Province of the
EASTERN CAPE
EDUCATION

NATIONAL SENIOR CERTIFICATE

GRADE 12

JUNE 2023

HISTORY P2
MARKING GUIDELINE

MARKS: 150

This marking guideline consists of 21 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	• Extract evidence from sources • Selection and organisation of relevant information from sources. • Define historical concepts/terms	**30% (15)**
LEVEL 2	• 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	**40% (20)**
LEVEL 3	• 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 evidence below indicates how source-based questions are assessed:

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed), as well as the level of the question, are indicated in italics.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions for any marks to be awarded.

1.3 Assessment procedures for source-based questions

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

Copyright reserved

Paragraph question

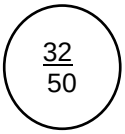
Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- 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



- 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 evidence 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.

Copyright reserved

2.3 Global assessment of the essay

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

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

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the first reading of the essay ticks need to be awarded for a relevant introduction (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline).

For example, in an essay where there are five (5) main points, there could be about seven (7) ticks.

2.4.3 Keep the **PEEL** structure in mind when assessing an essay.

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

Copyright reserved

2.4.4 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised

- Wrong statement ^

- Irrelevant statement _____

- Repetition |
  |
  |

- Analysis R

- Interpretation A√

- Line of argument I√

- LOA

2.5 **The matrix**

2.5.1 Use of the matrix in the marking of essays

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

(a) The first reading of 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 the **presentation**.

I	**LEVEL 4**	
A	**LEVEL 3**	

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

I	**LEVEL 4**	} **26–27**
A	**LEVEL 3**	

COMMENT

Question is recognisable in answer.

Show some evidence of a planned and structured argument.

GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

PRESENTATION → / CONTENT ↓	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, sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	LEVEL 6 Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument..	LEVEL 5 Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	LEVEL 4 Planned and constructed an argument. Evidence is used to some extent to support the line of argument Conclusions reached based on evidence.	LEVEL 3 Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence..	LEVEL 2 Attempts to structure an answer. Largely descriptive, or some attempt at developing a line of argument. No attempt to draw a conclusion	LEVEL 1 Little or no attempt to structure the essay.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection relevant to the line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered	38–39	36–37	34–35	30–33	28–29		
LEVEL4 Question is recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not answer it or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20–23	18–19	14–17
LEVEL 1 Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

*Guidelines for allocating a mark for level 1:

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

Copyright reserved

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID THE UNITED DEMOCRATIC FRONT (UDF) ATTEMPT TO RESIST PW BOTHA'S REFORMS IN THE 1980s?

1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*

- Legal recognition of African Trade Unions
- Recognition of a permanence of an urban African population (2 x 1) (2)

1.1.2 *[Explanation of concept from Source 1A – L1]*

- Parliament of 3 chambers that include Whites, Coloureds and Indians
- The three groups were allowed to vote amongst themselves
- It must include all 4 race groups Whites,Blacks,Coloureds and Indians
- Any other relevant response (any 1 x 2) (2)

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

- Indians
- Coloureds
- Whites (any 3 x 1) (3)

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

- They were in the majority of the population
- The Blacks would win the elections if it takes place
- It is easy for the white government to control the Indians and coloureds
- Any other relevant response (any 2 x 2) (4)

1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*

- Undivided South Africa which shall belong to all its people
- Open democracy from which no single South African shall be excluded
- Human dignity of all people shall be respected (any 3 x 1) (3)

Copyright reserved

1.2.2 *[Interpretation of evidence from Source 1B – L2]*
- It was cosmetic
- Only catered for whites and the minority groups
- All South Africans should be treated with dignity and respect and not only for minority groups
- Any other relevant response (any 2 x 2) (4)

1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- UDF will not accept any rights given by the state
- The state does not have the right to determine these rights
- It is God given right to all human beings irrespective of colour
- Any other relevant response (any 1 x 2) (2)

1.2.4 *[Ascertaining the reliability of evidence from Source 1A and 1B – L3]*
The source is RELIABLE because:
- The source is a speech by one of the keynote speakers of the UDF
- It is a primary source, views of the UDF expressed by Boesak
- It shows us the aim/work of the UDF in the initial stage of its formation
- It also highlights the failure of apartheid and the need for the formation of UDF
- Any other relevant response (any 2 x 2) (4)

1.3 *[Comparison of evidence from Source 1A and Source 1B- L3]*
- Source 1A : Source 1A: Botha wanted to show constitutional change by introducing the Tricameral system
  Source 1B: UDF was working towards a unified nation
- Source 1A: Not all whites wanted to give power to the Black people (breakaway)
  Source 1B: UDF wanted democracy for which no South African will be excluded
- Both sources mention reforms
- Any other relevant response (any 2 x 2) (4)

1.4 1.4.1 *[Extraction of evidence from Source 1C – L1]*
- Dr. Allan Boesak
- Archie Gumede
- Mev.Naicker (any 2 x 1) (2)

1.4.2 *[Interpretation of evidence from Source 1C – L2]*
- Raising the arm indicates unity
- Sitting of UDF officials with ordinary members indicate their support for each other
- All of them are listening attentively to the speaker indicating their keen interest
- Any other relevant response (any 2 x 2) (4)

1.4.3 *[Extraction of evidence from Source 1C – L1]*
- Happy
- Joyous
- Togetherness
- Unity
- Any other relevant response (any 2 x 1) (2)

Copyright reserved

1.5 1.5.1 *[[Extraction of evidence from Source 1D – L1]*

- Popo Molefe
- Masiu Patrick 'Terror' Lekota
- Moses 'Moss' Chikane (any 2 x 1) (2)

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

- UDF also believed in the principles of the Freedom charter
- UDF also opposed the apartheid government
- The UDF was also leading the protest action against the apartheid government
- Both parties wanted apartheid to end
- 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:

- Botha enabled the army to increase the influence over repressive activities (Source 1A)
- Botha also wanted to give power to the minority racial groups (Source 1A)
- Some Afrikaner groups broke away by not accepting Botha's changes (Source 1A)
- The UDF was launched to include all people (Source 1B)
- Don't vote campaign launched by UDF (own knowledge)
- Million signature campaign against Tricameral Parliament (own knowledge)
- UDF was growing at an alarming rate and the apartheid government found themselves in a crisis (Source 1B)
- Launch of the UDF indicates unification (Source 1C)
- The Treason Trial of the three indicates the fear of the NP for the growth of the UDF (Source 1C)
- The government put the blame on the UDF for violence (Source 1D)
- Finally, the Treason Trial was overturned and the three accused were released (Source 1D)
- Any other relevant response

Copyright reserved

Use the following rubric to allocate marks:

	CRITERIA	MARKS
LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of how the United Democratic Front (UDF) attempted to resist PW Botha's reforms in the 1980s** • Uses evidence partially or cannot write a paragraph on the topic.	**0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding of how the United Democratic Front (UDF) attempted to resist PW Botha's reforms in the 1980s.** • Uses evidence from sources in a very basic manner to write a paragraph.	**3–5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of how the United Democratic Front (UDF) attempted to resist PW Botha's reforms in the 1980s**. • Uses evidence very effectively in an organised paragraph that shows a thorough understanding of the topic.	**6–8**

(8)
[50]

QUESTION 2: WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCESSFUL IN HEALING THE WOUNDS OF A DIVIDED SOUTH AFRICA?

2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*

- achieved a remarkable and far-ranging public exposure of the human rights violation and crimes committed under the apartheid regime
- it has allowed ordinary people to find expression for the suffering under the regime. (2 x 1) (2)

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

- Did not trust the TRC
- TRC favoured the perpretators than the victims
- Any other relevant response (any 1 x 2) (2)

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

- They were free to express themselves at the hearings
- They were able to meet their perpetrators
- They were able to find closure.
- Any other relevant response (any 2 x 2) (4)

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

- There are many cases of human rights violation which the apartheid government can learn from
- They will able to decide which is correct or needs repentance
- Any other relevant response (2 x 2) (4)

2.2 2.2.1 *[Interpretation of evidence from Source 2B – L2]*

- The TRC wanted people to tell the truth about their atrocities
- Perpetrators could not be tried in court
- Any other relevant response (any 1 x 2) (2)

2.2.2 *[Extraction of evidence from Source 2B – L1]*

- Victims had the opportunity to confront those who hurt them.
- Perpetrators had the chance to show remorse.
- Victims found out for the first time what happened to their loved ones who disappeared or were found dead.
- Others learned where bodies of their loved ones could be found.

(any 3 x 1) (3)

2.2.3 *[Explanation of concept from Source 2B – L1]*

- Official pardon for political motivated crimes
- Any other relevant response (1 x 2) (2)

Copyright reserved

2.2.4 *[Extraction of evidence from Source 2B – L1]*

- Encouraging the nation to move on after the horrors of the apartheid era (1 x 2) (2)

2.3 *[Comparison of evidence from Sources 2A and 2B – L3]*

- Source 2A outlines the exposure of the human rights violations and crimes committed during the apartheid era
  Source 2B outlines the process whereby people came forward and spoke about the crimes and human rights violations that was committed
- Source 2A shows how apartheid affected the population in terms of their humanity
  Source 2B allowed the victims to come face to face with the perpetrators
- Source 2A talks about the start of reconciliation
  Source 2B expresses in detail how the nation has moved forward because of the TRC
- Any other relevant response (any 2 x 2) (4)

2.4 2.4.1 *Interpretation of evidence from Source 2B – L2]*

- The NP refused to take responsibility for the crimes listed (speech bubble – WHAT'S "APARTHEID"?).
- The NP viewed the ANC indifferently (smiles on their faces)
- The NP could not recall the crimes that were committed during the apartheid era (speech bubble – WHAT'S "APARTHEID"?)
- The NP was not prepared to reveal those who gave the orders (speech bubble – Who Gave The Orders?)
- The NP denied that apartheid existed which they were responsible for (speech bubble – WHAT'S "APARTHEID"?)
- Any other relevant response (any 2 x 2) (4)

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

- Bombings
- Phone tapping
- Theft of union funds
- Spying
- Smear campaigns
- Vlakplaas
- Third Force
- Hit squad (any 3 x 1) (3)

Copyright reserved

2.5 2.5.1 *[Determine limitations from Source 2D – L3]*

- Ensuring that justice was attained because of the TRC's hoped to accommodate the fears of the NP and other right-wing groups
- These groups did not ask for aspects of the truth divulged in an effort to hold onto their political credibility
- These groups did not appreciate that the main role of the TRC was to build reconciliation but rather they viewed it as a witch hunt
- Any other relevant response (any 2 x 2) (4)

2.5.2 *[Interpretation of evidence from Source 2D – L2]*

- The NP had established an authoritarian regime during the apartheid era and many of its members had committed human rights violations
- The NP and other right-wing groups wished to preserve their reputations and did not want their images further humiliated
- The NP did not want to answer more questions about the reasons behind apartheid which many historians regarded as a criminal conspiracy
- Any other relevant response (any 2 x 2) (4)

2.5.3 *[Extraction of evidence from Source 2D – L1]*
Victims need to see offenders express remorse (1 x 2) (2)

2.6 *[Interpretation, evaluation and synthesis from relevant sources – L3]*
Learners need to include the following points in their answer:

- It achieved a remarkable public exposure of human rights violations and crimes committed (Source 2A)
- The TRC exposed the apartheid era of its policies against humanity (Source 2A)
- The TRC allowed ordinary people to express their suffering under the regime (Source 2A)
- The TRC had to deal with grievances of both black and white (Source 2B)
- It allowed people to come forward and ask for forgiveness and amnesty (Source 2B)
- The TRC also allowed the victims and the perpetrators to meet each other face to face (Source 2B)
- The TRC was a success as it encouraged the nation to move forward after the horrors of apartheid (Source 2B)
- The TRC exposed the NP of dirty tricks against the ANC (Source 2C)
- It included the Third force, Vlakplaas and hit squads (Source 2C)
- One of the successes of the TRC was restoring the victims dignity (Source 2D)
- The NP and other right –wing organisations saw the TRC as a witch hunt and damaging its political credibility (Source 2D)
- Any other relevant response

Copyright reserved

Use the following rubric to allocate marks:

	CRITERIA	MARKS
LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of explaining how successful the TRC healed the wounds of a divided South Africa** • Uses evidence partially or cannot write a paragraph	**0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g. **explaining how successful the TRC healed the wounds of a divided South Africa.** • Uses evidence in a very basic manner to write a paragraph.	**3–5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of how successful the TRC healed the wounds of a divided South Africa.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	**6–8**

(8)
[50]

SECTION B: ESSAY QUESTIONS

QUESTION 3: 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 agree or disagree on how the Black Consciousness Movement and Steven Bantu Biko was instrumental in challenging the apartheid government in the 1970s.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

Introduction: Candidates need to take a stance and indicate how the Black Consciousness Movement and Steven Bantu Biko was instrumental in challenging the apartheid government in the 1970s.

ELABORATION

- In the 1970s Black Consciousness Movement (BCM) revived the freedom struggle
- Apartheid became increasingly oppressive in the 1970s and 1980s
- Resistance seemed a hopeless cause. BC ideas changed that mindset
- Black Consciousness (BC) began as a university student movement led by Stephen Biko which aimed to conscientise black people and instill in them a sense of self-worth and confidence to challenge the apartheid regime
- **The role of Biko:** Biko became involved in student politics while studying medicine at the university as a member of NUSAS – a non-racial student organization**.** Biko was convinced that they could not understand the needs of black South Africans and felt there was a need for own organization to speak for themselves**.** Biko recruited fellow students from other ethnic universities and in December 1968 drafted a constitution for the South African Students Organisation (SASO)
- **SASO:** Spread BC ideas across the campuses of the ethnically separated universities**.** Was important because it promoted black unity and solidarity, made students more politically aware, encouraged students to liberate themselves from Apartheid

Copyright reserved

- **BCM:** Spread out from the ethnic university campuses to the rest of South Africa**.** Young black people were sent into various communities to create and run clinics and to set literacy campaigns to encourage solidarity and self-reliance**.** In 1972, the Black People's Convention (BPC) was formed to coordinate the activities of all the various BCM groups which emerged**.** BC reawakened labour movements in South Africa. In 1972 SASO established a national trade union council for blacks**.** The **Black Allied Workers Union (BAWU)** was formed by Drake Koka, and it rejected white involvement in the trade union movement. **Urban Workers' Strike (1973**) reasons for the strike and demands of the workers. Highlights the government's reaction and impact of strikes. **Viva Frelimo rallies;** these rallies as national campaigns to be staged by SASO rallies accelerated tension between SASO and the South African government.
- **Government perceptions of BC:** At first the SA government was not concerned about the BCM as it seemed similar to its own policy of separate development**.** Apartheid philosophy believed in racial segregation so the formation of SASO (black only union) seemed in accordance with apartheid theories of "own affairs"**.** BC became stronger; it posed a challenge to the state for it had become a mass movement that sought to undermine apartheid**.** The Apartheid government reacted to the threat posed by the BCM by taking actions such as; banning BC leaders in 1971 from speaking in public (8 SASO leaders were banned); 8 BPC leaders were detained without trial under the Terrorism Act; SASO was banned on university campuses by 1975 and Biko was brutally murdered by the security police in 1977.
- **1976 Soweto Uprising:** Learners at schools in Soweto were unhappy because; most government funding went to white schools, severe overcrowding in classes, curriculum was limited and education prepared learners for manual and unskilled labour**.** Introduction of Afrikaans as a medium of instruction in 1975 in black schools triggered mass protest**.** SASM decided to hold a mass demonstration against Afrikaans as a medium of instruction**.** On 16th June 1976 thousands of Soweto learners embarked on a peaceful protest**.** Later the march turned violent and hundreds were injured (Hastings Ndlovu and Hector Pietersen)**.** Angered by the police actions, learners went on a rampage through the streets of Soweto and burnt symbols of apartheid like buildings and white businesses.
- **Debate whether SASO (and SASM) were influenced by BCM.** There were many other factors that played a role such as; poor living conditions in Soweto, influence of the ANC (political influence) and the establishment of the trade union movement**.** However, there is a most wide accepted idea that BC influenced the learners from Soweto**.** A number of SASO members became teachers once they had graduated. They introduced BC ideas to learners. SASM provided leadership training to high school learners, and it (SASM) was encouraged by SASO to concern itself with injustices within society and to spread BC ideas.

Copyright reserved

- **The legacy of BC on SA politics**: BCM revived the struggle against apartheid**.** Because of the change in attitude brought by the BCM and SASO, school children defied the apartheid state and spearheaded country wide protest**.** BCM political activists formed a new political organization, the Azanian Peoples' Organisation (AZAPO) in 1978**.** Azapo embraced BC philosophy and rejected white participation in the struggle.
- Any other relevant information
- **Conclusion:** Candidates should tie up their argument with a relevant conclusion **[50]**

QUESTION 4: 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 critically discuss the statement with reference to the process of negotiations in South Africa between 1990 and 1994. They need to take a stance and support their line of argument with relevant evidence.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

- **Introduction:** Candidates need to indicate whether this statement is an accurate assessment of how De Klerk's release of Mandela was a turning point in South Africa's history towards democracy in the 1990s.

ELABORATION

- De Klerk comes to power in 1989
- De Klerk's speech in parliament on 2 February 1990 regarded as a turning point
- Led to 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 paved the way for negotiations
- Groote Schuur Minute, 2 May 1990 (ANC and NP met: ANC delegation led by Nelson Mandela and the NP delegation led by FW de Klerk)
- Apartheid legislation revoked such as 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 met)
- Violence erupts in various parts of South Africa such as the Rand, Natal and elsewhere (IFP, ANC and Third force violence)
- CODESA 2 (2 May 1992) collapsed. Parties failed to agree on a new constitution-making body and interim government (uncertainty)
- NP wanted minority veto while ANC wanted an interim government for no longer than 18 months and simple majority rule
- Boipatong massacre (17 June 1992) and its consequences (violence and uncertainty)
- Bhisho massacre (7 September 1992) almost derailed the process of negotiations (violence and uncertainty)
- Record of Understanding signed on 26 September 1992 between Roelf Meyer (NP) and Cyril Ramaphosa (ANC)
-

Copyright reserved

- Assassination of Chris Hani (10 April 1993) and its impact on South Africa (violence and uncertainty)
- Significance of the Multiparty negotiating Forum for South Africa's future
- Right-wing (AWB) attack on the World Trade Centre and its consequences (violence and uncertainty)
- Sunset Clause introduced by Joe Slovo broke the negotiations deadlock
- Heidelberg Tavern massacre – 31 January 1993 (violence and uncertainty)
- St James Massacre in July 1993 – APLA open fire – 11 killed and 58 wounded (violence and uncertainty)
- Interim Constitution in November 1993
- Shell House Massacre in March 1994 – IFP marches to the ANC headquarters – 8 people killed and 250 injured (violence and uncertainty)
- Election date – 27 April 1994 announced
- ANC won 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 5: 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 should highlight to what extent the collapse of the Soviet Union influenced the ending of apartheid in South Africa. 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 explain how the collapse of the Soviet Union influenced the ending of apartheid in South Africa after 1989. They need to demonstrate how the intend answering the question.

ELABORATION

- Economic conditions in Russia in the late 1980s
- Gorbachev's policies of perestroika and glasnost
- Gorbachev ends the nuclear arms race with the USA
- Gorbachev ends the war in Afghanistan
- The USSR relinquishes her dominance over Eastern Europe
- The fall of the Berlin Wall and the end of communism
- 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 takeover was naïve.
- 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
- The Battle of Cuito Cuanavale and the independence of Namibia
- 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 F.W. de Klerk

Copyright reserved

- FW de Klerk started to accept that the black South Africans 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 signaled the end of apartheid rule
- Any other relevant answer

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

If the candidates disagree with the statement, they must support their line of argument with relevant evidence. **[50]**

TOTAL: 150

Copyright reserved