basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

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GRADE 12

HISTORY P2

NOVEMBER 2024

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 28 pages.

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1. SOURCE-BASED QUESTIONS

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

Cognitive Levels	Historical skills	Weighting of questions
Level 1	• Extract evidence from sources • Selection and organisation of relevant information from sources • Define historical concepts/terms in own words	30% (15)
Level 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources • 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:

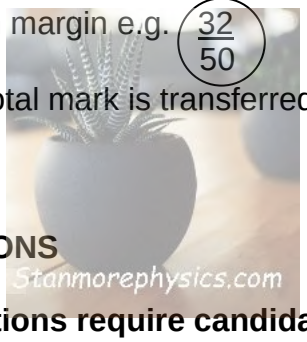
- Read the paragraph and place a bullet (•) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.

- 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)

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2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay, ticks need to be awarded for a relevant introduction (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline).
For example, in an essay where there are five (5) main points there could be about seven (7) ticks.

2.4.3 Keep the **PEEL** structure in mind when assessing an essay.

P	**Point:** The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
E	**Explanation:** The candidate should explain in more detail what the main point is about and how it relates to the question posed (line of argument).
E	**Example:** The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	**Link:** Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

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**.

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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

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* Guidelines for allocating a mark for Level 1:

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

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID CIVIC ORGANISATIONS MOBILISE LOCAL COMMUNITIES TO RESIST THE APARTHEID GOVERNMENT'S STRUCTURES IN SOUTH AFRICA IN THE 1980s?

1.1

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

- '… Black Local Government Bill …' (1 x 1) (1)

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

- '… for the establishment of a series of local government structures similar to those operating in the white areas …'
- '… [it] gave African residents of urban locations something like autonomy (self-government)'
- '… they now had local power, elected by local residents'
- 'Councillors were responsible for township administration …' (any 2 x 1) (2)

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

- '… high rentals …'
- '… poor electrification …'
- '… bad housing …'
- '… the bucket-toilet system …'
- '… crime' (any 3 x 1) (3)

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

- Civic organisations no longer focused only on local concerns of residents
- They were politicised to start challenging local government structures
- They started asking critical questions, e.g. why streets were dirty and why they had to pay rent
- They started demanding provisions from local government structures/challenged apartheid laws
- The challenges they confronted stemmed from the apartheid system which compelled them to actively join the liberation struggle
- Any other relevant response (any 1 x 2) (2)

1.2

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

- To invite/mobilise the residents of Kagiso and Munsieville to a community meeting to protest against apartheid government structures/ to conscientise/inform the residents of Kagiso and Munsieville about a community meeting to protest against apartheid government structures
- To communicate the purpose of the meeting – the lack of basic services in Kagiso and Munsieville
- To highlight the important speakers/leaders and the topics they would be addressing
- To provide the details about the meeting (topics, date, time and venue)
- Any other relevant response (any 1 x 2) (2)

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

- To create awareness to the role of civic organisations to township residents because they (civic organisations) were new as they were formed from the 1970s and multiplying in the 1980s
- To mobilise residents to support civic organisations
- To explain how the civic organisations would address the basic needs of the township dwellers
- Dr Motlana was a well respected professional/political activist/community leader
- Any other relevant response (any 2 x 2) (4)

1.3

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

- '… Azanian People's Organisation (AZAPO) …' (1 x 1) (1)

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

- He was an anti-apartheid activist/liberation struggle leader
- They suspected that he supported the march by the Thembisa residents
- To suppress future protests from recurring
- To instil fear among community leaders and supporters (protestors)
- Any other relevant response (any 1 x 2) (2)

1.3.3 *[Extraction of evidence from Source 1C - L1]*

- '… allowed for fourteen days' detention while the police worked out a charge'
- 'The detainee could be held in solitary confinement (isolation) …'
- '… was not allowed access to lawyers …'
- '… was not allowed to access a doctor during that time'
- 'The fourteen days could be extended indefinitely (without end) …'

(any 3 x 1) (3)

1.3.4 *[Definition of a term from Source 1C – L1]*

- Action taken by residents to stop paying rent
- Measures taken to encourage people to purposely disregard rental fee
- Disobedience to the payment of rent
- Any other relevant response (any 1 x 2) (2)

1.3.5 *[Interpretation of evidence from Source 1C - L2]*

- They supported/under control of apartheid local structures/township's superintendent
- They accepted the apartheid laws that forced residents to pay unaffordable rent
- They turned a blind eye to the bread and butter issues affecting township residents
- Any other relevant response (any 2 x 2) (4)

1.4

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

- '… rapidly escalating (rising) rents …'
- '… 56 per cent rent increase …'
- '… already paying some of the highest rents …'
- '… half of which were in arrears (any 2 x 1) (2)

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

- They were scared that residents would attack them for their role in implementing rent increase in townships
- They were used as pawns by black local authorities – which made them unpopular to residents
- They wanted to escape the stigma of being seen as an extension of the apartheid government
- Lack of protection from government
- Any other relevant response (any 2 x 2) (4)

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1.4.3 *[Explanation of a concept from Source 1D – L2]*

- Ruthless and violent mass killings of 13 people on 21 November 1985 by the South African Police during the protests
- Any other relevant response (1 x 2) (2)

1.4.4 *[Determining the usefulness of Source 1D – L3]*

The source is USEFUL because*:*

- It is taken from the TRC report which is an official government document that revealed the injustices of the past
- The date of the report was published (29 October 1998) corresponds with the actual release of the TRC report
- The period under review (between January 1985 and July 1986) refers to the peak of rent boycotts in many townships in the PWV area
- It provides detailed information about violent government reactions against civic organisations protest actions in townships in the mid-1980s
- The source can be corroborated with the information in Source 1C regarding the rent boycott
- Any other relevant response (any 2 x 2) (4)

1.5 *[Comparison of evidence from Sources 1B and 1D to ascertain their similarities – L3]*

- Source 1B shows township residents protesting and Source 1D refers to rent boycotts by township residents across the Vaal/Both sources indicate that civic organisations played an important role in tackling the issues communities faced
- Source 1B shows protesters marching unarmed/peaceful march and Source 1D refers to unarmed victims that were shot in the back by the police
- Source 1B refers to the Krugersdorp Residents' Organisation calling for a community meeting to conscientise residents of the role of civic organisations and Source 1D states that opposition to apartheid was organised through civic and student organisations to protest against apartheid local structures/Both sources mention civic organisations in Krugersdorp acting against the local authorities
- Both sources illustrate the strength and unity fostered by the civic organisations
- 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:

- Civic organisations promoted the interests of people at local level (Source 1A)
  - took responsibility for local communities and addressed issues of self-organisation like blocks, yards and street committees (Source 1A)
  - intensified protests for various basic needs such as housing, the bucket-toilet system in different townships (Source 1A)
  - worked in unison to run massive national campaigns that forced the government to change its policies/render the townships ungovernable (Source 1A and own knowledge)
  - organised the Thembisa rent boycott (Source 1C)
  - received support from other political organisations like AZAPO (Source 1C)
  - offered a structured platform in promoting the interests of people (own knowledge)
- Professionals and church leaders supported the civic organisations to mobilise support and continue to fight the apartheid policies. (Source 1B)
- Civic associations used posters to mobilise supporters and explain their role (Source 1B)
- Protested against the government repressions (Source 1C)
- Protested against unaffordable/high house rentals (Source 1D)
- The student's organisations and other civic organisations effectively worked in unison to intensify the rent boycotts in various townships (Source 1D)
- In reaction to police brutality or massacres the protestors adopted various forms of demonstrations (Source 1D)
- The civic organisations ultimately united under the banner of South African National Civic Organisation (SANCO) in 1992 (own knowledge)
- Any other relevant response (8)

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of how civic organisations mobilised local communities to resist the apartheid government's structures in South Africa in the 1980s.** • Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates largely on the topic e.g. **shows some understanding of how civic organisations mobilised local communities to resist the apartheid government's structures in South Africa in the 1980s.** • Uses evidence in a basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence e.g. **demonstrates a thorough understanding of how civic organisations mobilised local communities to resist the apartheid government's structures in South Africa in the 1980s**. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

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QUESTION 2: WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) ABLE TO BRING CLOSURE TO SIZWE KONDILE'S FAMILY FOR HIS MURDER AS AN ANTI-APARTHEID ACTIVIST IN 1981?

2.1

2.1.1 *[Extraction of evidence from Source 2A – L1]*
- '… about July 1980' (1 x 2) (2)

2.1.2 *[Extraction of evidence from Source 2A – L1]*
- '… Mr Vusumzi Pikoli …'
- '… Mr Thozi Majola …'
- '… Mr Phaki Ximiya' (3 x 1) (3)

2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- To carry out the mandate of the ANC from exile
- To carry out underground activities in the Eastern Cape (South Africa)
- To destabilise the apartheid government
- To strengthen internal resistance to apartheid
- Any other relevant response (any 1 x 2) (2)

2.1.4 *[Definition of a term from Source 2A – L1]*
- Someone who turns their back on/to betray an organisation/principle and joins the enemy or opposition
- Any other relevant response (1 x 2) (2)

2.2

2.2.1 *[Extraction of evidence from Source 2B – L1]*
- '… Van Rensburg …'
- '… Du Plessis …'
- '… Colonel Gerrit Erasmus' (3 x 1) (3)

2.2.2 *[Explanation of a term from Source 2B – L2]*
- It's spoken or written evidence by perpetrators who have applied for amnesty from the TRC
- Any other relevant response (1 x 2) (2)

2.2.3 *[Interpretation of evidence from Source 2B - L2]*
- Dirk Coetzee was only interested in being granted amnesty to avoid jail sentence
- He did not want to take responsibility for the atrocities he committed
- He cared less for the loss and pain of the victims' families
- Any other relevant response (any 1 x 2) (2)

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

- She believed Dirk Coetzee did not make full disclosure
- She felt he did not deserve to be granted amnesty/not really remorseful
- She was still angry that she did not know what happened to her son/she was not able to attain closure
- She wanted retributive justice
- Any other relevant response (any 1 x 2) (2)

2.3

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

- It captured the moment the Kondile family had an opportunity to create a symbolic memorial service for Sizwe Kondile near where his remains were disposed of
- It shows how the family finally came to terms with Sizwe's death/find closure
- It is a reminder to the family on the process of the spiritual repatriation of Sizwe Kondile for the burial of his spiritual remains
- Any other relevant response (any 1 x 2) (2)

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

- He was one of Sizwe's friends/cell member/comrade
- He left with Sizwe Kondile to Maseru, Lesotho in 1980
- He authored a book about Sizwe called *The life and times of Sizwe Kondile, a story of service, suffering, sacrifice and selflessness*
- To support the family
- Pikoli wanted to find closure
- He was a spokesperson for the family
- Any other relevant response (any 2 x 2) (4)

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

YES

- The spiritual repatriation created an opportunity for family and friends for the burial of his spiritual remains
- They came to terms with their loss and were able to find closure 31 years later
- The spiritual repatriation created an opportunity to heal and find peace
- Any other relevant response

NO

- There were no remains to bury
- It was only ceremonial and occurred 31 years later
- It was only symbolic and not a proper burial
- It opened old wounds
- Any other relevant response (any 1 x 2) (2)

2.4

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

- '… poisoned …'
- '… tortured …'
- '… shot …'
- '… burnt …'
- '… bombed …' (any 4 x 1) (4)

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

- To reassure the family that they are bringing the remains of Sizwe Kondile home for closure/healing/decent burial
- To acknowledge the role he played as a political activist
- Any other relevant response (1 x 2) (2)

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

- To evaluate whether the atrocities of the past have been revealed and dealt with accordingly/healing and reconciliation
- To assess whether the mandate of the TRC has been achieved
- To reflect whether justice has been done to the Kondile family and other related cases
- To reflect that such brutal acts of human rights violation should not be repeated
- To honour those who made sacrifices like Kondile
- Any other relevant response (any 1 x 2) (2)

2.4.4 *[Determining the reliability of Source 2D – L3]*

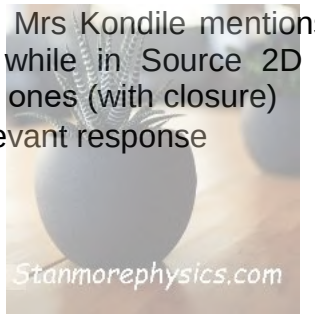
The source is RELIABLE because:

- It is taken from a reputable media source – Independent Online (IOL)
- It contains extracts from a speech/first hand information by Michael Masutha who was the Minister of Justice and Correctional Services
- The speech was delivered at the Freedom Park which is a spiritual resting place for heroes of the struggle against apartheid
- The speech was delivered on the day of the burial of spiritual remains of Sizwe Kondile on 1 July 2016
- His death can be corroborated with the information in Source 2B
- Any other relevant response (any 2 x 2) (4)

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

- In Source 2B Kondile's family refused to accept Dirk Coetzee's request for forgiveness while in Source 2D Kondile's family attended the spiritual repatriation and symbolic burial of Sizwe Kondile with the hope of healing
- Source 2B raises more questions and no closure to the Kondile family while Source 2D offers the Kondile family an opportunity through rituals for closure
- In Source 2B the Kondile family rejects the contribution of Mandela and Tutu (efforts of the TRC) to the healing process while in Source 2D the Kondile family accept the support of the Minister of Justice and Correctional Service to bring closure to the Kondile case
- In Source 2B Mrs Kondile mentions that Sizwe was buried by a barbarian (no closure) while in Source 2D the spiritual burial was conducted by Sizwe's loved ones (with closure)
- 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:

YES

- Perpetrators applied for amnesty and testified before the TRC Amnesty Committee (Source 2B)
- The TRC created a platform that revealed new information that led to process of spiritual repatriation and symbolic burial (own knowledge)
- Three SAP members came forth to reveal the truth that they killed Sizwe Kondile (Source 2B)
- The family was able to observe the ritual of spiritual repatriation (Source 2C)
- The symbolic burial at the Freedom Park was made possible because of new information emerging at the TRC hearings (Source 2D)
- Any other relevant response

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NO

- Sizwe Kondile was abducted and murdered by the security police (Source 2A)
- The South African Police lied about his release to label him as a traitor to the ANC (Source 2A)
- Mrs Kondile was not satisfied with the granting of the amnesty to perpetrators who killed her son (Source 2B)
- Mrs Kondile's lawyer, Imram Moosa felt that Coetzee should have stood for trial (Source 2B)
- ~~She~~ Mrs Kondile was not healed thus she refused to forgive and meet with the perpetrator (Source 2B)
- Mrs Kondile might have not found closure because she was not part of the group photograph in Komatipoort (Source 2C)
- The family could not bury him as there were no remains (own knowledge)
- The ritual of spiritual repatriation and burial was symbolic (Sources 2C and 2D)
- It was doubtful if the spiritual repatriation provided closure for the family, 31 years after he died (Source 2C)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of whether the Truth and Reconciliation Commission (TRC) was able to bring closure to Sizwe Kondile's family for his murder as an anti-apartheid activist in 1981.** • Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g. **shows some understanding of whether the Truth and Reconciliation Commission (TRC) was able to bring closure to Sizwe Kondile's family for his murder as an anti-apartheid activist in 1981.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of whether the Truth and Reconciliation Commission (TRC) was able to bring closure to Sizwe Kondile's family for his murder as an anti-apartheid activist in 1981.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

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QUESTION 3: WHY WAS THERE RESISTANCE TO WALMART'S EXPANSION INTO SOUTH AFRICA IN 2011?

3.1

3.1.1 *[Definition of a 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)

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

- '… access to larger markets …'
- '… economies of scale …'
- '… cheaper resources …' (3 x 1) (3)

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

- Walmart's growth in the USA was limited and it was forced to expand globally including into South Africa
- Walmart entered foreign markets to compete and grow internationally
- Walmart took over local businesses as subsidiaries through its global expansion (created smaller companies)
- Any other relevant response (any 1 x 2) (2)

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

- '… free trade agreements …'
- '… advances in technology …'
- '… transportation …' (any 2 x 1) (2)

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

- South Africa's membership of SADC and BRICS make it easier for other countries to trade with it
- South Africa is open to foreign investments from multinational companies
- Other countries can freely trade with South Africa due to its open trade policies with lesser restrictions/for profit and to benefit the economy
- Any other relevant response (any 1 x 2) (2)

3.2

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

- To make people aware of SACCAWU's protest actions against the merger of Walmart and Massmart/newsworthy
- To galvanise support and solidarity for SACCAWU's opposition to the merger
- To expose the negative impact globalisation would have in South Africa
- Any other relevant response (any 1 x 2) (2)

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

- The merger between Walmart (USA) with Massmart (local) is regarded as a form of neo-colonialism by Walmart – a USA company
- Walmart is regarded as an outside company which enters South Africa to exploit workers
- Walmart's expansion to South Africa will lead to deindustrialisation/job losses
- Walmart's entry into South Africa as an outside company will negatively affect the local retail as well as manufacturing industries/bullying local industries
- Any other relevant response (any 2 x 2) (4)

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

The source is LIMITED because:

- It only highlights SACCAWU's viewpoint in rejecting Walmart's takeover of Massmart
- It portrays a one-sided view on the impact of the merger on South African workers
- Emotive language – ECONOMIC COLONISER is used to paint Walmart as an aggressor
- Any other relevant response (any 2 x 2) (4)

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3.3

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

- '… due to the decreased demand within the retail sector for locally-produced products …'
- '… and increased demand for imported products …' (2 x 1) (2)

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

- It will lead to the restructuring of factories
- It will lead to job losses
- Cheaper goods will be sourced from abroad / retailors in South Africa will struggle to match low prices
- Local industries in South Africa will eventually close
- Any other relevant response (any 2 x 2) (4)

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

- '… its lowering of prices comes at a significant cost to employees who are compelled to accept lower wages and working conditions' (1 x 2) (2)

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

- Source 3B shows SACCAWU (trade union) members protesting against Walmart's merger with Massmart and Source 3C highlights SACTWU (union)'s submission to parliament against the merger of Walmart and Massmart
- In Source 3B SACCAWU members labelled Walmart as an economic coloniser, killing local manufacturing industries and in Source 3C SACTWU's concern is that Walmart's entry into South Africa will lead to de-industrialisation
- In Source 3B workers are demonstrating against Walmart as a sign of fearing job losses and Source 3C mentions that Walmart's expansion into the country would lead to job losses/Both sources mention that there would be job losses
- Any other relevant responses (any 2 x 2) (4)

3.5

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

- '… local suppliers would not have a chance to sell their products' (1 x 1) (1)

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

- '… to keep Walmart out of the country'
- '… to allow Walmart to enter …' (2 x 1) (2)

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

- To improve on the freshness of food products
- To ensure that the food is safe for consumption
- To maximise profit and reduce unnecessary costs
- To put more locally produced foods in stores
- To avoid importing perishable products from outside countries
- Any other relevant response (any 2 x 2) (4)

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

- Refers to government policies that restrict international trade to help protect domestic industries
- Policies implemented to promote domestic production of goods
- Imposing tariffs limiting foreign goods in the market
- Any other relevant response (any 1 x 2) (2)

3.6 *[Interpretation, evaluation and synthesis from relevant sources – L3]*
Candidates could include the following aspects in their response:

- Globalisation triggered Multinational companies like Walmart to expand their activities to all corners of the world /Companies expand their activities across borders to access larger markets and cheaper resources/free trade encouraged Walmart to settle in South Africa as its first host country in Africa (Source 3A)
- South African companies became uneasy with Walmart's expansion to South Africa (own knowledge)
- SACCAWU challenged the merger – regarded Walmart as the economic coloniser (Source 3B)
- SACTWU highlighted in their submission' the negative effects that Walmart's presence would have on the manufacturing and retail industry (Source 3C)
- SACTWU intimated (suggested) that the merger would cause foreclosure of domestic manufacturers within industries which supply the retail sector/ job losses amongst black workers / de-industrialisation (Source 3C)
- According to the SACTWU submission, small businesses and businesses owned by historically disadvantaged persons would become less competitive (Source 3C)
- Walmart's presence in local market would lead to lowering of prices - compelling employees to accept lower wages and working conditions (Source 3C)
- Would lead to competition with local retailers forcing them to increase their prices (own knowledge)
- There won't be any consumer benefits as claimed by the merging parties arising out of the lowering of prices (Source 3C)
- Ramburuth of the Competition Commission maintained that local suppliers would not have a chance to sell their products if Walmart enters with its sophisticated network of produce (Source 3D)
- Local suppliers will be disadvantaged in favour of cheap supplies from other countries (own knowledge)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of why there was resistance to Walmart's expansion into South Africa in 2011.** • 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 there was resistance to Walmart's expansion into South Africa in 2011.** • Uses evidence in a basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of why there was resistance to Walmart's expansion into South Africa in 2011.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

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(8)
[50]

SECTION B: ESSAY QUESTIONS

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

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

SYNOPSIS
Candidates need to explain to what extent Steve Biko and the Black Consciousness philosophy inspired black South Africans to empower themselves against apartheid in the 1960s and 1970s. Candidates need to substantiate their argument with relevant historical evidence.

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

- Introduction: Candidates need to take a stance by indicating to what extent Steve Biko and the Black Consciousness philosophy inspired black South Africans to empower themselves against apartheid in the 1960s and 1970s. They should also indicate how they would support their line of argument.

ELABORATION

- Political vacuum (Background information)
  - Created after ANC and PAC leaders and parties were banned or imprisoned in 1960s
- Black consciousness philosophy
  - Instilling black South Africans with self-belief to challenge the apartheid state
  - Infused black South Africans with sense of pride
  - Influenced black South Africans to accept themselves/have self-confidence/self-reliance/ sense of identity
  - Empowered black South Africans to reject the spirit of self-pity; inferiority complex; self-alienation and domination by external forces
  - Black South Africans would stop using skin lightening products/keep afro hairstyles
- Inspired the establishment of political organisations promoting the BC philosophy
  - Instilling political organisations with determination to challenge apartheid state
  - Black students started to organise themselves to resist white domination by breaking away from NUSAS and forming 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 Peoples Convention (BPC) in 1972 which involved students, churches, communities and trade unions
  - The South African Students Movement (SASM) was formed in 1972 and exposed black South Africans to the ideals of BC
  - Unions aligned to the BC philosophy included Black Parents' Association and Black Allied Workers Union (BAWU)
  - BCM and SASO organised the VIVA FRELIMO Rallies (1974)
  - The arrests of BC leaders heightened political activism

- Inspired and empowered students with self-belief to challenge the apartheid state through the Soweto uprising
  - Bantu Education introduced Afrikaans as a medium of instruction in schools (1975)
  - South African Students Movement formed in 1972 which exposed black South Africans to the ideals of BC
  - SASO and SASM influenced the formation of Soweto Students Representative Council (SSRC)
  - Both black teachers and students rejected Afrikaans - as the language of instruction in schools
  - 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)
  - Students and learners fled into exile
- Inspired establishment of Community Programmes self-reliance to empower blacks
  - Biko's banishment to King Williams Town led to diverted focus on community programmes
  - BC promoted independence from whites through Black Community Programmes to support black South Africans without white assistance. (Zanempilo Health Clinic/Ginsburg Educational Trust / Zimele Trust Fund/Solempilo Community Health Centre/Ithuseng Community Health Programme and Winter School Projects)
- Inspired workers to form a trade union and challenge the apartheid state
  - Mobilised workers to form trade unions
  - Unions aligned to the BC philosophy included Black Allied Workers Union (BAWU)
  - BC inspired the Black Allied Workers Union (BAWU) to organise the 1973 worker's strikes in Durban
- Empowered black South Africans to have their own media to challenge the apartheid state
  - Role of media that was sympathetic to the BC philosophy e.g. *The World* newspaper and *Thrust*
- 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 agree or disagree with the statement that although the negotiation process was plagued with violence, it took compromises from political parties to continue to lay a firm foundation for a democratic South Africa in 1994. Candidates should use relevant evidence to support their line of argument.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

- Introduction: Candidates need to take a stance by agreeing or disagreeing with the statement that although the negotiation process was plagued with violence, it took compromises from political parties to continue to lay a firm foundation for a democratic South Africa in 1994. They should provide an outline of the content they would use to support their line of argument.

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ELABORATION

- FW de Klerk took over from PW Botha in 1989 and introduced reforms
- Unbanning of the African National Congress (ANC), the Pan Africanist Congress (PAC) and the South African Communist Party (SACP) and other banned organisations
- Release of Nelson Mandela on 11 February 1990 and other banned political leaders in 1990 (this opened the way to negotiations for democratic SA) (compromises by the NP)
- Talks (31 March 1990) between the ANC and the NP postponed due to killing of defenceless demonstrators in Sebokeng (violence)
- Groote Schuur Minute, 2 May 1990 - both parties (ANC and NP) committed themselves to end violence and to negotiate (compromises)
- Hand grenade attacks at the Melrose House Museum (24 May 1990) (violence)
- Pretoria Minute (August 1990) – ANC stopped armed struggle and NP stopped State of Emergency (compromises)
- Night attack in Thokoza (13 September 1990) (violence)
- The National Peace Accord signed by 27 political organisations (14 September 1991
- CODESA 1 (21 December 1991) - 19 political parties except for CP and PAC. NP strongly criticised ANC for not disbanding MK and accused them of keeping MK as a 'private army'
- The Declaration of Intent (21 December 1991) – political parties agreed to draw up a new constitution and interim government (compromises)
- Parties could not agree on power sharing and the Constituent Assembly – meeting ended
- Whites-only referendum – De Klerk tested white opinion to continue with negotiations after losing three by-elections to CP. Referendum results – landslide Yes – negotiations continued
- CODESA 2 (2 May 1992) – was not successful because of violence and inability of parties to agree on power-sharing – ended in deadlock
- Boipatong Massacre (17 June 1992) and influence of Third Force (violence)

- Bisho Massacre (7 September 1992) – ANC supporters who wanted to be part of negotiation process (a turning point after which negotiation process favoured the ANC) (violence)
- ANC called for rolling mass action (May 1992) against the National Party
- Resistance from Concerned South Africans Group (COSAG) – October 1992
- Record of Understanding – 26 September 1992 – Meyer and Ramaphosa committed themselves to peace and to negotiations, Meyer and Ramaphosa agreed on Joe Slovo's Sunset clause (2 April 1993) (compromises)
- Parties winning more that 5% of vote will form a Government of National Unity (GNU) to govern the new SA and whites could retain their positions for 5 years (compromises)
- Multi-party negotiations resumed on 2 April 1993 at the World Trade Centre but did not last
- Assassination of Chris Hani (10 April 1993) – Janus Walus (violence)
- Mandela addresses nation on TV calming the nation down
- The AWB interrupted the negotiations on 25 June 1993, when they stormed the World Trade Centre with armoured vehicle (violence)
- St James Church massacre (25 July 1993) (violence)
- Heidelberg Tavern massacre (30 December 1993) (violence)
- Shell House massacre (28 March 1994) (violence)
- Date for the first democratic elections set (27–29 April 1994) (compromises)
- Continued violence throughout elections – car bomb outside ANC head offices
- Car bomb exploded at Jan Smuts airport (violence)
- Elections held in 1994 (compromises)
- Mandela became the first President of the new democratic Republic of South Africa with Thabo Mbeki and FW De Klerk as his deputies (compromises)
- Any other relevant response

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

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

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

SYNOPSIS

Candidates need to take a critical discussion on the assertion that Gorbachev's political and economic reforms in the mid - 1980s led to the disintegration and downfall of the Soviet Union, and ultimately the end of the Cold War in 1991. Candidates need to substantiate their argument with relevant historical evidence.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

- Introduction: Candidates need to take a critical stance on the assertion that Gorbachev's political and economic reforms in the mid - 1980s led to the disintegration and downfall of the Soviet Union, and ultimately the end of the Cold War in 1991. They should indicate how they would support their line of argument.

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ELABORATION

- Impact of space and arms race against the USA (Cold War) war and the war in Afghanistan in weakening the economy of the Soviet Union (Background)
- Gorbachev became Secretary-General of the CPSU and leader of the government in 1985 at 54 years of age
- He hoped to revive Soviet Union's economy by improving both industrial output and technology, as well as expanding its markets
- In 1985 he introduced Perestroika (economic reconstruction)
- Perestroika allowed small scale private ownership and removed government control over production
- He took a big risk of effecting political change, especially for the Soviet Union, known for its hard-line Communist stance
- Glasnost (openness) policy was introduced
- Glasnost led to criticism of government – including criticism of Perestroika and of Gorbachev himself`
- Many hard-line communist were discontent with policies that became unpopular
- At home he had two types of opponents: hardliners who were opposed to the reforms and liberals who criticised him for not moving fast enough
- The two policies did not support each other as thought but ended the entire system of the Soviet Union
- He lost support at home – Unity of the Soviet Union was at risk and socialism became threatened
- Collapse of the Berlin Wall (1989) signifying the fall of communism
- Many underlying differences always existed among the 15 Republics
- Civil unrests broke out between various groups
- Old form of nationalism emerged and led to new demand for independence
- He tried to stop the disintegration by proposing the establishment of a Federation of States – which failed
- In 1990, several Soviet states including Russia under Gorbachev's bitter rival, Boris Yeltsin, declared their independence

- On 25 Dec. 1991, the USSR was dissolved, the Communist Party disbanded
- Each of the 15 Republics became independent and became members of the Commonwealth of Independent States
- The disintegration symbolised the end of the Cold War
- The USA remained as the only superpower
- Any other relevant response

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

TOTAL: 150



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