TELEMATICS 2016

HISTORY

Grade 12
## TELEMATICS TEACHING
HISTORY TIME TABLE – GRADE 12

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<tr>
<td>Thursday</td>
<td>4 February</td>
<td>15:00 – 16:00</td>
<td>The Cold War / Independent Africa</td>
</tr>
<tr>
<td>Thursday</td>
<td>18 February</td>
<td>15:00 – 16:00</td>
<td>Civil Society protests 1950s to 1990s / Civil resistance 1970s to 1980s in South Africa</td>
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<td>Thursday</td>
<td>7 April</td>
<td>15:00 – 16:00</td>
<td>Topics 5 and 6: The coming of democracy in South Africa, and coming to terms with the past / The end of the Cold War and a new global world order 1989 to present</td>
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<td>Thursday</td>
<td>19 May</td>
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<td>Thursday</td>
<td>27 July</td>
<td>16:00 - 17:00</td>
<td>Examination Preparation</td>
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Assessment in Grade 12

Altogether a candidate will be required to answer THREE questions, which are as follows: ONE (1) source-based question and ONE (1) essay question. The third question can be either a source-based question or an essay question. Essay and source based questions carry 50 marks each.

The total mark for each question paper is 150.

The prescribed topics will be assessed as follows:

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<th>PAPER 1</th>
<th>SECTION A: SOURCE-BASED QUESTIONS (ONE QUESTION PER TOPIC WILL BE SET)</th>
<th>SECTION B : ESSAY QUESTIONS (ONE QUESTION PER TOPIC WILL BE SET)</th>
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<tbody>
<tr>
<td>Topic 1: The Cold War: Question focus : Origins of the Cold War • USSR and USA and the creation of spheres of interest • Who was to blame for the Cold War?</td>
<td>Topic 1: Extension of the Cold War: Question focus: Case Study: Vietnam</td>
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<tr>
<td>Topic 2: Independent Africa Question focus: Africa in the Cold War • Case study: Angola</td>
<td>Topic 2: Independent Africa Question focus : Comparative case study on the Congo and Tanzania • Political and Economic Successes and challenges</td>
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</tr>
<tr>
<td>Topic 3: Civil society protests from the 1950s to the 1970s Question focus: The US Civil Rights Movement</td>
<td>Topic 3: Civil society protests from the 1950s to the 1970s Question focus: Black Power Movement</td>
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</tbody>
</table>

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<thead>
<tr>
<th>PAPER 2</th>
<th>SECTION A: SOURCE-BASED QUESTIONS (ONE QUESTION PER TOPIC WILL BE SET)</th>
<th>SECTION B : ESSAY QUESTIONS (ONE QUESTION PER TOPIC WILL BE SET)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 1: Civil Resistance, 1970s to 1980s: South Africa Question focus: The challenge of Black Consciousness to the apartheid state</td>
<td>Topic 1: Civil Resistance, 1970s to 1980s: South Africa Question focus: The crisis of apartheid in the 1980s • Government attempts to reform apartheid • Internal resistance</td>
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</tr>
<tr>
<td>Topic 2: The coming of democracy to South Africa and coming to terms with the past Question focus: The Truth and Reconciliation Commission (TRC)</td>
<td>Topic 2: The coming of democracy to South Africa and coming to terms with the past Question focus: Negotiated settlement and the Government of National unity</td>
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</tr>
<tr>
<td>Topic 3: The end of the Cold War and a new world order 1989 to the present Question focus: New World Order • What is globalisation? • Balance of power and impact on Africa: North-South and South-South relations • Dominance of global capitalism • Emerging economies and different forms of capitalism: BRICS</td>
<td>Topic 3: The end of the Cold War and a new world order Question focus: The end of the Cold War: The events of 1989 • Gorbachev's reforms in the Soviet Union • Turning point in South Africa</td>
<td></td>
</tr>
<tr>
<td>DATE</td>
<td>USA involvement in Vietnam</td>
<td>North Vietnamese (Vietminh) and National Liberation Front (‘Viet Cong’)</td>
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<tr>
<td>1964</td>
<td>Gulf of Tonkin Incident. USA claimed that North Vietnam had attacked a USA ship. President Johnson used this to persuade US Congress to become more involved in Vietnam. 85% of USA citizens supported the government policy in the war.</td>
<td>Two elite battalions of South Vietnamese troops were defeated by NLF (Vietcong) Guerrilla attacks.</td>
</tr>
<tr>
<td>1965</td>
<td>3,500 USA combat troops arrived in Vietnam. By end of year 200,000 USA soldiers were in Vietnam ‘Operation Rolling Thunder’ launched.</td>
<td>There were 170,000 Vietcong fighters.</td>
</tr>
<tr>
<td>1966</td>
<td>US began to use search and destroy tactics. Using helicopters US troops destroyed villages they thought were supporting the Vietcong.</td>
<td>Between 1965 and 1968 the North Vietnam/Vietcong received about $2 billion of military aid from China and USSR. This included 8000 anti-aircraft guns.</td>
</tr>
<tr>
<td>1967</td>
<td>500,000 American forces in Vietnam</td>
<td>75,000 protest against the Vietnam War in Washington D.C. Martin Luther King joined the anti-war movement.</td>
</tr>
<tr>
<td>1968</td>
<td>Operation Phoenix was set up by Central Intelligence Agency (CIA). The aim was to identify and arrest Vietcong suspects. 28,000 Vietnamese were arrested and many tortured.</td>
<td>Tet Offensive: Surprise attack on South Vietnamese cities by Vietcong and North Vietnamese forces. Ultimately, it was a military loss for the Communists.</td>
</tr>
<tr>
<td>1968</td>
<td>My Lai Massacre U.S. troops attacked and killed 300-500 Vietnamese, mostly women and children</td>
<td>The Vietcong mainly used guerrilla tactics:  - They raided the USA camps  - They used surprise attacks on the USA troops  - The set traps for the USA troops  - They did not wear uniforms so it was very difficult for the USA soldiers to know who was a peasant and who was a Vietcong soldier.  The Vietcong had good relations with the peasants and won their support.  - Vietcong soldiers often helped in the fields</td>
</tr>
<tr>
<td>Year</td>
<td>Event</td>
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<tr>
<td>1968</td>
<td>Jan-June: 221 college protests against the Vietnam war</td>
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<tr>
<td>1968</td>
<td><strong>Democratic National Convention:</strong> 10,000 anti-war protesters clash with policemen and National Guardsmen. The violence is caught on television.</td>
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<tr>
<td>1969</td>
<td>By 1969 36,000 US military had been killed in the war.</td>
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</tbody>
</table>

- They were respectful

**My Lai Massacre exposed in media:** Americans first hear of the My Lai Massacre, (which occurred in March 1968) Knowledge of the incident sparks public outrage. By 1969 there were 34,000 draft dodgers wanted by the USA police. Many had escaped to Canada.
TOPIC 1

ESSAY: VIETNAM

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

Despite the deployment of troops (soldiers), arms and ammunition the United States of America failed to prevent the spread of communism in Vietnam. Critically discuss the validity of this statement with reference to the United States of America's involvement in the Vietnam War between 1965 and 1975. [50]

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

SYNOPSIS

In writing this essay, candidates must be able to take a line of argument and critically discuss why the USA, despite the investment of large amounts of money, arms and ammunition, was unable to defeat the communist forces of North Vietnam and the Vietcong between 1965 and 1975.

MAIN ASPECTS

Candidates should include the following aspects in their response:

• Introduction: Candidates should contextualise the question and establish a clear line of argument.

ELABORATION

• USA was committed to containing the spread of communism (policy of containment)
• In 1965 the USA sent ground troops to Vietnam – by 1967 there were 500 000 US soldiers serving in Vietnam – these were withdrawn by 1973.
• USA tactics of mass bombardment with expensive weapons was largely ineffective in the jungle terrain and against the North Vietnam Army and Viet Cong guerrilla soldiers who intended to unite Vietnam as a communist country
  - The USA launched ‘Operation Rolling Thunder’ (February 1965: Johnson).
  - The USA was involved in widespread bombing raid on military and industrial targets in North Vietnam and was extended to include cities in North and South Vietnam. The bombing campaign was supposed to defeat the North Vietnamese within eight weeks but had continued for over three years. Very high cost unsuccessful)
  - 'Operation Ranch Hand' (1967: Johnson) destroyed the environment but not the Ho Chi Minh Trail which supplied the Viet Cong forces in South Vietnam
  - Operation Linebacker (1972: Nixon) wide-scale bombing of Cambodia and Vietnam at great expense but failed to end the war
  - Nixon faced growing opposition from the anti-war movement in US.
  - USA search and destroy missions frequently ended in civilian casualties which increased opposition against the USA within South Vietnam.
• The communist forces of North Vietnam and their supporters in South Vietnam conducted a very successful guerrilla campaign against the US army.
  - Effectively used ambush, booby traps, hit-and-run tactics
  - Developed a network of underground tunnels to move through the jungle
• The USA failed to win the hearts and minds of the Vietnamese people – many Vietnamese people saw the communist forces as liberators and nationalists
• In 1975 North Vietnam troops captured the South Vietnamese capital of Saigon.
  - The country was united under communist rule. The USA had failed to prevent the spread of communism
• The role of the media and the anti-war movement in the United States of America
• Any other relevant response
• Conclusion: Candidates should round up their argument with a relevant conclusion

[50]
TOPIC 2

ESSAY: CONGO AND TANZANIA

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

Neither the Congo nor Tanzania was successful in developing their economies to full capacity after attaining independence in the 1960s.

Do you agree with this statement? Support your answer using relevant evidence. [50]

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

SYNOPSIS

In writing this essay, candidates must take a line of argument as to whether the Congo and Tanzania were successful in developing their economies to full capacity after attaining independence in the 1960s. Candidates must provide information from the respective case studies to support their line of argument.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate whether the policies in the Congo and Tanzania were successful in developing their economies to their full capacity after attaining independence.

Candidates should establish their line of argument.

ELABORATION

CONGO:

(Candidates must take a stance as to whether the following policies succeeded in improving the economy after independence)

Successes

- Substantial portion of Zairianised enterprises returned to original owners (retrocession)
- Mobutu Sese Seko kept Zaire economically afloat through aid from Western powers.
- Policies did benefit a small elite (mainly Mobutu’s family and friends)
- Any other relevant response

Failures

- Zairianisation involved taking farmlands, industries, commercial and mining enterprises from foreign owners
- Foreigners were replaced with Congolese nationals in key positions - lack of skills and capacity led to the neglect and lack of appropriate infrastructure
- Corruption / mismanagement
- One-product economy continued
- Creation of a new elite – class differentiation
- Kleptocracy
- Any other relevant response
TANZANIA:

(Learners must take a stance as to whether the following policies succeeded in improving the economy after independence.)

Successes
- Nyerere introduced a system of villagisation called ujamaa
- Tanzanian society was stable and free from economic inequalities (socialism)
- Nyerere developed the rural economy
- Coffee exports increased
- New textile mills were established
- Collective labour was introduced
- Service delivery in the form of health and education was more easily accessible.
- It led to highest literacy rates on the continent
- Any other relevant response

Failures
- Unskilled ujamaa managers lacked skills
- A lack of resources (e.g. villages were far from sources of water)
- There was resistance to villagisation / Forced relocation by police and military forces – people who resisted were denied food and houses were burnt
- The economy ceased to grow because fields and agricultural soil was destroyed or abandoned
- The farming community was forced to sell crops at very low prices
- Tanzanians dependence on foreign aid continued /Self – reliance was not achieved
- Tanzania remained one of the poorest and least developed countries in Africa
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion [50]
# CASE STUDY: LITTLE ROCK TIMELINE

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
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<tbody>
<tr>
<td>May 24, 1955</td>
<td>The Little Rock School Board adopts the Blossom Plan of gradual integration beginning with the high school level (starting in September 1957) and the lower grades during the next six years.</td>
</tr>
</tbody>
</table>
| February 8, 1956   | Federal Judge John E. Miller dismisses the NAACP suit (Aaron v. Cooper), declaring that the Little Rock School Board has acted in “utmost good faith” in setting up its plan of gradual integration.  
In April, the Eighth Circuit Court of Appeals upholds Judge Miller’s dismissal. The federal district court retained jurisdiction over the case, however, making the School Board’s implementation of the Blossom Plan a court mandate. |
| August 27, 1957    | The segregationist Mother’s League of Central High School holds its first public meeting. They file a motion seeking a temporary injunction against school integration.  
Two days later, Pulaski Chancellor Murray Reed grants the injunction on the grounds that integration could lead to violence. Federal Judge Ronald Davies nullifies the injunction and orders the School Board to proceed with its desegregation plan. |
| September 2, 1957 – (Labor Day) | Governor Orval Faubus orders the Arkansas National Guard to prohibit African American students from entering Central High School and announces his plans in a televised speech. |
| September 3, 1957  | The Mother’s League holds a “sunrise service” at Central High attended by members of the Citizen’s Council, parents and students |
| September 20, 1957 | Federal Judge Ronald Davies rules that Faubus has not used the troops to preserve law and order and orders them removed. 
Faubus removes the Guardsmen and the Little Rock Police Department moves in. |
| September 23, 1957 | An angry mob of over 1,000 whites gathers in front of Central High School, while nine African American students are escorted inside.  
The Little Rock police remove the nine children for their safety. President Eisenhower calls the rioting “disgraceful” and ordered federal troops into Little Rock. |
| September 24, 1957 | 1200 members of the 101st Airborne Division, the “Screaming Eagles” of Fort Campbell, Kentucky, roll into Little Rock. 
The Arkansas National Guard is placed under federal orders. |
| September 25, 1957 | Under troop escort, the “Little Rock Nine” are escorted back into Central High School for their first full day of classes. |
QUESTION 3: WHAT EFFECT DID THE DESEGREGATION OF CENTRAL HIGH SCHOOL HAVE ON RACE RELATIONS IN THE UNITED STATES OF AMERICA IN THE 1950s?

SOURCE 3C

The address below was delivered by President Dwight Eisenhower to American citizens on 24 September 1957. It outlines the situation that had occurred at Central High School in Little Rock earlier in the day. The source below was re-typed for clarity.

THE WHITE HOUSE

TEXT OF THE ADDRESS BY THE PRESIDENT OF THE UNITED STATES, DELIVERED FROM HIS OFFICE AT THE WHITE HOUSE, TUESDAY 24 SEPTEMBER 1957, AT 21:00.

My fellow citizens:

For a few minutes I want to speak to you about the serious situation that has arisen in Little Rock. For this talk I have come to the President's office in the White House. I could have spoken from Rhode Island, but I felt that, in speaking from the house of Lincoln, of Jackson and Wilson, my words would more clearly convey both the sadness I feel in the action I was compelled today to take and the firmness with which I intend to pursue this course until the orders of the federal court at Little Rock can be executed without unlawful interference.

In that city, under the leadership of demagogic (narrow-minded) extremists, disorderly mobs have deliberately prevented the carrying out of proper orders from a federal court. Local authorities have not eliminated that violent opposition and, under the law, I yesterday issued a proclamation calling upon the mob to disperse.

This morning the mob again gathered in front of the Central High School of Little Rock, obviously for the purpose of again preventing the carrying out of the court's order relating to the admission of African American children to the school.

Whenever normal agencies prove inadequate to the task and it becomes necessary for the executive branch of the federal government to use its powers and authority to uphold federal courts, the President's responsibility is inescapable.

In accordance with that responsibility, I have today issued an executive order directing the use of troops under federal authority to aid in the execution of federal law at Little Rock, Arkansas. This became necessary when my proclamation of yesterday was not observed, and the obstruction of justice still continues.

3.3 Use Source 3C.

3.3.1 What motivated President Eisenhower to deliver his address from the White House on 24 September 1957? (2 x 1) (2)

3.3.2 Explain why the local authorities were not able to eliminate the violent opposition that occurred in Little Rock in 1957. (2 x 2) (4)

3.3.3 President Eisenhower issued an executive order for troops to enforce the federal law at Little Rock. Give TWO reasons, mentioned in the source, for this decision. (2 x 1) (2)

3.3 Explain why a historian would consider the information in this source useful when researching the involvement of the federal government at Central High School. (2 x 2) (4)

PAPER 1 – ESSAY QUESTION


Explain to what extent Malcolm X and Stokely Carmichael were successful in instilling 'Black Pride' among African Americans in the 1960s.

Use relevant examples to support your answer. [50]

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

SYNOPSIS

Candidates should indicate to what extent Malcolm X and Stokely Carmichael played a role in promoting the Black Power philosophy and whether they were successful in instilling 'Black Pride' among African Americans in the 1960s. Candidates should use relevant examples to support their line of argument.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate to what extent leaders like Malcolm X and Stokely Carmichael were successful in instilling 'Black Pride' among African Americans and indicate how they intend to support their argument.

ELABORATION

- The emergence of the Black Power Movement

The role of Malcolm X:

- Malcolm X was a powerful speaker and dedicated human rights activist
- Malcolm X believed in black separation, self-determination (black nationalism) and he advocated self-respect and self-discipline
- Believed in the concept of Black self-pride and self-esteem/self-respect/sel-help – 'Black Pride'
- Called for assertiveness (aggressiveness) in their revolution e.g. race riots at Watts, Detroit
• Wanted African Americans to stand up against white authorities in pursuit of freedom, justice and equality by whatever means possible
• Promoted the use of violence as a means of self defence against those who attacked African Americans
• Any other relevant response

The role of Stokely Carmichael:
• Became chairman of SNCC (Student Non-violent Coordinating Committee) in 1966 and decided to embrace the teachings of the Black Power Movement
• In 1966 he popularised the Black Power slogan 'Black is beautiful'
• Advocated the principles of Black Power (do things for yourself; control politics in their communities; take pride in own culture and defend themselves against racial oppression and manipulation)
• He believed in non-violence as a strategy that was not working because of on-going violence that was used by white Americans against African Americans
• Advocated the exclusion of 'white' liberals as a philosophy for African Americans
• Stokely Carmichael was in favour of African clothing and African hairstyles as a symbol of Black Pride
• Carmichael joined the Black Panther Party (for Self-Defence) which put into action the Black Power/’Black Pride’ philosophy
• The Black Panther Party was formed by Bobby Searle and Huey Newton
• They were involved in initiating and supporting community based programmes and feeding schemes as well as anti-poverty centres; for defence against police brutality; focused on socio-economic conditions of African Americans and also operated community survival programmes
• Ten (10) point plan served as the Black Panther Party manifesto that covered its social, political and economic goals
• The Black Panther Party got involved in streets patrols; monitored police activities and defended themselves by carrying guns (militant approach) to stop the on-going police brutality and harassment of young urban black men
• Any other relevant response
• Conclusion: Candidates should tie up their argument with a relevant conclusion
PAPER 2 - TOPIC 4

QUESTION 1: HOW DID THE IDEOLOGY OF BLACK CONSCIOUSNESS INFLUENCE THE STUDENTS OF SOWETO TO CHALLENGE THE APARTHEID GOVERNMENT IN THE 1970s?

SOURCE 1B

The following source consists of a written source and a visual source.

1. **Written Source:** This source looks at the reason for the introduction of Afrikaans and describes how learners responded.

The imposition (to force) of Afrikaans as the medium of instruction came at a politically volatile (unstable) time, as the 'centre of gravity' in black student politics had shifted dramatically in the mid-1970s. The emerging Black Consciousness philosophy was transforming the way young black people thought, and it boosted their self-esteem.

The introduction of Afrikaans frustrated this change. According to Biko, the difficulty of coping with a foreign language in schools caused 'an inferiority complex'. He added that the language problem 'inculcates (teaches) in many black students a sense of inadequacy (lack). You tend to think that it is not just a matter of language. You tend to tie it up with intelligence'.

For this generation of black students, Afrikaans was the language of the police and their employers, and an instrument for giving orders. They believed that the imposition of Afrikaans was designed to train them for servitude (slavery). Afrikaans was also, as one student put it, 'a terrible academic pain'. 'The kids were failing exams in thousands,' recalled a black journalist. This was because for many years Maths, Science and other subjects were taught in English. The sudden shift to Afrikaans gave rise to difficulties in the student's understanding of jargon (difficult terminology) and technical terms.

According to Mono Badela who was a South African journalist persecuted (ill-treated) for fighting apartheid, '... [the students] saw Afrikaans as a means of suppression (destruction) ... suppressing them from advancing (moving forward) educationally.' It was due to these problems that, at the end of May 1976, student leaders in Soweto travelled secretly from school to school to rally (encourage) fellow students to protest against Afrikaans. Student grievances (complaints) against the use of an unfamiliar language eventually culminated (ended) in the Soweto riots of 16 June 1976.

2. **Visual Source**: This photograph shows students of Soweto embarking on protest action against the introduction of Afrikaans in 1976.

Questions

1.2 Read Source 1B.
1.2.1 State TWO ways, as suggested in the source, in which the philosophy of Black Consciousness influenced the lives of black South Africans. (Written source) (2 x 1) (2)

1.2.2 What were Biko's views regarding the introduction of Afrikaans as a language of instruction in black South African schools? (Written source) (1 x 2) (2)

1.2.3 Why, according to a student, was Afrikaans considered a 'terrible academic pain'? (Written source) (1 x 2) (2)

1.2.4 Comment on whether you agree with Mono Badela's statement: 'students saw Afrikaans as a means of suppression (destruction)'. (Written source) (2 x 2) (4)

1.2.5 Why did the students of Soweto embark on protest action? (Visual source) (1 x 2) (2)

1.2.6 Explain how the evidence in the written source supports the visual source regarding the reaction of black South African students to the introduction of Afrikaans as a medium of instruction. (2 x 2) (4)

<table>
<thead>
<tr>
<th>SOURCE-BASED QUESTION</th>
<th>ESSAY QUESTION</th>
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</thead>
<tbody>
<tr>
<td>PAPER 2 – QUESTION 1</td>
<td>PAPER 2 QUESTION 4</td>
</tr>
<tr>
<td>CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA</td>
<td>CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA</td>
</tr>
<tr>
<td>FOCUS: THE CHALLENGE OF BLACK CONSCIOUSNESS TO THE APARTHEID STATE</td>
<td>FOCUS: THE CRISIS OF APARTHEID IN THE 1980s</td>
</tr>
<tr>
<td>• Government attempts to reform apartheid</td>
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<tr>
<td>• Internal resistance</td>
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PAPER 2 - TOPIC 4

SECTION B: ESSAY QUESTIONS

QUESTION 4: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA

PW Botha's attempt at reforming the system of apartheid was a dismal failure.

Assess the validity of this statement in the context of intensified internal resistance against Botha's regime in the 1980s. [50]

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

Candidates need to critically evaluate the statement. In agreeing with the statement, candidates need to explain why PW Botha's attempt at reforming the system of apartheid was a dismal failure. They need to substantiate their response with suitable examples.

MAIN ASPECTS

Candidates should include the following aspects in their essay:

- Introduction: Candidates should indicate their line of argument with regard to the statement.

ELABORATION

- PW Botha's policy of Total Strategy/Total Onslaught
- Mass protests in black South African townships between 1984 and 1985 (e.g. Stay-away campaigns organised by Vaal Civic Association, Consumer boycotts organised by Pebco in Eastern Cape)
- Protest marches (e.g. Langa township in the Eastern Cape)
- School boycotts led mainly by COSAS-1983 and 1985 (Atteridgeville, Tembisa, Alexandra, Soweto, Western Cape and Natal)
- Communities embarked on rent boycotts e.g. Vaal Triangle and Soweto in 1984
- Formation and impact of COSATU in workers struggles
- COSATU embarked on stay away, boycotts, protests and strikes
- Stay away Campaign in May Day 1986 (e.g. NUM strike 1987)
- Declaration of the state of emergency - 1985 to 1986 by PW Botha
- Role of United Democratic Front (UDF)
- Emergence of the Mass Democratic Movement in 1989 (Defiance campaign marches) against segregation laws in major cities e.g. Cape Town, Durban and Johannesburg.
- The role of the Black Sash for example in civic protests and assistance to victims of apartheid.
- By the end of the 1980s thousands of South Africans lost their lives in their struggle for liberation (e.g. death in detention, black on black violence and vigilantisms)
- Gradually the South African government realised that change was needed
- Apartheid at crossroads - country ungovernable
- Any other relevant response

Conclusion: Candidates should tie up their argument with a relevant conclusion. [50]
‘TO WHAT EXTENT’ DO YOU AGREE WITH A STATEMENT

<table>
<thead>
<tr>
<th>Issue / Topic</th>
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<table>
<thead>
<tr>
<th>Statement / Key Question</th>
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<table>
<thead>
<tr>
<th>Evidence to support statement</th>
<th>Evidence against statement</th>
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</tbody>
</table>

Use the evidence above to write a paragraph: To what extent do you agree with the statement…..?'

I agree with the statement to a certain / large / small degree / partially because

However the statement is not entirely accurate because
### 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. Attempts to develop a clear 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 constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.
- **Level 4**: Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.
- **Level 3**: Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.
- **Level 2**: Little or no attempt to structure the essay.
- **Level 1**: Question inadequately addressed or not at all. Inadequate or irrelevant content.

### Content
- **Level 7**: Question has been fully answered. Content selection fully relevant to line of argument. 47–50
- **Level 6**: Question has been answered. Content selection relevant to a line of argument. 43–46
- **Level 5**: Question answered to a great extent. Content adequately covered and relevant. 38–39
- **Level 4**: Question recognisable in answer. Some omissions or irrelevant content selection. 30–33
- **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
- **Level 2**: Question inadequately addressed. Sparse content. 20–23
- **Level 1**: Question inadequately addressed or not at all. Inadequate or irrelevant content. 14–17
History

Telematics: 2016

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<thead>
<tr>
<th>SOURCE-BASED QUESTION</th>
<th>ESSAY QUESTION</th>
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<tr>
<td><strong>PAPER 2- QUESTION 2</strong></td>
<td><strong>PAPER 2- QUESTION 5</strong></td>
</tr>
<tr>
<td>How has South Africa chosen to remember the past? The Truth and Reconciliation Commission</td>
<td>The coming of democracy – The negotiated settlement and Government of National Unity</td>
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The prescribed topics will be assessed as follows:

### PAPER 1

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<td><strong>Topic 1: Extension of the Cold War:</strong> Question focus: Case Study: Vietnam</td>
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<td><strong>Topic 2: Independent Africa</strong> Question focus: Comparative case study on the Congo and Tanzania  • Political and Economic Successes and challenges</td>
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<td><strong>Topic 1: Civil Resistance, 1970s to 1980s: South Africa</strong> Question focus: The crisis of apartheid in the 1980s  • Government attempts to reform apartheid  • Internal resistance</td>
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<td><strong>Topic 3: The end of the Cold War and a new world order</strong> Question focus: The end of the Cold War: The events of 1989  • Gorbachev’s reforms in the Soviet Union  • Turning point in South Africa</td>
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</table>
QUESTION 2: WAS THE AMNESTY PROCESS OF THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCESSFUL IN HEALING SOUTH AFRICA FROM ITS DIVIDED PAST?

SOURCE 2C

This cartoon by Zapiro depicts Dr Wouter Basson's attitude towards the Truth and Reconciliation Commission.

2.3 Look at Source 2C.

2.3.1 Explain the portrayal of Dr Wouter Basson in the cartoon (1 x 2) (2)

2.3.2 Comment on the meaning of the words ‘CHEMICAL PROCESS FOR PROTECTION FROM TRC: Where possible avoid contact, until TRC spontaneously dissolves’ in the context of the TRC hearings. (2 x 2)(4)
# The Road to Democracy in South Africa: A Timeline: 1990-1994

<table>
<thead>
<tr>
<th>Date</th>
<th>Negotiation Process</th>
<th>Events occurring while negotiations were taking place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 1990</td>
<td>Nelson Mandela released. ANC and other black political movements were unbanned. (This opened the way for a negotiated settlement)</td>
<td>1990-1993: On-going <em>attacks on commuter trains</em> on Rand by marked gunmen - an estimated 573 deaths (rumours that these were 3rd force operatives and NP was trying to destabilise country). NP allowed the carrying of Zulu ‘Traditional weapons’ (including knobkerries and spears) Rent, school and consumer boycotts renewed by ANC supporters. Aimed to pressurise NP into reaching an agreement faster.</td>
</tr>
</tbody>
</table>
| May 1990   | *Groote Schuur Minute*  
ANC and NP met  
NP agreed to release political prisoners. (releases began Sept 1990)  
June: NP revoked Separate Reservation of Amenities Act | NP Government detained 40 members of ANC (including Mac Maharaj and Billy Nair) accused of plotting  
To overthrow government – Operation Vula  
July 1990: IFP attack on ANC stronghold at *Sebokeng*  
November 1990: Alleged Third Force attacks on informal at *Zonkizizwe* township outside Germiston |
| Aug 1990   | *Pretoria Minute*:  
ANC agreed to suspend armed struggle (An act of ‘good faith’ to show commitment to peaceful negotiation process)  
NP agreed to suspend State of Emergency in Natal |  
Number 1990: Alleged Third Force attacks on informal at *Zonkizizwe* township outside Germiston  
March 1991: Seven Day war in PMB. On-going violence between ANC and IFP. |
March 1991: Seven Day war in PMB. On-going violence between ANC and IFP. |
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<tr>
<td>20 Dec 1991</td>
<td>Negotiations towards a new constitution began. Convention for a Democratic South Africa (CODESA) I (18 delegates + UNO &amp; Commonwealth) ANC and NP proposed ‘Declaration of Intent’: undivided SA, independent Judiciary, constitution, multi-party democracy (NB: Seen as a watershed agreement). 2 stage constitution. PAC and Conservative Party under Treurnicht and IFP withdrew from CODESA I. (NB: This brought to an end the Patriotic Front) NB: At end of CODESA I, NP strongly criticised ANC for not disbanding MK and accused them of keeping MK as a ‘private army’.</td>
<td></td>
</tr>
<tr>
<td>17 March 1992</td>
<td>Whites only referendum. Should the negotiations continue?</td>
<td>69% voted YES. NP credibility restored.</td>
</tr>
<tr>
<td>May 1992</td>
<td>CODESA II Agreement reached that SABC to present a neutral view of negotiation process. Failed to agree on new constitution-making body and interim government</td>
<td>NP wanted CODESA II replaced by representative of all political parties + minority veto ANC wanted an interim government of no longer than 18 months and simple majority rule. Rolling Mass Action initiated by resistance organisations (strikes, boycotts, street demonstrations to speed up negotiation process).</td>
</tr>
<tr>
<td>17 June 1992</td>
<td>Most agree that Boipatong was a turning point after which negotiation process favours of ANC.</td>
<td>Boipatong Massacre: IFP hostel dwellers attacked residents of Boipatong township (49 men, women and children killed). Rumours spread of white men handing weapons to Third Force agents to spread violence and chaos In response to Boipatong massacre ANC walked out of negotiation process. Government appointed Goldstone Commission which verified police involvement at Boipatong (3 &amp; 4 Aug: 4 million workers involved in strikes across SA)</td>
</tr>
<tr>
<td>Sept 1992</td>
<td>26 Sept Record of Understanding Signed between Roelf Meyer (NP) and Cyril Ramaphosa (ANC). Commit themselves to negotiation process and 7 Sept: Bhisho Massacre: 70,000 ANC members held peaceful demonstration in Bhisho, Ciskei (an ‘independent’ homeland ruled by Oupa Gqozo). Gqozo ordered soldiers to fire: 28 dead, 200 wounded.</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td></td>
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<tr>
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<tr>
<td>Oct 1992</td>
<td>NP Government agreed to ban the carrying of traditional weapons in public and to release more political prisoners.</td>
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<tr>
<td>Oct 1992</td>
<td>NB: CODESA ended, MK disbanded</td>
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</tr>
<tr>
<td>2 April 1993</td>
<td>Multi-Party Negotiation Process (MPNP) began again at Kempton Park. PAC joined negotiation process Joe Slovo (SACP) suggested a 5 year Government of National Unity (GNU) a ‘power sharing’ compromise (‘sunset clause’) – accepted by NP. Date set for 1st democratic election. 400 reps to be voted for.</td>
<td></td>
</tr>
<tr>
<td>June – July 1993</td>
<td>25 June: Afrikaner Weerstands beweging(AWB) and Volksfront(AVF) stormed the World Trade Centre where negotiations were taking place, vandalised the entrance and threatened the delegates. AWB and Constant Viljoen attempted and failed to defend Mangope’s dictatorship in Boputhatswana Against huge opposition from students and worker demonstrations. St James Church Massacre. (African People’s Liberation Army (APLA – PAC’s armed wing) threw grenade and opened fire in St James Church Kenilworth. 11 killed, 58 wounded.</td>
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<tr>
<td>Nov 1993</td>
<td>An Interim Constitution for South Africa was agreed upon.</td>
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<tr>
<td>28 March 1994</td>
<td>Shell House Massacre – IFP members killed by ANC security forces</td>
<td></td>
</tr>
<tr>
<td>27 April 1994</td>
<td>1st multi-party democratic election held in South Africa- Nelson Mandela elected as the first democratic president</td>
<td></td>
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</tbody>
</table>
QUESTION 5: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST

Explain to what extent the leaders of various political organisations were successful in overcoming the obstacles that confronted South Africa on the road to democracy in the early 1990s.

Use relevant examples to support your argument. [50]

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

SYNOPSIS

Candidates need to indicate the extent to which South Africans 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 how the political players 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
• Bisho massacre and its effects on the process of negotiations (7 Sept. 1992)
• Record of understanding
• Multiparty negotiating Forum – Right-wing attack
• 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: THE END OF THE COLD WAR AND A NEW WORLD ORDER

It was the collapse of the Soviet Union in 1989 that was largely responsible for the political changes that occurred in South Africa after 1989.

Do you agree with this statement? Substantiate your answer with relevant evidence. [50]

[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 was the only factor that paved the way for negotiations between the National Party and the African National Congress or not. 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'
  • The PW Botha '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.
ANSWERING SOURCE-BASED QUESTIONS

**In Level 1 questions** you will be asked to extract information from sources and define historical concepts. These questions will carry a maximum of 2 marks.

**Example:**

Question verbs that will be used to phrase these source-based questions include, amongst others, **list, quote, identify, name, what, according to the source** (2 x 1) (2)

– You are expected to give TWO responses

Typical questions may be phrased for example: What information in the source tells you about...? Quote TWO reasons why...

What do you understand by the term ...? (1 x 2) (2)

**In Level 2 questions** you will be asked to interpret, analyse and engage with evidence from the sources. These questions will carry a maximum of between 4 to 6 marks.

**Example:**

Question verbs that may be used to phrase these source-based questions include, amongst others, **explain, comment, describe** and organise information logically from the sources.

Typical questions may be phrased for example:

What message does the cartoonist convey about...? (2 x 2) (4)

Explain in your own words ... Why do you think...? (2 x 3) (6)

**In Level 3 questions** you will be asked to explain, for example, the different perspectives in sources (compare/contrast), draw conclusions about the reliability and usefulness of sources, etc.

These questions will carry a maximum of between 4 to 8 marks and may be assessed using an analytical/holistic rubric. Question verbs that will be used to phrase these source-based questions include, amongst others, **compare or contrast, evaluate, assess, explain to what extent you would agree/disagree, comment on the reliability of the evidence in a source, explain the usefulness, comment on the consequences, explain the limitations, justify**, etc. Typical questions may be phrased for example:

How **useful** is the source... (2 x 2) (4) or (2 x 3) (6)

**Compare** the evidence in both Sources 1A and 1B and explain how you would account for the differences ... (2 x 2) (4)

Comment on whether...
ASSESSMENT IN GRADE 12

It is expected of the candidate to answer THREE (3) questions as follows: ONE (1) source- based question and ONE (1) essay question. The THIRD question can be either a source-based question or an essay question. The source-based question and essay question counts 50 marks each.

The total for each question paper is 150.

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**PARAGRAPH QUESTIONS**

- Paragraph questions will carry 6 to 8 marks and will be assessed using an analytical/holistic rubric. Questions will be phrased whereby learners would be required to, answer questions on Level 3 skills (compare/contrast; bias; usefulness; reliability).
- For example: explain the role, impact, causes, effects or significance of a specific historical event that is related to the respective key question. Typical questions may be phrased for example:
- Use the information in the relevant sources and your own knowledge and write a paragraph explaining the impact/significance of ...
- Explain why a historian would consider the information in both Sources 1A and 1B useful when studying the consequences of ...
- In what ways is the cartoonist's view (Source 1C) supported by the evidence presented in the other two sources...
- Compare the evidence in Sources 2C and 2D and explain how the information in both sources differ regarding the ...
- Explain why a historian might question the reliability of the evidence in Source 3A ...
- Comment on the limitations of Source 3C for a historian studying…

| LEVEL 1 |
|-------------------|-------------------|
| □ Uses evidence in an elementary manner e.g. **shows no or little understanding of how little rock resisted integration**<br>□ Uses evidence partially to report on topic or cannot report on topic | **MARKS: 0 - 2** |

| LEVEL 2 |
|-------------------|-------------------|
| □ Evidence is mostly relevant and relates to a great extent to the topic e.g. **shows no or little understanding of how little rock resisted integration**<br>□ Uses evidence in a very basic manner | **MARKS: 3 - 5** |

| LEVEL 3 |
|-------------------|-------------------|
| □ Uses relevant evidence e.g. **that shows a thorough understanding of how little rock resisted integration**<br>□ Evidence relates well to the topic<br>□ Uses evidence very effectively in an organized paragraph that shows an understanding of the topic | **MARKS 6-8** |
THE PARAGRAPH QUESTION IS LINKED TO THE KEY QUESTION

ASSESSING ESSAY QUESTIONS

Remember to structure your essay in a logical and coherent manner

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. In responding to essay questions candidates should be able to:

• Plan and structure an essay
• Demonstrate a thorough knowledge and understanding of the topic
• Select and use relevant information from their own knowledge to answer the question
• Develop and sustain a relevant line of argument
• Write logically and coherently

Typical questions may be phrased using the following descriptors, for example:

'Critically discuss ', 'Explain to what extent …', 'Comment on…', 'Evaluate …', 'Assess …'

Three Step Introduction to an essay

Step one: stance and refer to question [Indeed, I agree, I disagree, I partially agree…]

Step two: reason [because…]

Step three: orientation [this essay…]
DESCRIBE THE EVENTS IN A CHRONOLOGICAL (DATE) ORDER

<table>
<thead>
<tr>
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</tr>
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<tbody>
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<td>Introduce the event / topic which will be explained in chronological (date) order</td>
</tr>
<tr>
<td>First</td>
</tr>
<tr>
<td>Then</td>
</tr>
<tr>
<td>Afterwards</td>
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<tr>
<td>Finally</td>
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<tr>
<td>In Conclusion</td>
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