education

Department:
Education
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

PROVINCIAL ASSESSMENT

GRADE 12

HISTORY P2

JUNE 2024

MARKING GUIDELINES

MARKS: 150

This marking guideline consists of 19 pages and a cognitive grid.

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1. SOURCE-BASED QUESTIONS

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

Cognitive Levels	Historical skills	Weighting of questions
LEVEL 1	• Extract evidence from sources • Selection and organisation of relevant information from sources • Define historical concepts/terms	**30% (15)**
LEVEL 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	**40% (20)**
LEVEL 3	• Interpret and evaluate evidence from sources • Engage with sources to determine its usefulness, reliability, bias and limitations • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions	**30% (15)**

1.2 The information below indicates how source-based questions are assessed:

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 x 2) which translates to one reason and is given two marks (✓✓)
- If a question carries 4 marks, then indicate by placing 4 ticks (✓✓✓✓)

Paragraph question

Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

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

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

_____ • _____
_____ • _____ • _____
Level 2

✓✓✓✓✓
Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the 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 introductions and/or conclusions 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 argument (planned, structured and has an independent line of argument).

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

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

2.4.3 Keep the **PEEL** structure in mind in 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:** 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 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 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 essay will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	

(b) The second reading of essays will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 3	

(c) Allocate an overall mark with the use of the matrix.

C	LEVEL 4	} 26–27
P	LEVEL 3	

COMMENT
Some omissions in content coverage.
Attempts to sustain a line of argument.

GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

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

Guidelines for allocating a mark for Level 1:

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

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SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID THE UNITED DEMOCRATIC FRONT (UDF) RESPOND TO THE APARTHEID REFORMS INTRODUCED BY PW BOTHA IN 1983?

1.1

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

- 'Coloured
- 'Indian (2 x 1) (2)

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

- The Tricameral Parliament was a three-chamber parliament for white, Coloured and Indian representatives while Africans were excluded
- The Tricameral Parliament had three separate chambers where Coloured and Indian representatives were made to believe they could oversee their own affairs, while whites dealt with the affairs of 'all'
- Any other relevant response (any 1 x 2) (2)

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

- The United Democratic Front (UDF) which comprised of more than 400 public organizations was established in 1983 to to oppose the introduction of the Tricameral Parliament by the white-dominated National Party government,
- Masses protested against the apartheid regime and PW Botha's reforms in the 1980s.
- Led to resistance movements which included students, workers and activists demanding an end to the racist and oppressive system of apartheid.
- Any other relevant response (any 1 x 2) (2)

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

- To protect white privileges
- Africans would not be able to fight for their rights
- To weaken resistance against apartheid
- Any other relevant response (any 2 x 2) (4)

1.1.5

- *[Interpretation of evidence from Source 2D –L2]*
- Majority of black communities were in solidarity and against formation of the Tricameral Parliament.
- Black communities supported the strikes, boycotts and mass action campaigns of the United Democratic Front
- Any other relevant response (any 2 x 2) (4)

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

- 'is an undivided South Africa which shall belong to all its people'
- 'an open democracy from which no single South African shall be excluded'
- ' a society in which the human dignity of all its people shall be respected'

(any 2 x 1) (2)

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

- '…They do not express the will of the vast majority of South Africa's people

(any 1 x 2) (2)

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

- UDF will not accept any rights given by the state
- The state does not have the right to determine these rights
- It is God given right to all human beings irrespective of colour
- Any other relevant response (any 2 x 2) (4)

1.2.4 *[Determining the reliability of Source 1B – L3]*

The source is reliable because:

- The speech was delivered by Allan Boesak who was one of the leaders of the UDF
- The speech was delivered on 20 August 1983 which was the actual date of the launch of the UDF
- It highlights the reasons for the launch of the UDF which was in response to the introduction of apartheid reforms and the establishment of the Tricameral Parliament
- The information in the source can be corroborated with other sources
- Any other relevant response (any 2 x 2) (4)

1.3

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

- **To show:**
- oppressive measures the state took to weaken the UDF
- the UDF's sufferings so that it could win sympathy and support from South Africans in general
- that the UDF would break Botha's reforms – the hand
- the UDF's commitment in resisting oppressive measures of the state
- that the state's repressive measures will not discourage them
- Any other relevant response (any 2 x 2) (4)

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

- The UDF committed itself to resist being silenced by the state repression
- The UDF would through protest actions achieve freedom against all odds.
- The UDF would mobilize and unite people in strength to resist oppressive measures
- Any other relevant response (any 1 x 2) (2)

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

- Source 1B speaks to the unity of undivided South Africans and Source 1C shows the unity of people from all walks of life on the poster regarding resistance against apartheid
- Source 1B mentions how the UDF is refusing to accept racial injustice of the apartheid government and 1C shows the UDF commitment to resisting oppressive measures of the state.
- Source 1B states that the UDF was established to oppose apartheid and Source 1C shows that South Africans are opposing apartheid
- Any other relevant response (any 2 x 2) (4)

1.5

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

- 8700 strong Indian community stayed away from the pols (any1 x 2) (2)

1.5.2 *[Explanation of a historical term from Source 1D – L1]*

- Legislature of South Africa which gave limited Political voice to the country's Coloureds and Indian population, it excluded the majority of the African population group.
- Any other relevant response (any 1 x 2) (2)

1.5.3 • *[Selection and organisation of relevant information from sources Source 1D-L1]*

- To maintain their ruling power
- To maintain their white privileges
- To maintain their white dominance
- The tricameral constitution protected their privileges
- The whites were against equality between blacks and whites
- To avoid South Africa being described as a pariah state/To be accepted back into the international arena
- 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:

- The newly formed Liberation Movement, the United Democratic Front (UDF), launched a massive nationwide campaign to dissuade Coloured and Indian voters from participating in the elections (Source 1A)
- The UDF was launched on 20 August 1983 to oppose the introduction of the Tricameral parliament (Source 1B)
- The launch of the UDF was a pivotal event in the history of the struggle for freedom and democracy in South Africa (own knowledge)
- In his speech, Dr Allan Boesak highlighted the aims of an undivided South Africa which shall belong to all its people (Source 1B)
- At the launch Dr Allan Boesak calls for an open democracy from which no single South African shall be excluded and a society in which the human dignity of all its people shall be respected. (Source 1B)
- The UDF started a 'WE WILL NOT BE SILENCED' campaign that demonstrated its commitment to resisting oppressive measures of the state (Source 1C)
- The UDF provided a platform and voice to the ordinary people (own knowledge)
- Indian and Coloured communities boycotted the Tricameral Parliament elections which resulted in a poor voter turnout (Source 1D)
- Allister Sparks regarded the poor turnout a massive rejection of the government's new constitution (Source 1D)
- The UDF launched ‘million signature’ campaign – a petition to create awareness and reject the tricameral system (own knowledge)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of how the United Democratic Front (UDF) responded to the apartheid reforms introduced by PW Botha in 1983** • 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 United Democratic Front (UDF) responded to the apartheid reforms introduced by PW Botha in 1983** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of how the United Democratic Front (UDF) responded to the apartheid reforms introduced by PW Botha in 1983** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

QUESTION 2: WAS THE TRUTH AND RECONCILLIATION COMMISSION (TRC) SUCCESSFUL IN RECONCILING SOUTH AFRICA FROM ITS DIVIDED PAST?

2.1

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

- To deal with the past and to see that people's human rights are not abused again' (Any 1x 2) (2)

2.1.2 *[Definition of historical concepts from Source 2A – L1]*

- Bringing together victims and perpetrators to establish the truth in order to promote forgiveness.
- Bring about healing of political crimes that were committed after 1960
- Any other relevant response (Any 1 x 2) (2)

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

- South Africans should forgive each other for past atrocities
- To promote peace amongst South Africans
- To promote unity amongst South Africans
- Any other relevant response (Any 2 x 2) (4)

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

- It outlines the aims of the TRC.
- It outlines how the TRC dealt with gross human rights violations.
- It gives information on why the TRC favoured Restorative Justice
- Any other relevant response (Any 2 x 2) (4)

2.2

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

- To invite both perpetrators and victims to appear before the TRC and testify about human rights abuses
- To inform the public about the crimes that were committed during apartheid
- To encourage people to speak the truth about their involvement in political killing
- To inform the public that there were TRC hearings taking place throughout the country
- To highlight the purpose of the TRC - truth telling and reconciliation
- Any other relevant response (1 x 2) (2)

2.2.2 The TRC encouraged:

- Perpetrators to tell the truth/full disclosure
- Apartheid agents/Security police to come forward and tell victims about the whereabouts of their loved ones
- Healing and reconciliation
- Any other relevant response (Any 2 x 2) (4)

2.3

2.3.1
- Form of justice that rejects the exclusive focus on punishment and encourages perpetrators to take responsibility and assist the victims to deal with the aftermath of the offence and its (1 x 2) (2)

2.3.2 [*Extraction of evidence from Source 2C – L1]*
- They thought the TRC will damage their political credibility
- They accused the TRC of being a "witch-hunt" rather than a genuine tool for reconciliation (2 x 1) (2)

2.3.3 [*Extraction of evidence from Source 2C – L1]*
- The tendency to give in to these political groupings in an attempt to keep them Committed to the process. (1 x 2) (2)

2.3.4 *[Interpretation of evidence in Source 2C – L2]*
- Political groupings frustrated the work of the TRC by challenging and rejecting its findings, through legal action.
- Victims were frustrated by lack of proper justice as they demanded perpetrators to make full disclosure and express remorse.
- Any other relevant response. (Any 2 x 2) (4)

2.4

2.4.1 *[Selection and organisation of relevant information from sources Source 2C – L1]*
- TRC created a platform for both victims and perpetrators to be heard and find closure.
- Public hearings were conducted to take testimony from those who had suffered human rights abuses and gather information about the atrocities that had been committed.
- TRC acknowledged the victim's pain publicly and their stories was the beginning of a process of healing and closure.
- Any other relevant response. (1 x 2) (2)

2.4.2 *[Interpretation of evidence from Source 2D –L2]*
- TRC promoted national unity and reconciliation.
- TRC provided reparations and rehabilitation to heal the wounds.
- It also brought closure to families who had lost loved ones. (1 x 2) (2)

2.4.3 *[Extraction of evidence from Source 2D –L1]*
- It was the first commission to hold public hearings in which both victims and perpetrators were heard. (1 x 2) (2)

2.4.4 *[Interpretation of evidence Source 2A - L2]*
- At Nuremburg Justice was sought and used as a means of punishment, while the TRC sought the truth and used it to heal as a means of Nation building.

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- The TRC was focused more on the promotion of National Unity, while the Nuremburg focused more on bringing those individuals in the Nazi regime responsible for the terrible atrocities perpetrated during the Second World War.
- Any other relevant response (2 x 2) (4)

2.5 *[Comparison of evidence from Source 2C and 2D – L3]*

- Source 2C highlights and focuses more on the weaknesses and failures of the TRC whereas Source 2D is more about the success and achievements of the TRC.
- Source 2C indicates that the TRC was accused of being a (witch-hunt) and not promoting national reconciliation while Source 2D indicates how the TRC was hailed as an innovative model for building peace and justice.
- Source 2C indicates how Victims were frustrated by lack of proper justice whereas Source 2D highlights how the TRC held those who were guilty of human rights violations accountable.
- Any other relevant response (2 x 2) (4)

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

Candidates could include the following aspects in their response:

- The TRC was established to deal with the past and to see that people's human rights are not abused again (Source 2A)
- The TRC promoted national unity, the well-being of all South African citizens and peace (Source 2A)
- The TRC identified torture, murder and abduction as some of human rightsabuses (Source 2B)
- The TRC encouraged victims to come forward and speak out in order to facilitate reconciliation (Source 2B)
- National Party accused the TRC of being a (witch-hunt) rather than a genuine tool for national reconciliation (Source 2C)
- Political tension prevailed during the proceedings of the TRC (Source 2C)
- TRC created a platform for both victims and perpetrators to be heard (Source2D)
- TRC provided reparations and rehabilitation to heal the wounds. (Source 2D)
- TRC has provided the world with another tool in the struggle against impunity and the search for justice and peace. Source 2D)
- Any other relevant response

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Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of how the United Democratic Front (UDF) responded to the apartheid reforms introduced by PW Botha in 1983** • 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 United Democratic Front (UDF) responded to the apartheid reforms introduced by PW Botha in 1983** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of how the United Democratic Front (UDF) responded to the apartheid reforms introduced by PW Botha in 1983** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

SECTION B: ESSAY

QUESTIONSQUESTION 3

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

SYNOPSIS

Candidates need to critically discuss how philosophy of Black Consciousness and Steve Biko played an important role in organising black South Africans against the apartheid regime in the 1960s and 1970s

MAIN ASPECTS

Candidates could include the following aspects in their essays:

- Introduction: Candidates need to critically discuss how Philosophy of Black Consciousness and Steve Biko played an important role in organising black South Africans against the apartheid regime in the 1960s and 1970s They should also indicate howthey will support their line of argument.

ELABORATION

- Political vacuum (Background information)
  - Created after ANC and PAC political leaders and parties were banned orimprisoned in 1960
- Mobilisation as blacks
  - Infused blacks with sense of pride
  - To accept themselves/have self-confidence/self –reliance/sense of identity
  - Empowered blacks to reject the spirit of self-pity; inferiority complex; self-alienation and domination by external forces
  - The formation of BC was welcomed by the apartheid government as anextension of separate development
- Political mobilisation
  - Black students started to organise themselves to resist white domination bybreaking away from NUSAS and formed SASO (1968)
  - Black students adopted the philosophy of Black Consciousness (Role ofBiko/SASO)
  - SASO was for university students and SASM for schools
  - BC led to the formation of the Black Peoples Convention (BPC) in 1972 whichinvolved students, churches, communities and trade unions
  - Unions aligned to the BC philosophy included Black Parents' Association andBlack Allied Workers Union (BAWU)
  - South African Students Movement formed in 1972 which exposed Blacks to theideals of BC
  - Expulsion of OnkgopotseTiro which led to student protests

  - BCM and SASO organised FRELIMO Rallies (1974)
  - Expulsion of students from universities
  - The arrests of BC leaders heightened political activism
- Student mobilisation
  - Bantu Education introduced Afrikaans as a medium of instruction in schools(1975)
  - SASO and SASM influenced the formation of Soweto Students RepresentativeCouncil (SSRC)
  - Both black teachers and students rejected Afrikaans - as the language of theoppressor
  - Some teachers and learners were already exposed to the ideas of Biko and theBC philosophy through SASO student teachers from universities
  - The departmental circular on Afrikaans (50/50) was the trigger for the Soweto uprising
  - 16 of June 1976 students protested peacefully against the implementation of the circular
  - Police response to student protests (Hector Petersen, a 13-year-old boy was one of the first casualties of this uprising)
- Mobilisation through Community Programmes
  - Biko's banishment to King Williams Town led to diverted focus to community programmes
  - Mamphele Ramphele's banishment to Tzaneen
  - BC promoted independence from whites through Black Community Programmes to support blacks without white assistance. (Zanempilo Health Clinic/Ginsburg Educational Trust/Zimele Trust Fund/Solempilo Community Health Centre/Ithuseng Community Health Programme and Winter School Projects)
- Mobilisation through Labour
  - Mobilised workers to form trade unions
  - BC led to the formation of the Black Allied Workers Union (BAWU) — worker's strikes in Durban in 1973)
- Killing of Biko (1977) in police custody
- 19 October 1977 banning of 19 organisations aligned to BC
- mobilisation through Media
  - Role of media that was sympathetic to the BC philosophy, e.g. *The World* and *The Weekend World* newspapers were closed
- Any other relevant response

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

QUESTION 4

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

SYNOPSIS

Candidates need to indicate whether they agree or disagree with the statement. If they agree with the statement, they need to explain how South Africa's road to democracy was beset (affected) with various challenges, dilemmas (problems) and obstacles. It was the spirit of intense negotiations, resolute (firm) leadership and commitment to democracy that eventually led to the birth of a democratic dispensation in 1994. If they disagree with the statement, they need to substantiate their argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their essay:

- Introduction: Candidates should agree or disagree that 'South Africa's road to democracy was beset (affected) with various challenges, dilemmas (problems) and obstacles. It was the spirit of intense negotiations, resolute (firm) leadership and commitment to democracy that eventually led to the birth of a democratic dispensation in 1994.' They should also indicate how they will support theirline of argument.

ELABORATION

- Release of Nelson Mandela on the 11 February 1990 and other banned political leaders in 1990 (commitment and compromise)
- Unbanning of the ANC, the PAC and the SACP and other banned organisations (commitment)
- Groote Schuur Minute, 2 May 1990 - NP released political prisoners and both parties committed themselves to end violence and to negotiate (commitment by leaders from both sides)
- Violence in the Vaal Triangle (Role of various political organisations) (a test of commitment and compromise)
- Pretoria Minute in August 1990 — ANC stopped armed struggle and NP stopped state of emergency (commitment and compromise)
- The National Peace Accord signed by 27 political organisations - provided safety netfor negotiations (commitment)
- CODESA 1 (20 December 1991) - 19 political parties except for CP and PAC
- Parties could not agree on power-sharing and constituent assembly — meetingended
- The Declaration of Intent – parties agreed to draw up a new constitution and interimgovernment (commitment and compromise)
- Whites-only referendum — De Klerk tested white opinion after losing three by-elections to CP (testing commitment from whites)

- Result – landslide Yes (indication of commitment from whites) – negotiationscontinued
- CODESA 2 (2 May 1992) – did not last because of violence and inability of partiesto agree on power-sharing
- Boipatong massacre and influence of Third Force (17 June 1992)
- Bisho massacre (September 1992) — ANC supporters who wanted to be part ofnegotiation process (another test of commitment)
- ANC called for rolling mass action against the National Party (pushing the NP tocommitment)
- Record of Understanding (September 1992) — Meyer and Ramaphosa committedthemselves to peace and to negotiations (commitment and compromise)
- Meyer and Ramaphosa agreed on Joe Slovo's Sunset Clause (commitment and compromise)
- Parties winning more that 5% of vote will form a government of national unity to govern the new SA and whites could retain their jobs for 5 years (commitment and compromise)
- Multi-party negotiations resumed at the World Trade Centre but did not last (commitment)
- The AWB interrupted the negotiations on 15 June 1993, when they stormed the World Trade Centre with armoured vehicle (a test of commitment)
- Assassination of Chris Hani (10 April 1993) – Janusz Waluś (a test of commitment)
- Mandela addresses nation on TV (commitment)
- St James massacre (25 July 1993)
- Heidelberg Tavern shooting (30 December 1993) (test of commitment)
- Shell House massacre (28 March 1994) (test of commitment)
- Date for the first democratic elections set (27–29 April 1994) (commitment)
- Continued violence throughout elections – car bomb outside ANC head offices - Car bomb exploded at Jan Smuts Airport (last efforts to test commitment)
- Elections held due to commitment and compromise
- Results of election: ANC 62,7%, NP 20,4% and IFP 10,5%
- ANC, NP and IFP formed the Government of National Unity as agreed upon in theSunset Clause (commitment and compromise)
- Mandela became first black State President of the new democratic Republic of South Africa with Thabo Mbeki and FW de Klerk as his deputies
- Any other relevant response

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

[50]

TOTAL: 150

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COGNITIVE ANALYSIS GRID

HISTORY PAPER 2 – CAPS GRADE 12																				
	SKILLS										COGNITIVE LEVELS				CHALLENGES					
	EXTRACT EVIDENCE FROM SOURCES	SELECTION OF RELEVANT INFORMATION	EXPLANATIONS OF HISTORICAL CONCEPTS	EXPLAIN INFORMATION GATHERED FROM SOURCES	INTERPRETATION	ANALYSE EVIDENCE FROM SOURCES	INTERPRETATION AND EVALUATION	EVALUATE USEFULNESS; BIAS AND RELIABILITY	COMPARE AND CONTRAST DIFFERENT INTERPRETATIONS	ORGANISE EVIDENCE TO SUBSTANTIATE ARGUMENT	LEVEL 1	LEVEL 2	LEVEL 3	TOTAL	EASY	MEDIUM	DIFFICULT	PERCENTAGE	PERCENTAGE	PERCENTAGE
	TICKS INDICATE APPLICATION OF SKILLS										MARKS							L1	L2	L3
1.1.1	✓										**2**			**2**	✓					
1.1.2			✓								**2**			**2**	✓					
1.1.3					✓							**2**		**2**		✓				
1.1.4							✓					**4**		**4**		✓				
1.1.5							✓					**4**		**4**		✓				
1.2.1	✓										**2**			**2**	✓					
1.2.2	✓										**2**			**2**	✓					
1.2.3							✓					**4**		**4**		✓				
1.2.4								✓					**4**	**4**			✓			
1.3.1							✓					**4**		**4**		✓				
1.3.2	✓											**2**		**2**		✓				
1.4.									✓				**4**	**4**			✓			
1.5.1	✓										**2**			**2**	✓					
1.5.2				✓							**2**			**2**	✓					
1.5.3		✓									**2**			**2**	✓					
1.6										✓			**8**	**8**			✓			
QUESTION 1 TOTAL											**14**	**20**	**16**	**50**				**28**	**40**	**32**

Grade 12 – Cognitive Grid

HISTORY PAPER 2 – CAPS GRADE 12																				
	SKILLS										COGNITIVE LEVELS				CHALLENGES					
	EXTRACT EVIDENCE FROM SOURCES	SELECTION OF RELEVANT INFORMATION	EXPLANATIONS OF HISTORICAL CONCEPTS	EXPLAIN INFORMATION GATHERED FROM SOURCES	INTERPRETATION	ANALYSE EVIDENCE FROM SOURCES	INTERPRETATION AND EVALUATION	EVALUATE USEFULNESS; BIAS AND RELIABILITY	COMPARE AND CONTRAST DIFFERENT INTERPRETATIONS	ORGANISE EVIDENCE TO SUBSTANTIATE ARGUMENT	LEVEL 1	LEVEL 2	LEVEL 3	TOTAL	EASY	MEDIUM	DIFFICULT	PERCENTAGE	PERCENTAGE	PERCENTAGE
	TICKS INDICATE APPLICATION OF SKILLS										MARKS							L1	L2	L3
2.1.1	✓										**2**			**2**	✓					
2.1.2			✓								**2**			**2**	✓					
2.1.3					✓							**4**		**4**		✓				
2.1.4								✓					**4**	**4**			✓			
2.2.1							✓					**2**		**2**		✓				
2.2.2					✓							**4**		**4**		✓				
2.3.1			✓								**2**			**2**	✓					
2.3.2	✓										**2**			**2**	✓					
2.3.3	✓										**2**			**2**	✓					
2.3.4					✓							**4**		**4**		✓				
2.4.1		✓									**2**			**2**	✓					
2.4.2							✓					**2**		**2**		✓				
2.4.3	✓										**2**			**2**	✓					
2.4.4					✓							**4**		**4**		✓				
2.5.									✓				**4**	**4**			✓			
2.6													**8**	**8**			✓			
QUESTION 2 TOTAL											**14**	**20**	**16**	**50**				**28**	**40**	**32**

Question																				
3										✓			**50**	**50**			✓			
4										✓			**50**	**50**			✓			

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