidates may argue that anti-apartheid activists and organisations undermined the control of the government to a **LARGER/GREATER EXTENT**. They constantly had the government on the back foot because the former could not be crushed, they would reconstitute themselves when needed, they resisted in a variety of effective ways and although the government constantly responded to these acts of resistance through bannings, detentions, killings etc., the government was nevertheless always being undermined, in terms of its control of the country.
- To a **LESSER EXTENT**, anti-apartheid activists and organisations undermined the control of the government: The government was always in control through its use of force – the army, SAP, media, laws, courts – it had more powerful resources to use to squash rebellion – the states of emergency were also effective in dampening resistance and the government was never close to being ousted from power

OR

- Candidates may argue that anti-apartheid activists and organisations undermined the control of the government to a **LESSER EXTENT**. The government was always in control through its use of force – the army, SAP, media, laws, courts – it had more powerful resources to use to squash rebellion – the states of emergency were also effective in dampening resistance and the government was never close to being ousted from power.
- To a **LARGER/GREATER EXTENT**, anti-apartheid activists and organisations undermined the control of the government: They constantly had the government on the back foot because the former could not be crushed, they would reconstitute themselves when needed, they resisted in a variety of effective ways and, although the government constantly responded to these acts of resistance through bannings, detentions, killings etc., the government was nevertheless always being undermined, in terms of their control of the country.

RESISTANCE ACTIVISTS AND ORGANISATIONS DID UNDERMINE THE GOVERNMENT'S CONTROL	RESISTANCE ACTIVISTS AND ORGANISATIONS DID NOT UNDERMINE THE GOVERNMENT'S CONTROL
Greater/lesser extent	Greater/Lesser extent
<p>A – Suggests the resistance organisations/activists did threaten/undermine the government's power: '... the threat of such an armed uprising may have played a role in forcing it to compromise ...'</p> <p>'... the largely non-violent resistance was already causing enormous disruption to the existing order ...'</p> <p>'... The nationwide two-day general strike in 1984, the largest of its kind in South African history up to that point, terrified the government ...'</p> <p>Various forms of resistance did undermine the government's control, albeit indirectly:</p> <p>'... 800 000 people refused to go to work and 400 000 students boycotted classes. The strike was more than 80 per cent effective among workers from the besieged Vaal townships, and in the East Rand, ...'</p> <p>'... parastatals ground to a halt, despite threats to fire workers who joined the strike. ... the stayaway strike had been the most successful in South Africa's history ...'</p> <p>Resistance did undermine government's authority:</p> <p>'... The combined force of the muscle of organised labour and the back-up of the UDF's affiliated organisations had dealt the government a body blow that sent the politicians, ... and the army reeling ...'</p> <p>'... the state of emergency did not halt the nonviolent movement ...'</p>	<p>A – The government was never really threatened in terms of being ousted from power by force:</p> <p>'... the armed struggle never reached a level which threatened the survival of the regime ...'</p> <p>'... the regime clearly had the means to forestall a successful uprising for many years to come, ...'</p> <p>The government possessed the military force to maintain control, which it used effectively:</p> <p>'... White South Africa possessed by far the most powerful military machine on the continent. By the early 1980s, it had a rigorously trained operational force of 180 000 men and, with a reserve force constantly replenished through universal white male conscription, it could mobilise nearly half a million troops within a few hours ...'</p> <p>'... The South African air force possessed over 875 aircraft, including over 500 combat aircraft and more than 200 helicopters; the army owned over 260 tanks, 1 300 armoured cars ... and a large number of self-propelled medium and heavy artillery guns ...'</p> <p>'... The material of the liberation movements ... was limited to small, outdated Western arms and a limited supply of modest-grade Soviet hardware ...'</p> <p>There were other factors that assisted the government to maintain control, which then hampered the resistance's ability to undermine them:</p> <p>'... The black townships outside South African cities were designed so that they could be easily cordoned off ..., making it easy for the military to suppress any armed uprising ...'</p> <p>'... ANC leaders began to advocate a 'people's war' of massive armed resistance within the townships in the mid-1980s, such a scenario was never realistic ...'</p> <p>'... the restrictions were so comprehensive and the penalties so severe, that this hampered the non-violent resistance efforts ...'</p>
<p>B – Churches were increasing their level of militancy – thereby undermining the government:</p> <p>'... churches were cautiously moving beyond mere condemnation of injustice to calls for specific forms of action, including civil disobedience, international economic sanctions and resistance to military conscription ...'</p>	<p>B – The government used whatever means at its disposal to crush any attempt to undermine its authority:</p> <p>'... bannings, deportations, death threats, detention and even torture of religious leaders became a feature of political life in the 1980s ...'</p> <p>'... a campaign of vilification was conducted through the publications and sermons of right-wing religious ...'</p>

	<p>Such as the Media: '... the national interest also required constraints on the mass media ...'</p> <p>'... By the early 1980s, more than a hundred laws regulated what journalists could report ... after 1984, measures to intimidate and gag opposition newspapers reached new extremes ...'</p> <p>And the Courts and legal system: '... the courts ..., helping to perpetuate white rule ... the government ... reviewed the country's multiple security laws and consolidated them into a new ... Internal Security Act ... When operatives of the underground ANC were captured ... the resulting political trials ... branded the regime's enemies as violent, locked them away for extended periods, or sent them to the gallows ...'</p>
<p>C – The fact that there is a protest taking place in light of the security forces present and security legislation in place, is testament to the fact that activists and organisations such as the UDF continued to plague the government, i.e. undermine them, despite being severely undermined themselves and would not be silenced.</p>	<p>C – The security forces were always present to attempt to thwart the protest action – the SAP are here using weapons to disperse the crowd, using force/aggression – they are in control.</p>
<p>D – '... There can be no question that the ANC succeeded in turning up the heat and putting the South African government's feet to the fire...'</p> <p>Examples: '... Between September 1984 and May 1986, 3477 private black homes were destroyed or badly damaged, ...'</p> <p>'... education in non-white areas ground to a halt, ...'</p> <p>'... black local authorities crumbled ...'</p> <p>'... and 573 people were killed in black-on-black violence, including 295 who were burned to death by the necklace method ...'</p>	
<p>E – There is evidence that some felt that the authority, power, control of the government was being undermined:</p> <p>'... Anyone witnessing these scenes of violence, the fires, the protesting crowds, surely had to conclude that the country was on the brink of collapse ...'</p> <p>'... The violent protests troubled me greatly – I got the impression that the security forces were not able to subdue the masses and control the unrest ...'</p> <p>'... It was apparent that our political initiatives were not sufficiently imaginative to forestall this revolution ...'</p>	

<p>F – The fact that civics were advertising and then holding a mass rally at a time when the government was clamping down on resistance with increased ferocity, shows that resistance continued, no matter what, and was indeed undermining the government's control. The topics to be discussed at the meeting included the State of Emergency and ongoing forms of resistance to the state, such as consumer and school boycotts – all of which was bent on undermining government authority and control.</p>	<p>F – Government could claim that the SADF – seen in the huge tank in the poster – was exerting a measure of control/fear. Their State of Emergency and heavy-handedness was eliciting a response from the people, who had to bear it in mind when planning acts of protest.</p>
<p>G – Examples of undermining government authority: '... As resistance to apartheid mounted inside South Africa, particularly when black local authorities began to collapse and local organs of people's power ... started to establish themselves ...'</p> <p>Government action could not stop resistance and so it did undermine their authority: '... Despite the detention of over 8000 people and other forms of repression, it proved unsuccessful in quelling resistance which actually increased during this period ...'</p>	<p>G – The government maintaining control, not allowing itself to be undermined, by declaring states of emergencies and using the added force/power that came with that: '... the regime decided that a more naked use of repressive force was necessary to try to restore its authority. In July 1985, it declared a State of Emergency over many parts of the country...'</p> <p>'... the regime was only preparing itself for a more vigorous assault on the liberation movement. This came in June 1986 with the declaration of a new, nationwide State of Emergency ...'</p>
<p>H – Ineffective government actions towards them: '... this made little difference to the ferment or the violence. If some UDF leaders were neutralised in some way, other activists immediately sprang into action ...'</p> <p>Response of activists was to: '... begin launching school, bus and consumer boycotts to protest against the detentions and increase the pressure on government ...'</p> <p>Other points: '... the front also made major gains at the expense of the government ...'</p> <p>'... the declaration of a partial State of Emergency harmed the government and buttressed the revolutionary alliance ...'</p> <p>'... The killing of activists also boomeranged against Pretoria ... for these deaths were invariably followed by politicised funerals, which helped spark further unrest, boycotts and stayaways ...'</p>	<p>H – Government using harsh repressive measures to combat resistance and ensure that they were not undermined '... the police began resorting to extrajudicial executions instead. In May 1985 three Pebco activists ... were abducted by the security police and ... interrogated, tortured, and killed ...'</p> <p>Measures were effective: '... there was little prospect of the ANC being able to mount a successful insurrection ...'</p>

Total: 200 marks

**GENERIC RUBRIC FOR SOURCE-BASED ESSAY**

	Argument + focus	Use of sources	Counter-argument (C/A)	Structure + style	Main impression
7+ 90–100% 45–50	Takes a stand. Sustains argument throughout. Maintains clear and consistent focus. Understands all aspects of question. Links sources and question very well.	Uses all the sources and references them by letter. Uses detail from the sources to substantiate argument and counterargument. Quotes selectively where appropriate.	Discusses C/A fully. Acknowledges C/A in introduction and conclusion. Consistently links C/A to main argument.	Short introduction and conclusion that focus on answering the question. Use of paragraphs. Fluent expression.	Essay is logical, coherent and concise. It demonstrates excellent historical insight and understanding.
7 80–89% 40–44	Takes a stand. Sustains argument but may have minor lapses that do not detract from the understanding or focus. Links sources and question well.	As above.	As above.	As above.	Essay is clear and accurate though style may not be succinct. It demonstrates very good historical insight and understanding.
6 70–79% 35–39	Takes a stand. Focuses on question, but may have some lapses in focus or implied focus that detract from the argument. Links sources and question.	Uses all the sources and references them by letter. Uses detail from sources but there may be gaps or minor lapses in evidence. Quotes selectively where appropriate.	Identifies C/A.	Introduction and conclusion that focus on answering the question. Use of paragraphs. Expression satisfactory.	Essay is a good attempt but may lack depth. It is generally fluent but may have limited repetition. There may be some limitations to historical insight and understanding.
5 60–69% 30–34	Attempts to take a stand. Lapses in focus or uses tagged-on/ implied focus. Makes inconsistent or shallow argument. Shows some evidence of linking sources and question.	Uses most of the sources and references them by letter. Describes or paraphrases sources rather than using information from them. Uses too many long quotes from sources.	Identifies C/A but not fully. Omits some aspects of C/A.	Introduction and conclusion present but flawed. Expression satisfactory.	Essay attempts to answer the question but is not fluent and accurate throughout. It shows some basic insight but there are limitations to historical understanding.

4 50–59% 25–29	Takes a weak stand. Uses tagged-on or implied focus. Makes weak attempt to link sources and question.	Omits 2 or 3 sources. Describes or lists* sources rather than using information from them appropriately. Uses quotes that are irrelevant or too long. Lumps* sources together.	Identifies C/A at basic level.	Weak introduction and conclusion. Introduction OR conclusion missing. Structural problems (e.g. lack of paragraphs). Expression satisfactory.	Essay shows simplistic understanding of question. There is little evidence of historical understanding and insight.
3 40–49% 20–24	Makes poor attempt to take a stand. Makes little attempt to focus. Shows little understanding of argument. Includes inaccuracies. Gaps in argument. Tries to link sources to question but not successfully.	Only half of the sources used. Has poor comprehension of sources. Uses few relevant quotes.	Has no C/A or it is very simplistic.	Structural problems. Introduction and/or conclusion missing. Expression weak.	Essay is difficult to read or the argument is hard to follow. It shows a lack of understanding of the question, or of how to use the sources to answer the question.
2 30–39% 15–19	Makes no attempt to take a stand. Does not focus on question. Is unable to link sources to question.	Uses very few sources. Has very poor comprehension of sources.	As above.	Structural problems. Expression very weak.	Essay does not demonstrate an understanding of historical issues evident in the sources. It shows very little understanding but the candidate has tried to use some information from the sources.
1 0–29% 0–14	Makes no attempt to focus. Has no understanding of the question.	Uses only one or no sources. Seems unable to use relevant sources.	No C/A.	Structural problems. Expression extremely poor.	Essay shows extremely limited comprehension of sources or understanding of question, or how the two are connected.

- Listing sources – using sources alphabetically rather than grouping them in support of the argument or counterargument, e.g. Source A shows ...; Source B states ...; According to Source C ...; In Source D ... etc.
- Lumping sources – dealing with several sources together rather than separately, implying that they all say the same thing, e.g. Sources A, C, F and H.