



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS

HISTORY P2

2017

MEMORANDUM

MARKS: 150

This memorandum consists of 22 pages.

1. SOURCE-BASED QUESTIONS

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

Cognitive Levels	Historical skills	Weighting of questions
LEVEL 1	<ul style="list-style-type: none"> Extract evidence from sources Selection and organisation of relevant information from sources Define historical concepts/terms 	30% (15)
LEVEL 2	<ul style="list-style-type: none"> Interpretation of evidence from sources Explain information gathered from sources Analyse evidence from sources 	40% (20)
LEVEL 3	<ul style="list-style-type: none"> Interpret and evaluate evidence from sources Engage with sources to determine its usefulness, reliability, bias and limitations Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions 	30% (15)

1.2 The information below indicates how source-based questions are assessed:

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guidelines, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

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

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 bottom margin to the right, e.g. $\frac{32}{50}$
- 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.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will not be required to simply regurgitate 'facts' in order to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The construction of argument
- The appropriate selection of factual evidence to support such argument
- The learner's interpretation of the question.

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualized (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

2.4.3 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised

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- Wrong statement

- Irrelevant statement

|
|
|

- Repetition

R

- Analysis

A√

- Interpretation

I√

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 the 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 the 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>PRESENTATION</p> <p style="text-align: center;">→</p> <p>CONTENT</p> <p style="text-align: center;">↓</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>LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.</p>	47–50	43–46					
<p>LEVEL 6 Question has been answered. Content selection relevant to the line of argument.</p>	43–46	40–42	38–39				
<p>LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.</p>	38–39	36–37	34–35	30–33	28–29		
<p>LEVEL 4 Question is recognisable in answer. Some omissions or irrelevant content selection.</p>			30–33	28–29	26–27		
<p>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.</p>				26–27	24–25	20–23	
<p>LEVEL 2 Question inadequately addressed. Sparse content.</p>					20–23	18–19	14–17
<p>LEVEL 1 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
- 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 PHILOSOPHY OF BLACK CONSCIOUSNESS CHALLENGE THE INTRODUCTION OF AFRIKAANS AS A MEDIUM OF INSTRUCTION IN 1976?**

- 1.1.1 *[Extraction of evidence from Source 1A - L1]*
- African students were frustrated with their deteriorating situation
 - NUSAS abided by the laws of the apartheid state
 - Black South African students needed their own representative organisations
 - Still required black and white students to occupy separate rooms at its national convention (3 x 1) (3)
- 1.1.2 *[Extraction of evidence from Source 1A - L1]*
- Black South African students needed their own representative organisations
 - Black South African students should not rely on whites
 - Black South African students can learn to assert themselves
 - Black South African students need to rid themselves of an inferiority complex
 - Black South Africans had to remake themselves psychologically (any 1 x 1) (1)
- 1.1.3 *[Explanation of evidence from Source 1A - L1]*
- ... People from all racial groups including Africans, Coloureds and Asians that were denied basic rights under apartheid'
 - Any other relevant response (1 x 2) (2)
- 1.1.4 *[Determining the usefulness of evidence in Source 1A – L3]*
The source is USEFUL because:
- It gives insight into the reasons for the breakaway from NUSAS
 - It gives examples of how Steve Biko encouraged the students to take matters in their own hands
 - Steve Biko provides an inclusive definition of 'black' as a guide for students
 - It highlights the students' plight
 - Any other relevant response (any 2 x 2) (4)
- 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- ...there was serious mobilisation in the schools...
 - ...SASM members were saying that this situation could not be allowed to continue... (any 1 x 2) (2)
- 1.2.2 *[Extraction of evidence from Source 1B – L1]*
- Nearly 400 students attended the meeting (1 x 1) (1)
- 1.2.3 *[Extraction of evidence from Source 1B – L1]*
- Mashinini proposed a mass demonstration against Afrikaans on the following Wednesday
 - Mashinini was an extremely powerful speaker/his suggestion was greeted with cheers of support (any 1 x 1) (1)

- 1.2.4 *[Interpretation of evidence from Source 1B - L2]*
The protest action was SUCCESSFUL because:
- Learners gathered throughout the township
 - Many columns/thousands of learners from all over the township met at Orlando West
 - Over 5000 learners gathered on Vilikazi Street and more were arriving every minute
 - Any other relevant response (any 2 x 2) (4)
- 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- The teachers objected because they were not fluent in Afrikaans (1 x 2) (2)
- 1.3.2 *[Extraction of evidence from Source 1C – L1]*
- SASM penetrated apolitical organisations during 1974 and 1976
 - SASM formed an Action Committee which was later renamed SSRC
 - They were conscientised (any 2 x 1) (2)
- 1.3.3 *[Interpretation of evidence from Source 1C - L2]*
- The protest turned violent because the police opened fire on unarmed learners
 - Innocent lives were lost and the learners retaliated
 - Any other relevant response (2 x 2) (4)
- 1.3.4 *[Interpretation of evidence in Sources 1C - L2]*
- The learners (youth) challenged the government with their protest actions while their parents accepted it
 - The learners (youth) changed the idea that the workers were the ones to challenge the apartheid government
 - The learners (youth) occupied city centres/closed schools/alcohol outlets while their parents failed to do this
 - The Soweto Uprising was a turning point in South African history because of learners decisive action against the apartheid government
 - The parents tried to negotiate with the school board but failed while the learners challenged the foundation of the apartheid government
 - Any other relevant response (any 2 x 2) (4)
- 1.4.1 *[Interpretation of evidence from Source 1D – L2]*
- The learners took their protests to the street to challenge the apartheid government
 - They refused to adhere to the inequality and injustices of the Bantu Education Policy
 - They used placards e.g. 'Afrikaans must be abolished!' to show their dissatisfaction
 - They acted independently from the workers but had their support
 - Any other relevant response (any 2 x 2) (4)

- 1.4.2 *[Interpretation of evidence from Source 1D – L2]*
- The photograph helped to mobilise other learners in the neighbouring areas and provinces
 - The photograph informed the rest of South Africans about their struggle
 - The photograph drew local and international attention to the manner in which the apartheid regime dealt with students
 - The photograph exposed the actions of the apartheid government
 - Rejection of being taught the language of the oppressor
 - Any other relevant response (any 2 x 2) (4)
- 1.5 *[Comparison of evidence in Sources 1C and 1D - L3]*
- In Source 1C the learners rejected the idea to be taught in the language of the oppressor while in Source 1D the poster reads: 'AFRIKAANS MUST BE ABOLISHED!'
 - In Source 1C the protest started peacefully in Soweto while in Source 1D the photograph shows that the learners gathered peacefully in Soweto
 - Source 1C describes how the class of 1976 bravely took to the streets to challenge the apartheid government while in Source 1D the photograph shows how the learners fearlessly gathered in their numbers to protest against the implementation of Bantu Education
 - Any other relevant response (any 2 x 2) (4)
- 1.6 *[Interpretation, evaluation and synthesis from relevant sources – L3]*
- Candidates could include the following aspects in their response
- Steve Biko argued that learners should take matters in their own hands (Source 1A)
 - Steve Biko encouraged learners to start their own organisations (Source 1A)
 - Black South African students acted independently of white South Africans (Source 1A)
 - Various student organisations were established to mobilise the students to act against the apartheid government (Source 1B)
 - Black South African students became aware of the dangers of Bantu Education (own knowledge)
 - Black South African students of Soweto demonstrated a sense of assertiveness when they challenged the language policy on 16 June 1976 (Source 1A and 1D)
 - Black South African students displayed unity and solidarity during the Soweto uprising (own knowledge)
 - Black South African students were fearless of the apartheid regime (Source 1D and own knowledge)
 - SASM, a Black Consciousness inspired student organisation, was instrumental in the organising of students to participate in the Soweto uprising (Source 1C and own knowledge)
 - Influential student organisations were formed as a result of the ideas of Black Consciousness (Source 1C and own knowledge)
 - The Soweto uprising was to liberate the minds of black South Africans because they were affected by Bantu Education (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 philosophy of Black Consciousness challenged the introduction of Afrikaans as a medium of instruction in 1976. • 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 philosophy of Black Consciousness challenged the introduction of Afrikaans as a medium of instruction in 1976. • 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 philosophy of Black Consciousness challenged the introduction of Afrikaans as a medium of instruction in 1976. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)
[50]

QUESTION 2: WHAT ROLE DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) PLAY IN RECONCILING SOUTH AFRICANS WITH THEIR DIVIDED PAST?

- 2.1.1 *[Extraction of evidence from Source 2A - L1]*
- To facilitate the rehabilitation and restoration of human dignity
 - To restore the human and civil dignity of victims
 - To heal the nation from its divided past (public acknowledgement)
 - To restore the voice and dignity of those previously marginalised (any 3 x 1) (3)
- 2.1.2 *[Interpretation of evidence from Source 2A – L2]*
- Human Rights Violation Committee (HRVC) provided a platform for survivors to tell their stories
 - HRVC gave a voice to those who were previously silenced/marginalised
 - HRVC allowed the perpetrators to seek forgiveness
 - HRVC gave public acknowledgement for the victim and the perpetrator
 - HRVC allowed victims via the TRC hearings to gain closure for the political crimes that were committed
 - Any other relevant response (any 1 x 2) (2)
- 2.1.3 *[Definition of a concept in Source 2A – L1]*
- It is a gesture of reconciliation if perpetrators of gross human rights violations were prepared to tell the truth and show remorse for their actions
 - It is a process of healing, provided the truth is told
 - Any other relevant response (any 1 x 2) (2)
- 2.1.4 *[Extraction of evidence from Source 2A - L1]*
- The TRC sought to address the issue of marginalised (side-lined) voices amongst the broader framework of victims, and was conscious of gender distortions (1 x 2) (2)
- 2.1.5 *[Interpretation of evidence from Source 2A – L2]*
- Most of their husbands, sons and fathers were activists that were either killed or disappeared because they participated in the struggle for freedom
 - Women testified about the men in their lives that had disappeared as a result of their political involvement
 - They broke the silence because women were directly affected/victims
 - Any other relevant response (any 2 x 2) (4)
- 2.2.1 *[Definition of a concept in Source 2B – L1]*
- The granting of official pardon for people that committed politically related crimes
 - Any other relevant response (1 x 2) (2)

- 2.2.2 *[Interpretation of evidence from Source 2B – L2]*
- Because the TRC did not have the power to subpoena, many prominent political figures refused to appear before the TRC e.g. PW Botha
 - The TRC was not a criminal court and therefore was powerless to pursue political leaders e.g. PW Botha
 - Those who gave the orders escaped
 - Any other relevant response (any 1 x 2) (2)
- 2.2.3 *[Extraction of evidence from Source 2B – L1]*
- Death squads
 - Hit squads
 - Torture (3 x 1) (3)
- 2.3.1 *[Extraction of evidence from Source 2C – L1]*
- (a) 58,5% (1 x 1)
- (b) 54,2% (1 x 1) (2)
- 2.3.2 *[Interpretation of evidence from Source 2C – L2]*
- Lost faith in the TRC process
 - Regarded the process as politically motivated
 - Regarded the process as a 'witch-hunt'
 - The TRC failed in its mandate to reconcile South Africans
 - The truth about the political killings of activists were not forthcoming
 - Any other relevant response (any 2 x 2) (4)
- 2.3.3 *[Interpretation of evidence from Source 2C – L2]*
- More Black South Africans were affected by the atrocities committed against them by the apartheid government
 - Black South Africans wanted to hear the truth about their loved ones who disappeared
 - Because Black South Africans were affected, they wanted closure
 - The TRC offered them a way to show their feelings
 - White South Africans were against the TRC because they saw it as a 'witch hunt'
 - White South Africans felt that the TRC served no purpose
 - White South Africans did not experience the traumatic loss of loved ones by the apartheid government
 - Any other relevant response (any 2 x 2) (4)
- 2.4.1 *[Interpretation of evidence from Source 2D – L2]*
- Adriaan Vlok and other apartheid leaders appeared before the amnesty committee of the TRC
 - Others escaped the TRC process
 - Tutu was amazed/shocked that many prominent ministers did not appear before the TRC
 - Any other relevant response (any 2 x 2) (4)

2.4.2 *[Determining the usefulness of evidence from Source 2D – L3]***The source is USEFUL because:**

- It depicts the amnesty process as a failure since the perpetrators were not punished for their crimes committed
- It shows that only one cabinet minister, Law and Order Minister Adriaan Vlok went before the Amnesty Committee
- It shows other ministers that got away namely PW Botha
- It reflects some degree of frustration by Tutu (YOU SHOULD HAVE SEEN THE ONE THAT GOT AWAY....)
- Any other relevant response (any 2 x 2) (4)

2.5 *[Comparison of evidence from Sources 2B and 2D - L3]*

- Source 2B is a reflection of the amnesty process of the TRC while Source 2D portrays the amnesty process of the TRC
- Both sources state that senior apartheid ministers got off the hook (big fish)
- Source 2B mentions those that gave the orders escaped and those that carried the orders appeared before the TRC while Source 2D shows those that gave the orders are getting away (swimming) and those that carried the orders appeared before the TRC (TRC trawler)
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response.

- The TRC was established to ensure the goals, facilitation of rehabilitation and restoration of the human and civil dignity of victims of gross human rights violations (Source 2A)
- The Human Rights Violations Committee intended to restore the voice and dignity to those previously marginalised Black South Africans (Source 2A)
- The TRC aimed to achieve restorative justice instead of retributive justice (Source 2A)
- The TRC sought to address the issue of marginalised (side-lined) voices amongst the broader framework of victims (Source 2A)
- The TRC created a platform for victims and perpetrators to tell their stories (own knowledge)
- During the TRC hearings some of the truth surfaced such as the death of Nokuthula Simelane (own knowledge)
- In some cases perpetrators sought forgiveness and provided families with answers (own knowledge)
- In 1996 the majority of South Africans agreed that the TRC contributed to reconciliation (Source 2C)
- Reparations were minimal but were received by some victims (own knowledge)
- Reparations helped victims regain their dignity (own knowledge)
- The TRC was therefore viewed as successful as it contributed to nation building and reconciliation (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 in explaining the role the TRC played in reconciling South Africans with its divided past. • 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 in explaining the role the TRC played in reconciling South Africans with its divided past. • 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 in explaining the role the TRC played in reconciling South Africans with its divided past. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)
[50]

QUESTION 3: DID SOUTH AFRICA BENEFIT FROM ITS MEMBERSHIP OF BRICS?

- 3.1.1 *[Extraction of evidence from Source 3A – L1]*
- Brazil
 - Russia
 - India
 - China
 - South Africa (any 4 x 1) (4)
- 3.1.2 *[Extraction of evidence from Source 3A – L1]*
- President Jacob Zuma (1 x 1) (1)
- 3.1.3 *[Interpretation of evidence from Source 3A - L2]*
- South Africa's economy is too small as compared to the other four BRICS nations
 - South Africa has a smaller economy compared to Mexico, South Korea and Turkey (these countries should have been considered for inclusion as members of BRICS)
 - South Africa's gross domestic product is one sixteenth of that of China
 - South Africa has a small population compared to the other four BRICS countries
 - Any other relevant response (any 2 x 2) (4)
- 3.1.4 *[Extraction of evidence from Source 3A – L1]*
- South Africa has the mineral resources which the BRICS countries need
 - South Africa is the world's fourth largest producer of gold and diamonds which the BRICS countries require
 - South Africa owns three quarters of the global platinum reserves which the BRICS countries need (any 1 x 1) (1)
- 3.1.5 *[Definition of a historical concept from Source 3A - L1]*
- It refers to the industrialised countries/technologically advanced or more economically developed countries that are located in the northern hemisphere
 - Countries that are highly developed economically and have superior infrastructure relative to other less industrialised nations
 - Any other relevant response (any 1 x 2) (2)
- 3.2.1 *[Interpretation of evidence from Source 3B – L2]*
- The leaders of the five BRICS countries are attending the FIFTH BRICS SUMMIT in South Africa
 - The FIFTH BRICS SUMMIT was held in Durban, South Africa
 - The leaders display a cordial mood (smiling, laughing)
 - The leaders display a sense of unity (shaking hands)
 - The leaders represented Brazil, Russia, India, China and South Africa
 - Any other relevant answer (any 2 x 2) (4)

- 3.2.2 *[Extraction of evidence from Source 3B – L1]*
- South Africa (1 x 1) (1)
- 3.3 *[Comparison of evidence from Sources 3A and 3B – L3]*
- Source 3A outlines how hard President Zuma worked to ensure South Africa become a member of BRICS while Source 3B shows that South Africa has become a member of BRICS
 - Source 3A outlines that President Zuma visited the THIRD BRIC summit in China to convince the leaders to invite South Africa to become a member while Source 3B shows South Africa hosting the FIFTH BRICS summit as a member state
 - Any other relevant response (2 x 2) (4)
- 3.4.1 *[Extraction of evidence from Source 3C - L1]*
- (a) Nuclear power (1 x 1)
 - (b) Locomotives (1 x 1) (2)
- 3.4.2 *[Interpretation of evidence from Source 3C - L2]*
- The South African Institute of International Affairs (SAIIA) showed that between 1995 and 2011 trade between South Africa and BRICS countries grew significantly
 - Exports from South Africa to BRICS countries grew from less than \$5-billion in 1995 to almost \$25-billion by 2011
 - Any other relevant response (2 x 2) (4)
- 3.4.3 *[Extraction of evidence from Source 3C – L1]*
- China (1 x 1) (1)
- 3.5.1 *[Interpretation of information from Source 3D - L2]*
- The one group argued for improved economic trade relations with BRICS (to secure more markets for South African products)
 - South Africa should use BRICS to secure more investment
 - They argued for more economic investment from BRICS countries in order to replace Western investors
 - The other group were against the investment of BRICS countries (China and India) in South Africa's natural resources
 - They were apprehensive that BRICS countries could take full control of South Africa's natural resources which could be harmful to the economy
 - Any other relevant response (any 2 x 2) (4)

- 3.5.2 *[Interpretation of information from Source 3D - L2]*
- Many products from the BRICS countries could compete with one another (same products by BRICS countries are exported/imported by each other)
 - Many BRICS countries were exporting manufactured goods to Africa which was traditionally the South African market
 - South African products have to compete with those from BRICS countries in Africa
 - Supplying African countries with railways which were traditionally a South African market
 - Issue of tariff barriers
 - Any other relevant response (any 2 x 2) (4)
- 3.5.3 *[Extraction of evidence from Source 3D – L1]*
- China will be able to reduce the currency risk that is typical of many unstable African currencies
 - China will be able to avoid tariff barriers in Africa (2 x 1) (2)
- 3.5.4 *[Determining the usefulness of evidence from Source 3D – L3]*
The source is USEFUL to a large extent because:
- Gumede is an authority on world and economic affairs and his opinion is respected
 - South Africans are divided over the economic impact of trade relations between BRICS and South Africa
 - South Africans are fearful that trade with BRICS countries may pose a danger to the South African domestic market
 - South Africans are unhappy with the high tariffs that BRICS countries imposed on South African exports
 - Many South Africans were worried with the manner in which BRICS goods enter the South African markets (low tariffs)
 - South Africans fear the growth of the Chinese economic relations with the rest of Africa (Africa was traditionally a South African economic sphere of influence)
 - Any other relevant answer

OR

The source is USEFUL to a less extent because:

- This is only the views of Gumede on the negative effects of South Africa's membership to BRICS
- More views on the impact of South Africa's trade relations with BRICS are necessary before an informed conclusion can be reached on the merits of South African membership to BRICS.
- Any other relevant response (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.

Candidates can either choose AGREE / DISAGREE and elements of BOTH

AGREE

- South Africa became a member of BRICS in 2010
- BRICS can help South Africa with infrastructure programmes such as development skills
- Russia can supply South Africa with nuclear energy
- China will supply South Africa with railways
- BRICS countries can help South Africa to export goods to them and their regions in Asia, South America and Eastern Europe
- The SAIIA study showed that South Africa's trade had increased between 2001 and 2011 from \$5 billion to almost \$25 billion
- Exports from South Africa to BRICS countries grew to \$25 billion by 2011
- Any other relevant response

OR

DISAGREE

- South Africans are divided on South Africa's membership to BRICS (Source 3D)
- South Africans feel that South Africa's trade relations with BRICS countries will affect the South African economy negatively (Source 3D)
- South Africans feel that trade links with BRICS countries will result that South Africa's minerals and infrastructure will fall in the hands of the BRICS countries (Source 3D)
- South Africans feel that the domestic market is being eroded because of South Africa's trade links with BRICS countries (Source 3D)
- BRICS countries are trading with African countries which was traditionally a South African market (Source 3D)
- The manufacturing sectors are slowly being eroded because BRICS countries are exporting their products to Africa and South Africa (Source 3D)
- The South African domestic market is in crisis because of the unfair tariff system between South Africa and BRICS countries (BRICS countries impose higher tariffs on South African imported goods) (Source 3D)
- South Africans are also fearful that the Chinese yuan will replace the South African rand as the main trading currency (Source 3D)
- 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 in explaining whether South Africa benefited from its membership of BRICS. 	MARKS 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • 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 in explaining whether South Africa benefited from its membership of BRICS. 	MARKS 3 – 5
LEVEL 3	<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 in explaining whether South Africa benefited from its membership of BRICS. • 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: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA: THE CRISIS OF APARTHEID IN THE 1980s**

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

MAIN ASPECTS

Candidates could include the following aspects in their essays

- Introduction: Candidates need to take a stance and focus on how PW Botha's reforms were challenged by various internal resistance movements because it did not address the demands of the majority of South Africans.

ELABORATION

- PW Botha launched his policy of Total Strategy/Total Onslaught in 1983
- PW Botha introduced the reform measures (1983 Constitution, Tricameral Parliament 1984)
- The End Conscription Campaign 1983 and its impact on the apartheid regime
- The formation and role of the UDF ('Don't vote' campaign, 'Million Signature' campaign in 1984)
- Mass protests in Black South African townships in 1984 and 1985 (e.g. Stay away campaigns organised by Vaal Civic Association, Consumer boycotts organised by Pebco in Eastern Cape)
- Protest marches that took place in Langa township in the Eastern Cape
- School boycotts led mainly by COSAS in 1983 and 1985 (Atteridgeville, Tembisa, Alexandra, Soweto, Western Cape and Natal) (NECC)
- Communities embarked on rent boycotts e.g. Vaal Triangle and Soweto in 1984 (Civics)
- Formation and impact of COSATU in workers struggles/COSATU embarked on stay-away, boycotts, protests and strikes
- Stay Away Campaign on May Day 1986 e.g. NUM strike
- Declaration of the State of Emergency in 1985 and 1986 by the PW Botha
- Emergence of the Mass Democratic Movement in 1989 (Defiance Campaign (marches) against segregatory laws in major cities e.g. Cape Town, Durban and Johannesburg)
- The role of the Black Sash for example in Civic protests and assistance to victims of apartheid
- Role of religious organisations

- By the end of the 1980s many South Africans lost their lives in their struggle for liberation (e.g. deaths in detention, 'black on black' violence and vigilantisms; border war)
- Gradually PW Botha's government realised that change was needed
- Any other relevant response

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

[50]

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

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

SYNOPSIS

Candidates need to explain to what extent they agree with the statement. In agreeing with the statement they need to explain how political violence that plagued South Africa in the early 1990s almost derailed the process of negotiations among the various political parties. If they disagree with the statement they need to substantiate their response with relevant historical evidence.

Candidates could include the following aspects in their essays:

- Introduction: Candidates need to indicate how political violence that plagued South Africa in the early 1990s almost derailed the negotiation process.

ELABORATION

- De Klerk comes to power in 1989 (brief background)
- De Klerk's speech in parliament, 2 February 1990
- The unbanning of political and civic organisations such as the ANC and SACP
- The removal of restrictions on COSATU and AZAPO
- De Klerk's decision to release Mandela from prison on 11 February 1990 which paved the way for negotiations
- Groote Schuur Minute, 2 May 1990 (ANC and NP met, ANC delegation led by Nelson Mandela, NP delegation led by FW De Klerk)
- Apartheid legislation revoked such as the Separate Reservation of Amenities Act
- Pretoria Minute, 6 August 1990 (ANC agreed to suspend the armed struggle)
- CODESA 1 (19 political parties excluding AZAPO, CP and PAC/300 delegates)
- Violence erupts in some parts of the country such as the Rand and Natal
- White's only referendum and its impact (in March 1992)
- CODESA 2 (2 May 1992) collapsed. Parties failed to agree on a new constitution-making body and interim government
- NP wanted minority veto while ANC wanted an interim government for no longer than 18 months and simple majority rule
- Boipatong massacre and its consequences (17 June 1992)
- Bhishe massacre derailed the process of negotiations (7 September 1992)
- Record of Understanding signed on 26 September 1992 between Roelf Meyer (NP) and Cyril Ramaphosa (ANC)
- Assassination of Chris Hani (10 April 1993) and its impact on South Africa
- Multiparty Negotiating Forum was established
- Right-wing (AWB) decided to attack the World Trade Centre
- Sunset Clause introduced by Joe Slovo broke the negotiations deadlock
- Election date – 27 April 1994 announced
- ANC won 1994 elections and Mandela became the first black South African President
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

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

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

SYNOPSIS

Candidates need to indicate how the collapse of the Soviet Union was 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 could include the following aspects in their response:

- Introduction: Candidates need to indicate how the collapse of the Soviet Union in 1989 contributed to the political transformation that occurred in South Africa and substantiate their line of argument.

ELABORATION

- The impact of the disintegration (Glasnost and Perestroika) of the Soviet Union by the end of 1989
- The fall of the Berlin Wall
- 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 ANC could not depend on the USSR to support it economically or with weapons anymore
- Gorbachev was also in favour of a peaceful transition of power in South Africa
- The National Party's claim that it was acting as a 'bulwark' against communist expansion in Southern Africa became unrealistic
- The National Party's claim that it was protecting South Africa from a communist take-over was naive
- Western world powers supported the move that South Africa resolved its problems peacefully and democratically
- It became clear that the National Party could no longer maintain white supremacy rule in South Africa anymore
- 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
- PW Botha suffered a stroke and was succeeded by FW De Klerk
- FW De Klerk started to accept that the black South African struggle against apartheid was not a conspiracy directed from Moscow
- Release of political prisoners and meeting with Mandela
- 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 rule
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion

TOTAL: 150