Province of the
EASTERN CAPE
EDUCATION

Iphondo leMpuma Kapa: Isebe leMfundo
Provinsie van die Oos Kaap: Department van Onderwys
Porofensie Ya Kapa Botjhabela: Lefapha la Thuto

NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2024

HISTORY P2
MARKING GUIDELINE

MARKS: 150

This marking guideline consists of 24 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	• Interpretation of evidence from sources. • Explain information gathered from sources. • Analyse evidence from the sources.	**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 information below indicates how source-based questions are assessed:

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

1.3 Assessment procedures for source-based questions

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

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 right-hand bottom margin 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 answer*s.

Copyright reserved

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 contextualised (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

2.4.3 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 a 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 symbols MUST be used when assessing an essay:

- Introduction, main aspects and conclusion not properly contextualised ^
- Wrong statement _____
- Irrelevant statement |
- Repetition R
- Analysis A√
- Interpretation I√
- Line of argument LOA ↕

2.5 **The matrix**

2.5.1 Use of the matrix in the marking of essays.

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

(a) The first reading of essays will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	} 26–27
P	LEVEL 3	

COMMENT

Some omissions in content coverage.
Attempts to sustain a line of argument.

Copyright reserved

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

*Guidelines for allocating a mark for Level 1:

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

Copyright reserved

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID THE CONGRESS OF SOUTH AFRICAN STUDENTS (COSAS) RESIST APARTHEID IN THE 1980s?

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

- 'to informing its members about the history and struggle of the "oppressed".'
- 'to the principles of non-racism and democracy' (2 x 1) (2)

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

- 'Students must be organised through democratically elected SRCs'
- 'Students must serve the community …'
- 'The duty of the students was to lend support to trade union and community organisations' (Any 2 x 1) (2)

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

- Both students and workers suffered under the laws of apartheid
- Together they will launch campaigns against the apartheid regime
- COSAS could provide essential support to striking workers and the community
- Together they would become a stronger force that would lead to the demise of apartheid
- Any other relevant response (Any 1 x 2) (2)

1.1.4 *[Determine the usefulness of evidence from Source 1A – L3]*

The source is useful because:

- To fill the vacuum as other student organisations were banned
- To make students politically aware
- To resist the Bantu education system imposed by apartheid
- To organise students to play their role in resisting apartheid
- Any other relevant response (Any 2 x 2) (4)

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

- 'Boycotts'
- 'Strikes'
- 'Negotiates'
- 'Laid down demands' (Any 2 x 1) (2)

1.2.2 *[Interpretation of evidence from Source 1B – L2]*
- Schools were poorly equipped
- Shortage of qualified teachers
- The use of corporal punishment
- Presence of police in schools
- Teachers who were politically conscious were dismissed
- Getting inferior education
- Any other relevant response (Any 2 x 2) (4)

1.2.3 *[Explanation of historical concept from Source 1B – L1]*
- Deliberate refusal to buy products/goods
- Refusal to deal with a person or organisation
- Any other relevant response (Any 1 x 2) (2)

1.2.4 *[Interpretation of evidence from Source 1B – L2]*
- Students were prepared to sacrifice their education to fight for freedom
- Students were prepared to fight for a democratic South Africa
- Free and equal education will only be obtained if the political system of South Africa is changed
- Any other relevant response (Any 2 x 2) (4)

1.3 1.3.1 *[Interpretation of evidence from Source 1C – L2]*
- Indicates that COSAS wanted equal education opportunities
- COSAS wanted Bantu Education to end
- Speakers invited also indicates that COSAS also concentrated on political demands for a non-racial democratic South Africa
- The death of their fellow students served as a motivation not to give up the struggle against apartheid
- Any other relevant response (Any 2 x 2) (4)

1.3.2 *[Extraction of evidence from Source 1C – L1]*
- 'Bishop Tutu'
- 'Terror Lekota'
- 'Cedric Kekana'
- 'Alex Rapodile' (Any 2 x 1) (2)

1.4 *[Comparison of evidence from Sources 1B and 1C – L3]*
- Source 1B indicates that COSAS aimed to fight against the Bantu Education and Source 1C shows that COSAS rejected Bantu Education
- Source 1B indicates that school issues were now linked to political demands against apartheid and Source 1C shows that speakers from different organisations were invited as speakers to its meeting
- Both sources refer to COSAS demands for democratic elected SRC's
- Any other relevant response (Any 2 x 2) (4)

Copyright reserved

1.5 1.5.1 *[Extraction of evidence from Source 1D – L1]*
- 'Accused of promoting the aims of the ANC and SACP' (1 x 2) (2)

1.5.2 *[Extraction of evidence from Source 1D – L1]*
- 'Dead'
- 'Injured'
- 'Detained' (Any 2 x 1) (2)

1.5.3 *[Interpretation of evidence from Source 1D – L2]*
- COSAS vowed to resist Bantu Education
- It will embark on campaigns to end the Bantu Education system
- COSAS will not stop its resistance against the unfair education system until it is scrapped
- Any other relevant response (Any 2 x 2) (4)

1.5.4 *[Explanation of a concept within the context from Source 1D – L2]*
- Unarmed students were injured and killed during protests
- COSAS was banned
- COSAS members were jailed with no formal hearings
- It became illegal to propagate class boycotts
- Police and army were given more powers to arrest anyone that was seen as a threat to the state
- Any other relevant response (Any 1 x 2) (2)

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

Candidates could include the following aspects in their response:
- Congress of South African Students (COSAS) was established in June 1979 (Source 1A)
- Informing its members about the history and struggle of the oppressed (Source 1A)
- The aims of COSAS were to conscientise students and the community to the repressive nature of education in South Africa (Source 1A)
- COSAS formed alliances with the UDF and workers (Own knowledge)
- COSAS staged a variety of resistance tactics like boycotts, strikes negotiated and laid down demands (Source 1B)
- COSAS launched different campaigns to resist apartheid (Source 1B)
- It made South Africa ungovernable (Source 1B)
- COSAS embarked on school boycotts against The Bantu Education system (Source 1B and Source 1D)
- COSAS vowed not to give up the fight until the apartheid system was destroyed (Source 1B)
- COSAS supported worker and community resistance activities (Source 1B and 1C)
- Students were prepared to die and be jailed for the sake of freedom (Source 1D)
- Any other relevant response

Copyright reserved

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner, e.g. shows **no or little understanding shows some understanding of how COSAS resisted apartheid in the 1980s**. • Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding of how COSAS resisted apartheid in the 1980s**. • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of how COSAS resisted apartheid in the 1980s**. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]



QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE MURDERS OF THE GUGULETHU SEVEN?

2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- 'A hand grenade attack on security forces in August resulting in casualties' (1 x 1) (1)

2.1.2 *[Extraction of evidence from* Source 2A – L1]
- 'Gladstone Moss'
- 'Eric 'Shakes' Maluleke'
- 'Xola Frank 'Jimmy' Mbane' (3 x 1) (3)

2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- Vlakplaas was the government's death squad
- They wanted to get rid of state enemies
- They were a threat to the state
- The activists were seen as terrorists who want to overthrow the government
- Any other relevant response (Any 2 x 2) (4)

2.1.4 *[Explanation of historical concept from Source 2A – L1]*
- A former guerilla that turned into a police spy
- A former political activist who is recruited by security forces
- Any other relevant response (Any 1 x 2) (2)

2.1.5 *[Interpretation of evidence from Source 2A – L2]*
- The tactic that was used by the security police
- The police were using brutal methods to eliminate state enemies
- They were seen as terrorists
- A large number of murders took place during this period
- Any other relevant response (Any 2 x 2) (4)

2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- 'Thapelo Mbelo'
- 'Rian Bellingan' (2 x 1) (2)

2.2.2 *[Extraction of evidence* from *Source 2B – L1]*
- It would have been easy because the Askaris who had infiltrated the group, could have shown the police where to find them (1 x 2) (2)

2.2.3 *[Interpretation of evidence from Source 2B – L2]*
- Mbelo appeared before the TRC and acknowledged his role in the killing of the Gugulethu Seven
- He gave full disclosure
- He apologised to the parents
- Any other relevant response (Any 1 x 2) (2)

Copyright reserved

2.2.4 *[Ascertaining the reliability of evidence from Source 2B – L3]*
This source is RELIABLE because:
- It is a primary source, an extract on testimony of Mbelo and Rian Bellingan who were members of security police that killed the Gugulethu Seven
- Both was directly involved in the killing
- This source can be collaborated with Source 2A of their involvement in the murders
- The date of the source 18 November 1997 corresponds with the timeframe of the TRC hearings.
- Any other relevant response (Any 2 x 2) (4)

2.3 2.3.1 *[Interpretation of evidence from Source 2C – L2]*
- The TRC was the light to uncover the hidden truth about the murders that took place during the apartheid era
- The TRC's was successful in revealing the truth and bring reconciliation between the victims and perpetrators
- The TRC created a platform for perpetrators to reveal the truth about their atrocities
- It also reveals that not everybody was willing to appear before the TRC
- Any other relevant response (Any 2 x 2) (4)

2.3.2 *[Extraction of evidence from Source 2C – L1]*
- 'Archbishop Desmond Tutu' (1 x 2) (2)

2.4 *[Comparison of evidence from Sources 2B and 2C to ascertain similarities – L3]*
- Source 2B states that the perpetrators Mbelo and Bellingan appeared before the TRC to give full disclosure on their involvement in the killing of Gugulethu Seven, and Source 2C shows that the TRC was successful in finding the perpetrators to reveal the truth
- Source 2B states that the Gugulethu Seven were shot dead and Source 2C shows that victims were killed
- Both sources reveals that the main aim of the TRC was to find the truth of atrocities
- Any other relevant response (Any 2 x 2) (4)

2.5 2.5.1 *[Extraction of evidence from Source 2D – L1]*
- 'Christopher 'Rasta' Piet'
- 'Zabonke John Konile' (2 x 1) (2)

2.5.2 *[Interpretation of evidence from Source 2D – L2]*
- She meant she did not want revenge
- She was ready to forgive the perpetrators so that they can have a normal life again
- She was supporting restorative justice
- Any other relevant response (Any 2 x 2) (4)

Copyright reserved

2.5.3 *[Explanation of historical concept from Source 2D – L2]*

- The granting of official pardons for people who committed politically related crimes
- The granting of official pardons to perpetrators who gave full disclosure of atrocities they had committed for political reasons
- Any other relevant response (Any 1 x 2) (2)

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

Candidates could include the following aspects in their response:

- The TRC was established to investigate serious human rights violations committed under apartheid from 1960 to 1994 (Own knowledge)
- The security police used Vlakplaas to kill political activists (Source 2A)
- The TRC held public hearings where the perpetrators had a chance to tell their stories (Source 2B and 2C)
- Thapelo Mbele and Rian Bellingan appeared before the TRC to give evidence regarding the killing of the Gugulethu Seven (Source 2B)
- The TRC created a platform for perpetrators to reveal the truth on atrocities (Source 2B and Source 2C)
- The TRC chairperson was Archbishop Desmond Tutu taking the lead in search of the truth (Source 2C)
- Mrs Nomvewu Ngewu and Mrs Konile were given a chance to tell their stories (Source 2D)
- The TRC granted Rian Bellingan, Thapelo Mbelo and Xola Jimmy Mbane amnesty (Source 2D)
- Mrs Ngewu expressed forgiveness for the murder of her son (Source 2D)
- The victims found closure (Source 2D)
- The perpetrators were forgiven by family members (Source 2D)
- Any other relevant response



Use the following rubric to assess this paragraph:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding in explaining how the Truth and Reconciliation Commission dealt with the murders of the Gugulethu Seven.** • Uses evidence partially to report on the topic or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows an understanding in explaining how the Truth and Reconciliation Commission dealt with the murders of the Gugulethu Seven.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding in explaining how the Truth Reconciliation Commission dealt with the murders of the Gugulethu Seven.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]



QUESTION 3: HOW DID GLOBALISATION AFFECT THE ECONOMIES OF DEVELOPING COUNTRIES?

3.1 3.1.1 *[Definition of a historical concept in Source 3A – L1]*

- Globalisation means that countries are becoming more interdependent and that people all over the world are more connected to each other
- Globalisation refers to an interconnectedness amongst various economic, political, technological, and cultural spheres.
- Any other relevant response (Any 1 x 2) (2)

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

- 'It is a result of rapid advancements in communication'
- 'Rapid advancements in transportation' (2 x 1) (2)

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

- 'Businesses were provided with a competitive advantage to source raw materials where they are inexpensive'
- 'They were given opportunities to take advantage of lower labour costs in developing countries'
- 'Different parts of a product may be made in different regions of the world' (Any 2 x 1) (2)

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

- Workers in Bangladesh were paid low wages
- People in Bangladesh live in poverty
- The standard of living is higher in the USA than in Bangladesh
- It highlights the challenges faced by people in developing countries
- Any other relevant response (Any 2 x 2) (4)

3.2 3.2.1 *[Interpretation of evidence from Source 3B – L2]*

- Workers' rights were not protected by the World Trade Organisation
- Their jobs were not protected, and this was a way of securing their jobs
- They were given salaries that were not decent
- They were exploited by their employers
- Any other relevant response (Any 2 x 2) (4)

3.2.2 *[Interpretation of evidence from Source 3B – L1]*

- 'They were well-educated and informed'
- 'Various workshops and seminars on a variety of national and international issues were held'
- 'They have done their homework' (Any 2 x 1) (2)

Copyright reserved

3.2.3 *[Extraction of evidence from Source 3B – L1*]

- 'The production of genetically-engineered foods'
- 'Sweatshops in Indonesia, Pakistan, Mexico and the Philippines'
- 'The clear-cutting of forests'
- 'animal protection laws'
- 'beef hormones'
- 'poisoned air, water and land'
- 'Loss of American workers' jobs to overseas markets'

(Any 2 x 1) (2)

3.2.4 *[Determining the limitations of Source 3C – L3]*

- Biased – one-sided view of protestors
- It highlights only the negative aspects of the WTO
- It does not indicate that the WTO by reducing the prices of finished goods and services ultimately led to a lower cost of living
- It also ensured freer trade that also cut the cost of living
- Any other relevant response (Any 2 x 2) (4)

3.3 3.3.1 *[Interpretation of evidence from Source 3C – L2]*

- It shows the exploitation of developing countries by paying them low wages
- Developing countries (poor women) are making shoes, but people there are still poor (no shoes)
- Globalisation led to exploitation of the developing countries
- Any other relevant response (Any 2 x 2) (4)

3.3.2 *[Extraction of evidence from Source 3C – L1]*

- 'No Work' (1 x 2) (2)

3.4 3.4.1 *[Extraction of evidence from Source 3D – L1]*

- 'To capitalise on cheap labour costs'
- 'To be closer to their markets' (2 x 1) (2)

3.4.2 *[Explanation of concept from Source 3D – L2]*

- It is big companies that opened other branches in different countries across the world
- Huge investments are made in foreign countries
- Huge profits are made by these companies
- Any other relevant response (Any 1 x 2) (2)

3.4.3 *[Interpretation of evidence from Source 3D – L2]*

- The rights of ordinary people were ignored by these multi-national companies
- They were exploited by getting low wages resulting in an inability to provide a basic standard of living for their families
- The prices for their produce dropped drastically
- Any other relevant response (Any 2 x 2) (4)

Copyright reserved

3.4.4 *[Interpretation of evidence from Source 3D – L2]*

- They could reach more and better markets
- Made huge profits by using cheap labour
- Any other relevant response (Any 1 x 2) (2)

3.5 *[Comparison of evidence from Sources 3C and 3D – L3]*

- Source 3C shows that poor countries were a market for cheap labour and Source 3D states that multinationals use globalisation to capitalise on cheap labour costs
- Source 3C shows that women are over-tired and Source 3D indicates that MNC put their profits first before the rights of workers
- Both sources suggest that investments are brought to developing countries
- Any other relevant response (Any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- Globalisation enable businesses to identify opportunities for investment (Source 3A)
- Organisations take advantage of lower labour costs in developing countries (Source 3A)
- Environment was negatively affected (Source 3B)
- Jobs are created in developing countries because of globalisation (Source 3C)
- It affects the developing countries negatively by exploiting ordinary people – low wages and lots of work (Source 3C)
- Multinational companies put profit before workers' rights (Source 3C and 3D)
- The gap between the rich and the poor increased (Source 3D)
- Rules for international trade favoured the developed countries (Source 3D)
- Globalisation forced the developing countries to borrow money from IMF and Monetary Fund (Own knowledge)
- Developing countries paid huge interest on loans making them poorer (Own knowledge)
- Developing countries do not have access to national and international markets (Source 3D)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding in explaining how globalisation affected the economies of developing countries**. • Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows an understanding in explaining how globalisation affected the economies of developing countries**. • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding in explaining how globalisation affected the economies of developing countries.** • 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 if they agree or disagree with the statement. Candidates need to explain if it was through the influence of the Black Consciousness Movement that Black South Africans were able to stand up against the apartheid government in the 1970s.

MAIN ASPECTS

Candidates should include the following aspects in their essay:

- Introduction: Candidates need to indicate whether they agree or disagree that it was through the influence of the Black Consciousness Movement that Black South Africans were able to stand up against the apartheid government in the 1970s.

If they disagree with the statement, they need to substantiate their argument with relevant historical evidence.

ELABORATION

- Reasons for the formation of the Black Consciousness Movement (background)

Black Consciousness Philosophy

- Infused blacks with a sense of pride
- Instil blacks with confidence and self-belief to challenge the apartheid state
- Influenced blacks to accept themselves
- Empowered blacks to reject the spirit of self-pity, inferiority complex, self-alienation and domination by external forces
- Rejecting white domination in their organisations
- Black students started to organise themselves to resist white domination by breaking away from NUSAS and formed SASO (1968) (Influenced by BCM)
- Black students adopted the philosophy of Black Consciousness (Influence of BCM)
- Biko urged black South Africans to assert themselves and to do things for themselves
- SASO spread BC ideas across the campuses of the ethnically separated universities
- Encouraged students to free themselves from apartheid
- Biko promoted self-liberation
- SASO promoted black unity and solidarity
- Made students more politically aware and then fight for their rights
- BC ideas were published in SASO newsletters to spread the BC ideas
- Established self-help groups for black communities with other BC leaders (influence and self-reliance)

Copyright reserved

Black Consciousness becomes a national movement

- In 1972 the Black People's Convention was formed
- Aimed to liberate black people from both psychological and physical oppression
- Self-help projects were set up e.g. Zanempilo Clinic at Ginsburg, Zimele Trust Fund, Njwaxa Leather works (influence and self-reliance)
- Influence of workers led to the formation of trade unions BAWU (influence and self-reliance)
- Strikes in Durban in 1973 (Workers standing up against apartheid)
- South African Students Movement formed in 1972 which exposed Blacks to the ideals of BC (BCM influence on youth)
- BPC and SASO organised FRELIMO rallies (1974) (youth involvement)
- The arrests of BC leaders heightened political activism
- Student's confidence was boosted and ready to challenge the apartheid state
- Bantu Education introduced Afrikaans as a medium of instruction in schools (1975)
- SASO and SASM influenced the formation of Soweto Students Representative Council (SSRC)
- Black teachers and students rejected Afrikaans as the language of the oppressor
- Some teachers and students were already exposed to the ideas of Biko and the BC philosophy through SASO (student teachers from universities)
- The departmental circular on Afrikaans (50/50) sparked the Soweto Uprising
- 16th June 1976 students protested peacefully against the implementation of the circular
- Police reaction to student protests led to the death of Hector Petersen, a 13-year-old boy and others
- Many people left the country and went into exile
- Influenced blacks to have their own media to challenge the apartheid state
- Biko's was murdered in 1977 in a cruel manner by the security police
- Biko's legacy
- Any other relevant response

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



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

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

SYNOPSIS

Candidates must critically discuss that commitment and determination of various political leaders and parties ultimately led to the end of apartheid and the establishment of a democratic South Africa.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

- Introduction: Candidates need to take a stance on whether commitment and determination of various political leaders and parties eventually led to the ending of apartheid and the establishment of a democratic South Africa.

ELABORATION

- FW de Klerk replaced PW Botha in 1989
- De Klerk's speech in parliament on 2 February 1990
- Release of Nelson Mandela on 11 February 1990 and other banned political leaders in 1990 (Commitment and determination by De Klerk)
- Unbanning of the ANC, the PAC and the SACP and other banned parties
- Groote Schuur Minute, 2 May 1990 – Both political parties committed themselves to end violence and to negotiate (determination of the ANC and NP)
- Violence in the Vaal Triangle (Role of various political parties)
- Pretoria Minute in August 1990 – ANC stopped the armed struggle and the NP lifted the state of emergency (determination by ANC and NP)
- The National Peace Accord signed by 27 political parties – provided a safety net for negotiations
- CODESA 1 (20 December 1991) – 19 political parties except for CP and PAC (determination)
- The Declaration of Intent – parties agreed to draw up a new constitution and interim government (Commitment and determination by parties)
- Whites-only referendum (determination by De Klerk)
- De Klerk tested white opinion after losing three by-elections to the CP
- Result – landslide Yes for negotiations to continue
- CODESA 2 (2 May 1992) – did not last because of violence and inability of parties to agree on power-sharing
- Boipatong Massacre and the influence of the Third Force (17 June 1992)
- Bisho Massacre (September 1992) – ANC supporters who wanted to be part of the negotiation process
- ANC called for rolling mass action against the National Party
- Record of Understanding (September 1992) – Meyer and Ramaphosa committed themselves to peace and to negotiations (Commitment and determination)

Copyright reserved

- Joe Slovo's Sunset clause (determination)
- Parties winning more that 5% of vote will form a government of national unity to govern the new SA
- Whites could retain their jobs for 5 years
- Multi-party negotiations resumed at the World Trade Centre (determination by political parties) but it did not last
- The AWB interrupted the negotiations on 15 June 1993, when they stormed the World Trade Centre with an armoured vehicle with the hope of stopping negotiations
- Assassination of Chris Hani (10 April 1993) – Janusz Waluś
- Mandela addresses nation on TV (determination by Mandela)
- St James massacre (25 July 1993)
- Heidelberg Tavern shooting (30 December 1993)
- Shell House Massacre (28 March 1994)
- Date for the first democratic elections set (27 April 1994)
- Continued violence throughout elections
- A car bomb outside the ANC head offices
- A car bomb exploded at Jan Smuts Airport
- Results of election: ANC 62,7%, NP 20,4%, and IFP 10,5% (determination by political parties)
- Mandela became the first black state president of the new democratic Republic of South Africa with Thabo Mbeki and FW de Klerk as his deputies
- Any other relevant response

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



QUESTION 6: 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 must explain to what extent the collapse of communism helped both the ANC and NP to realise that the only solution in South Africa was to negotiate.

MAIN ASPECTS

Candidates should include the following aspects in their essay:

- Introduction: Candidates must take a stance to what extent the collapse of communism helped both the ANC and NP to realise that the only solution in South Africa was to negotiate.

ELABORATION

- The Soviet Union had economic hardships (background information)
- The Soviet Union was involved in the Afghanistan War and the Cold War
- The Soviets spent lot of money on nuclear weapons
- Gorbachev took leadership of the Soviet Union in 1985
- To revive the economy Gorbachev introduced perestroika and glasnost
- Perestroika means restructuring of the economy
- Perestroika allowed small-scale private ownership and removed government control over production
- Glasnost means openness and allows people to criticise the government
- Both policies did not give Gorbachev the expected outcomes
- Perestroika and glasnost led to the collapse of Soviet Union as people demanded democracy
- This led to the end of communism and the end of the Cold War
- The Soviet Union was no longer regarded as a superpower
- Communism was no longer seen as a 'global threat'
- Collapse of the Berlin Wall – 1989 signalled the end of the Cold War
- The USA and its allies could no longer continue to support the apartheid government
- The West now put pressure on the NP to negotiate with the ANC or face continued sanctions as South Africa was of no use
- The collapse of the Soviet Union put pressure on both the National Party and the ANC to negotiate
- Both parties had no choice but to begin negotiations
- The defeat of the SADF during the Battle of Cuito Cuanavale in 1988 encouraged the National Party to start negotiations with communists over the independence of Southwest Africa

Copyright reserved

- South Africa withdrew from South-West Africa – SWAPO won the elections (1990) and renamed it Namibia
- This peaceful transition from white minority rule to black majority rule in Namibia served as a blueprint for SA to do the same
- It became evident that the National Party government could not maintain white supremacy rules indefinitely
- Influential National Party members started to realise that if apartheid continued the development of the 'white' economy would suffer
- The government started to believe that reform was needed to include the development of a strong black middle class which would act as a 'bulwark against revolution'
- The South African government could no longer use the threat of communism to gain Western support
- South Africa could no longer rely on Western backing for its 'anti-communist' stance – world politics changed, and this had an impact on South Africa's apartheid policies
- The apartheid regime could no longer use communism to justify its policy of racial segregation
- The National Party's claim that it was protecting South Africa from a communist onslaught became unrealistic
- De Klerk thought that ANC would be weak and showed his willingness to negotiate with the ANC
- The Soviet Union could no longer support the ANC financially as it was bankrupt
- The Soviet Union would not support the ANC with weapons anymore as it favoured peaceful negotiations
- The ANC was unable to continue the armed struggle against the NP without Soviet military and financial support
- The ANC now also showed a willingness to negotiate with NP as an alternative to the armed struggle
- FW de Klerk started to accept that the black struggle against apartheid was not a conspiracy directed by Moscow
- This enabled De Klerk to engage with the liberation organisations to find a lasting solution for South Africa
- On 2 February 1990 De Klerk announced the unbanning of all anti-apartheid organisations, and this paved the way for multi-party talks
- These talks ultimately led to democratic elections that were held in 1994
- Any other relevant response

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

TOTAL: 150

Copyright reserved