



# **basic education**

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **SENIOR CERTIFICATE EXAMINATION**

**HISTORY P2**

**2015**

**MEMORANDUM**

**MARKS: 150**

**This memorandum consists of 23 pages.**

**SOURCE-BASED QUESTIONS**

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

<b>COGNITIVE LEVELS</b>	<b>HISTORICAL SKILLS</b>	<b>WEIGHTING OF QUESTIONS</b>
<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Extract evidence from sources</li> <li>• Selection and organisation of relevant information from sources</li> <li>• Define historical concepts/terms</li> </ul>	<b>30% (15)</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Interpretation of evidence from sources</li> <li>• Explain information gathered from sources</li> <li>• Analyse evidence from sources</li> </ul>	<b>40% (20)</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Interpret and evaluate evidence from sources</li> <li>• Engage with sources to determine its usefulness, reliability, bias and limitations</li> <li>• Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions</li> </ul>	<b>30% (15)</b>

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 memorandum 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.

## 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 educator 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 contextualised (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

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- Wrong statement \_\_\_\_\_
- Irrelevant statement |  
|  
|
- Repetition **R**
- Analysis **A**√
- Interpretation 1√

## 2.5 The matrix

### 2.5.1 The use of the matrix in the marking of essays

In the marking of essays, the criteria as provided in the matrix for marking essays should be used. In assessing the essay cognisance should be taken of 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 an essay will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	

- (b) The second reading of an essay will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 3	

- (c) Allocate an overall mark with the use of the matrix.

C	LEVEL 4	} 26–27
P	LEVEL 3	

**GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50**

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p><b>PRESENTATION</b></p> <p>→</p> <p><b>CONTENT</b></p> <p>↓</p>	<p>Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence, sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.</p>	<p>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.</p>	<p>Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.</p>	<p>Planned and constructed an argument. Evidence is used to some extent to support the line of argument. Conclusions reached based on evidence.</p>	<p>Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.</p>	<p>Attempts to structure an answer. Largely descriptive, or some attempt at developing a line of argument. No attempt to draw a conclusion</p>	<p>Little or no attempt to structure the essay.</p>
<p><b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.</p>	47–50	43–46					
<p><b>LEVEL 6</b> Question has been answered. Content selection relevant to the line of argument.</p>	43–46	40–42	38–39				
<p><b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.</p>	38–39	36–37	34–35	30–33	28–29		
<p><b>LEVEL 4</b> Question is recognisable in answer. Some omissions or irrelevant content selection.</p>			30–33	28–29	26–27		
<p><b>LEVEL 3</b> Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.</p>				26–27	24–25	20–23	
<p><b>LEVEL 2</b> Question inadequately addressed. Sparse content.</p>					20–23	18–19	14–17
<p><b>LEVEL 1</b> Question inadequately addressed or not at all. Inadequate or irrelevant content.</p>						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
- Question 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 IDEOLOGY OF BLACK CONSCIOUSNESS INFLUENCE THE STUDENTS OF SOWETO TO CHALLENGE THE APARTHEID GOVERNMENT IN THE 1970s?**

1.1

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

- BC encouraged black South Africans to have self-confidence, pride and believe in themselves
- BC stated that black South Africans should not regard themselves as inferior to white South Africans
- Any other relevant response (1 x 2) (2)

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

- Self-hate
- Low self-esteem
- Inferior education
- Inferior values
- Inferior beliefs (any 3 x 1) (3)

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

- The colour of your skin does not determine who or what you are
- Your attitude and mental state reflect what you think of yourself
- Your attitude determines who you are and not the colour of your skin
- By accepting the colour of your skin you have liberated yourself
- Any other relevant response (any 1 x 2) (2)

1.1.4 *[Explanation of evidence in Source 1A – L2]*

- Biko proposed a process of mental emancipation (self-liberation)
- Biko proposed the liberation of the 'whole' person
- Biko proposed the liberation from mental, physical and spiritual oppression
- Biko proposed metaphysical revolt and political mobilisation against oppression
- Biko proposed the rejection of all that which enslaves black people
- Any other relevant response (any 2 x 2) (4)

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

- The ideology of Black Consciousness rejected the notion of enslaved black South Africans
- The ideology of Black Consciousness was an understanding that as a unified group black South Africans would be socially, politically and economically invincible (2 x 1) (2)

1.2

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

- It transformed the way in which young black South Africans thought
- It boosted their self-esteem (2 x 1) (2)

- 1.2.2 *[Interpretation of evidence from Source 1B – L2]*
- It was difficult to cope with a foreign language
  - The introduction of Afrikaans caused black South African students to develop an inferiority complex
  - The introduction of Afrikaans caused black South African students to feel inadequate
  - The introduction of Afrikaans caused many black South African students to feel that they were intellectually challenged
  - The introduction of Afrikaans negatively impacted on the academic progress of students (any 1 x 2) (2)
- 1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- Students were failing their examinations
  - Students could not understand the Afrikaans language/sudden shift to Afrikaans
  - The students could not understand the technical terms and jargon now used in their subjects (1 x 2) (2)
- 1.2.4 *[Interpret and evaluate evidence from Source 1B – L3]*
- AGREE**
- Black South African students did not understand the language
  - Black South African students could not cope with a foreign language
  - Black South African students were made to feel inferior
  - Black South African students associated the language with the oppressor
  - Black South African students failed their exams
  - Any other relevant response
- OR**
- DISAGREE**
- Not all students protested against the learning of Afrikaans
  - Any other relevant response (2 x 2) (4)
- 1.2.5 *[Interpretation of evidence from Source 1B – L2]*
- Students were against the use of Afrikaans as a medium of instruction in schools
  - The students wanted Afrikaans as a medium of instruction to be abolished
  - Any other relevant response (any 1 x 2) (2)
- 1.2.6 *[Comparison of evidence from the written and visual sources in Source 1B – L3]*
- The written source highlights that students were unhappy with the introduction of Afrikaans as a medium of instruction while the visual source shows students protesting against the introduction of Afrikaans as a medium of instruction
  - The written source highlights students organising protests while the visual source shows students demonstrating their unhappiness against the use of Afrikaans (poster: away with Afrikaans)
  - Any other relevant response (any 2 x 2) (4)

- 1.3
- 1.3.1 *[Extraction of evidence from Source 1C - L1]*
- Orlando West Junior High School
  - Morris Isaacson High School
  - Orlando West High School (3 x 1) (3)
- 1.3.2 *[Interpretation of evidence from Source 1C – L2]*
- The parents and teachers supported the students because they did not want learners to be taught in the language of the oppressor
  - The parents and teachers did not want the learners to be subjected to the demands of the apartheid government
  - Any other relevant response (any 1 x 2) (2)
- 1.3.3 *[Explanation of a historical concept from Source 1C - L1]*
- Refused or rejected the implementation of a law/system
  - Any other relevant response (1 x 2) (2)
- 1.3.4 *[Extract evidence from Source 1C - L1]*
- The response of the Soweto students who attended that demonstration on 16 June far exceeded the expectations of the organisers
  - 30 000 students gathered at Orlando West High School on the day (any 1 x 2) (2)
- 1.3.5 *[Explanation of information from Source 1C - L2]*
- The slogans were effective because:**
- Expresses the anger of the community
  - Shows that they were determined to take power from the white minority regime
  - Expresses that they were determined to be liberated
  - Shows that they would not stop until the government was firmly in the hands of the people
  - Any other relevant response (2 x 2) (4)
- 1.4 *[Interpretation, evaluation and synthesis from relevant sources – L3]*
- Candidates could include the following aspects in their response:
- Steve Biko inspired young black South Africans to take action (Source 1A)
  - Black Consciousness was a philosophy that encouraged self-esteem, pride and to take their rightful place in society (Source 1A)
  - Learners could not understand the content and terminology in subjects they were taught at school (Source 1B)
  - As a result they failed their examinations (own knowledge)
  - They took to the streets in protest (Source 1B)
  - Supported by their parents and teachers (Source 1C)
  - Started as a peaceful demonstration (Source 1C)
  - Many lives were lost (Source 1C)
  - Any other relevant response



Use the following rubric to allocate marks:

LEVEL 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows little or no understanding of how the ideology of Black Consciousness influenced the students of Soweto to challenge the apartheid government in the 1970s</b></li> <li>• Uses evidence partially or cannot write a paragraph</li> </ul>	MARKS 0 - 2
LEVEL 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent on the topic e.g. <b>shows some understanding of how the ideology of Black Consciousness influenced the students of Soweto to challenge the apartheid government in the 1970s</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>	MARKS 3 - 5
LEVEL 3	<ul style="list-style-type: none"> <li>• Uses relevant evidence that focuses on the topic e.g. <b>shows a thorough understanding of how the ideology of Black Consciousness influenced the students of Soweto to challenge the apartheid government in the 1970s</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic</li> </ul>	MARKS 6 - 8

(8)  
[50]

**QUESTION 2: WAS THE AMNESTY PROCESS OF THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCESSFUL IN HEALING SOUTH AFRICA FROM ITS DIVIDED PAST?**

2.1

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

- To investigate and establish the nature, causes and extent of gross violations of human rights that occurred between 1960 and 1994
- To grant amnesty to perpetrators who made a full disclosure of all relevant facts relating to crimes committed in pursuit of a political objective
- To identify, locate and recommend reparations to victims of gross human rights violations
- To compile a report containing recommendations aimed at preventing future human rights violations (any 2 x 1) (2)

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

- It considered these years of apartheid rule the most ruthless because of the implementation of policies of discrimination against Black South Africans (1 x 2) (2)

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

- Apartheid violated the human rights of the majority of South Africans
- Apartheid discriminated against South Africans on the basis of colour
- Any other relevant response (any 1 x 2) (2)

2.1.4 *[Explanation of a historical concept from Source 2A - L1]*

- To grant an official pardon for a politically motivated crime / to show remorse and ask for forgiveness
- Exclusion from prosecution after disclosure
- Any other relevant response (any 1 x 2) (2)

2.1.5 *[Interpretation of evidence from Source 2A – L3]*

**Candidates should indicate to what extent the source is USEFUL or NOT and substantiate their response with relevant evidence**

**USEFUL TO A GREAT EXTENT**

- Explains the objectives for the establishment of the TRC
- Outlines the period of investigation
- Gives reasons why there was a need for the TRC
- Gives information on the three Committees which undertook the work of the TRC
- Any other relevant response

**USEFUL TO A LESSER EXTENT**

- It gives a one sided view/biased as to why the TRC was established
- People who opposed the establishment of the TRC are not mentioned
- Any other relevant response (2 x 2) (4)

- 2.1.6 *[Extraction of evidence from Source 2A - L1]*
- The Committee on Human Rights Violation
  - The Committee on Amnesty
  - The Committee on Rehabilitation and Reparations (3 x 1) (3)
- 2.2
- 2.2.1 *[Interpretation of evidence from Source 2B – L2]*
- Perpetrators and victims had to appear before the TRC and make full disclosure
  - Perpetrators and victims had to appear before the TRC and reveal the truth
  - For people to be granted amnesty they must have committed crimes that were politically motivated (between 1960 and 1994)
  - Any other relevant response (any 1 x 2) (2)
- 2.2.2 *[Extraction of evidence from Source 2B – L1]*
- The Amnesty Committee prevented any civil case or claim against the perpetrators
  - The Amnesty Committee prevented the family from taking civil action
  - The Amnesty Committee did not allow the family to lodge a civil claim against the killers of Steve Biko because they had made full disclosure
  - The Amnesty Committee was not influenced by the legacy of Steve Biko when it dealt with the perpetrators regarding his death
  - Any other relevant response (any 1 x 2) (2)
- 2.2.3 *[Interpretation of evidence from Source 2B – L2]*
- He knew that the TRC was not a court of law
  - He did not want disclose his involvement in the perpetration of human rights violation during the apartheid era
  - He saw it as 'witch hunt' against white South Africans
  - Any other relevant response (any 1 x 2) (2)
- 2.2.4 *[Extraction of evidence from Source 2B - L1]*
- A further example of the difficulties with the amnesty process can be seen in the challenges with Dr Wouter Basson
  - '..Many self-confessed killers and torturers, or leadership directing such acts, remain[ed] at large and in position of authority in the new dispensation '
  - 'After repeated and failed attempts to gain information from Dr Basson on his activities during apartheid, the matter was forwarded to the state prosecutorial services ' (any 1 x 1) (1)
- 2.3
- 2.3.1 *[Interpretation of evidence from Source 2C – L2]*
- Dr Basson is depicted as unconcerned about the findings and work of the TRC
  - Dr Basson displayed a indifferent/negative attitude towards the TRC
  - Any other relevant response (any 1 x 2) (2)

- 2.3.2 *[Interpretation of evidence from Source 2C – L2]*
- Dr Basson wanted the TRC to be dissolved so that he would be indemnified from prosecution
  - The use of the words 'chemical process for protection from TRC' is a clear indication that Dr Basson did not want to appear before the TRC
  - The words 'avoid contact, until TRC spontaneously dissolves' suggests that Dr Basson employed delaying tactics regarding his appearance before the TRC
  - Any other relevant response (any 2 x 2) (4)
- 2.4 *[Comparison of evidence from Sources 2B and 2C - L3]*  
**Credit should be given to candidates if they make reference to the words 'both sources' in their response**
- Source 2C depicts the indifferent/negative attitude of Dr Basson towards the TRC which hindered the amnesty process while there is written evidence in Source 2B indicating that Dr Basson refused to appear before the Amnesty Committee thus depriving the TRC of his full disclosure on how he embarked on chemical warfare while working for the apartheid regime – this violated the human rights of political activists
  - Source 2C shows that Dr Basson won the battle against the TRC hearings. According to the Source 2B Dr Basson never attended the hearings and eventually won the case thus defying one of the objectives of the TRC which was full disclosure by the perpetrators of human rights violation
  - Any other relevant response (2 x 2) (4)
- 2.5
- 2.5.1 *[Explanation of historical concept from Source 2D - L1]*
- It is an act of bringing together former enemies/compromise/reunion/understanding as well as to ask forgiveness
  - Any other relevant response (1 x 2) (2)
- 2.5.2 *[Interpretation of evidence from Source 2D – L2]*
- Both PW Botha and Mangosuthu Buthelezi exercised their constitutional rights not to appear before the TRC.
  - Both leaders questioned the composition of the TRC
  - The TRC could not force them to appear
  - PW Botha referred to the TRC as a 'circus'/'witch hunt'
  - Buthelezi did not believe that the TRC was the right and effective instrument to bring about national reconciliation
  - Both PW Botha and Mangosuthu Buthelezi were afraid to appear before the TRC because of the alleged atrocities that they had committed
  - Any other relevant response (any 2 x 2) (4)
- 2.5.3 *[Interpretation of evidence from Source 2D – L2]*
- The Biko family challenged the constitutionality of the amnesty process
  - The Biko family did not want the killers of Biko to go free/get amnesty
  - The Biko family wanted the killers to appear before a court of law
  - Any other relevant response (2 x 2) (4)

- 2.6 *[Interpretation, evaluation and synthesis from relevant sources – L3]*  
Candidates could include the following aspects in their response:

**Candidates should take a stand explaining whether the amnesty process of the TRC was successful in healing South Africa from its divided past:**

**Successes**

- The Promotion of National Reconciliation and Unity Act provided a mandate to the TRC to investigate human rights abuses committed between 1960 to 1994 (Source 2A)
- It was hoped that this process would lead to truth telling, reconciliation, amnesty and healing (own knowledge)
- In many instances truth telling led to reconciliation, forgiveness, closure and healing (own knowledge)
- The Amnesty Committee was able to subpoena most of the apartheid foot soldiers and forced them to give evidence. This allowed the TRC to carry out further investigations to obtain the truth (Source 2C)
- Some victims of human rights violations (e.g. Mtimkulu, Ndwandwe and Trust Feed families) appeared before the TRC (own knowledge) and reconciled with the perpetrators
- A considerable number of perpetrators (e.g. Brian Mitchell, Adriaan Vlok, Gideon Nieuwoudt, Jacques Hechter and Paul van Vuuren) appeared before the TRC and received amnesty
- Any other relevant response

**Failures**

- In the case of the murder of Steve Biko, amnesty did not lead to healing (Source 2B)
- The Biko family opposed amnesty for those responsible for the murder of Steve Biko (Sources 2B)
- Healing was incomplete because compensation to victims was inadequate (Source 2B)
- Dr Wouter Basson refused to give evidence before the TRC, which made healing difficult (Source 2C)
- The fact that many perpetrators could not be forced (Dr Wouter Basson) to appear before the TRC rendered the TRC ineffective in its search of the truth (Source 2B)
- Some victims felt the TRC was favouring the perpetrators because of the amnesty process (Source 2D)
- Many leaders (PW Botha, Mangosuthu Buthelezi) refused to appear before the TRC (Source 2D)
- Any other relevant response

Use the following rubric to allocate marks:

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

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[50]

**QUESTION 3: WHY DID SOUTH AFRICA BECOME A MEMBER OF THE BRIC GROUP?**

3.1

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

- Brazil
- Russia
- India
- China

(any 2 x 1) (2)

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

- President Zuma marketed South Africa as a strategically and economically viable destination in the African continent as it serves as an entry point for the rest of Africa
- President Zuma marketed the country as a gateway to Africa because South Africa remains a very important regional influence as a result of the size of its economy
- President Zuma marketed South Africa as a site from which globalisation is transmitted to the rest of Sub-Saharan Africa
- President Zuma marketed South Africa as a proven leader in NEPAD and this has shown South African' role in the affairs of Africa that South Africa is a gateway to Africa
- Any other relevant response

(any 2 x 2) (4)

3.1.3 *[Explanation of a historical concept from Source 3A - L1]*

- It is an economy with low to middle per capita income
- It is a nation with social or business activity in the process of rapid growth and industrialisation
- Any other relevant response

(any 1 x 2) (2)

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

- The BRIC summit in was held in China to welcome South Africa as an official member of the BRICS group
- The summit gave recognition to South Africa as a regional economic and political power in Africa
- BRIC changed to BRICS (South Africa became a member of the BRIC group)
- Any other relevant response

(any 1 x 2) (2)

3.1.5 *[Extraction of evidence from Source 3A - L1]*

- Increase trade with BRIC countries
- More investment opportunities
- Direct trade with own currencies with BRIC members
- Protection of BRIC members from the volatile international currencies

(any 2 x 1) (2)

- 3.1.6 *[Evaluation of the usefulness of Source 3A - L3]*
- The source is useful because it shows how South Africa was invited to become a member of the BRIC group (President Zuma lobbying BRIC countries to become a member)
  - The source is useful because the evidence shows the date when South Africa became a member of the BRIC group (South Africa became a member in December 2010)
  - The source is useful because the evidence shows how BRIC became BRICS with South Africa becoming a new member
  - The source is useful because the BRICS-group gave recognition to South Africa's membership by hosting the fifth summit in Durban
  - Any other relevant response (any 2 x 2) (4)
- 3.2
- 3.2.1 *[Interpretation of evidence from Source 3B – L2]*
- South Africa hosted the BRICS summit
  - South Africa had the smallest economy among the BRIC members
  - South Africa was used as pawn by the other BRICS members
  - South Africa's role in the BRICS group had minimal impact
  - Any other relevant answer (any 2 x 2) (4)
- 3.2.2 *[Interpretation of evidence from Source 3B – L2]*
- President Zuma was happy that South Africa was hosting the BRICS summit
  - President Zuma was happy/satisfied that South Africa became a member of the BRIC group
  - Any other relevant response (any 2 x 2) (4)
- 3.3 *[Comparing of evidence in Sources 3A and 3B - L3]*
- Source 3A mentions that the BRIC summit was held in China (2011) where South Africa was invited to become part of BRIC, while Source 3B shows South Africa hosting the BRICS summit
  - Source 3A mentions that South Africa was invited to become a member of the BRIC group while Source 3B shows evidence that South Africa became a member of the BRICS group
  - Both Sources 3A and 3B indicate the countries that attended the BRICS summit
  - Any other relevant response (any 2 x 2) (4)



## 3.4

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

- South Africa is not economically strong in relation to the other BRICS members/South Africa's presence drags down BRICS
- South Africa's economy is too small in relation to the other BRICS members
- South Africa's membership has weakened as compared to the other BRICS countries
- South Africa's economic growth is too insignificant to be a member of the BRICS group
- Other developing countries (Saudi Arabia, Mexico) deserved to become members in the BRICS group as their economies are bigger and more vibrant
- Any other relevant response (any 2 x 2) (4)

3.4.2 *[Extraction of information from Source 3C - L1]*

- The rest of Africa is expected to grow on an average of about 7% over a short to medium term period (South Africa's growth over the short to medium term will be lower as compared other countries in Africa) (1 x 2) (2)

3.4.3 *[Extraction of information from Source 3C - L1]*

- Factionalism in the ruling party
- South Africa has lost focus
- Entitlement (any 2 x 1) (2)

## 3.5

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

- South Africa is a mineral rich country
- South Africa is the largest producer of some minerals
- South Africa is the largest gold miner
- South Africa offers a highly sophisticated mining services
- South Africa can promote national interest and values, human rights, democracy and good governance (any 2 x 1) (2)

3.5.2 *[Extraction of information from 3D – L1]*

- China (1 x 1) (1)

3.5.3 *[Extraction of information from 3D – L1]*

- South Africa's mission is to promote national interest and values
- South Africa promotes human rights
- South Africa promotes democracy
- South Africa promotes good governance
- South Africa promotes the African agenda (any 3 x 1) (3)

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

Candidates could include the following aspects in their response:

- South Africa was invited to join the BRICS group during 2010 (Source 3A)
- President Zuma marketed the country as a gateway to Africa (Source 3A)
- President Zuma maintained that the BRICS group was an important group to be part of (Source 3A)
- Being part of the BRICS group has economic and political benefits (Source 3A)
- South Africa became a member of the BRICS group in 2011 (Source 3A)
- The fifth BRICS summit is hosted in South Africa in 2013 (Source 3B)
- South Africa's mineral wealth is seen as a positive contribution for the BRICS group (Source 3D)
- Trade between South Africa and BRICS members has increased substantially (Source 3D)
- South Africa's contribution could also be developmental (promoting human rights, democracy and good governance) (Source 3D)
- Any other relevant response

**Use the following rubric to allocate marks:**

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of why South Africa became a member of the BRIC group</b></li> <li>• Uses evidence partially or cannot write a paragraph.</li> <li>• Evidence is mostly relevant and relates to a great extent on the topic e.g. <b>shows an understanding of why South Africa became a member of the BRIC group</b></li> </ul>	<b>MARKS 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Uses evidence in a very basic manner to write a paragraph</li> </ul>	<b>MARKS 3 - 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of why South Africa became a member of the BRIC group</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic</li> </ul>	<b>MARKS 6 - 8</b>

(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 indicate whether the statement is accurate or not. They could focus on PW Botha's constitutional reforms which did not address the demands of oppressed South Africans. These changes triggered a wave of sustained mass-based protests which was never before witnessed in South Africa. They need to discuss the nature of the resistance that anti-apartheid organisations embarked upon and how it was sustained throughout the 1980s.

**MAIN ASPECTS**

Candidates should include the following aspects in their response:

- Introduction: Candidates need to take a line of argument and focus on how PW Botha's reforms led to country wide protest because it did not address the demands of the majority of South Africans. They should show how resistance led to the demise of Apartheid.

**ELABORATION**

- Botha's policies of 'Total Onslaught' and 'Total Strategy'
- Botha's attempts to reform apartheid by introducing the Tri-Cameral Parliament in 1983.
- The establishment of the UDF in response to the Tri-Cameral Parliamentary system
- The first campaign of the UDF was 'Don't Vote Campaign' (To discourage Coloureds and Indians from voting in elections for the Tri-Cameral Parliament; 'Million Signature' Campaign (A petition against Apartheid)
- The intensification of the internal resistance e.g. violent protests in the Vaal Triangle.
- The Vaal Civic Association organised rent boycotts (Police arrested the civic leaders; The Vaal townships embarked on rolling mass action; councillors were killed; schools went on boycotts)
- The government declared successive states of emergencies in 1985 and 1986 to stem opposition to apartheid but this was unsuccessful.
- The role of trade unions (The formation of COSATU was a turning point in the struggle for freedom and democracy; the African Food Canning Workers Union called for the first national strike)
- These strikes were aimed at improving the working conditions of workers which included political rights
- Education struggles – Education Crisis Committee, COSAS and NUSAS launched the 'Education Charter Campaign, etc.
- The role of the End Conscription Campaign (White South African males resisted conscription into the army; Many white soldiers felt it was wrong to suppress township revolts)
- The End Conscription Campaign launched the 'Troops out of Townships' Campaign; Young white males refused to be drafted into the South African army)
- The role of Black Sash (They opposed Apartheid, gave humanitarian aid to victims of Apartheid)

- Consumer boycotts played a vital role in the fight against Apartheid (This affected the economy; The declining economy impacted negatively on the white South Africans)
- The role and impact of the Mass Democratic Movement (MDM)
- By the end of 1989 the country become ungovernable and the apartheid government was forced into negotiations with the liberation movements
- Any other relevant information

- Conclusion: Candidates should sum up their argument with a relevant conclusion. **[50]**

**If candidates should disagree they need to substantiate their answer with relevant evidence.**

**QUESTION 5**

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

**SYNOPSIS**

Candidates need to indicate the extent to which the leaders of various political organisations were able to overcome challenges on the road to democracy.

Candidates should include the following aspects in their essays:

- Introduction: Candidates need to take a stance and indicate the various challenges that led to the breakdown in the negotiating process and the political players that rescued the situation.

**ELABORATION**

- De Klerk comes to power in 1989
  - Mandela released from prison
  - Unbanning of the political and civic organisations
  - Groote Schuur Minute (Talks between ANC and NP)
  - Violence in the Vaal Triangle
  - Pretoria Minute
  - Meeting of political parties - CODESA 1 (20 December 1991)
  - Declaration of Intent
  - On-going violence on commuter trains on the Rand
  - White's only referendum (1992)
  - CODESA 2 (2 May 1992)
  - Boipatong massacre and its consequences (17 June 1992)
  - Rolling mass action by anti – apartheid organisations to force De Klerk's government to negotiate with integrity throughout the country
  - Bhishe massacre (Gqozo) and its effects on the process of negotiations (7 September 1992)
  - Record of understanding – Meyer and Ramaphosa
  - Multiparty negotiating Forum – Right-wing attack of the World Trade Centre
  - Sunset clause introduced by Slovo
  - Assassination of Chris Hani (10 April 1993) and impact on South Africa
  - Date for the first democratic elections set
  - Mandela elected as the first Black president
  - 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. They should argue whether the collapse of the Soviet Union was largely responsible for the political changes that occurred in South Africa after 1989. They need to take a line of argument and support their response with historical evidence.

**MAIN ASPECTS**

Candidates should include the following aspects in their response:

- Introduction: Candidates should state to what extent the collapse of the Soviet Union influenced change in South Africa or whether other factors also contributed to change and support their line of argument with relevant evidence.

**ELABORATION**

In agreeing with the assertion, candidates should include the following points in their answer.

- Impact of Glasnost and Perestroika
- In the 1980s the South African government faced a transformed world order
- South Africa became isolated because of its policy of apartheid
- Most of South Africa's neighbours had attained independence
- By the end of 1989 the Soviet Union disintegrated
- The communist regimes in Eastern Europe collapsed
- The Berlin Wall had fallen
- Changes in the world contributed to the end of apartheid
- The collapse of the USSR deprived the ANC of its main source of support
- The National Party claim that it was protecting South Africa from a communist onslaught became unrealistic
- Western world powers supported the move that South Africa resolve its problems peacefully and democratically
- It became evident the National Party government could not maintain white supremacy indefinitely
- Influential National Party members started to realise that apartheid was not the answer to the needs of white capitalist development
- There was no doubt that the continued repression of black South Africans would not ensure political stability
- The government started to believe that reform needed to include the development of a strong black middle class which would act as a 'bulwark against revolution'
- PW Botha's policy of 'total strategy' did not work
- The security forces and state of emergency had not stopped township revolts
- By the late 1980s the South African economy was in a state of depression
- PW Botha suffered a stroke and was succeeded by FW De Klerk

- 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 in discussions with the liberation organisations
  - On 2 February 1990 De Klerk announced 'a new and just constitutional dispensation'
  - This signalled the end of Apartheid
  - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion

**If candidates should disagree they need to substantiate their answer with relevant evidence.**

**[50]**

**TOTAL: 150**