education

DEPARTMENT: EDUCATION
MPUMALANGA PROVINCE

NATIONAL SENIOR CERTIFICATE



GRADE 12

HISTORY
APRIL 2025:
MEMORANDUM

Marks: 100

Copyright reserved

SOURCE BASED QUESTION

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

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1	• Extract evidence from sources • Selection and organization of relevant information from sources. • Define historical concepts/terms	30% (15 marks)
LEVEL 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	40% (20 marks)
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 marks)

Stanmorephysics.com

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.

Copyright reserved

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 othe relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

2.3 Global assessment of essays

The essays will be assessed holistically (globally). This approach requires the educator to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using of 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 reproduces them without considering the specific requirements of the question. Holistic essays marking credits learners' opinion supported by evidence. Holistic assessment, unlike content-based marking, does not penalize language inadequacies as the emphasis is on the following:

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

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing essays.

2.4.2 During the first reading of the essays ticks need to be awarded for a relevant introduction (indicated by a bullet in marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in marking guideline/memorandum) e.g.in an answer where there are 5 main points there will be 7 ticks.

Copyright reserved

2.4.3 The following additional symbols can also be used:

- Introduction, main aspects, and conclusion not properly contextualized ^
- Wrong statement ----------
- Irrelevant statement
- Repetition R√
- Analysis A√
- Interpretation I√

2.5 The matrix

2.5.1 Use ofmatrix in the marking of essays
In the marking of essays, the essays the given criteria shown in the matrix should be used. In assessing the essays note should be taken of both the content and presentation at the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

(a) The first reading of essays will be to determine to what extent the main aspects have been covered and to determine 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	

MARKING MATRIX FOR ESSAY: 50

	LEVEL 7	LEVEL6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Presentation ⇨ **content** ⇩	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	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.	Well planned and structured essay. Attempts to develop a clear argument. Conclusions drawn from the evidence to support the line of argument.	Planned and constructed An argument. Evidence is used to some extent to support the line of argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive, or some attempt at developing a line of argument. No attempt to draw a conclusion.	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 andrelevant.	38-39	36-37	34-35	30-33	28-29		
Level 4 Question is recognizable in answer. Some omissions or irrelevant content selection			30-33	28-29	26-27		
Level 3 Content selection does 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

Stanmorephysics.com

***Guideline for allocating mark for Level 1:**

• Question not addressed at all / totally urrelavant 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

QUESTION 1: WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCESSFUL IN HEALING THE WOUNDS OF A DIVIDED SOUTH AFRICA?

2.1

1.1.1 *[Extraction of evidence from Source 1A – 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)

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

Did not trust the TRC

- TRC favoured the perpretators than the victims
- Any other relevant response (any 1 x 2) (2)

1.1.3 *[Interpretation of evidence from Source 1A – 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)

1.1.4 *[Interpretation of evidence from Source 1A – 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) (4)

1.2

1.2.1 *[Interpretation of evidence from Source 1B – 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)

1.2.2 *[Extraction of evidence from Source 1B – 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)

1.2.3 *[Explanation of concept from Source 1B – L1]*

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

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

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

Copyright reserved

1.3 *[Comparison of evidence from Sources 1A and 1B – L3]*

- Source 1A outlines the exposure of the human rights violations and crimes committed during the apartheid era

Source 1B outlines the process whereby people came forward and spoke about the crimes and human rights violations that was committed

- Source 1A shows how apartheid affected the population in terms of their humanity

Source 1B allowed the victims to come face to face with the perpetrators

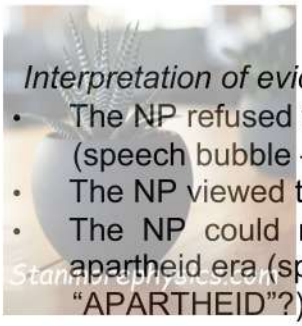
- Source 1talks about the start of reconciliation

Source 1B expresses in detail how the nation has moved forward because of the TRC

- Any other relevant response (any2x2) (4)

1.4

1.4.1 *Interpretation of evidence from Source 1B – 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)

1.4.2 [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)

1.5

1.5.1 *[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 (any2x2) (4)

1.5.2 *[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

Copyright reserved

- 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 x2) (4)

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

1.6 *[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 1A)
- The TRC exposed the apartheid era of its policies against humanity (Source 1A)
- The TRC allowed ordinary people to express their suffering under the regime (Source 1A)
- The TRC had to deal with grievances of both black and white (Source 1B)
- It allowed people to come forward and ask for forgiveness and amnesty (Source 1B)
- The TRC also allowed the victims and the perpetrators to meet each other face to face (Source 1B)
- The TRC was a success as it encouraged the nation to move forward after the horrors of apartheid (Source 1B)
- The TRC exposed the NP of dirty tricks against the ANC (Source 1C)
- It included the Third force, Vlakplaas and hit squads (Source 1C)
- One of the successes of the TRC was restoring the victims dignity (Source 1D)
- The NP and other right –wing organisations saw the TRC as a witch hunt and damaging its political credibility (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 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**

Stanmorepapers

QUESTION 2: Civil Resistance, 1970s, 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 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

- **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.

Copyright reserved

- **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.
  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]**

Total: 100

Copyright reserved