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**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

HISTORY P2

NOVEMBER 2021

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 26 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.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

1.3 Assessment procedures for source-based questions

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

Paragraph question

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

- Read the paragraph and place a bullet (•) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.

- At the end of the paragraph indicate the ticks (✓) that the candidate has been awarded for the paragraph; as well as the level (1, 2 or 3) as indicated in the holistic rubric and a brief comment e.g.

_____ • _____ • _____ • _____
Level 2 ✓✓✓✓

COMMENT

Used mostly relevant evidence to write a basic paragraph.

- Count all the ticks for the source-based question and then write the mark on the right hand bottom margin e.g. 
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

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

2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the 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.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will **not** be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of an argument (planned, structured and has an independent line of argument)

2.4 Assessment procedures of the essay

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

P	Point: The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
E	Explanation: The candidate should explain in more detail what the main point is about and how it relates to the question posed (line of argument).
E	Example: The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	Link: Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

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

- Introduction, main aspects and conclusion not properly contextualised

Λ

- Wrong statement
- Irrelevant statement
- Repetition
- Analysis
- Interpretation
- Line of Argument

|

|

R

A\|

I\|

LOA ↑↓

2.5 The matrix

2.5.1 Use of the matrix in the marking of essays

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

- (a) The first reading of essays 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 essays 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	

COMMENT

Some omissions in content coverage.

Attempts to sustain a line of argument.

MARKING MATRIX FOR ESSAY: TOTAL: 50

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

*** Guidelines for allocating a mark for Level 1:**

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- Content selection includes basic and generally irrelevant information; no attempt to structure the essay = 1–6
- Question inadequately addressed and vague; little attempt to structure the essay = 7–13

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: HOW DID THE UNITED DEMOCRATIC FRONT (UDF) RESPOND TO THE APARTHEID REFORMS INTRODUCED BY PW BOTHA IN 1983?**

1.1

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

- 'mixed marriages'
- 'sex across colour line'

(2 x 1) (2)

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

- PW Botha's intention was not to dismantle apartheid but to reinforce/revamp/renew/restructure it in a different way
- PW Botha's intention was to ensure that the white minority would retain their political power
- PW Botha wanted to create the impression that the minority groups were included in the power sharing government
- PW Botha's intended changes were cosmetic as whites would still deal with 'white issues' and also have a say over the majority issues
- PW Botha wanted apartheid to look less discriminatory to the outside world
- Any other relevant response

(any 1 x 2) (2)

1.1.3 *[Definition of a historical term from Source 1A – L1]*

- The tricameral parliament was a three-chamber parliament for white, Coloured and Indian representatives while Africans were excluded
- The Tricameral parliament had three separate chambers where Coloured and Indian representatives were made to believe they could oversee their own affairs, while whites dealt with the affairs of 'all'
- Any other relevant response

(any 1 x 2) (2)

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

- Provision was made for them to vote in the Bantustans/municipal/local councils/The National Party granted them political rights in the Bantustans
- If included they would outvote the white voters who were in the minority
- If included they would change the apartheid laws and address the inequalities
- Africans would not be able to fight for their rights
- To protect white privileges
- To weaken resistance against apartheid
- Any other relevant response

(any 2 x 2) (4)

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

- 'Remove members'
- 'Appoint others'
- 'Dismiss the whole council'
- 'Appoint a new one'

(4 x 1) (4)

1.2

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

- 'brought together under the aegis (protection) of the United Democratic Front (UDF) the broadest and most significant coalition of groups and organisations struggling against apartheid, racism and injustice since the early nineteen fifties'
 - 'We have been able to create a unity amongst freedom-loving people this country has not seen for many a year'
 - '... we represent organisations deeply rooted in the struggle for justice, deeply in the heart of our people'
- (any 1 x 2) (2)

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

- '... we represent organisations deeply rooted in the struggle for justice'
 - 'unity amongst freedom-loving people'
- (any 1 x 2) (2)

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

- Africans who were in the majority in South Africa (at 80%) were excluded from the tricameral parliament
 - Africans would be catered for through the homeland policy
 - The apartheid policy of divide and rule was maintained
 - Any other relevant response
- (any 2 x 2) (4)

1.2.4 *[Determining the reliability of Source 1B – L3]***The source is reliable because:**

- The speech was delivered by Allan Boesak who was one of the leaders of the UDF
 - The speech was delivered on 20 August 1983 which was the actual date of the launch of the UDF
 - It highlights the reasons for the launch of the UDF which was in response to the introduction of apartheid reforms and the establishment of the Tricameral Parliament
 - The information in the source can be corroborated with other sources
 - Any other relevant response
- (any 2 x 2) (4)

1.3

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

- White, Coloured and Indian voters were encouraged to boycott the tricameral parliament elections
 - The UDF's Don't Vote Campaign was to create an awareness that the tricameral parliament elections would continue apartheid despite the 'proposed changes'
 - The elections were deemed to be apartheid elections because the blacks were excluded from participating in these elections
 - The UDF was discouraging the 'divide and rule' strategy of the apartheid government
 - Any other relevant response
- (any 1 x 2) (2)

- 1.3.2 *[Interpretation of evidence from Source 1C - L2]*
- The slogan infers that the tricameral parliament would not provide freedom
 - The UDF would through protest actions achieve freedom
 - People must be mobilised/unite in strength to attain freedom
 - Any other relevant response (any 1 x 2) (2)
- 1.4 *[Comparison of evidence from Sources 1B and 1C to ascertain how they support each other – L3]*
- Source 1B speaks to the unity of freedom loving people and Source 1C shows the unity of people from all walks of life on the poster regarding resistance against apartheid
 - Source 1B mentions coalition groups and organisations formed the UDF and 1C shows the UDF calling on these groups and organisations not to vote in the apartheid elections
 - Source 1B states that the UDF was established to oppose apartheid and Source 1C shows that South Africans are opposing apartheid
 - Any other relevant response (any 2 x 2) (4)
- 1.5
- 1.5.1 *[Extraction of evidence from Source 1D – L1]*
- a)
 - Indian – ‘20%’ (1 x 1) (1)
 - b)
 - Coloured – ‘30%’ (1 x 1) (1)
- 1.5.2 *[Explanation of a historical term from Source 1D – L2]*
- Call by the UDF for people not to vote and stay away from the elections for the tricameral parliament
 - Stay away from the voting stations as they were not in favour of the tricameral parliament because it continued with the implementation of apartheid
 - Any other relevant response (any 1 x 2) (2)
- 1.5.3 *[Interpretation of evidence from Source 1D – L2]*
- To maintain their ruling power
 - To maintain their white privileges
 - To maintain their white dominance
 - The tricameral constitution protected their privileges
 - The whites were against equality between blacks and whites
 - To avoid South Africa being described as a pariah state/To be accepted back into the international arena
 - Any other relevant response (any 1 x 2) (2)

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

- The US 'secretly' supported South Africa, so they welcomed Botha's reforms as positive development
- The US were actually deceived by Botha's tricks of restructuring apartheid
- The US State Department commended PW Botha for including the Indians and Coloureds in the new legislature as a way of changing apartheid
- The US State Department felt that the inclusivity of Indians and Coloureds was a right move towards democracy
- The US State Department felt that Botha was reforming the policy of apartheid
- The US saw 'reforms' as a way of preventing the spread of communism in South Africa
- Any other relevant response (any 1 x 2) (2)

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

Candidates could include the following aspects in their response:

- When the UDF was formed in 1983 it had to co-ordinate opposition to the National Party government's reforms (Source 1A)
- The UDF was launched on 20 August 1983 to oppose the introduction of the tricameral parliament (Source 1B)
- The launch of the UDF was a pivotal event in the history of the struggle for freedom and democracy in South Africa (own knowledge)
- In his speech, Dr Allan Boesak highlighted the unity of the coalition group and organisations in the struggle against apartheid, racism and injustice (Source 1B)
- At the launch Dr Allan Boesak calls for the rejection of the government's constitutional proposals (Source 1B)
- The UDF started a 'DON'T VOTE IN APARTHEID ELECTIONS' campaign (Source 1C)
- The UDF provided a platform and voice to the ordinary people (own knowledge)
- Indian and Coloured communities boycotted the tricameral parliament elections which resulted in a poor voter turnout (Source 1D)
- Allister Sparks regarded the poor turnout a massive rejection of the government's new constitution (Source 1D)
- The UDF launched 'million signature' campaign – a petition to create awareness and reject the tricameral system (own knowledge)
- 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 how the United Democratic Front (UDF) responded to the apartheid reforms introduced by PW Botha in 1983 • Uses evidence partially or cannot write a paragraph. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent on the topic, e.g. shows some understanding of how the United Democratic Front (UDF) responded to the apartheid reforms introduced by PW Botha in 1983 • Uses evidence in a very basic manner to write a paragraph. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of how the United Democratic Front (UDF) responded to the apartheid reforms introduced by PW Botha in 1983 • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)
[50]

QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE MURDER OF THE POLITICAL ACTIVIST, GRIFFITHS MXENGE?

2.1

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

- 'Anybody who felt they had been a victim of violence'
 - 'Perpetrators of violence could also give testimony and request amnesty from prosecution'
- (any 1 x 1) (1)

2.1.2 *[Definition of historical concept from Source 2A - L1]*

- Official pardon for political crimes committed during apartheid in exchange for the disclosure of the whole truth and political motives
 - Exempt from prosecution for perpetrators who would give testimony on human rights violations that would be proven to have been politically motivated
 - Any other relevant response
- (any 1 x 2) (2)

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

- It was newsworthy/and of international interest
 - The international communities wanted to see how South Africa wanted to address the atrocities of the past
 - The international communities wanted to see whether the restorative justice system that the TRC employed would work
 - The international communities were concerned about how this process will unfold in South Africa
 - The international communities wanted to see how South Africa dealt with perpetrators who committed gross human rights violations
 - Any other relevant response
- (any 1 x 2) (2)

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

- 'to bear witness to'
 - 'record'
 - 'and grant amnesty to the perpetrators of crimes relating to human rights violations'
 - 'reparation and rehabilitation'
- (any 3 x 1) (3)

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

- 1960 was a turning point in South Africa's history in that after the Sharpeville massacre the NP adopted brutal methods against activists of the liberation movements
 - From 1960 the liberation struggle started to operate underground with the apartheid government resorting to human rights abuses to suppress the struggle
 - 1994 was also a turning point significant of the end of apartheid and the dawn of a new democratic South Africa
 - The highest number of deaths due to political violence occurred during this time period
 - The TRC had limited resources and was mandated to deal with crimes committed between 1960 to 1994
 - Any other relevant response
- (any 1 x 2) (2)

2.1.6 *[Extraction of evidence from Source 2A - L1]*

- 'The crimes were politically motivated'
 - 'the whole truth was told by the person seeking amnesty'
- (2 x 1) (2)

2.2

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

- To encourage/appeal to/invite people (victims and perpetrators) to come forward and tell their stories of human rights abuses
 - To establish a record of human rights atrocities committed during the apartheid regime
 - To provide an opportunity for victims to come forward to voice out the nature and extent of harm they had suffered so that they could be compensated and their dignity restored
 - To show that the government was committed to healing the wounds from atrocities committed during apartheid
 - To foster reconciliation between perpetrators and victims in South Africa
 - To make people aware of the work of the TRC
 - Any other relevant response
- (any 1 x 2) (2)

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

- To encourage victims not to remain silent from any human rights abuse committed to his/her family member
 - Murder, abduction and torture were regarded as human rights abuses that the TRC wanted to expose
 - Victims of human rights abuses like murder and torture should not be silenced and suffer in silence
 - To encourage victims of gross human rights violations to come forward and tell their stories at the TRC
 - By speaking out/seeking the truth, victims can find closure
 - Government wanted to ensure that such human rights abuses do not happen again
 - To invoke empathy by sharing their stories
 - Any other relevant response
- (any 2 x 2) (4)

2.2.3 *[Explanation of historical term within the context of the TRC from Source 2B – L2]*

- The state of affairs in which victims and perpetrators of human rights abuses would live in peace and harmony/friendly relations/restoration of broken relationships between victims and perpetrators
 - The process through which victims of human rights abuses would have to forgive perpetrators who would have undertaken full disclosure of human rights abuses they committed
 - Any other relevant response
- (any 1 x 2) (2)

2.3

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

- 'Joe Mamasela'
 - 'Almond Nofomela'
 - 'David Tshikalanga'
- (any 2 x 1) (2)

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

- To shift the blame away from the National Party (NP) government/mislead the South African public/investigation into the murder
- To create a bad reputation for the ANC
- To conceal secretive operations of askaris and state agencies
- To fuel conflict within the ANC
- Any other relevant response (any 2 x 2) (4)

2.3.3 *[Ascertaining the usefulness of evidence from Source 2C – L3]***The source is USEFUL because:**

- It is a transcript that gives first-hand information about the murder of Griffiths Mxenge
- The testimony was from Dirk Coetze who had become the Vlakplaas death squad commander
- The testimony took place on 5 November 1996 which is exactly when public hearings of the TRC were held
- The source gives us insight into the method the special forces used to kill Griffiths Mxenge/including names of those responsible for his murder
- Any other relevant response (any 2 x 2) (4)

2.4 *[Comparison of evidence in Sources 2B and 2C to ascertain how they support each other – L3]*

- In Source 2B victims or perpetrators are invited to speak out against human rights abuses on their family members and in Source 2C Dirk Coetze appears before the TRC to apply for amnesty for human rights abuses he committed
- In Source 2B victims are invited to speak out for the purpose of starting a journey to reconciliation and in Source 2C Dirk Coetze committed himself to full disclosure for reconciliation and amnesty
- Source 2B states that people must tell the truth about murder and this is supported in Source 2C when Dirk Coetze tells the truth about his involvement in the murder of Griffiths Mxenge
- Any other relevant response (any 2 x 2) (4)

2.5

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

- 'Dirk Coetze'
- 'David Tshikilanga'
- 'Almond Nofomela' (any 2 x 1) (2)

2.5.2 *[Extraction of evidence in Source 2D – L1]*

- 'Coetze had acted on the 'advice, command or order of one or more senior members of the security branch of the former SA Police'
- 'On evidence before us we are satisfied that none of the applicants knew the deceased, Mxenge'
- '... or had any reason to wish to bring about his death ...'
- '... they regarded it as their duty as policemen who were engaged in the struggle against the ANC and other liberation movements' (any 2 x 1) (2)

2.5.3 *[Interpretation of evidence in Source 2D – L2]*

- They wanted the perpetrators to be punished for murder (retributive justice)
 - They were not in favour of restorative justice
 - They did not believe that healing and reconciliation could take place on the basis of telling the truth/it was reconciliation without justice
 - They believed that the TRC was perpetrator friendly
 - The family was not consulted
 - Any other relevant response
- (any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- The TRC was established to investigate human rights abuses that were committed during apartheid (Source 2A)
- The TRC was established to give perpetrators of human rights abuses amnesty in exchange for the whole truth (Source 2A)
- The TRC identified torture, murder and abduction as some of human rights abuses (Source 2B)
- The TRC encouraged victims to come forward and speak out in order to facilitate reconciliation (Source 2B)
- Dirk Coetzee applied for amnesty for his involvement in the killing of ANC activist Griffiths Mxenge (Source 2C)
- Dirk Coetzee was given a chance to tell his story in front of the TRC and disclosed the whole truth (Source 2C)
- The TRC was convinced that Dirk Coetzee had told the whole truth and that he had a political motive for the killing of Griffiths Mxenge (Source 2D)
- The TRC granted Dirk Coetzee amnesty for the murder of Griffiths Mxenge (Source 2D)
- The TRC acted in accordance with the Promotion of National Unity and Reconciliation Act, 1995 (Act 34 of 1995) (own knowledge)
- Mxenge's family did not approve the TRC's decision and wanted retributive justice (own knowledge)
- 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 how the Truth and Reconciliation Commission (TRC) dealt with the murder of political activist Griffiths Mxenge. • Uses evidence partially or cannot write a paragraph. • Evidence is mostly relevant and relates to a great extent on the topic e.g. shows some understanding of how the Truth and Reconciliation Commission (TRC) dealt with the murder of political activist Griffiths Mxenge. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Uses evidence in a very basic manner to write a paragraph • Uses relevant evidence e.g. demonstrates a thorough understanding of how the Truth and Reconciliation Commission (TRC) dealt with the murder of political activist Griffiths Mxenge. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)
[50]

QUESTION 3: WHAT IMPACT HAS THE GLOBAL COVID-19 PANDEMIC HAD ON SOUTH AFRICA?

3.1.1 [Extraction of evidence from Source 3A – L1]

- a)
- **The World** - 'has become more closely connected' (1 x 1) (1)
- b)
- **People** - 'can easily interact with each other without facing any serious barriers' (1 x 1) (1)

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

- a)
- **Beneficial** - 'has stimulated socio-economic development' (1 x 1) (1)
- b)
- **Detrimental** - 'it has also become a channel for the spread of diseases' (1 x 1) (1)

3.1.3 [Definition of a historical concept in Source 3A - L1]

- Globalisation is a process whereby the world has become more integrated and connected/intertwining of borders due to technology
- Globalisation describes the way in which people, goods, money and ideas are moved around the world faster and cheaper than ever before. This is largely due to better transport, communication and technology
- Any other relevant response (1 x 2) (2)

3.1.4 [Interpretation of evidence from Source 3A - L2]

- Movement of people through aeroplanes
- Movement of people through ships
- Movement of people through rail
- Movement of traded goods through air and sea
- The role of media
- Any other relevant response (any 2 x 2) (4)

3.2

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

- 'The World Health Organisation'/'WHO' (1 x 1) (1)

3.2.2 [Explanation of a historical term in Source 3B – L2]

- A disease that is prevalent globally – affecting all continents
- A global disease caused by the coronavirus/a contagious and rapidly spread infection via sneezing/coughing when people come into close contact without wearing a mask or when touching infected surfaces by hand and then touching the mouth
- Any other relevant response (any 1 x 2) (2)

- 3.2.3 *[Interpretation of information from Source 3B - L2]*
- To prevent more people from getting/being infected with the virus because there was no vaccine to treat infected people/reduce the number of admissions in hospitals/reduce number of fatalities/deaths
 - To reduce the number of people infected - to flatten the curve
 - To slow down the transmission of the virus
 - To protect the South African economy
 - Any other relevant response
- (any 2 x 2) (4)
- 3.2.4 *[Extraction of evidence from Source 3B – L1]*
- 'Italy'
 - 'Iran'
 - 'South Korea'
 - 'Spain'
 - 'Germany'
 - 'United States'
 - 'United Kingdom'
 - 'China'
- (any 2 x 1) (2)
- 3.3
- 3.3.1 *[Extraction of evidence from Source 3C – L1]*
- 'Poverty'
 - 'Inequality'
- (any 1 x 1) (1)
- 3.3.2 *[Interpretation of information from Source 3C - L2]*
- Many of them were informal workers who could no longer go out to generate income
 - Many of them became unemployed
 - They could no longer venture outside looking for work
 - Informal workers were prevented from continuing casual labour due to Covid restrictions
 - Those who were street vendors lost their customers who were observing the lockdown
 - Any other relevant response
- (any 2 x 2) (4)
- 3.3.3 *[Extraction of evidence from Source 3C - L1]*
- 'unemployment is more than a state of joblessness'
 - 'It means worrying about being able to afford everyday basic necessities'
 - 'how to send children to school'
 - 'how to stay healthy and nourished'
 - 'it means worrying being able to access health care'
- (any 2 x 1) (2)
- 3.3.4 *[Extraction of evidence from Source 3C - L1]*
- 'This is because of the dynamics of spatial planning'
 - 'These areas are largely underdeveloped'
 - 'overly populated'
 - 'have poor sanitation facilities'
 - 'lack of running water in many low-income communities'
 - 'a poorly structured public healthcare system'
- (any 2 x 1) (2)

3.3.5 [Determining the limitations of Source 3C – L3]

- The source is one-sided and only gives Futshane's views on how the lockdown regulations affected the poor in South Africa
- The source creates an impression that the hard lockdown that South Africa adopted was wrong
- The source does not give insight into how the lockdown affected the middle class and the rich
- The source creates the impression that only the poor were affected by the lockdown
- Any other relevant response (any 2 x 2) (4)

3.4**3.4.1 [Interpretation of evidence from Source 3D- L2]**

- Poor South Africans found themselves between two enemies, Covid-19 on one hand and poverty and hunger on another
- The danger posed by Covid-19 and poverty and hunger would kill the poor-graves at the background
- There is no one to donate food when the poor went out begging
- Any other relevant response (any 1 x 2) (2)

3.4.2 [Interpretation of evidence from Source 3D- L2]

- Covid-19 put the poor in danger of poverty, hunger and death (shoes of the mother)
- Poor South Africans were scared of the Covid-19 pandemic because of the deaths it caused (graves in the background; grim reaper – symbol of death; hands of death represented by COVID 19)
- The Covid-19 pandemic was a threat to the livelihood of the poor (the poor went hungry – empty plate in hand of mother)
- Any other relevant response (any 2 x 2) (4)

3.5 [Comparison of evidence in Sources 3C and 3D to ascertain how they support each other - L3]

- Source 3C states that poverty and inequality had been heightened by Covid-19 pandemic and Source 3D shows an image of the grim reaper – symbol of death representing poverty and hunger of the poor
- Source 3C states that the hard lockdown heightened poverty amongst poor South Africans and Source 3D shows a poverty-stricken mother (poorly dressed, worn out shoes) venturing outside confronting Covid-19
- Source 3C states that unemployment meant worrying about not being able to afford everyday basic necessities and Source 3D shows how a mother ventures outside looking for food (plate in her hand labelled the poor)
- Source 3C refers to poor South Africans being afraid and worried of their welfare and Source 3D depicts the mother and the baby with faces that look worried, fearful and concerned about their survival
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response

- Globalisation made the free movement of people from different cities, countries and continents possible which contributed to the spread of the Covid-19 across the world and South Africa (Source 3A)
- The technological advances of globalisation turned the coronavirus into a pandemic (Source 3A)
- On 15 March 2020 President Ramaphosa announced national measures to slow down the spread of the coronavirus into South Africa (Source 3B)
- The South African government implemented a national and international travel ban to contain the spread of the coronavirus (Source 3B)
- Many poor South Africans lost their jobs because of the hard lockdown (Source 3C)
- Poor South Africans experienced poverty and hunger (Source 3C)
- Poverty and inequality heightened because of the Covid-19 pandemic (Source 3C)
- Townships and informal settlements became Covid-19 hotspots and impoverished more people (Source 3C)
- Poor South Africans became desperate because they starved and ventured outside looking for food (Source 3D)
- South Africa's initial limited access to vaccines exposed more people to the virus (own knowledge)
- Led to loss of life (own knowledge)
- 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 impact that the global Covid-19 pandemic has had on South Africa. • Uses evidence partially or cannot write a paragraph. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent on the topic e.g. shows some understanding of the impact that the global Covid-19 pandemic has had on South Africa. • Uses evidence in a very basic manner to write a paragraph. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of the impact that the global Covid-19 pandemic has had on South Africa. • 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

Candidates need to critically discuss how Steve Biko and the philosophy of Black Consciousness mobilised black South Africans to challenge the apartheid government in the 1960s and 1970s.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

- Introduction: Candidates need to critically discuss how Steve Biko and the philosophy of Black Consciousness mobilised black South Africans to challenge the apartheid government in the 1960s and 1970s. They should also indicate how they will support their line of argument.

ELABORATION

- Political vacuum (Background information)
 - Created after ANC and PAC political leaders and parties were banned or imprisoned in 1960
- Mobilisation as blacks
 - Infused blacks with sense of pride
 - To accept themselves/have self-confidence/self-reliance/sense of identity
 - Empowered blacks to reject the spirit of self-pity; inferiority complex; self-alienation and domination by external forces
 - The formation of BC was welcomed by the apartheid government as an extension of separate development
- Political mobilisation
 - Black students started to organise themselves to resist white domination by breaking away from NUSAS and formed SASO (1968)
 - Black students adopted the philosophy of Black Consciousness (Role of Biko/SASO)
 - SASO was for university students and SASM for schools
 - BC led to the formation of the Black Peoples Convention (BPC) in 1972 which involved students, churches, communities and trade unions
 - Unions aligned to the BC philosophy included Black Parents' Association and Black Allied Workers Union (BAWU)
 - South African Students Movement formed in 1972 which exposed Blacks to the ideals of BC
 - Expulsion of Tiro which led to student protests
 - BCM and SASO organised FRELIMO Rallies (1974)
 - Expulsion of students from universities
 - The arrests of BC leaders heightened political activism
- Student mobilisation
 - Bantu Education introduced Afrikaans as a medium of instruction in schools (1975)
 - SASO and SASM influenced the formation of Soweto Students Representative Council (SSRC)

- Both black teachers and students rejected Afrikaans - as the language of the oppressor
- Some teachers and learners were already exposed to the ideas of Biko and the BC philosophy through SASO student teachers from universities
- The departmental circular on Afrikaans (50/50) was the trigger for the Soweto uprising
- 16 of June 1976 students protested peacefully against the implementation of the circular
- Police response to student protests (Hector Petersen, a 13-year-old boy was one of the first casualties of this uprising)
- Mobilisation through Community Programmes
 - Biko's banishment to King Williams Town led to diverted focus to community programmes
 - Mamphela Ramphele's banishment to Tzaneen
 - BC promoted independence from whites through Black Community Programmes to support blacks without white assistance. (Zanempilo Health Clinic/Ginsburg Educational Trust/Zimele Trust Fund/Solempilo Community Health Centre/Ithuseng Community Health Programme and Winter School Projects)
- Mobilisation through Labour
 - Mobilised workers to form trade unions
 - BC led to the formation of the Black Allied Workers Union (BAWU) – worker's strikes in Durban in 1973)
- Killing of Biko (1977) in police custody
- 19 October 1977 banning of 19 organisations aligned to BC
- Mobilisation through Media
 - Role of media that was sympathetic to the BC philosophy, e.g. *The World* and *The Weekend World* newspapers were closed
- Any other relevant response
- Conclusion: Candidates should sum up their argument with a relevant conclusion.

[50]

QUESTION 5

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

SYNOPSIS

Candidates need to indicate to what extent commitment and compromise played key roles in sustaining the negotiations process that ultimately led to a new democratic Republic of South Africa in 1994.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

- Introduction: Candidates need to indicate to what extent commitment and compromise played key roles in sustaining the negotiations process that ultimately led to a new democratic Republic of South Africa in 1994. They should also indicate how they will support their line of argument.

ELABORATION

- Release of Nelson Mandela on the 11 February 1990 and other banned political leaders in 1990 (commitment and compromise)
- Unbanning of the ANC, the PAC and the SACP and other banned organisations (commitment)
- Groote Schuur Minute, 2 May 1990 - NP released political prisoners and both parties committed themselves to end violence and to negotiate (commitment by leaders from both sides)
- Violence in the Vaal Triangle (Role of various political organisations) (a test of commitment and compromise)
- Pretoria Minute in August 1990 – ANC stopped armed struggle and NP stopped state of emergency (commitment and compromise)
- The National Peace Accord signed by 27 political organisations - provided safety net for negotiations (commitment)
- CODESA 1 (20 December 1991) - 19 political parties except for CP and PAC
- Parties could not agree on power-sharing and constituent assembly – meeting ended
- The Declaration of Intent – parties agreed to draw up a new constitution and interim government (commitment and compromise)
- Whites-only referendum – De Klerk tested white opinion after losing three by-elections to CP (testing commitment from whites)
- Result – landslide Yes (indication of commitment from whites) – negotiations continued
- CODESA 2 (2 May 1992) – did not last because of violence and inability of parties to agree on power-sharing
- Boipatong massacre and influence of Third Force (17 June 1992)
- Bisho massacre (September 1992) – ANC supporters who wanted to be part of negotiation process (another test of commitment)
- ANC called for rolling mass action against the National Party (pushing the NP to commitment)
- Record of Understanding (September 1992) – Meyer and Ramaphosa committed themselves to peace and to negotiations (commitment and compromise)
- Meyer and Ramaphosa agreed on Joe Slovo's Sunset clause (commitment and compromise)

- Parties winning more than 5% of vote will form a government of national unity to govern the new SA and whites could retain their jobs for 5 years (commitment and compromise)
 - Multi-party negotiations resumed at the World Trade Centre but did not last (commitment)
 - The AWB interrupted the negotiations on 15 June 1993, when they stormed the World Trade Centre with armoured vehicle (a test of commitment)
 - Assassination of Chris Hani (10 April 1993) – Janusz Waluś (a test of commitment)
 - Mandela addresses nation on TV (commitment)
 - St James massacre (25 July 1993)
 - Heidelberg Tavern shooting (30 December 1993) (test of commitment)
 - Shell House massacre (28 March 1994) (test of commitment)
 - Date for the first democratic elections set (27–29 April 1994) (commitment)
 - Continued violence throughout elections – car bomb outside ANC head offices
 - Car bomb exploded at Jan Smuts Airport (last efforts to test commitment)
 - Elections held due to commitment and compromise
 - Results of election: ANC 62,7%, NP 20,4% and IFP 10,5%
 - ANC, NP and IFP formed the Government of National Unity as agreed upon in the Sunset Clause (commitment and compromise)
 - Mandela became first black State President of the new democratic Republic of South Africa with Thabo Mbeki and FW de Klerk as his deputies
 - Any other relevant response
- Conclusion: Candidates should tie up 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 indicate whether they agree or disagree with the statement. If they agree with the statement, they need to explain how Mikhail Gorbachev's reforms (Perestroika and Glasnost) in the Soviet Union led to the birth of a new era of co-operation between the African National Congress (ANC) and the National Party (NP) in South Africa from 1989. If they disagree with the statement, they need to substantiate their argument with relevant historical evidence.

MAIN ASPECTS

Candidates could include the following aspects in their essay:

- Introduction: Candidates should agree or disagree that Mikhail Gorbachev's reforms (Perestroika and Glasnost) in the Soviet Union led to the birth of a new era of co-operation between the African National Congress (ANC) and the National Party (NP) in South Africa from 1989. They should also indicate how they will support their line of argument.

ELABORATION

- Soviet Union in economic hardships (background information)
- Gorbachev took leadership of the Soviet Union in 1985 and introduced Perestroika and Glasnost
- Perestroika allowed small scale private ownership and removed government control over production
- Glasnost allowed people to criticise government
- Perestroika and Glasnost led to demands for the end of communism and full democracy
- This led to the end of communism and the end of the Cold War/ Soviet Union no longer regarded as a super power/Communism was no longer seen as a 'global threat'
- Collapse of the Berlin Wall - 1989
- The USA and its allies could no longer continue to support the apartheid regime
- The West now put pressure on the NP to negotiate with the ANC or face continued sanctions
- The collapse of the Soviet Union put pressure on both the National Party and the ANC to begin negotiations
- The defeat of the SADF during the Battle of Cuito Cuanavale in 1988 spurred the National Party to start negotiations with communists over the independence of South-West Africa
- South Africa withdrew from South-West Africa – SWAPO won the elections (1990) and renamed it Namibia
- This peaceful transition from white minority rule to black majority rule in Namibia served as a blueprint for SA to do the same (contributing factor)
- It became evident that the National Party government could not maintain white supremacy rule indefinitely (contributing factor)
- Influential National Party members started to realise that apartheid was not the answer for the development of 'white' economic interests (contributing factor)

- The government started to believe that reform was needed to include the development of a strong black middle class which would act as a 'bulwark against revolution'
- The South African government could no longer use the threat of communism to generate Western support
- South Africa could no longer rely on Western backing for its 'anti-communist' stance
- World politics changed and this had an impact on South Africa's apartheid policies
- The apartheid regime could no longer use communism to justify its policy of racial segregation
- The National Party's claim that it was protecting South Africa from a communist onslaught became unrealistic
- De Klerk thought that ANC would be weak and showed his willingness to negotiate with the ANC
- The Soviet Union could no longer support the ANC financially as it was bankrupt
- The Soviet Union would not support the ANC with weapons anymore as it favoured peaceful negotiations
- The ANC was unable to continue the armed struggle against the NP without this military and financial support.
- The ANC now also showed willingness to negotiate with NP as an alternative to the armed struggle
- FW de Klerk started to accept that the black struggle against apartheid was not a conspiracy directed from Moscow
- This enabled De Klerk to engage with the liberation organisations to find a lasting solution for South Africa
- On 2 February 1990 De Klerk announced the unbanning of all anti-apartheid organisations and this paved the way for multi-party talks
- These talks ultimately led to democratic elections that were held in 1994
- Any other relevant response

Conclusion: Candidates should tie up their argument with a relevant conclusion

[50]

TOTAL: 150