basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/
NATIONAL SENIOR CERTIFICATE EXAMINATIONS

HISTORY P2

2022

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 24 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	**30% (15)**
LEVEL 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from 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 guidelines, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

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.

- At the end of the paragraph indicate the ticks **(√)** that the candidate has been awarded for the paragraph; as well as the level (1,2, or 3) as indicated in the holistic rubric and a brief comment e.g.

_____ ▪ _____ ▪ _____

_____ ▪ _____

√√√√√
Level 2

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the bottom margin to the right, e.g. 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)

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.

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

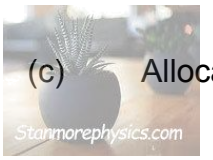
In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

(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.

GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

	LEVEL 7	LEVEL 6	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. Conclusion 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 and relevant.	**38–39**	**36–37**	**34–35**	**30–33**	**28–29**		
LEVEL 4 Question is recognisable in answer. Some omissions or irrelevant content selection.			**30–33**	**28–29**	**26–27**		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				**26–27**	**24–25**	**20–23**	
LEVEL 2 Question inadequately addressed. Sparse content.					**20–23**	**18–19**	**14–17**
LEVEL 1 Question inadequately addressed or not at all. Inadequate or irrelevant content.						**14 –17**	**0–13**

*Guidelines for allocating a mark for Level 1:

- Question not addressed at all / totally irrelevant content / no attempt to structure the essay = 0
- 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

SECTION A: SOURCE-BASED QUESTIONS

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

1.1

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

- 'replacing the 'Westminster' system of government with the 'Tricameral' parliament' (1 x 2) (2)

1.1.2 *[Definition of a term from Source 1A - L1]*

- A general vote by the electorate on a single political question which has been referred to them for a direct decision
- Any other relevant response (any 1 x 2) (2)

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

- The majority of white South Africans supported PW Botha's reform measures - the Tricameral parliament
- The new Tricameral parliament (political dispensation) excluded the majority of Black South Africans which led to mobilisation against these reform measures
- Black South Africans established the United Democratic Front to oppose PW Botha's new political dispensation
- The white right-wing of the National Party did not agree with PW Botha's new political dispensation which led to a split by the Conservative Party under Dr Andries Treurnicht
- Any other relevant response (2 x 2) (4)

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

- The new constitution was still based on racial segregation/apartheid policy
- The black South Africans were not viewed by the South African government as part of the South African population
- Black South Africans were part of the Bantustan programme that the National Party created from the 1960s
- Black South Africans were afforded separate homelands depending on their 'race' as defined by the South African government
- Black South Africans were supposed to exercise their political aspirations in their homelands and not in 'white' South Africa
- Any other relevant response (any 2 x 2) (4)

1.2

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

- 'Comrades, friends, this day, today, is a culmination of seven months' work to see the launching of the United Democratic Front' (1 x 2) (2)

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

Differences of:

- 'class'
- 'ideology'
- 'intent' (any 2 x 1) (2)

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

The UDF:

- regarded all organisations that came together as peaceful and working against an oppressive apartheid system that had to be destroyed
- called on all South Africans to oppose the implementation of the 1983 Constitution/the Koornhof Bills
- rejected the Tricameral parliament
- called on all South Africans to demand democratic reforms that would end apartheid
- called on all South Africans to demand democratic reforms that must include all South Africans (Black, Indian, coloured and whites)
- would replace the apartheid government with a democratic government
- Any other relevant response (any 1 x 2) (2)

1.2.4 *[Determining the reliability of evidence from Source 2B – L3]*

The source is RELIABLE because:

- It was a speech delivered by Reverend Frank Chikane, a founding member of the UDF, on 20 August 1983
- The speech was delivered on 20 August 1983 – the official day of the launch of the UDF
- The speech is first-hand information that can be corroborated with other information on the launch of the UDF on 20 August 1983
- It highlights the reasons for the launch of the UDF which was in response to the introduction of apartheid reforms and the establishment of the Tricameral parliament
- Any other relevant response (any 2 x 2) (4)

1.3

1.3.1 *[Extraction of evidence from Source 1C – L1]*

- 'Boycotts'
- 'Stay-away'
- 'one million signatures' campaign' (any 2 x 1) (2)

1.3.2 *[Interpretation of evidence from Source 1C - L2]*
It implied
- The UDF represented People's Power – the majority
- A call for full political rights for all South Africans
- Full democratic rights for all South Africans
- An inclusive political negotiated settlement for South Africa
- That all South Africans should have the right to vote for their representatives
- That the UDF would represent power of the majority against Botha's apartheid reforms that represented power of the minority
- Any other relevant response (any 2 x 2) (4)

1.3.3 *[Explanation of a concept from Source 1C – L2]*
- The situation in which the South African government suspended general laws of the country and passed policies that would normally not be implemented for the protection of its citizens against unrests started by the UDF
- Application of emergency laws by a government to take control/suppress general unrest by the UDF in the mid-1980s
- Any other relevant response (any 1 x 2) (2)

1.3.4 *[Extraction of evidence from Source 1C – L1]*
- 'Calling a series of states of emergency'
- 'A large number of people was arrested'
- 'Several key UDF members were murdered'
- 'Leadership of the UDF was restricted' (any 2 x 1) (2)

1.4

1.4.1 *[Interpretation of evidence in Sources 1D - L2]*
To show:
- oppressive measures the state took to weaken the UDF
- the UDF's sufferings so that it could win sympathy and support from South Africans in general
- that the UDF would break Botha's reforms – the hand
- the UDF's commitment in resisting oppressive measures of the state
- Any other relevant response (any 2 x 2) (4)

1.4.2 *[Extraction of evidence from Source 1D – L1]*
- 'Detentions' (UDF leaders detained)
- 'Banning's' (Meetings in 22 areas banned)
- 'Repressions' (people shot dead in townships)
- 'Harassment' (any 2 x 1) (2)

1.5 *[Comparison of evidence in Sources 1C and 1D to determine how they support each other - L3]*
- Both sources refer to oppressive measures the state took against the UDF
- Both sources refer to the fact that the UDF leadership were detained or arrested

- Both sources refer to how the UDF members suffered repression
- Both sources highlight the UDF's commitment to resisting against the state's reactionary measures (boycotts, stay-aways and campaigns)
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response

- In 1983 the UDF was established as a response to Koornhoff Bills and aimed at transforming South African politics (Source 1A)
- The aim of the UDF was to campaign for a free and just South Africa - without oppression and exploitation (Source 1B)
- The UDF rejected the reform proposals (Koornhof Bills) by the Botha regime (Source 1B)
- The UDF brought different organisations together to form a united front in order to put up a government according to the will of the people (Source 1B)
- The UDF successfully organised a boycott against the election of the House of Representatives and House of Delegates (Source 1C)
- The UDF was involved in consumer boycotts and stay aways (Source 1C)
- The greatest impact of the UDF was at grass roots level which was a space where masses could be mobilised (Source 1C)
- The UDF's theme 'Forward to Peoples Power' was an attempt to replace the government's decision-making structures with grassroots decision-making organisations (own knowledge)
- The UDF committed itself to resist being silenced by the state repression (Source 1D)
- 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 how the UDF reacted to PW Botha's reforms 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 how the UDF reacted to PW Botha's reforms 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 the UDF reacted to PW Botha's reforms 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 MURDER OF THE PEBCO THREE?

2.1

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

- 'to fight for the rights of the people'
- 'trying to help better the living situations of the masses'
- 'to end discriminatory laws in the Eastern Cape' (3 x 1) (3)

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

- 'rallying'
- 'boycotting' (2 x 1) (2)

2.1.3 *[Definition of historical concept from Source 2A - L1]*

- Policy/system of separating races in South Africa/into whites and non-whites
- The political, economic and social separation of races for the sake of separate development
- Maintenance of white supremacy through racial discriminatory laws
- Any other relevant response (1 x 2) (2)

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

- To weaken PEBCO as an organisation
- To kill or eliminate them
- To end the political violence in the Eastern Cape
- To instil a sense of fear amongst other political activists
- Any other relevant response (any 2 x 2) (4)

2.2

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

- It was a newsworthy event at the time
- To seek sympathy from the public while exposing the activities of the State
- To raise awareness of the disappearance of the PEBCO Three
- To show that the families of the PEBCO Three appealed to the public for information or help in relation to their disappearance
- Any other relevant response (any 2 x 2) (4)

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

Relatives:

- wanted to know the truth about their disappearance
- wanted the culprits to come forward and disclose what happened to the PEBCO Three
- would not find closure until the men were found, dead or alive
- suspected that the security police could have killed them
- Any other relevant response (any 1 x 2) (2)

2.3 *[Comparison of evidence from Sources 2A and 2B to determine how they support each other - L3]*

- Source 2A states that the three leaders were abducted and Source 2B shows that the men were missing or disappeared
- Source 2A mentions the names of the three men that were abducted and Source 2B confirms the identity of the same three men, Hashe, Godolozi, and Galela
- Source 2A mentions the date of the abduction as 8 May 1985 which is confirmed in Source 2B which stated that the men disappeared on 8 May 1985
- Any other relevant response (any 2 x 2) (4)

2.4

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

- 'mala fides (being deceitful)'
- 'unauthorised'
- 'they knew by implication and by implication also the authorisation came through to us' (3 x 1) (3)

2.4.2 *[Interpretation of evidence from Source 2C – L2]*

- Barend du Plessis suggested that the killing of the PEBCO Three was politically motivated
- He suggested that politicians and high-ranking officers were indirectly responsible for the killing
- He suggested that the politicians and high-ranking officers were not willing to support the aims of the TRC in terms of telling the truth about their involvement in the killing of activists
- Any other relevant response (any 1 x 2) (2)

2.4.3 *[Determining the usefulness of evidence from Source 2D – L3]*

The source is USEFUL because:

- It is a direct source (transcript) that gives first-hand information from the perpetrator (Du Plessis)
- Du Plessis was a member of the of the Port Elizabeth security branch who was involved in the abduction and killing of the PEBCO Three
- The transcript was recorded in the TRC public hearing held in Port Elizabeth on 5 November 1997 which corresponded with the actual period of the amnesty hearings
- It sheds light on the interrogation between the TRC commission and Du Plessis – a perpetrator
- It shows that the NP officials were reluctant to testify before the TRC
- It highlights that politicians and high-ranking officials denied that they authorised the killings of the PEBCO Three
- Any other relevant response (any 2 x 2) (4)

2.5

2.5.1 *[Explanation of a term from Source 2D – L2]*

- An unlawful act of forcefully taking political activists – PEBCO Three without their consent with the aim to torture, to get information or to kill them by members of the security police
- Any other relevant response (1 x 2) (2)

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

- 'Snyman' (Harold)
- 'Du Plessis' (Barend) (2 x 1) (2)

2.5.3 *[Analysis of evidence from Source 2D – L2]*

- Gideon Nieuwoudt, Johannes Van Zyl and Gerhardus Lotz wanted to protect themselves whereas the askaris wanted to reveal the truth
- Gideon Nieuwoudt, Johannes Van Zyl and Gerhardus Lotz wanted to protect the NP government whereas the askaris wanted to expose the NP government
- Gideon Nieuwoudt, Johannes Van Zyl and Gerhardus Lotz did not want to reveal the brutal methods used by the NP government to get rid of political activists whereas the askaris wanted to expose the brutal atrocities of the NP government
- The askaris turned state witness and gave contradictory evidence to indemnify themselves from prosecution
- The security police and the askaris came from different backgrounds
- Any other relevant response (any 2 x 2) (4)

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

- 'contradictory (opposing) evidence was given' (any 1 x 2) (2)

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

- They did not disclose the whole truth
- They could not provide a political motive for their involvement in the killing of the PEBCO Three
- Their testimonies were contradicted by the evidence of the askaris
- Any other relevant response (any 1 x 2) (2)

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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.

- Families approached the TRC to find out the truth about the disappearance of the PEBCO Three leaders (own knowledge)
- Barend du Plessis applied for amnesty for his involvement in the killing of the PEBCO Three (Source 2C)
- Politicians and high-ranking officials declared that the murder of PEBCO Three was mala fides and unauthorised (Source 2C)
- Barend du Plessis suggested that politicians knew about the killings and unofficially authorised it (Source 2C)
- Gideon Nieuwoudt, Harold Snyman, Johannes Van Zyl and Gerhardus Lotz also applied for amnesty for their involvement in the killing of the PEBCO Three (Source 2D)
- Contradictory evidence was given by police and askaris (Source 2D)
- Hermanus Barend Du Plessis, Nieuwoudt, Van Zyl and Lotz were refused amnesty (Source 2D)
- Askari Mogoai was granted amnesty for the killing of the PEBCO Three (Source 2D)
- The TRC opened the door for future investigations into gross human rights abuses to take place (own knowledge)
- 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 how the TRC dealt with the murder of the PEBCO Three.** • 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 an understanding of how the TRC dealt with the murder of the PEBCO Three.** • 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 the TRC dealt with the murder of the PEBCO Three.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

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(8)
[50]

QUESTION 3: WHAT MEASURES DID THE SOUTH AFRICAN GOVERNMENT IMPLEMENT TO ADDRESS THE CHALLENGES OF THE GLOBAL COVID-19 PANDEMIC?

3.1

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

- Globalisation describes the way in which people, goods, money and ideas are moved around the world faster and cheaper than ever before. This is largely due to better transport, communication and technology
- Globalisation is a process whereby the world has become more integrated and connected
- Any other relevant response (1 x 2) (2)

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

- 'The increasingly globalised nature of the emerging world economy' (1 x 1) (1)

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

- People cross borders by air, road and sea which make the transmission of diseases easier because of physical contact between people
- People cross borders more frequently which means that if a person is infected in country A it can be quickly carried over to country B
- Goods cross borders more frequently, which make the spread of infectious diseases much quicker
- Any other relevant response (any 2 x 2) (4)

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

- 'As a result of the increase amount, frequency and speed of population movement' (1 x 1) (1)

3.2

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

- 'to contain a Covid-19 outbreak that has so far infected 61'
- 'and showed the first signs of internal transmission' (2 x 1) (2)

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

- 'Travel bans to countries such as Italy, Germany, China and the United States'
- 'The government also prohibited gatherings of more than 100 people'
- 'Cancel large events and celebrations'
- 'South Africans who visited targeted countries would be subjected to testing'
- 'South Africans who visited targeted countries would be subjected to quarantine' (any 3 x 1) (3)

3.2.3 *[Explanation of a term from Source 3B - L1]*

- A state, period or place of isolation in which people that arrived from elsewhere or have been exposed to infectious or contagious disease (Covid-19) are placed in quarantine for a number of days before they could freely mix/associate with other people
- Any other relevant response (1 x 2) (2)

3.2.4 *[Interpretation of information from Source 3B - L2]*

Because:

- All South Africans were under lockdown regulations and therefore could not venture outside to work to earn an income
- Most businesses were under lockdown which meant the people could not engage in work which meant no income
- Many businesses (because of lockdown regulations) went bankrupt and thousands of South Africans lost their jobs
- Most South Africans are poor and do not have savings which they could fall upon to sustain themselves
- The lockdown prevented the majority of South Africans who are engaged in informal work (day earners) to venture outside to earn an income
- Any other relevant response (any 2 x 2) (4)

3.3

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

- 'grants'
- 'business relief'
- 'tax measures'
- 'additional healthcare budget'
- 'food programmes' (any 3 x 1) (3)

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

- 'World Bank'
- 'International Monetary Fund' (IMF) (2 x 1) (2)

3.3.3 *[Interpretation of information from Source 3C - L2]*

The spending plan would be used:

- to feed the poor to prevent starvation
- to care for the destitute (poor)
- to give financial assistance to businesses to prevent closure in order to save jobs
- to improve hospital facilities to care for the Covid-19 infected South Africans
- to buy vaccines to save the lives of South Africans
- Any other relevant response (any 2 x 2) (4)

3.4

3.4.1 *[Interpretation of information from Source 3D - L2]*

- The emergency measures are portrayed as an umbrella to protect South African against Covid-19
- The government took responsibility to implement the emergency measures (president Cyril Ramaphosa holding the umbrella)
- South Africans are not sure if the emergency measures are enough to protect them against Covid-19 (Will it be enough?)
- The facial expression of President Cyril Ramaphosa shows that he is concerned of the impact of Covid-19 (Covid-19 was unpredictable and could strike anywhere - lightning bolt)
- The facial expression of the South African is portraying panic but is reassured by president Ramaphosa who is shielding her against Covid-19 (with the emergency measures)
- Any other relevant response (any 2 x 2) (4)

3.4.2 *[Interpretation of information from Source 3D - L2]*

- Covid-19 is portrayed as a storm (dark cloud and lightning bolt – Covid-19) and the government is putting emergency measures in place to protect South Africans
- The protection against Covid-19 (bracing for the coming storm)
- Any other relevant answer (any 1 x 2) (2)

3.4.3 *[Determining the limitations of evidence from Source 3D – L3]*

The source is LIMITED because:

- It is the view of the cartoonist – portraying Covid-19 as too big a problem for South Africa
- The cartoonist only portrays the measures that the South African government intended to implement against Covid-19 as weak
- The cartoonist does not portray the different emergency measures that government intended to implement
- The cartoonist is bias against the South African government by portraying that the emergency measures are not enough to protect all South Africans (small umbrella in relation to the massive Covid-19 storm)
- Any other relevant answer (any 2 x 2) (4)

3.5 *[Comparison of Sources 3C and 3D to ascertain their differences – L3]*

- Source 3C indicates that opposition parties reacted favourably to the economic measures in response to the Covid-19 pandemic while in Source 3D the emergency measures are depicted in a weak light (negatively) – too small as compared to the Covid-19 cloud
- Source 3C mentions how the emergency measures are supposed to be spend (grants, business relief, tax measures) while in Source 3D there is doubt whether they will be enough
- Source 3C mentions that the government borrowed money from international financial institutions to provide South Africans with emergency measures while Source 3D gives no indication how the government would finance the emergency measures
- Any other relevant answer (any 2 x 2) (4)

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

- President Cyril Ramaphosa declared a national state of disaster to contain the Covid-19 outbreak (Source 3B)
- The South African government-imposed travel bans to countries such as Italy, Germany and the United States (Source 3B)
- The government also prohibited large gatherings and cancelled large events and celebrations (Source 3B)
- Visas to visitors from high risk countries were revoked (Source 3B)
- South Africans who visited high risk countries were subjected to testing and quarantine (Source 3B)
- The South African government finalised a comprehensive economic intervention package to soften the impact of the Covid-19 pandemic (Source 3B)
- Opposition parties supported the government's economic intervention package (Source 3C)
- The government made R500 billion available as relief for grants, business relief, tax measures and healthcare (Source 3C)
- Emergency measures were implemented to protect South Africans against the impact of Covid-19 (Source 3D)
- Any other relevant answer

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of measures that the South African government implemented to address the challenges of the Covid-19 pandemic.** • 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 an understanding of measures that the South African government implemented to address the challenges of the Covid-19 pandemic.** • 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 measures that the South African government implemented to address the challenges of the Covid-19 pandemic.** • 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

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

SYNOPSIS
Candidates need to critically discuss whether the philosophy of Steve Biko and the Black Consciousness Movement played an important role in organising black South Africans against the Apartheid regime in the 1960s and 1970s. Candidates should use relevant evidence to support their argument.

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

Introduction:
- Candidates need to take a line of argument by critically discussing whether they agree that the philosophy of Steve Biko and the Black Consciousness Movement played an important role in organising black South Africans against the Apartheid regime in the 1960s and 1970s. They should indicate how they will 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
- Role of Biko and the BCM in organising black South Africans around the philosophy
  - Infused blacks with sense of pride
  - 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
- Role of Biko and the BCM in their political organisation of black South Africans
  - Black students started to organise themselves to resist white domination by breaking away from NUSAS and formed SASO (1968)
  - Black students adopted the philosophy of Black Consciousness (Role of Biko/SASO)
  - SASO was for university students and SASM for schools
  - BC led to the formation of the Black Peoples Convention (BPC) in 1972 which involved students, churches, communities and trade unions
  - Organisations aligned to the BC philosophy included Black Parents' Association
  - South African Students Movement formed in 1972 which exposed Blacks to the ideals of BC
  - BCM and SASO organised FRELIMO Rallies (1974)
  - The arrests of BC leaders heightened political activism
- Role of Biko and the BCM in organising black South Africans through Labour
  - Organised workers to form trade unions
  - BC led to the formation of the Black Allied Workers Union (BAWU) –

  - worker's strikes in Durban in 1973)
- Role of Biko and the BCM in organising black South Africans through Community Programmes
  - Biko's banishment to King Williams Town led to diverted focus to community programmes
  - BC promoted independence from whites through Black Community Programmes to support blacks without white assistance. Examples are Zanempilo Health Clinic; Ginsburg Educational Trust; Zimele Trust Fund; Solempilo Community Health Centre; Ithuseng Community Health Programme and Winter School Projects
- Role of Biko and the BCM in organising student protests
  - Bantu Education introduced Afrikaans as a medium of instruction in schools (1975)
  - SASO and 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 teachings 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)
- Role of Biko and the BCM in organising black South Africans through Media
  - Role of media that was sympathetic to the BC philosophy e.g. *The World* newspaper
- Any other relevant response

[50]

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

QUESTION 5

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

SYNOPSIS
Candidates need to explain to what extent strong leadership displayed by both the NP and the ANC during the negotiation process (from 1990) contributed towards the first democratic elections in 1994.

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

- Introduction: Candidates need to take a line of argument by explaining to what extent both the NP government and the ANC displayed strong leadership during the negotiation process (from 1990) contributed towards the first democratic elections in 1994.

ELABORATION
- Release of Nelson Mandela on the 11 February 1990 and other banned political leaders in 1990 (strong leadership by De Klerk for bowing to pressure)
- Unbanning of the ANC, the PAC and the SACP and other banned organisations (leadership by De Klerk or pressurised)
- Groote Schuur Minute, 2 May 1990 - NP released political prisoners and both parties committed themselves to end violence and to negotiate (leadership by both NP and ANC)
- Violence in the Vaal Triangle (a test of strong leadership)
- Pretoria Minute in August 1990 – ANC stopped armed struggle and NP stopped State of Emergency (leadership by both NP government and the ANC)
- The National Peace Accord signed by 27 political organisations - provided safety net for negotiations (leadership by both NP government and the ANC)
- CODESA 1 (20 December 1991) - 19 political parties except for CP and PAC (strong leadership by both NP government and the ANC)
- Parties could not agree on power sharing and the constituent assembly – meeting ended (selfishness denting on strong leadership)
- The Declaration of Intent – parties agreed to draw up a new constitution and interim government (strong leadership by both NP government and the ANC)
- Whites-only referendum – De Klerk tested white opinion after losing three by-elections to CP (strong leadership by De Klerk)
- Referendum results – landslide Yes – negotiations continued (strong leadership by De Klerk) - The 'No' percentage signalled lack of confidence of De Klerk's leadership
- CODESA 2 (2 May 1992) – was not successful because of violence and inability of parties to agree on power-sharing (strong leadership by both NP government and the ANC)
- Boipatong massacre and influence of Third Force (17 June 1992 - test to strong leadership)
- Bisho massacre (September 1992) – ANC supporters who wanted to be part of negotiation process (test to leadership)

- ANC called for rolling mass action against the National Party (strategy by ANC to lead by putting pressure)

- Record of Understanding I September 1992 – Meyer and Ramaphosa committed themselves to peace and to negotiations (strong leadership by both NP government and the ANC)
- Meyer and Ramaphosa agreed on Joe Slovo's Sunset clause (leadership or sell out)
- Parties winning more that 5% of vote will form a Government of national unity to govern the new SA and whites could retain their positions for 5 years (accommodating/considerate leadership)
- Multi-party negotiations resumed at the World Trade Centre but did not last (strong leadership)
- Assassination of Chris Hani (10 April 1993) – Janus Walus (a test of leadership)
- Mandela addresses nation on TV (strong leadership calming the nation down)
- The AWB interrupted the negotiations on 15 June 1993, when they stormed the World Trade Centre with armoured vehicle (a test of strong leadership)
- Date for the first democratic elections set (27-29 April 1994) (leadership)
- Continued violence throughout elections – car bomb outside ANC head offices
  - Car bomb exploded at Jan Smuts (last efforts to test leadership)
- Elections held due to committed leadership
- Mandela became first Prime Minister of the new democratic Republic of South Africa with Thabo Mbeki and FW De Klerk as his deputies (strong leadership) **[50]**
- Any other relevant response

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

QUESTION 6

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

SYNOPSIS
Candidates need to indicate whether they agree or disagree with the statement. If they agree with the statement they need to explain how Gorbachevs's reforms in the Soviet Union in the 1980s changed the South African political landscape, which influenced FW de Klerk's decision to introduce reforms from 1989. If they disagree with the statement they need to substantiate their argument with relevant historical evidence.

MAIN ASPECTS
Candidates should include the following aspects in their response:

Introduction: Candidates should either agree or disagree that Gorbachevs's reforms in the Soviet Union in the 1980s changed the South African political landscape, which influenced FW de Klerk's decision to introduce reforms from 1989. They should indicate how they will support their line of argument.

ELABORATION

- Soviet Union in economic hardships (background information)
- Gorbachev took leadership of the Soviet Union in 1985 and introduced 'Perestroika' and 'Glasnost'
- 'Perestroika' allowed small scale private ownership and removed government control over production – shift away from Communism
- 'Glasnost' allowed people to criticise government – unknown culture under Communism
- Perestroika and Glasnost led to demands for the end of communism and full democracy
- This led to the end of communism and the end of the Cold War/Russia was no longer regarded as a super power/Communism was no longer seen as a 'global threat'
- 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 negotiations
- The defeat of the SADF during the Battle of Cuito Caunavale 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 USSR could no longer support the ANC financially as it was bankrupt
- The USSR 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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