basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

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HISTORY P2

MAY/JUNE 2024

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 28 pages.

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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 in own words	30% (15)
Level 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources • Define of historical concepts in context	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 other 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 (✓✓✓✓)

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.

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- 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 √√√

COMMENT
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. 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

- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.

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) in order 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 an argument (planned, structured and has an independent line of argument)

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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 (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 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.

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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.

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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

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* Guidelines for allocating a mark for Level 1:

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

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: WAS THE END CONSCRIPTION CAMPAIGN (ECC) SUCCESSFUL IN MOBILISING AGAINST THE APARTHEID GOVERNMENT IN THE 1980s?

1.1.1 *[Extraction of evidence from Source 1A - L1]*
- '1983' (1 x 1) (1)

1.1.2 *[Explanation of a concept from Source 1A – L2]*
- Compulsory enlistment of white young males (18 years and older) to join the South African Defence Force to defend the country/apartheid
- Any other relevant response (1 x 2) (2)

1.1.3 *[Extraction of evidence from Source 1A – L1]*
- 'National Union of South African Students' ('NUSAS')
- 'Quakers'
- 'Social Action Group' of the Anglican and Methodist churches
- 'Civil Rights League'
- 'Young Progressives' (any 4 x 1) (4)

1.1.4 *[Interpretation of evidence from Source 1A – L2]*
- To mobilise people to support their anti-conscription campaign (internally and externally)
- To expose the apartheid government's intentions of forcing the white youth to join the military
- To highlight the negative role played by the military in the townships and destabilising neighbouring countries - to defend apartheid
- Any other relevant response (any 1 x 2) (2)

1.1.5 *[Interpretation of evidence from Source 1A – L2]*
- A demonstration of the massive support shown by people towards the 'Fast For a Just Peace' campaigns
- It shows the strength and ability of the ECC to effectively mobilise people to support their campaigns
- Any other relevant response (any 1 x 2) (2)

1.2

1.2.1 *[Extraction of evidence from Source 1B – L1]*
- '… that they would not serve in the South African Defence Force' (1 x 2) (2)

1.2.2 *[Interpretation of evidence from Source 1B – L2]*
- To suppress the activities of the ECC from gaining support
- To make sure conscription continues
- To prevent people from seeing white people challenging the apartheid regime
- To prevent exposing the apartheid government's negative intentions
- To create an impression that the apartheid government had no crisis
- Any other relevant response (any 1 x 2) (2)

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1.2.3 *[Interpretation of evidence from Source 1B – L2]*

- The ECC did not agree with the apartheid government's strategy of using military conscription (to enforce apartheid rule)
- The ECC believed that the SADF was used to uphold apartheid
- The ECC was not prepared to have its members join the army to fight an unjust war against liberation fighters
- Any other relevant response (any 2 x 2) (4)

1.2.4 *[Definition of a term from Source 1B – L1]*

- A vote on testing views of people by YES or NO, to take an informed decision
- A vote on whether people support an official suggestion or not for its implementation
- Any other relevant response (any 1 x 2) (2)

1.3

1.3.1 *[Interpretation of evidence from Source 1C – L2]*

- To highlight the plight of white objectors against compulsory military conscription
- To show the massive support that the ECC enjoyed amongst white South Africans
- To show solidarity amongst young white males against the apartheid government's policy of conscription
- To show that ECC members defied military conscription by handing in their call up papers
- Any other relevant response (any 2 x 2) (4)

1.3.2 *[Interpretation of evidence from Source 1C – L2]*

- The ECC's rejection of military conscription
- The ECC members protested to the call-up as shown by its members handing in their call-up papers
- The ECC is putting pressure on the apartheid government to stop conscription through mass demonstrations and banners
- Any other relevant response (any 1 x 2) (2)

1.4 *[Comparison of evidence from Sources 1B and 1C to ascertain how they support each other – L3]*

- Source 1B highlights protest action by 771 ECC members against conscription through the launch of a national register and Source 1C depicts many ECC members engaging in protest action against conscription / Both sources highlight the protest action against conscription
- Source 1B refers to the 771 white men refusing to do any SADF service and Source 1C shows many white male demonstrators with call-up papers that they were going to hand in / Both sources make reference to white men refusing and demonstrating against doing service for the SADF
- In Source 1B the ECC members object to serving in the racist Defence Force and in Source 1C the message in the banner reads 'Support Objectors' / Both sources refers to ECC members objecting to serve in the Defence Force
- Any other relevant response (any 2 x 2) (4)

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1.5

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

- '… offered a limited and punitive option of alternative service~~s~~ …'
- '… increased the penalty for conscientious objection to a maximum of six years in prison' (2 x 1) (2)

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

- The punitive measures set out in the Defence Act failed to stop the ECC from fighting against conscription
- ECC campaigns intensified in the 1980s despite the implementation of amendments to the Defence Act
- Harsh control measures intensified resistance against apartheid instead of sustaining it
- Any other relevant response (any 1 x 2) (2)

1.5.3 *Extraction of evidence from Source 1D - L1]*

- 'We were subjected to merciless vilification (criticism) …
- '… we were traitors (betrayers), cowards and mommy's boys'
- '… we were in bed with communists …'
- '… we were part of revolutionary onslaught against South Africa'
- '… physical harassment …'
- '… ECC members were beaten up …'
- '… we had petrol bombs thrown into our homes …'
- '… the motor vehicles of ECC activists were tampered with, brake lining cut, wheel nuts loosened'
- '… ECC activists were on the hit list of CCB …'
- '… seventy to eighty of our activists were detained'
- 'Some of the activists were interrogated by military intelligence, others by security police' (any 3 x 1) (3)

1.5.4 *[Determining reliability of Source 1D – L3]*

The source is RELIABLE because:

- It's a testimony of Dr Laurie Nathan - the ECC National Organiser in 1985 and 1986
- Dr Nathan was a witness – he had first-hand information as one of the ECC leaders
- The testimony was delivered at the Special TRC hearing on 23 July 1997 in Cape Town
- Its purpose was to share insight information on state repression against the ECC
- The source can be corroborated with Source 1B which mentions that the state banned the ECC
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

SUCCESSFUL

- Formation of the ECC in 1983 as a white group fighting against military conscription (Source 1A)
- ECC had the support of a broad range of white groups (Source 1A)
- ECC initiated media and national campaigns (Troops out of the townships and Fast For a Just Peace) against the role of the military (Source 1A)
- The ECC was vocal in mobilising against the involvement of SADF in neighbouring countries such as Namibia (own knowledge)
- The ECC launched a national register of conscientious objector's campaigns (to mobilise and intensify the fight against conscription) despite emergency regulations (Source 1B)
- ECC leader De Villiers challenged the government to hold a referendum testing opinions of white youth about conscription (Source 1B)
- De Villiers indicated that registers will be available in each region for people who want to add to the objection list as a way of increasing pressure against the government (Source 1B)
- ECC members mobilised and protested against conscription by staging a march to the Castle in Cape Town to hand in their call-up papers (Source 1C)
- The ECC called on the apartheid government to reduce the military budget and redirect it to uplift social programmes (own knowledge)
- Dr Nathan's testimony intimated that the ECC intensified their fight against conscription despite attempts by the state to crash it through the Defence Act and other draconian laws (Source 1D)
- Any other relevant response

NOT SUCCESSFUL

- The government declared a State of Emergency in August 1985 to limit the impact of the ECC (Source 1A)
- The State of Emergency made it illegal for the ECC to undermine the system of military conscription (Source 1B)
- The government amended the Defence Act to limit the power of the ECC (Source 1D)
- Extensive state repression (Source 1D)
- Testimony by Dr Nathan, National ECC Organiser at a Special TRC hearing on state repressive measures against the ECC (Source 1D)
- Members of the ECC were labelled traitors who were in bed with communists (Source 1D)
- The ECC was regarded as part of the revolutionary onslaught against South Africa (Source 1D)
- The ECC activists were beaten up, petrol bombed and their motor vehicles damaged (Source 1D)
- The ECC activists were on the hit list of the Civil Co-operation Bureau (Source 1D)
- Any other relevant response

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Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of whether the ECC was successful in mobilising against the apartheid government 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 on the topic e.g. **shows some understanding of whether the ECC was successful in mobilising against the apartheid government 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 whether the ECC was successful in mobilising against the apartheid government in the 1980s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS: 6 - 8**

(8)
[50]

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QUESTION 2: DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCEED IN EXPOSING THE ACTIVITIES OF THE APARTHEID GOVERNMENT'S SECRET CHEMICAL AND BIOLOGICAL WARFARE (CBW) PROJECT IN THE 1980s?

2.1

2.1.1 *[Extraction of evidence from Source 2A – L1]*
- 'Dr Wouter Basson' (1 x 1) (1)

2.1.2 *[Explanation of a term from Source 2A – L2]*
- It is an official pardon / forgiveness of people who had been convicted of politically motivated crimes approved by the TRC's Amnesty Committee
- Exclusion from prosecution in exchange for full disclosure at the TRC
- Any other relevant response (any 1 x 2) (2)

2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- He was afraid he would not qualify for amnesty
- He was not compelled by any law to apply for amnesty
- Dr Wouter Basson consistently denied any wrong doing
- He did not want to take accountability / implicate himself for the human rights violations conducted through the CBW programme
- He thought he only carried out a mandate of the state
- He did not want to reveal apartheid state secrets
- He did not regret his actions
- Any other relevant response (any 1 x 2) (2)

2.1.4 *[Extraction of evidence from Source 2A – L1]*
- 'The Project Coast, it seemed, had involved a huge expense, not least from international travel …'
- '… exposure to CBW facilities in other countries …'
- '… there was evidence of fraud and self-enrichment of individuals'
- '… the programme was in the hands of one person, Dr Basson …'
- '… his superiors were grossly negligent (careless) in approving programmes and allowing large sums of money for its activities'
- 'It referred to the front companies that had been established'
- '… it found that the programme would not have been possible without some level of international cooperation and support' (any 4 x 1) (4)

2.1.5 *[Interpretation of evidence from Source 2A – L2]*
- The CBW programme in South Africa was funded and supported by foreign countries
- The National Party had regional and international support and was involved in secret deals in its violations of human rights
- The foreign countries that funded the CBW did it secretly and the world knew nothing about the planned chemical warfare which violated the international laws
- Foreign countries supported the apartheid laws
- Any other relevant response (any 1 x 2) (2)

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2.2

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

- 'Secretary General' (1 x 1) (1)

2.2.2 *[Definition of a term from Source 2B – L1]*

- An anti-apartheid activist who organised and participated resistance against oppression of the majority of the people by the apartheid government in South Africa from 1948 to 1994
- A political, social and economic organisational leader who mobilised the oppressed against apartheid policies by National Party government
- Any other relevant response (any 1 x 2) (2)

2.2.3 *[Interpretation of evidence from Source 2B - L2]*

- The testimony reveals specific details about the poisoning attempts to kill Reverend Frank Chikane by defence force agents / security forces
- It symbolises the important role played by the TRC encouraging perpetrators to come forth to reveal the truth about atrocities committed
- It reveals the strategy used by the apartheid government in collaboration with laboratories to get rid of anti-apartheid activists
- Any other relevant response (any 1 x 2) (2)

2.2.4 *[Determining usefulness of Source 2B – L3]*

The source is USEFUL because:

- It is a first-hand information taken from testimony in the TRC amnesty hearing
- The testimony was given on 9 June 1998 which was the period of the TRC
- The testimony was given by Dr Schalk van Rensburg who was the director of the animal centre and scientific advisor at the Roodeplaat Research Laboratories
- Dr van Rensburg participated in the chemical and biological research projects
- It provides detailed information explaining who was responsible for orchestrating the plan to kill Reverend Frank Chikane
- It can be corroborated with Source 2A which mentions how South Africa secretly used chemical and biological warfare to succeed politically
- Any other relevant response (any 2 x 2) (4)

2.3

2.3.1 *[Interpretation of evidence from Source 2C - L2]*

- Dr Basson denies that he was involved in atrocities involving chemical and biological killings and poisoning (Project Coast) – portrays himself as a professional ethical doctor
- Dr Basson portrays himself as a medical professional who was loyal to his hypocritical oath and was not involved in any atrocities
- Any other relevant response (2 x 2) (4)

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2.3.2 *[Interpretation of evidence from Source 2C - L2]*

- The human skulls and bottle of poison implies that Dr Basson was exposed for his involvement in atrocities against anti-apartheid activists
- These images reveals that he was a hypocrite to his profession, committing evil deeds but masquerading himself as a medical professional
- He was involved in chemical and biological warfare activities as head of Project Coast
- Any other relevant response (any 2 x 2) (4)

2.4

2.4.1 *[Extraction of evidence from Source 2D – L1]*

- '… scientists …,'
- '… professors …'
- '… doctors …'
- '… dentists …'
- '… veterinarians …'
- '… laboratories …'
- '… universities …'
- '… front companies …' (any 3 x 1) (3)

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

- '… cholera …'
- '… botulism …' (food poisoning)
- '… anthrax …' (causes skin infection)
- '… chemical poisoning …'
- '… large-scale manufacture of drugs of abuse …'
- '… chemicals, poisons and lethal micro-organisms …' (any 3 x 1) (3)

2.4.3 *[Interpretation of evidence from Source 2D - L2]*

- The conventional method of using SADF was picked up by media and was criticised – to provide an alternative approach to deal with its enemies
- To keep its strategies of eliminating enemies as secret
- To have multi and unconventional ways of attacking its enemies from many fronts (It was another way of applying its total strategy against the communist onslaught)
- To cause an outbreak of infectious diseases that will overwhelm the public health services
- Any other relevant response (any 1 x 2) (2)

2.4.4 *[Interpretation of evidence from Source 2D - L2]*

Project Coast wanted to:

- Prevent people opposed to the government from reproducing more children / violation of basic human right of having children
- Control the growth of people opposed to the government in numbers so that they cannot challenge the apartheid state
- Kill / eliminate people opposing the government
- Maintain white domination in South Africa
- Any other response (any 1 x 2) (2)

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2.5 *[Comparison of evidence from Sources 2C and 2D to ascertain how they support each other – L3]*

- Source 2C depicts the use of human skulls to depict death and Source 2D states that Project Coast was responsible for spreading infectious diseases that led to the death of many who were opposed to apartheid
- In Source 2C Dr W Basson is depicted as a professional cardiologist who violated his oath instead of providing medical care to South Africans and Source 2D states that various medical professionals were involved in the Project Coast which violated the human rights of the South Africans / Both sources refers to many medical professionals who violated their oath and human rights of South Africans
- Source 2C shows that Dr W Basson used his oath dishonestly (hypocritical oath) by violating their human rights and Source 2D states that the TRC's investigations revealed that Dr W Basson spearheaded Project Coast and failed to account for the violations of human rights in South Africa / Both sources make reference to the violations of human rights by Dr W. Basson
- Both sources refer to the misuse of science to violate the human rights of South Africans
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

SUCCEEDED:

- The TRC issued a subpoena of Project Coast leaders to its amnesty hearings (Source 2A)
- TRC investigations found that Project Coast had involved expenses from international travel and exposure to chemical and biological warfare (CBW) facilities (Source 2A)
- TRC found that Dr Basson manipulated project Coast as he managed it alone with negligent supervisors (Source 2A)
- The testimony of Dr Schalk van Rensburg Director of the Animal Centre and Scientific Adviser at Roodeplaat Research Laboratories revealed details of poisoning Rev Chikane (Source 2B)
- Eugene De Kock revealed how the Defence Force agents used poison after intercepting Rev Chikane's suitcase (Source 2B)
- Dr Andre Immelman's revelations on how operatives made mistakes in the poisoning process (Source 2B)
- Dr Wouter Basson's hypocritical ways of masquerading as medical professional were exposed (Source 2C)
- Images of atrocities conducted by Project Coast under Dr Basson's leadership being exposed in the cartoon (Source 2C)
- The TRC found that Project Coast (CBW activities) was used against enemies of apartheid (Source 2D)
- The TRC found that Dr Basson manipulated Project Coast (Source 2D)
- The TRC exposed the chemical and biological warfare strategy of the apartheid government (own knowledge)
- Dr Basson's had to account for his involvement in Project Coast (own knowledge)
- Any other relevant response

NOT SUCCEEDED:

- Dr Wouter Basson refused to apply for amnesty for activities conducted by Project Coast under his leadership (Source 2A)
- Some of the CBW victims were unknown, thus they could not testify (own knowledge)
- The TRC did not have the capacity to do more than uncover some of the aspects (Source 2A)
- Only 1 military person, Dr Basson was held responsible, others escaped public scrutiny by the TRC (Source 2A)
- The international law on conspiracy was disregarded (Source 2B)
- The TRC and HPCSA were unsuccessful in holding Dr Basson accountable for the violation of medical ethics / code of conduct (Source 2C)
- Evidence of poison and skulls could not be used against Dr Basson (Source 2C)
- The TRC was not a court of law thus it could not hold Dr Basson responsible (own knowledge)

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- The TRC report was inconclusive regarding Dr Basson's role in the apartheid era wrong doings (Source 2D)
- The investigations went silent and Dr Basson continued to work as a doctor (Source 2D)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of whether the Truth and Reconciliation Commission succeeded in exposing the activities of the apartheid government's secret Chemical and Biological Warfare project 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 on the topic e.g. **shows some understanding of whether the Truth and Reconciliation Commission succeeded in exposing the activities of the apartheid government's secret Chemical and Biological Warfare project 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 whether the Truth and Reconciliation Commission succeeded in exposing the activities of the apartheid government's secret Chemical and Biological Warfare project in the 1980s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS: 6 – 8**

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QUESTION 3: DOES SOUTH AFRICA PLAY AN IMPORTANT ROLE IN STRENGTHENING BRICS AS A GLOBAL ECONOMY?

3.1

3.1.1 *[Extraction from Source 3A - L1]*

- '2010' (1 x 1) (1)

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

- '… poor growth prospects …'
- '… rising government debt …'
- '… high deficits (shortages) on the current account' (any 1 x 1) (1)

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

- There is a big gap between the rich and poor in South Africa
- South Africa has an economy that could contribute to a global economy despite the inequalities that exists within the country
- South Africa has resources that could enrich other countries despite its inability to address poverty in its own country
- South Africa is rich with minerals for export but its citizens do not benefit from it
- Any other relevant response (any 2 x 2) (4)

3.1.4 *[Definition of term from Source 3A – L1]*

- Unequal distribution of wealth on people
- The difference between the 'haves' and the 'have not's
- Discrimination based on access to resources
- Any other relevant response (any 1 x 2) (2)

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

- '… 0,70 …' (1 x 1) (1)

3.2

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

- 'To advance our national interests'
- 'To promote regional integration and related infrastructure programmes'
- 'To partner with key players of the South on issues of global governance reforms' (3 x 1) (3)

3.2.2 *[Interpretation of evidence from Source 3B - L2]*

- Africa has an important role to play in the global economy by using the demands for its resources to benefit themselves
- Africa needs to step into the global economic arena due to global slowdown
- Africa's turn to stand up against the super powers
- Africa should take its rightful place and be recognised on a global power
- Africa should use its young population to realise its potential
- Any other relevant response (any 2 x 2) (4)

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3.2.3 *[Determining the limitations of Source 3B – L3]*

The source is LIMITED because:

- It is from a speech by South Africa's Minister of International Relations and Cooperation (i.e. South African government's perspective)
- It could be biased – addresses South Africa's interest only
- It focuses on South African interests and not on how SA would strengthen BRICS as a global economy
- The speech was delivered to an audience at the Business New Age breakfast – that was dominated by members and supporters of the ruling party (ANC) of the SA government
- Ms Moyo's input refers to the global economy being good to Africa in general and not specifically to South Africa
- Any other relevant response (any 2 x 2) (4)

3.3

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

- '… the benefits could be limited.' (1 x 2) (2)

3.3.2 *[Explanation of a term from Source 3C – L2]*

- African countries / economies that are developing and trading with developed nations
- African developing economies that shows rapid / potential for growth
- African developing economies with low per capita income
- Any other relevant response (any 1 x 2) (2)

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

- '… increasing labour costs …'
- '… lack of technical expertise …'
- '… spectre of policies aiming at nationalising mines …'
- '… state intervention in the South African business world …' (any 2 x 1) (2)

3.4 *[Comparison of evidence from Sources 3B and 3C to ascertain the differences – L3]*

- Source 3B is written from a South African perspective (South Africa have a pivotal role to play in BRICS to promote its foreign policy globally) while Source 3C is written from a perspective that highlights the challenges that South Africa faced as a member of BRICS
- In Source 3B, South Africa's membership to BRICS is showing signs of Africa's rise whereas in Source 3C South Africa's BRICS-Africa relationship questions the advantages South Africa may gain from this because of competitive challenges from other African economies
- In Source 3B reference is made to South Africa promoting its foreign policy globally while in Source 3C foreign investors were driven towards Nigeria and Ghana and not South Africa
- Source 3B mentions the advantages for South Africa's domestic and foreign policy whereas in Source 3C it is mentioned that the economic benefits will be minimal
- Any other relevant response (any 2 x 2) (4)

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3.5

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

(a) 'South Africa' (1 x 1) (1)

(b) 'China' (1 x 1) (1)

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

- The growth of the GDP during the period 2011 to 2022 created employment opportunities, better lifestyle and the growth of family life which contributed to the increase in the population
- That South Africa is experiencing an influx of immigrants – due to relaxed entry restrictions
- Any other relevant response (2 x 2) (4)

3.5.3 *[Interpretation of evidence from Source 3D - L2]*

- China is emerging as the leading power of the BRICS countries
- China is investing in many countries
- In Africa, China is replacing the USA as a major supplier of foreign investment e.g. infrastructure development – due to cheap labour and affordable goods
- China's population growth leads to a higher demand of consumer goods and services which increases the GDP
- Any other relevant response (any 1 x 2) (2)

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

The candidates should choose either NO or YES response:
NO
Despite:

- South Africa's population increased from 50 million to 60 million, it is still the lowest in comparison to all other BRICS members hence it is not seen as a leading country in BRICS
- South Africa's GDP increased from 401 million to 418 million, it is still the lowest in comparison to all other BRICS members there is no significant impact on other BRICS economies
- Any other relevant response

YES

- South Africa has experienced an increase in both the GDP (401 million to 418 million) and the population (50 million to 60 million)
- South Africa like Brazil is still a developing country
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

YES

- South Africa joined BRICS in 2010 (a positive new dawn) (Source 3A)
- South Africa played an important role in the formation of BRICS and promoted foreign and domestic policies (Source 3B)
- South Africa also played an important role in the BRICS-Africa relationship (Source 3C)
- South Africa had a role to play as an emerging economy in a global environment (own knowledge)
- South Africa attracted many foreign interests as a result of its resources (own knowledge)
- South Africa became the gateway to Africa and the world (own knowledge)
- The statistics confirms South Africa's contribution as a BRICS member (Source 3D)
- Any other relevant response

NO

- Concerns were raised about South Africa's relevance as a member of BRICS (Source 3A)
- South Africa had difficulty in attracting and maintaining foreign investment due to its slow economic growth (own knowledge)
- Domestically South Africa was challenged when investors started looking at investing in Nigeria and Ghana (Source 3C)
- Nigeria and Ghana became the option to play the role as a gateway to Africa by relaxing their internal regulations to favour investment (Source 3C)
- South Africa's nationalisation and state intervention policies pose a threat to the foreign investors (own knowledge)
- South Africa contributed less to BRICs, with the smallest population and GDP (Source 3D)
- Any other relevant response

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Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of whether South Africa played an important role in strengthening BRICS as a global economy.** • Uses evidence partially or cannot write a paragraph.	**MARKS: 0 - 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic e.g. **shows some understanding of whether South Africa played an important role in strengthening BRICS as a global economy.** • 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 whether South Africa played an important role in strengthening BRICS as a global economy.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS: 6 - 8**

(8)
[50]

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SECTION B: ESSAY QUESTIONS

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

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

SYNOPSIS
Candidates need to critically discuss the statement that the Black Consciousness Movement under Steve Biko empowered black people to be self-reliant and to get rid of an inferior complex in their struggle to challenge the apartheid state in the 1970s.

MAIN ASPECTS
Candidates could include the following aspects in their essays:

- Introduction: Candidates need to take a critical stance on the statement that the Black Consciousness Movement under Steve Biko empowered black people to be self-reliant and to get rid of an inferior complex in their struggle to challenge the apartheid state in the 1970s. They should also indicate how they would support their line of argument.

ELABORATION
- Political vacuum (Background information)
  - Created after ANC and PAC political leaders and parties were banned or imprisoned in 1960
- Black Consciousness Philosophy
  - Instilling blacks with self-belief to challenge the apartheid state
  - Infused blacks with sense of pride
  - Influenced blacks to accept themselves/have self-confidence/self-reliance /sense of identity
  - Empowered blacks to reject the spirit of self-pity; inferiority complex; self-alienation and domination by external forces
  - Women should stop using skin lightening / keep Afro hairstyle
- Establish own political organisations and the role played by Steve Biko
  - Instilling political organisations with self-belief to challenge the apartheid state
  - Black students started to organise themselves to resist white domination by breaking away from NUSAS and formed South African Student Organisation (SASO) (1968)
  - Black students adopted the philosophy of Black Consciousness (Role of Biko/SASO)
  - SASO was for university students and South African Students Movement (SASM) for schools
  - Black Consciousness (BC) led to the formation of the Black Peoples Convention (BPC) in 1972 which involved students, churches, communities and trade unions
  - Unions aligned to the BC philosophy included Black Parents' Association and Black Allied Workers Union (BAWU)
  - South African Students Movement formed in 1972 which exposed Blacks to the ideals of BC
  - Black Consciousness Movement (BCM) and SASO organised VIVA FRELIMO Rallies (1974)
  - The arrests of BC leaders heightened political activism

SEF ACADEMY

- Influence on students
  - Instilled students with self-belief to challenge the apartheid state
  - Bantu Education introduced Afrikaans as a medium of instruction in schools (1975)
  - South African Students Organisation (SASO) and South African Students Movement (SASM) influenced the formation of Soweto Students Representative Council (SSRC)
  - Both black teachers and students rejected Afrikaans - as the language of the oppressor
  - Some teachers and learners 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) was the trigger for the Soweto uprising
  - 16th of June 1976 students protested peacefully against the implementation of the circular
  - Police response to student protests (Hector Petersen, a 13-year-old boy was one of the first casualties of this uprising)
- Establish community projects for self-reliance
  - Biko's banishment to King Williams Town led to diverted focus to community programmes
  - Instilled blacks with self-belief in starting on Community Programmes and be self sufficient
  - BC promoted independence from whites through Black Community Programmes to support blacks without white assistance. (Zanempilo Health Clinic/Ginsburg Educational Trust / Zimele Trust Fund/Solempilo Community Health Centre/Ithuseng Community Health Programme and Winter School Projects)
- Influenced workers to challenge the apartheid state
  - Mobilised workers to form trade unions
  - BC led to the formation of the Black Allied Workers Union (BAWU) – worker's strikes in Durban in 1973
- Influenced blacks to have their own media to challenge the apartheid state
  - Role of media that was sympathetic to the BC philosophy e.g. *The World* newspaper
- Any other relevant response

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

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

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

SYNOPSIS
Candidates need to take a stance by indicating whether they agree or disagree that the handling of Chris Hani's murder in 1993 was the only example of good leadership from party leaders during the negotiation process from 1990 that led to a new political dispensation in South Africa in 1994. Candidates should use relevant historical evidence to support their line of argument.

MAIN ASPECTS
Candidates could include the following aspects in their essays:

- Introduction: Candidates need to take a stance by indicating whether they agree or disagree that the handling of Chris Hani's murder in 1993 was the only example of good leadership from party leaders during the negotiation process from 1990 that led to a new political dispensation in South Africa in 1994. Candidates should indicate how they will support their line of argument.

ELABORATION

- Unbanning of the ANC, the PAC and the SACP and other banned organisations (leadership by De Klerk)
- Release of Nelson Mandela on the 11 February 1990 and other banned political leaders in 1990 (leadership by De Klerk)
- Groote Schuur Minute, 2 May 1990 - NP released political prisoners and both parties committed themselves to end violence and to negotiate (violence in the Vaal Triangle – Sebokeng nearly derailed the negotiations) (leaders of NP and ANC)
- Pretoria Minute in August 1990 – ANC stopped armed struggle and NP stopped State of Emergency (an act of 'good faith' to show leadership to peaceful negotiation process by NP and ANC leaders)
- The National Peace Accord signed by 27 political organisations (provided safety net for negotiations by various party leaders)
- CODESA 1 (20 December 1991) - 19 political parties except for CP (Andries Treurnicht) and PAC (Clarence Makwetu) / IFP (Mangosuthu Buthelezi) and AZAPO did not attend / NP strongly criticised ANC for not disbanding MK and accused them of keeping MK as a 'private army' / (Agreement was seen as a breaking point) – (various party leaders) / Parties could not agree on power sharing and the constituent assembly – meeting ended
- The Declaration of Intent (20 December 1991) – party leaders agreed to draw up a new constitution and interim government
- Whites-only referendum (17 March 1992) – by De Klerk - tested white opinion after losing three by-elections to CP / Referendum results – landslide Yes – negotiations continued
- (CODESA 2 (2 May 1992) – was not successful because of violence and inability of parties to agree on power-sharing after Boipatong massacre (17 June 1992) and influence of Third Force
- Bisho massacre (7 September 1992) – ANC supporters who wanted to be part of negotiation process (a turning point after which negotiation process favours ANC)

SEF ACADEMY

- ANC called for rolling mass action against the National Party (strategy by ANC to lead by putting pressure to speed up the negotiation process)
- Record of Understanding 26 September 1992 – Meyer and Ramaphosa (for NP and ANC) committed themselves to peace and to negotiations (leadership)
- Joe Slovo's Sunset clause (2 April 1993) (compromise) / Parties winning more that 5% of vote will form a Government of National Unity (GNU) to govern the new SA and whites could retain their positions for 5 years
- Multi-party negotiations resumed on 2 April 1993 at the World Trade Centre but did not last (power-sharing compromise)
- Assassination of Chris Hani (10 April 1993) – Janus Walus (attempt to derail the negotiations failed) / Mandela addresses nation on TV calming the nation down/an important intervention by Mandela (leadership)
- The AWB (Eugene Terblanche) interrupted the negotiations on 25 June 1993, when they stormed the World Trade Centre with armoured vehicle (negotiations continued)
- St James Massacre (25 July 1993)
- Heidelberg Tavern killings (30 December 1993)
- Shell House massacre (28 March 1994)
- Date for the first democratic elections set (27- 29 April 1994)
- Continued violence throughout elections – car bomb outside ANC head offices
  - car bomb exploded at Jan Smuts Airport – did not stop the elections
- Elections held due to committed leadership
- Mandela became the first President of the new democratic Republic of South Africa with Thabo Mbeki (ANC) and FW De Klerk (NP) as his deputies
- Any other relevant response

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

[50]

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

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

SYNOPSIS

Candidates need to explain to what extent the sweeping reforms introduced by Gorbachev in the 1980s had negative political and economic results in the Soviet Union and also resulted in political changes in South Africa.

Candidates need to substantiate their argument with relevant historical evidence.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- Introduction: Candidates need to take a line of argument by explaining to what extent the sweeping reforms introduced by Gorbachev in the 1980s affected the Soviet Union politically and economically and also resulted in political changes in South Africa. They should indicate how they would support their line of argument.

ELABORATION

SOVIET UNION

- Background - Soviet Union in economic hardships due to the cost of the Cold War and the war in Afghanistan.
- Gorbachev became Secretary-General of the Soviet Communist Party and leader of the government in 1985 at 54 years of age.
- He was not a hardliner and hoped to revive Soviet Union's economy by improving both industrial output and technology, as well as expanding its markets
- He took a big risk of effecting political change, especially for the Soviet Union, known for its hardline Communist stance.
- He wanted to take the Soviet Union out of a weak economic system – due to space and arms race with the USA.
- He introduced the policy of Perestroika (Economic reconstruction) and of Glasnost (openness)
- Glasnost led to criticism of the policy of Perestroika and Gorbachev himself
- Many hardline communists were discontent with policies that became unpopular
- At home he had two types of opponents: hardliners who were opposed to the reforms and liberals who criticized him for not moving fast enough
- The two policies did not support each other as thought but ended the entire system of the Soviet Union
- He lost support at home – Unity of the Soviet Union was at risk and Socialism became under threat
- He commanded a hero status to the West. His personal power and prestige increased. He earned a Nobel Peace Prize in 1990.
- Many underlying differences existed amongst the 15 Republics
- Civil unrests broke out between various groups
- Old form of Nationalism emerged and led to new demand for independence
- He tried to stop the disintegration by proposing establishing a Federation of States – which failed.
- Fall of the Berlin Wall (1989)
- In 1990, several Soviet states including Russia under Gorbachev's bitter rival, Boris Yeltsin, declared their independence
- On 25 Dec 1991, the USSR was dissolved, the Communist Party disbanded
- Each of the 15 Republics became independent and became members of the Commonwealth of Independent states
- The disintegration symbolized the end of the Cold War

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SOUTH AFRICA

- The USA and its allies could no longer continue to support the apartheid regime
- The West now put pressure on the NP government to negotiate with the ANC or face continued sanctions
- The collapse of the Soviet Union put pressure on both the National Party government and the ANC to begin with negotiations
- The defeat of the SADF during the Battle of Cuito Carnavale in 1988 spurred the National Party to start negotiations with communists over the independence of South West Africa
- 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 (contributing factor)
- It became evident that the National Party government could not maintain white supremacy rule indefinitely (contributing factor)
- Influential National Party members started to realise that apartheid was not the answer for the development of 'white' economic interests (contributing factor)
- The government started to believe that reform needed to include the development of a strong black middle class which would act as a 'bulwark against revolution'
- The South African government could no longer use the threat of communism to generate 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 this military and financial support
- The ANC now also showed 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 from 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 tie up their argument with a relevant conclusion. **[50]**

TOTAL: 150

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