basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P2

NOVEMBER 2025

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 26 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. 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**.

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 Very well planned and structured essay. Good synthesis of information. Developed an original, well-balanced and independent line of argument with the use of evidence and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	LEVEL 6 Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	LEVEL 5 Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	LEVEL 4 Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	LEVEL 3 Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	LEVEL 2 Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	LEVEL 1* Little or no attempt to structure the essay.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20–23	18–19	14–17
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

* 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: WHAT WERE THE DIFFERENT RESPONSES TO THE ATTEMPTS OF THE CONGRESS OF SOUTH AFRICAN TRADE UNIONS (COSATU) TO MOBILISE SOUTH AFRICAN WORKERS IN THE 1980s?

1.1

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

- '… more than 33 unions joined together …'
- '… with a total membership of some 500 000 workers' (any 1 x 2) (2)

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

- Organisations/political parties that are not members of parliament
- Groups fighting against apartheid/groups dedicated to overthrowing the white government by force
- Any other relevant response (any 1 x 2) (2)

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

- COSATU no longer focused only on labour issues but also on the struggle for liberation, just like the ANC
- COSATU and the banned African National Congress shared the same political objective/mandate/goals of ending apartheid in South Africa
- COSATU believed in the aims of the Freedom Charter
- Any other relevant response (any 1 x 2) (2)

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

- There were many workers in industries, large factories and industrial plants
- Trade Unions were made legal and could organise meetings after political parties were banned
- It was easy for them to mobilise and hold meetings because the 1980s were generally a period of heightened political activism/consciousness/growing worker militancy against repression
- They had union representatives (shop stewards) who recruited more workers/mouthpiece of the workers
- Workers were exploited and joined Trade Unions
- Any other relevant response (any 2 x 2) (4)

1.2

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

- Workers in South Africa joined workers worldwide in celebration/commemoration of International Workers' Day
- It united workers throughout the world in the struggle for their rights
- Any other relevant response (any 1 x 2) (2)

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

- It indicates the commitment/call for workers to fight against the apartheid government's repressive labour laws
- Any other relevant response (1 x 2) (2)

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

- It was a symbol of the liberation/workers' struggle
- It shows the unity and determination of workers in their struggle against the apartheid government's labour laws
- It symbolises the power that the workers had against the apartheid government
- Any other relevant response (any 1 x 2) (2)

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

- Source 1A states that COSATU became the **largest federation of more than 33 unions** in South Africa and Source 1B shows **CCAWUSA as one of the unions** affiliated to COSATU
- Source 1A states that COSATU had a **membership of some 500 000 workers** and Source 1B shows a **large crowd of workers** attending the rally
- Source 1A indicates that South Africa was the most **industrialised country** (many workers) and Source 1B shows a large number of CCAWUSA **members who worked in industries**
- Both sources refer to the commitment of the workers in fighting/struggle for workers' rights
- Both sources refer to the involvement of youth/workers against the apartheid government
- Both sources emphasise the importance of unity and cooperation amongst unions in fighting against apartheid
- Any other relevant response (any 2 x 2) (4)

1.4

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

- '… 'living wage' campaign …' (1 x 1) (1)

1.4.2 *[Explanation of a term from Source 1C – L2]*

- Complaints/Demands/issues that COSATU members had against the apartheid labour laws and/for better wages
- Demands showing resentment and rejection of the apartheid government by labour unions affiliated to COSATU
- Any other relevant response (any 1 x 2) (2)

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

- 'The thunder of political jingles being sung in the deep angry voices …'
- '… 300 strikers resonated down the tunnel and up the stairway towards us'
- '… the sound almost scared the life out of me'
- 'Then they appeared at the bottom of the stairs and swung in our directions'
- 'It was a terrifying sight'
- 'They were armed with knobkerries, whips, knives and a whole variety of vicious weapons' (any 3 x 1) (3)

1.4.4 *[Determining the limitations of Source 1C – L3]*
The source is LIMITED because:

- It is only a perspective of a member of the East Rand Riot Unit
- It is one-sided/biased/propaganda against the strikers
- It is a version from a young inexperienced recruit
- The language used is exaggerated e.g. the thunder of political jingles, the mob in hand-to-hand fighting, there was blood all over me
- The source is a memoir and some of the information might have been forgotten/distorted/selected before publication
- Any other relevant response (any 2 x 2) (4)

1.5

1.5.1 *[Extraction of evidence from Source 1D – L1]*
- '… after a shooting incident involving members of the Riot Unit …' (1 x 2) (2)

1.5.2 *[Interpretation of evidence from Source 1D – L2]*
- Such brutal force by the Riot Unit had never been seen in South Africa
- Everything that was in and out of the building was destroyed
- The police wanted to shut down/eliminate the federation and its activities/destroy COSATU
- The behaviour of the police was reckless, immoral, criminal, unethical and unjustified
- Any other relevant response (any 2 x 2) (4)

1.5.3 *[Extraction of evidence from Source 1D – L1]*
- '… filing cabinets filled with documents and records rained down like confetti from balconies of the ten-storey building …'
- '… office equipment was smashed …'
- '… personal computers were tossed out of the windows and over the balconies into the courtyard …'
- '… video monitors and an expensive security system were destroyed …'
- '… and what wasn't smashed or broken was stolen'
- '… smashed the plates and control panel'
- '… the printing machine had been completely destroyed …'
- '… cars in the basement had likewise been seriously damaged'
- 'Security Branch members started a fire …' (any 4 x 1) (4)

1.5.4 *[Interpretation of evidence from Source 1D – L2]*
- Security Branch members did not want the firefighters to stop the fire to ensure that everything in COSATU HOUSE was destroyed/delaying tactics to ensure the fire spread
- The police did not want to implicate themselves/cover their tracks
- Any other relevant response (any 1 x 2) (2)

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

Candidates could include the following aspects in their response:

- More than 33 workers' unions decided to affiliate to COSATU and increased the membership of the federation (Source 1A)
- The ANC and UDF supporters aligned themselves with COSATU (Source 1A)
- Unfair new labour laws motivated domestic and farm workers to join COSATU (Source 1A)
- Community groups and students supported COSATU (own knowledge)
- COSATU 'living wage' campaign was clamped down by the East Rand Riot Unit (Source 1C)
- The East Rand Riot Unit confronted the mob and were able to disperse them (members of COSATU) (Source 1C)
- Strong leadership within workplaces (shop stewards) were silenced (own knowledge)
- The police raided COSATU House (Source 1D)
- The Special Branch demolished COSATU House/destroyed office equipment and records (Source 1D)
- The Special Branch set COSATU House on fire and hindered the firefighters from extinguishing the fire (Source 1D)
- The apartheid government/Special Branch tortured/silenced/killed some leaders of COSATU (own knowledge)
- UWUSA (government-aligned by IFP) and other unions/federations were formed to counter the formation of COSATU (own knowledge)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of the different responses to the attempts of the Congress of South African Trade Union (COSATU) to mobilise South African workers 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 the different responses to the attempts of the Congress of South African Trade Union (COSATU) to mobilise South African workers 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 the different responses to the attempts of the Congress of South African Trade Union (COSATU) to mobilise South African workers 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 DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) REJECT THE AMNESTY APPLICATIONS OF THE PERPETRATORS WHO TORTURED REVEREND TSHENUWANI FARISANI?

2.1

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

- '… Black People's Convention/BPC …'
- '… Black Evangelical Youth Organisation/BEYO' (2 x 1) (2)

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

- '… brutal torture …'
- '… beatings …'
- '… electric shocks …'
- '… prolonged isolation' (any 3 x 1) (3)

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

- The injustices meted out against Farisani due to his political beliefs were wrong
- The apartheid government imprisoned him because he held political views that were not tolerated by the state in which he lived
- That he was imprisoned for peaceful expression of his political beliefs
- Pledging solidarity with the cause of prisoners like Farisani who suffered physical abuse and was restricted solely for his stance against apartheid
- Putting pressure on the apartheid government for the abuses suffered and campaign for the release of Farisani who fought against the injustices of apartheid
- Any other relevant response (any 1 x 2) (2)

2.1.4 *[Definition of a term from Source 2A – L1]*

- Cruel or unfair treatment of people because of their beliefs
- Harassment of people who hold dissenting views
- Unfair treatment of a person on the basis of gender/sexual orientation /political beliefs
- Any other relevant response (any 1 x 2) (2)

2.2

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

- '… Mr JAM Silimela …'
- '… Mr Magwaba …'
- '… Ramaligela …' (any 2 x 1) (2)

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

- Farisani was showing willingness to restore relations with his torturers in a spirit of reconciliation provided that they reveal the truth
- Farisani was longing for the truth in his quest to find closure and did not show any vengeance/no hatred towards his perpetrators
- Farisani's words are premised on the primary objectives set out by the TRC in their attempt to reconcile the nation through telling the truth/restorative justice
- Farisani wanted to hear the truth from his perpetrators
- Any other relevant response (any 1 x 2) (2)

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

- Ramaligela was mocking Farisani's religious beliefs to create psychological distress and completely break him down
- The use of pretence and dishonest methods of interrogation used by Ramaligela was to erode Farisani's confidence in believing that God exists
- The security police believed that they had all the powers and could not be challenged by an individual/act of intimidation
- The tactics were brutal and inhumane
- Any other relevant response (any 1 x 2) (2)

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

- If there is no full disclosure, perpetrators will continue to commit human rights abuses
- Perpetrators of human rights abuses should disclose the whole truth in their quest to find closure and prevent further prosecutions
- The truth shall set them free so that they will not be haunted by further prosecutions
- Any other relevant response (any 1 x 2) (2)

2.2.5 *[Determining the reliability of evidence from Source 2B – L3I*

The source is RELIABLE because:

- The testimony contains first-hand information from Farisani regarding how he was tortured during his detention and interrogation
- It is from a testimony that Reverend Farisani presented to the TRC Human Rights Violation Committee hearings held on 4 October 1996 in Venda
- The testimony is published in the TRC Final Report
- His testimony regarding torture can be corroborated with other sources. e.g. Sources 2A and 2C
- Any other relevant response (any 2 x 2) (4)

2.3

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

- '… finds that all the acts in respect of which amnesty is sought by the applicants were committed with a political objective as required by the Act' (1 x 2) (2)

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

- '… T Nesamari …'
- '… P Managa …'
- '… M Ramaligela …' (3 x 1) (3)

2.3.3 *[Explanation of term in context of evidence from Source 2C – L2]*

- Spoken/verbal accounts given by the policemen/perpetrators who tortured Farisani/any victim in order to plead for amnesty
- First-hand memories/accounts given by the amnesty applicants relating to the human rights abuses committed against Farisani/any victim in their quest for amnesty
- Any other relevant response (any 1 x 2) (2)

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

- The applicants did not tell the whole truth as was expected by the TRC Act, (Act 34 of 1995)
- The testimonies given by the applicants were not sufficient to make them qualify for amnesty
- Any other relevant response (any 1 x 2) (2)

2.4 *[Comparison of Sources 2B and 2C to ascertain their similarities – L3]*

- Source 2B mentions **the bag that was pulled over** Rev. Farisani to torture him and Source 2C highlights the **use of a bag filled with water** that was put over the head / Both sources highlight the use of a bag as a torture method used by the security police during Rev. Farisani's detention and interrogation process
- Source 2B refers to the **press-ups/'stand on my head' that** Rev. **Farisani had to perform and Source 2C highlights the strenuous exercises that he was involved in**
- Source 2B refers to the **kicking** meted out against Rev. Farisani and Source 2C refers to **the vicious assaults that** Rev. **Farisani had to endure** / Both sources highlight how Rev. Farisani was assaulted
- Source 2B refers to the **electric devices** tied over his ears and Source 2C mentions the **electric shocks** applied to the ear lobes
- Both sources mention that Ramaligela was responsible for human rights violations committed against Rev. Farisani
- Any other relevant response (any 2 x 2) (4)

2.5

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

(a)

- As Minister of Justice, he was responsible for the TRC
- The Minister/government is exposing the acts of violence committed by the police under apartheid
- Dullah Omar, Minister of Justice wanted to ensure that truth-telling as the mandate of the TRC is achieved
- Any other relevant response (any 1 x 2) (2)

(b)

- The sweating of the police suggests that they were anxious about the truth being revealed
- Their facial expression suggests fear of being implicated in human rights violations
- They represent the apartheid government
- Any other relevant response (any 1 x 2) (2)

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

- Frame A refers to the security policemen's version of hiding the truth
- Frame B reveals the hidden human rights violations committed by the security policemen
- Any other relevant response (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:

- Reverend Farisani presented his testimony at the TRC regarding his torture that he suffered at the hands of the security policemen (Source 2B)
- Farisani's testimony at the TRC explains how the policemen's brutal interrogation was unrelated to any political motive that could qualify them for amnesty (Source 2B)
- The policemen used vicious interrogation methods to compel Farisani into a false confession (Source 2B)
- The Committee was not satisfied that the three applicants had made a full disclosure of all relevant facts as required by section 20(1) of the Act (Source 2C)
- The three applicants played down their role and involvement in the assault and torture/human rights violation of victims who were tortured separately (Source 2C)
- Testimonies of victims were consistent and showed brutal torture methods used against Farisani by policemen, that led the committee not to accept the testimony of the policemen (Source 2C)
- Evidence in the cartoon highlights the fact that the apartheid security policemen did not always tell the truth and the TRC did not grant amnesty to the perpetrators (Source 2D)
- Security policemen wanted to evade accountability by not telling the truth/making a full disclosure, as seen by their reaction towards the TRC in the cartoon (Source 2D)
- The security policemen did not want to implicate their principals in the torture of Reverend Farisani (own knowledge)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of explaining why the TRC rejected the amnesty applications of the perpetrators who tortured Reverend Tshenuwani Farisani.** • 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 TRC rejected the amnesty applications of the perpetrators who tortured Reverend Tshenuwani Farisani.** • 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 explaining why the TRC rejected the amnesty applications of the perpetrators who tortured Reverend Tshenuwani Farisani.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

QUESTION 3: HOW MIGHT THE EXPANSION OF BRICS COUNTRIES BE SEEN AS A THREAT TO THE BALANCE OF POWER BETWEEN THE GLOBAL NORTH (WESTERN COUNTRIES) AND THE GLOBAL SOUTH (BRICS COUNTRIES)?

3.1

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

- '… 20 September 2006' (1 x 1) (1)

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

- '… Russia'
- 'Brazil'
- 'China'
- '… India' (4 x 1) (4)

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

- A high-level meeting/conference of heads of government
- Any other relevant response (1 x 2) (2)

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

- Strengthen BRICS countries to challenge the Global North/balance of power
- Neutralised the domination by the Global North
- It provided more BRICS members to collaborate at the United Nations
- Support and development (political, economic and social) to members of the Third World countries (Global South)
- Directly threatened the Global North to recognise the Global South as an equal trading partner
- To make BRICS more inclusive
- Any other relevant response (any 2 x 2) (4)

3.2

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

- '… artificial Intelligence (AI) governance framework …'
- '… an independent economic system …'
- '… regional security coalitions' (any 2 x 1) (2)

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

- The reduction of dependence on the US dollar in global trade by BRICS member states
- The increased use of local BRICS currencies as a substitute for the dollar in international trade transactions
- The establishment of an international payment system not reliant on dollar payments
- Any other relevant response (any 1 x 2) (2)

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

- '… to create an independent grain trading system …'
- '… would increase the organisation's negotiating power in grain prices ...'
- '… combat sanctions by the United States and its G7 partners' (any 1 x 2) (2)

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

- US would lose its position as a leader of the Global North/de-dollarisation
- Global North would surrender its dominant position in the world
- Opened doors for leadership in the Global North
- Free trade would narrow the economic gap between the undeveloped/underdeveloped and developed countries
- It would give the Global South to play a meaningful role in sharing political and economic spheres in the world
- Any other relevant response (any 2 x 2) (4)

3.3

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

(a)

- G7 GDP noted a steady decline/shrinking influence
- The gap between the G7 and the developing countries was narrowing
- Any other relevant response (any 1 x 2) (2)

[Interpretation of evidence from Source 3C – L2]

(b)

- BRICS GDP noted a steady increase between 1995 and 2023/growing influence
- BRICS economic power was improving
- China and India contributed more in the economic development in the BRICS countries
- Any other relevant response (any 1 x 2) (2)

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

- Gradual/Steady rise of the GDP
- Positions China as a leader in BRICS countries
- Implies that China is an emerging power
- Challenging the dominance of the USA
- Any other relevant response (any 2 x 2) (4)

3.4

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

- '… BRICS+ countries' (1 x 1) (1)

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

- '… rules-based international order, established by the United States … '
- '… they see as benefitting the West (especially the United States) over the emerging Global South' (any 1 x 2) (2)

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

- The GDP of BRICS+ represents an emerging economic power and a threat to the economic dominance of the Global North
- The powerful GDP of BRICS+ (and possible de-dollarisation) represents a possible threat to the dominance of the US dollar in international trade
- The substantial population of BRICS+ is a threat because the population of the Global North is generally aging and in decline in many countries
- The large population of BRICS+ represents a large workforce that can fuel economic growth
- Any other relevant response (any 1 x 2) (2)

3.4.4 *[Determining the usefulness of Source 3D – L3]*
The source is USEFUL because:

- It is part of a speech delivered by Trump in a campaign rally when he felt threatened by BRICS expansion – gave insight into Trump's perspective
- Trump gave a speech as the president-elect of the USA and the leading figure of the Global North, who was worried about the growth of the Global South
- Trump addressed the rally soon after six new members joined BRICS
- It highlights how Trump was concerned about de-dollarisation by BRICS+
- Any other relevant response (any 2 x 2) (4)

3.5 *[Comparison of evidence from Sources 3C and 3D to ascertain how they support each other – L3]*

- Source 3C shows the **declining G7 economic power** and Source 3D refers to BRICS **countries leaving the dollar/de-dollarisation**
- Source 3C shows the BRICS GDP **increasing to 32,1% over time** and Source 3D indicates that the BRICS countries **formed 35% of the world's GDP**/Both sources show that BRICS GDP formed over 30% of the world's GDP
- Source 3C shows **USA and China as dominating leaders for the G7** and BRICS, respectively and Source 3D refers to a **trade war between China and the USA** as dominating powers
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- The expansion of BRICS members from BRIC to BRICS+ was meant to challenge the Global North (Source 3A)
- BRICS was created to focus on emerging markets and developing countries in the Global South (Source 3A)
- A priority of BRICS+ is to promote the formation of a multi-polar world order and strengthen global security and stability around the world (Source 3A)
- BRICS is seen as a way to counter-balance the economic dominance of the G7 which represents the interests of the Global North (own knowledge)
- BRICS rejects unilateral coercive measures used by the West (Source 3A)
- BRICS is challenging the international order through an AI governance framework, an independent economic system and regional security coalitions (Source 3B)
- BRICS wishes to allow nations to act independently, without involvement or enforcement from the West (Source 3B)
- BRICS aims at de-dollarisation and diminishing the effects of Western sanctions (Source 3B)
- BRICS is creating an energy partnership with energy-rich nations to gain control of more of the world's energy reserves (Source 3B)
- BRICS aims to create an independent grain trading system which would increase its negotiating power in the grain market (Source 3B)
- BRICS created the New Development Bank (NDB) as an alternative to Western financial institutions like the International Monetary Fund (IMF) and World Bank (own knowledge)
- Expansion of BRICS with the addition of new members: Argentina, Ethiopia, Egypt, Saudi Arabia, Iran and the United Arab Emirates is a threat to the Global North (Sources 3A and 3C)
- There is interest from other countries (like Thailand) in joining BRICS, which would further upset the existing global order (own knowledge)
- De-dollarisation is recognised as a threat by Donald Trump/USA (Source 3D)
- BRICS+ countries form 35% of the world's GDP and 45% of the world's population which is a threat to the West (Source 3D)
- Possible sanctions or tarriffs by Trump (the West) could consolidate China's leadership of the BRICS+ and lead to more innovation, co-operation and integration of the Global South (Source 3D)
- Any other relevant response

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Use the following rubric to allocate marks:

LEVEL1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of how the expansion of BRICS countries might be seen as a threat to the balance of power between the Global North (Western Countries) and Global South (BRICS countries).** • Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g. **shows some understanding of how the expansion of BRICS countries might be seen as a threat to the balance of power between the Global North (Western Countries) and Global South (BRICS countries).** • 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 the expansion of BRICS countries might be seen as a threat to the balance of power between the Global North (Western Countries) and Global South (BRICS countries).** • 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

[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 the philosophy of Biko and the Black Consciousness Movement revived resistance to apartheid in South Africa from the 1960s to the 1970s. Candidates need to substantiate their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

- Introduction: Candidates need to take a stance by either agreeing or disagreeing with the statement that the philosophy of Biko and the Black Consciousness Movement revived resistance to apartheid in South Africa from the 1960s to the 1970s. They should also provide examples of content and how they would use it to support their line of argument.

ELABORATION

- Political vacuum (Background information)
  - Created after the African National Congress (ANC) and Pan Africanist Congress (PAC) were banned in 1960 and their leaders imprisoned
- Black Consciousness philosophy
  - Instilling black people with self-belief to challenge the apartheid state
  - Influenced black people to accept themselves/have self-confidence/self-reliance/sense of identity
  - Empowered black people to reject the spirit of self-pity; inferiority complex; self-alienation and domination by external forces
  - Infused black people with a sense of pride
  - Women and men would stop using skin lightening products/keep afro hairstyles
- Inspired the establishment of political organisations promoting the Black Consciousness (BC) philosophy
  - Instilling political organisations with the determination to challenge the apartheid state
  - Black students started to organise themselves to resist white domination by breaking away from the National Union of South African Students (NUSAS) and forming South African Students Organisation (SASO) (1968)
  - Black students adopted the philosophy of Black Consciousness (Role of Biko/ SASO which revived resistance to apartheid)
  - SASO was for university students and South African Student Movement (SASM) for schools
  - Black Consciousness led to the formation of the Black Peoples Convention (BPC) in 1972 which involved students, churches, communities and trade unions (which revived resistance to apartheid)
  - The South African Students Movement (SASM) was formed in 1972 and exposed Blacks to the ideals of BC (which revived resistance to apartheid)
  - Unions aligned to the BC philosophy included Black Parents' Association and Black Allied Workers Union (BAWU) which revived resistance to apartheid

  - BCM and SASO organised the VIVA FRELIMO Rallies (1974) which revived resistance to apartheid
  - The arrests of BC leaders heightened political activism and revived resistance to apartheid
- Mobilisation of students – Soweto uprising inspired and empowered students with self-belief to challenge the apartheid state
  - Bantu Education introduced Afrikaans as a medium of instruction in schools (1975)
  - South African Students Movement (formed in 1972) exposed black people to the ideals of BC and helped revive resistance to apartheid
  - 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 (which revived resistance to Apartheid)
  - 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, where they continued to resist Apartheid
- The establishment of community programmes for self-reliance
  - Biko's banishment to King Williams' Town led to a diverted focus on community programmes
  - BC promoted independence from white people through black community programmes to support black people without white assistance (Zanempilo Health Clinic/Ginsburg Educational Trust/Zimele Trust Fund/Solempilo Community Health Centre/Ithuseng Community Health Programme and Winter School Projects) (which revived resistance to Apartheid at the local level)
- Mobilised 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 workers' strikes in Durban (which revived workers' resistance to apartheid)
- Empowered black people 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 (which revived resistance to apartheid)
- 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 take a **critical discussion** on the assertion that the road to democracy was characterised by a non-violent process of negotiation. They need to show that there was a non-violent of process of negotiation but at the same time there was much violence that almost derailed the negotiation process. 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 critical stance by indicating that it was not only a non-violent process. The period 1990–1994 was also characterised by much violence. They should also provide examples of content and how they would use it to support their line of argument.

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) (non-violent negotiations)
- Talks (31 March 1990) between the ANC and the National Party (NP) were 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 (non-violent negotiations)
- Violence in the Vaal Triangle – Sebokeng (July 1990)
- Hand grenade attack on Melrose House Museum (24 May 1990) - (violence)
- Pretoria Minute (August 1990) – ANC stopped armed struggle and NP stopped State of Emergency (non-violent negotiations)
- The National Peace Accord signed by 27 political organisations (14 September 1991) (non-violent negotiations)
- CODESA 1 (21 December 1991) - 19 political parties except for Conservative Party (CP) and Pan Africanist Congress (PAC). NP strongly criticised ANC for not disbanding Mkhonto We Sizwe (MK) and accused them of keeping it (Mkhonto We Sizwe) as a 'private army'
- The Declaration of Intent (21 December 1991) – political parties agreed to draw up a new constitution and interim government (non-violent negotiations)
- 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 (non-violent negotiations)
- CODESA 2 (2 May 1992) – was not successful because of the inability of parties to agree on power-sharing – ended in deadlock (non-violent negotiations)/violence in Ventersdorp
- Boipatong Massacre (17 June 1992) and the influence of Third Force (violence)

- Bisho Massacre (7 September 1992) – ANC supporters who wanted to be part of the negotiation process (violence/after which non-violent negotiation process was favoured by the ANC)
- 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) (non-violent negotiations)
- Parties winning more than 5% of the vote will form a Government of National Unity (GNU) to govern the new SA and whites could retain their positions for 5 years (non-violent negotiations)
- IFP withdrew from the Multi-party negotiation forum
- Multi-party negotiations resumed on 2 April 1993 at the World Trade Centre but did not last (non-violent negotiations)
- Assassination of Chris Hani on 10 April 1993 (violence)
- Mandela addresses the nation on TV calming the nation down after the assassination of Chris Hani
- The AWB interrupted the negotiations on 25 June 1993, when they stormed the World Trade Centre with an armoured vehicle (violence)
- Date for the first democratic elections set (27–29 April 1994) despite a series of violent attacks: St James Church massacre (25 July 1993), Heidelberg Tavern massacre (30 December 1993), Bophuthatswana massacre (11 March 1994), Shell House massacre (28 March 1994) (negotiations/violence)
- IFP joined the elections on the eve of the election date
- Elections held in 1994 despite continued violence throughout elections – car bomb outside ANC head offices and a car bomb exploded at Jan Smuts airport (violence)
- Mandela became the first President of the new democratic Republic of South Africa with Thabo Mbeki and FW De Klerk as his deputies/GNU
- 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 indicate whether it was to a **greater or lesser extent** that Gorbachev's policies of Glasnost and Perestroika in the 1980s ultimately led to the collapse of the Soviet Union. Candidates need to substantiate their argument with relevant historical evidence.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- Introduction: Candidates need to take a stance, indicating to what extent Gorbachev's policies of Glasnost and Perestroika in the 1980s ultimately led to the collapse of the Soviet Union. They should also provide examples of content and how they would use it to support their line of argument.

ELABORATION

- Background
  - USA and the Soviet Union emerged as superpowers after the Second World War
  - The two were involved in a Cold War for ideological domination
  - Space and arms race against the USA – crippled the economy of the Soviet Union
  - War in Afghanistan weakened the economy of the Soviet Union
  - Gorbachev took over as the leader of the Soviet Union in 1985
  - He inherited an inefficient and corrupt bureaucratic system and an economically weakened Soviet Union
  - Agriculture – poor production
  - Chernobyl disaster
- He hoped to revive the Soviet Union's economy by improving both industrial output and technology, as well as expanding its markets
- He took a risk of introducing political and economic changes

- Perestroika
  - In 1985 he introduced the policy of Perestroika (economic reconstruction)
  - Allowed small-scale private ownership
  - Removed government control over production
  - Accepted aspects of a capitalist system into communism
  - Shut down non-profitable businesses and industries

- Glasnost
  - Policy of openness and transparency
  - Increased media freedom (reduction of censorship) and encouraged increased participation in, and criticism of government
  - Allowed non-communist parties to be part of the government system – slowly destabilising communist control
  - Included moves to normalise relations with the USA which alarmed hardliners
  - Release of political prisoners

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- Consequences of both policies
  - Perestroika was poorly implemented/managed, and confusing for enterprises which had never operated in a capitalist environment
  - Glasnost led to criticism of government – including criticism of Perestroika and of Gorbachev himself
  - It's the inability to cope with a market-driven economy (supply and demand) that is the main issue
  - Lack of entrepreneurial spirit and ability to use initiative had been stifled under Communism
  - Loss of jobs and increasing inflation due to perestroika = political dissatisfaction
  - Glasnosts reforms and release of political prisoners, emboldened nationalist groups, especially satellite states of Eastern Europe
  - Many hard-line communists were discontent with policies that became unpopular
  - At home he had two types of opponents: hardliners who were opposed to the reforms and liberals who criticised him for not moving fast enough
  - He had a hero status in the West, his personal power and prestige increased and he earned a Nobel Peace Prize in 1990
  - The two policies did not support each other as thought but ended the entire system of the Soviet Union
  - Perestroika and Glasnost led to demands for the end of communism and full democracy
  - He lost support at home – the unity of the Soviet Union was at risk and socialism became threatened
  - They led to the collapse of the Berlin Wall (1989), signifying the end of the Cold War
  - The Soviet Union lost influence in Eastern Europe
  - Many underlying differences always existed among the 15 republics
  - Civil unrest broke out between various groups
  - Old forms of nationalism emerged and led to a 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 December 1991, the USSR was dissolved, the Communist Party was 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 and the fall of communism
  - The USA remained 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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