basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

HISTORY P2

MAY/JUNE 2025

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 27 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 • Explain historical concepts in context	40% (20)
Level 3	• Interpret and evaluate evidence from sources • Engage with sources to determine 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.

- 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. $\frac{32}{50}$
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

- Be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion.

2.2 Marking of essay questions

- 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.

MARKING MATRIX FOR ESSAY: TOTAL: 50

PRESENTATION → / CONTENT ↓	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
	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.	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 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 a line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20–23	18–19	14–17
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

* Guidelines for allocating a mark for Level 1:

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

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SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW EFFECTIVE WERE THE STRATEGIES OF THE BLACK SASH IN MOBILISING AGAINST THE APARTHEID REGIME IN THE 1980s?

1.1.1 *[Extraction of evidence from Source 1A – L1]*
- '… removing 'coloured' citizens from the voter's roll' (1 x 2) (2)

1.1.2 *[Definition of a term from Source 1A – L1]*
- A list of people eligible for voting/A register of people qualifying to vote
- Any other relevant response (1 x 2) (2)

1.1.3 *[Extraction of evidence from Source 1A – L1]*
- 'Jean Sinclair …'
- '… Ruth Folley …'
- '… Elizabeth Mclaren …'
- '… Tertia Pybus …'
- '… Jean Bosazza …'
- '… Helen Newton-Thompson … ' (any 2 x 1) (2)

1.1.4 *[Interpretation of evidence from Source 1A – L2]*
- The Black Sash organised protests that rejected the National Party government's apartheid policies
- The organisation was seen as a threat because it was in an alliance with black resistance movements
- It was a female-led organisation that challenged decisions taken by male dominated National Party government
- The National Party government expected all whites (including liberals) to support all apartheid policies of the white government
- The Black Sash provided information about state harassment to the media
- Any other relevant response (any 2 x 2) (4)

1.1.5 *[Interpretation of evidence from Source 1A – L2]*
- Black people consulted the Black Sash advise officers on issues concerning their discrimination or segregation
- The Black Sash became a more powerful organisation that fought against apartheid laws as it also represented black people
- The organisation was effectively exposing the violation of human rights
- Any other relevant response (any 1 x 2) (2)

1.2

1.2.1 *[Interpretation of evidence from Source 1B – L2]*
- They highlight defiance as a common strategy applied also by other internal resistance movements
- To show that the Black Sash was also concerned with the human rights of all South Africans
- To show that the Black Sash was non-violent (peaceful) in their approach of resisting apartheid laws
- Any other relevant response (any 2 x 2) (4)

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

- To support the notion of majority rule in South Africa
- To show their opposition to the apartheid government's exclusion of the majority of South Africans from voting/wanted every South African citizen irrespective of colour to have the right to vote
- To challenge the National Party policies that were based on discrimination and not on democratic principles
- Any other relevant response (any 1 x 2) (2)

1.3 *[Comparison of evidence in Sources 1A and 1B to ascertain how they support each other – L3]*

- Source 1A states that the Black Sash was an organisation of white women that developed into a powerful anti-apartheid force and Source 1B depicts protesting white women displaying anti-apartheid demands/Both sources make reference to the fact that the Black Sash was an anti-apartheid organisation
- Both sources refer to 'black-sashing' as a form of protest
- Source 1A refers to silent protests as a symbol of their resistance to apartheid and Source 1B shows women silently protesting apartheid/Both sources refer to the Black Sash engaging in silent protest
- Source 1A refers to the Black Sash volunteers/supporters (staffing advice offices) and Source 1B shows volunteers/supporters protesting in Cape Town
- Source 1A refers to Black Sash's 'withering stares' and 'genteel' manner and Source 1B shows women protesting with 'stares'
- Any other relevant response (any 2 x 2) (4)

1.4

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

- '… feel aggrieved (upset) …' (1 x 2) (2)

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

- '…deliberate campaign against children …'
- '… persecution (torture) …'
- '… harassment …'
- '… damage inflicted …' (any 2 x 1) (2)

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

- '… to observe 1 June, this year (1987), as a national children's day …' (1 x 2) (2)

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

- The claim that South Africa (apartheid government) is a Western Christian society was undermined/contradicted by the persecution of the children during the state of emergency
- Any other relevant response (1 x 2) (2)

1.5

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

- '… was to uphold (maintain) the rule of law …'
- '… absolute commitment to lawful and peaceful protest …' (any 1 x 2) (2)

1.5.2 *[Explanation of a term from Source 1D – L2]*

- Isolating and curtailing any form of human contact (to create psychological damage) as a form of punishment for imprisoned political activists
- Any other relevant response (1 x 2) (2)

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

- So that she could not influence people through the media to act against the government/threat to the South African government
- To restrict her influence as a Black Sash member against the government/not to tarnish the image of the apartheid government
- To block the spread of ideas of democracy and equality
- Any other relevant response (any 2 x 2) (4)

1.5.4 *[Determining the usefulness of Source 1D – L3]*
The source is USEFUL because:

- The extract was taken from a book, titled *Black Sash, The Beginning of a Bridge in South Africa* by K Spink based on collections of experiences of women who were arrested for Black Sash campaigns/informed by research
- The author (K Spink) was a writer reporting on the violation of women's human rights for the Black Sash
- The date of publication of the book (1991) is not far from the activities of the Black Sash in the 1980s
- It provides specific details of the harsh treatment meted out to the Black Sash members by the apartheid government e.g. solitary confinement, banishment, etc.
- 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:

EFFECTIVE

- The Black Sash was formed by white women who were angered by the apartheid government's removal of the coloured from the common voters' roll (Source 1A)
- The Black Sash developed into a powerful force for protest and change served as a visible prod (push) to the consciousness of those who implemented and benefited from an unjust system (Source 1A)
- The stares of the women unsettled ministers in the ruling National Party government (Source 1A)
- The various advice offices across the country offered free services with regard to employment, housing, pensions and access to health (Source 1A)
- They were an invaluable (a helpful) source of information for the newspapers that were restricted by apartheid laws (Source 1A)
- The Black Sash protests against Botha's constitutional reforms ran across the country through convoys, demonstrations and vigils (own knowledge)
- They communicated their demands publicly through banners, placards and protests (Source 1B)
- The Black Sash also supported the End Conscription Campaign (ECC) and demanded franchise for all South Africans (Source 1B)
- They condemned the National Party government through letters (Source 1C)
- The organisation stood resolute in organising a national children's day to expose their persecution by the state (Source 1C)
- Arrests, detentions, interrogations and banning orders did not discourage the members of the Black Sash from continuing with the anti-apartheid protests (Source 1D)
- Any other relevant response

AND/OR

NOT EFFECTIVE

- They operated in difficult circumstances with constant harassment by the state (Source 1A)
- Only a few Black Sash members could protest from the public gallery of the Parliament (own knowledge)
- The organisation worked as an English white only – in isolation from the other anti-apartheid organisations at the time (Source 1B)
- Some of the protesting Black Sash members were intimidated and verbally abused by bystanders (own knowledge)
- They could not prevent the persecution and harassment of the children by the state (Source 1C)
- During the State of emergency in the 1980s Black Sash leaders were imprisoned (Source 1C)
- Some of the leaders were kept in solitary confinement (Source 1D)
- Others were placed under severe restrictions of house arrest (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 effective the strategies of the Black Sash were in mobilising against the apartheid regime 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 effective the strategies of the Black Sash were in mobilising against the apartheid regime 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 effective the strategies of the Black Sash were in mobilising against the apartheid regime 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: WHY WAS THE MOHAPI FAMILY DISSATISFIED WITH THE MANNER IN WHICH THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEALT WITH THE DEATH OF MAPETLA MOHAPI IN 1976?

2.1

2.1.1 *[Extraction of evidence from Source 2A – L1]*
- '… Jozanashoek' (1 x 1) (1)

2.1.2 *[Extraction of evidence from Source 2A – L1]*
- '… held pro-FRELIMO rallies in October 1974 to celebrate the independence of Mozambique …' (1 x 2) (2)

2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- He was regarded as a danger/threat to the state
- To limit his influence to the BCM
- To control his movements
- Any other relevant response (any 1 x 2) (2)

2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- He could have succumbed to interrogation/tortured by the security police
- He was killed while in custody
- Any other relevant response (any 1 x 2) (2)

2.2

2.2.1 *[Extraction of evidence from Source 2B – L1]*
- '… I was never happy in the 20 years about the matter of Mapetla …'
- '… to come and give evidence about the hurt that I felt …'
- '… to tell the Commission so that they can assist me in finding out what happened to him because he never killed himself' (3 x 1) (3)

2.2.2 *[Definition of a term from Source 2B – L1]*
- A formal/official investigation to ascertain facts relating to an undesirable incident
- Any other relevant response (1 x 2) (2)

2.2.3 *[Interpretation of evidence from Source 2B - L2]*
- There was no convincing evidence to prove that Mapetla Mohapi killed himself/someone must have killed him
- The alleged suicide note was a fabrication
- Any other relevant response (any 1 x 2) (2)

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

- Because of the testimony given by the policeman that Mohapi would not have taken his own life
- Letters were produced as evidence that Mohapi would not have taken his own life
- She expected the Supreme Court to act on the evidence provided
- The evidence provided by experts indicated that the suicide letter was not written in his own handwriting
- Any other relevant response (any 1 x 2) (2)

2.2.5 *[Determining reliability of Source 2B – L3]*

The source is RELIABLE because:

- It is an extract from an interview conducted at the TRC HRVC hearing on 15 April 1996
- It was published in the official TRC Report, Vol. 3, 1998
- Mrs Mohapi is retelling her personal experience of the events following her husband's death
- Any other relevant response (any 2 x 2) (4)

2.3

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

- To find closure for his mysterious death
- To connect with Mohapi by visiting a place where his spirit departed from him/spiritual repatriation
- To connect the family with the place where Mohapi died
- Any other relevant response (any 2 x 2) (4)

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

- For the commemoration of his death
- To honour his memory/legacy as he made a great impact in challenging the apartheid government
- Any other relevant response (any 1 x 2) (2)

2.4

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

- '… for its modus operandi that echoes AZAPO's standpoint …'
- '… to question exactly how the TRC has served justice in Mohapi's case'
- 'No one came forward to seek amnesty …'
- '… the government did nothing to pursue the known suspects …'
- '… accountability ~~is~~ unfulfilled …'
- '… the original inquest verdict is still part of the judicial record …'
- '… and historical truth remains incomplete' (any 4 x 1) (4)

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

- '… private initiative …'
- '… resources' (2 x 1) (2)

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

- An honour/respect awarded by the post-apartheid (democratic) government to people who supported the liberation struggle while fighting against the apartheid government – in this case, like Mapetla Mohapi who through the BCM fought against the apartheid regime
- Any other relevant response (1 x 2) (2)

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

- The TRC could not reveal as to how Mapetla Mohapi died while in police custody
- The government did nothing to follow up on Mohapi's death
- Mohapi's family unsuccessfully tried to get the truth through a civil case
- Any other relevant response (any 2 x 2) (4)

2.5 *[Comparison of Sources 2B and 2D to ascertain similarities – L3]*

- In Source 2B Nonhle appeared before the TRC seeking facts regarding her husband's (Mapetla's) death and in Source 2D the TRC is criticised for not helping Nonhle with finding answers to her questions
- Both sources refer to 20 years having passed between Mapetla's death and the TRC hearing with no clue of how he died
- Source 2B refers to an inquest finding (about a suicide letter) that Nonhle and handwriting experts refuted and Source 2D indicates that inquests were successful only through private initiatives or for people with resources
- Source 2B refers to the Mohapi family having opened a civil case and Source 2D refers to the government not doing enough to support the Mohapi family
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- On 5 August 1976, Mohapi mysteriously died in police custody (Source 2A)
- Nonhle Mohapi appeared before the TRC's Human Rights Violations Committee because she wanted answers on how her husband was killed (Source 2B)
- Nonhle rejected the allegation that Mapetla died by committing suicide (Source 2B)
- The Mohapi family opened a civil case to seek answers on Mohapi's death because the government could not help them (Source 2B)
- Approaching the Supreme Court of Law by the Mohapi family also did not help – they lost the case and had to pay R250 000 with a possibility of liquidation (Source 2B)
- The Mohapi family visited the Kei Police station and were unsuccessful to access the cell in which Mapetla died because the TRC could not help them (Source 2C)
- The modus operandi of the TRC was criticised because no one came forward to seek amnesty for Mapetla's death (Source 2D)
- Inquests that succeeded were only due to private initiatives or because the family had resources – not because of the TRC (Source 2D)
- The inability of the TRC and the democratic government to help the Mohapi family is regarded as 'a shameful state of affairs' (Source 2D)
- No one sought amnesty and the TRC did nothing to pursue the known suspects (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 why the Mohapi family was dissatisfied with the manner in which the Truth and Reconciliation Commission (TRC) dealt with the death of Mapetla Mohapi in 1976.** • 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 why the Mohapi family was dissatisfied with the manner in which the Truth and Reconciliation Commission (TRC) dealt with the death of Mapetla Mohapi in 1976.** • 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 why the Mohapi family was dissatisfied with the manner in which the Truth and Reconciliation Commission (TRC) dealt with the death of Mapetla Mohapi in 1976.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

QUESTION 3: HOW DID TRADE RELATIONS BETWEEN CHINA AND AFRICA EVOLVE BETWEEN THE 1970s AND 2023?

3.1

3.1.1 *[Extraction of evidence from Source 3A – L1]*
- 'China's trade liberalisation …'
- '… openness to the world …' (2 x 1) (2)

3.1.2 *[Extraction of evidence from Source 3A – L1]*
- '… trade …'
- '… industrial reforms …'
- '… the manufacture of products to sell abroad …' (3 x 1) (3)

3.1.3 *[Interpretation of evidence from Source 3A – L2]*
- Trade liberalisation encouraged China to open up its economy for trade and investments with the rest of the world
- China relaxed tariffs on import and export goods making it easy for China to infiltrate foreign markets
- It led to China engaging in more foreign direct investment
- It encourages free competition in the domestic Chinese market and free international trade
- Any other relevant response (any 1 x 2) (2)

3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- China initially provided financial aid to Africa, but is currently investing through infrastructure and raw materials in Africa
- China initially provided humanitarian aid and resources to Africa but is currently providing infrastructural support through investments/business – profit-making
- Any other relevant answer (any 1 x 2) (2)

3.1.5 *[Definition of term from Source 3A – L1]*
- Process whereby the world has become more integrated and connected beyond borders due to technology
- Interconnectedness of transport, technology and communication
- The way in which people, goods, money and ideas are moved around the world faster and cheaper than ever before due to transport, communication and technology
- Any other relevant response (any 1 x 2) (2)

3.2

3.2.1 *[Extraction of evidence from Source 3B – L1]*
- '… open a China-Africa economic and trade expo in China …'
- '… we encourage Chinese companies to increase investment in Africa …'
- '… will build and upgrade a number of economic and trade cooperation zones in Africa'
- 'We will support Africa in achieving general food security by 2030 …'
- '… work with Africa to formulate and implement a programme of action to promote China-Africa cooperation on agricultural modernisation' (any 3 x 1) (3)

3.2.2 *[Explanation of concept in context from Source 3B – L2]*

- Process whereby China utilise new farming technologies to increase efficiency and productivity in agriculture in Africa
- Process whereby China support localised production of fertilisers, pesticides, small-scale machines and tools to boost production of agricultural raw material in Africa
- Any other relevant response (any 1 x 2) (2)

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

- To benefit from Africa's exports on agricultural raw materials
- To help address food security challenges in Africa
- To boost Africa's agriculture through modernisation
- To enhance agricultural cooperation by helping rural villages and towns to foster local agricultural industries
- To help Africa increase its food exports, not necessarily to China but to the rest of the world
- Any other relevant response (any 2 x 2) (4)

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

- President Xi Jinping committed China to embark on large-scale economic and investment programmes in Africa through different funding agencies
- China would further invest humanitarian, financial and agricultural support to Africa
- Through bilateral agreements between China and Africa by means of various forums and connectivity projects
- Any other relevant response (any 1 x 2) (2)

3.2.5 *[Determining limitations of evidence from Source 3B – L3]*
The source is LIMITED because:

- It is a speech by the Chinese president to justify China's influence in Africa
- It is a speech to hide the monopoly of China over Africa by providing funding which would leave Africa in debt/Propaganda/Bias
- It does not address the needs of Africa as required by Africans
- Any other relevant response (any 2 x 2) (4)

3.3 *[Comparison of evidence in Sources 3A and 3B to ascertain how they support each other – L3]*

- Source 3A states that China's engagement with Africa is currently economically driven and underpinned by trade and investments and in Source 3B Xi Jinping mentions that Chinese companies are encouraged to increase investments in Africa/Both sources indicate China's investment in Africa
- Source 3A refers to trade liberalisation which increased China's trade relationships with developing countries and Source 3B highlights China's intentions to build and upgrade economic and trade cooperation zones in Africa
- Source 3A refers to African countries looking east to meet China's long-term strategy for resources and markets and Source 3B mentions that China will support Africa in developing the Single African Air transport market opening more direct flights between China and Africa
- Source 3A refers to the establishment of Forum on China-Africa Cooperation (FOCAC) as a platform to enhance cooperation between China and Africa and in Source 3B the Chinese President addresses the forum on the FOCAC during the Beijing Summit
- Any other relevant response (any 2 x 2) (4)

3.4

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

(a)

- Chinese funding or investment to Africa
- Humanitarian food assistance/assistant program to Africa
- Any other relevant response (any 1 x 2) (2)

(b)

- China's dependence on Africa
- Exploitation of Africa by China
- China is reaping benefits from Africa through investments
- Any other relevant response (any 1 x 2) (2)

3.4.2 *[Interpretation of evidence from Source 3C - L2]*

- The USA is portrayed as being surprised and shocked because of the new competitor (China) investing in Africa
- China is replacing the USA and reaping the benefits from Africa
- Any other relevant response (any 1 x 2) (2)

3.5

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

- '… been unable to pay back the program's high-interest loans …'
- '… are now caught in a debt trap' (2 x 1) (2)

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

- Africa become indebted to China as a result of loans which put Africa at risk of being controlled by China
- Loans offered by China to Africa have conditions attached which make it possible for China to get ownership over Africa's natural resources
- Any other relevant response (any 1 x 2) (2)

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

- '… Kenya …'
- '… Ethiopia …'
- '… Nigeria …'
- '… Republic of Congo …' (any 2 x 1) (2)

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

Candidates could include the following aspects in their response:

- Globalisation in the form of trade liberalisation triggered China's increased trade relations with developing and developed countries including African countries (Source 3A)
- China aimed to shape the world political economy through engaging with African countries through trade and investments by expanding its markets (Source 3A)
- In the past, the China-Africa trade relations was aid-driven (Source 3A)
- The current China-Africa trade relations became economic-driven (Source 3A)
- Globalisation made it possible for China to develop strategic relations and cooperation with Africa through bilateral forums (own knowledge)
- President Xi Jinping launched industrial promotion initiative to open the China-Africa economic and trade expo in China (Source 3B)
- By 2018 Xi Jinping committed to strengthen the China-Africa trade relations through funding in the form of China-Africa Development Fund, China-Africa Fund for Industrial Cooperation, Asian Infrastructure Investment Bank, New Development Bank, Silk Road Fund (Source 3B)
- Chinese companies entered African markets and increased exports to Africa (own knowledge)
- Opening up of Chinese markets with advance technologies and funding made African countries become competitive (own knowledge)
- Unequal trade relations between China and Africa portrayed in the cartoon, with China monopolising African products (Source 3C)
- Recently getting Africa into debt traps (Source 3D)
- Subjecting Africa to long term payments with mining and natural resources as collaterals for debt owed
- China's continued financial injection into Africa for infrastructural investments through the Belt and Road Bilateral Forums (Source 3D)
- 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 trade relations between China and Africa evolved between the 1970s and 2023.** • 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 trade relations between China and Africa evolved between the 1970s and 2023.** • 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 trade relations between China and Africa evolved between the 1970s and 2023.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

SECTION B: ESSAY QUESTIONS

QUESTION 4: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA: THE CRISIS OF APARTHEID IN THE 1980s

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

SYNOPSIS

Candidates should critically discuss whether the political liberation of Black South Africans was the only focus of the Black Consciousness Movement during the late 1960s to the 1970s. The critical discussion should indicate that the **political liberation** of Black South Africans was not the only focus because the Black Consciousness Movement also focused on **psychological, economic and social liberation** of all Black South Africans. They need to substantiate their argument with relevant historical evidence.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

- Introduction: Candidates should indicate that the Black Consciousness Movement did not only focus on the **political liberation** of Black South Africans but also on the **psychological, economic and social liberation** of all Black South Africans. They should provide an outline of the content that they will use for the focus on political liberation as well as on **psychological, economic and social liberation** of all Black South Africans.

ELABORATION

- Political vacuum (background information)
  - Created after ANC and PAC political leaders and parties were banned or imprisoned in 1960
- Political liberation was necessary:
  - Black South Africans not full citizens
  - No voting rights within South Africa
  - Bantustanisation
- Using political organisations to empower black South Africans to be self-reliant and liberate themselves politically
  - 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
  - Black Consciousness (BC) led to the formation of the Black People's 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
  - BCM and SASO organised FRELIMO Rallies (1974)
  - The arrests of BC leaders heightened political activism

- Worker's Rights
  - Used labour (workers) union to challenge the apartheid state – for political rights of workers
  - 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)
- Press Freedom for African perspective
  - Used their own media to challenge the apartheid state and empower its members
  - Role of media that was sympathetic to the BC philosophy, e.g. the *World* newspaper
- Black Consciousness philosophy (Psychological liberation)
  - Instilling blacks with pride and self-belief to challenge the apartheid state
  - Infused blacks with a 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
- Liberation in Education (Political and Social liberation)
  - Influencing students through their structures to liberate themselves mentally and politically
  - 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 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 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)
- Community Empowerment (Psychological and Economic liberation)
  - Established community programmes for self-sufficiency and the removal of inferiority complex among Black Africans
  - 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. (Zanempilo Health Clinic/Ginsburg Educational Trust/Zimele Trust Fund/Solempilo Community Health Centre/ Ithuseng Community Health Programme and Winter School Projects)
- Any other relevant response

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

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

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

SYNOPSIS

- Candidates need to explain that the political will and determination of leaders from various political parties during the negotiation process, to a **greater or lesser extent** led to a democratic South Africa in 1994. They need to support their argument with relevant historical evidence.

MAIN ASPECTS

- Candidates could include the following aspects in their essays:
- Introduction: Candidates should take a stance by stating that the political will and determination of leaders from various political parties during the negotiation process, to a **greater or lesser extent** led to a democratic South Africa in 1994. They should provide an outline or examples of content they would use to support their line of argument.

ELABORATION

- FW de Klerk replaced PW Botha in 1989
- Unbanning of the ANC, the PAC and the SACP and other banned organisations
- Release of Nelson Mandela on 11 February 1990 and other banned political leaders in 1990 (political will and determination by De Klerk)
- Groote Schuur Minute, 2 May 1990 – NP released political prisoners and both parties committed themselves to end violence and to negotiate (political will and determination by leaders of ANC and NP)
- Violence in the Vaal Triangle
- Pretoria Minute in August 1990 – ANC stopped armed struggle and NP stopped State of Emergency (political will and determination by leaders of ANC and NP)
- The National Peace Accord signed by 27 political organisations - provided a safety net for negotiations (political will and determination by leaders of various political organisations)
- CODESA 1 (20 December 1991) – 19 political parties except for the Conservative Party (CP) and Pan Africanist Congress. Parties could not agree on power-sharing and constituent assembly – meeting ended (political will and determination by leaders of 19 political organisations)
- The Declaration of Intent – parties agreed to draw up a new constitution and interim government (political will and determination by leaders of 19 political organisations)
- Whites-only referendum – De Klerk tested white opinion after losing three by-elections to CP, Result – landslide Yes – negotiations continued (political will and determination by De Klerk)
- CODESA 2 (2 May 1992) – did not last because of violence and inability of parties to agree on power-sharing (political will and determination by leaders of various political organisations)
- Boipatong massacre and influence of Third Force (17 June 1992)
- Bisho massacre (September 1992)
- ANC called for rolling mass action against the National Party

- Record of Understanding (September 1992) – Meyer and Ramaphosa committed themselves to peace and to negotiations (political will and determination by leaders of ANC and NP)
- Meyer and Ramaphosa agreed on Joe Slovo's sunset clause (political will and determination by Joe Slovo)
- Parties winning more than 5% of the vote will form a Government of National Unity to govern the new SA and whites could retain their jobs for 5 years (political will and determination by leaders of various political organisations)
- Multi-party negotiations resumed at the World Trade Centre but did not last (political will and determination by leaders of various political organisations)
- The AWB interrupted the negotiations on 25 June 1993, when they stormed the World Trade Centre with an armoured vehicle
- Assassination of Chris Hani (10 April 1993) – Janus Waluz
- Mandela addresses the nation on TV – calming the nation down (political will and determination by Mandela)
- St James massacre (25 July 1993)
- Heidelberg tavern shooting (30 December 1993)
- Shell House massacre (28 March 1994)
- Date for the first democratic elections set (27–29 April 1994) (political will and determination by leaders of various political organisations)
- Continued violence throughout elections – car bomb outside ANC head offices
- Car bomb exploded at Jan Smuts Airport
- Elections were held due to a compromise
- Results of election: ANC 62,7%, NP 20,4% and IFP 10,5%
- ANC, NP and IFP formed the government of national unity as agreed upon in the sunset clause (political will and determination by leaders of various political organisations)
- Mandela became the first black state president of the new democratic Republic of South Africa with Thabo Mbeki and FW de Klerk as his deputies
- Any other relevant response

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

QUESTION 6: THE END OF THE COLD WAR AND A NEW WORLD ORDER: THE EVENTS OF 1989

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

SYNOPSIS

- Candidates need to **agree or disagree** with the statement that Mikhail Gorbachev's policies in 1985 led to a new political dispensation in South Africa from 1989. Candidates should use relevant evidence to support their line of argument. If candidates disagree, they need to substantiate their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- Introduction: Candidates need to take a stance by **agreeing or disagreeing** with the statement that Mikhail Gorbachev's policies in 1985 led to a new political dispensation in South Africa from the late 1980s. They should provide an outline or examples of content they would use to support their line of argument. If candidates disagree, they need to substantiate their line of argument with relevant historical evidence.

ELABORATION

SOVIET UNION

- 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 the 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 superpower/Communism was no longer seen as a 'global threat'

IMPACT ON 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 negotiations
- The defeat of the SADF during the Battle of Cuito Cuanavale 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

- It became evident that the National Party government could not maintain white supremacy rule indefinitely
- Influential National Party members started to realise that apartheid was not the answer for the development of 'white' economic interests
- 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
- Constructive engagement between FW de Klerk and Reagan (US President) with Margaret Thatcher (British Prime Minister) facilitated by Chester Crocker
- 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 replaced the conservative PW Botha after he suffered from stroke in 1989
- 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 a democratic South Africa
- Any other relevant response

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

TOTAL: [150]

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