



Province of the
EASTERN CAPE
EDUCATION



**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2022

**HISTORY P2
MARKING GUIDELINE**

MARKS: 150

This marking guideline consists of 23 pages.

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	<ul style="list-style-type: none"> Extract evidence from sources. Selection and organisation of relevant information from sources. Define historical concepts/terms. 	30% (15)
LEVEL 2	<ul style="list-style-type: none"> Interpretation of evidence from the sources. Explain information gathered from the sources. Analyse evidence from the sources. 	40% (20)
LEVEL 3	<ul style="list-style-type: none"> 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.
- 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 × 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 × 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.

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

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- 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 score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will not be required to simply regurgitate 'facts' in order to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The construction of argument
- The appropriate selection of factual evidence to support such argument
- The learner's interpretation of the question

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 (indicated by a bullet in the marking guideline), each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline) and a relevant conclusion (indicated by a bullet in the marking guideline) e.g. in an answer where there are 5 main points there will be 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 all 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. 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 5	

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

C	LEVEL 4	} 30 – 33
P	LEVEL 5	

MARKING MATRIX FOR ESSAY – TOTAL: 50

<p>PRESENTATION</p> <p>➔</p> <p>CONTENT</p> <p>↓</p>	<p>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.</p>	<p>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.</p>	<p>LEVEL 5 Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.</p>	<p>LEVEL 4 Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence..</p>	<p>LEVEL 3 Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.</p>	<p>LEVEL 2 Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.</p>	<p>LEVEL 1 Little or no attempt to structure the essay.</p>
<p>LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.</p>	47–50	43–46					
<p>LEVEL 6 Question has been answered. Content selection relevant to a line of argument.</p>	43–46	40–42	38–39				
<p>LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.</p>	38–39	36–37	34–35	30–33	28–29		
<p>LEVEL 4 Question recognisable in answer. Some omissions/irrelevant content selection.</p>			30–33	28–29	26–27		
<p>LEVEL 3 Content selection does not always relate. Omissions in coverage.</p>				26–27	24–25	20–23	
<p>LEVEL 2 Sparse content. Question inadequately addressed</p>					20–23	18–19	14–17
<p>LEVEL 1 Question not answered. Inadequate content. Significant irrelevance</p>						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

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: HOW DID WHITE SOUTH AFRICANS CHALLENGE THE APARTHEID GOVERNMENT DURING THE 1980s?**

- 1.1 1.1.1 *[Definition of historical concept from Source 1A – L1]*
- To perform compulsory military service
 - Any other relevant response (1 x 2) (2)
- 1.1.2 *[Extraction of evidence from Source 1A – L1]*
- Broadening of the rights of conscientious objectors
 - The creation of a system of alternative military service without the element of punishment (2 x 1) (2)
- 1.1.3 *[Interpretation of evidence from Source 1A – L2]*
- No one should be forced to take up arms against their will
 - To reduce the element of punishment
 - Any other relevant response (Any 1 x 2) (2)
- 1.1.4 *[Interpretation of evidence from Source 1A – L2]*
- Inside South Africa the army was used to suppress the resistance movements
 - The SADF illegally occupied Namibia
 - The SADF fought in Angola against the communist forces
 - Any other relevant response (Any 2 x 2) (4)
- 1.2 1.2.1 *[Interpretation of evidence from Source 1B – L2]*
- The ECC felt it was morally wrong to kill people
 - The ECC did not want to fight against fellow South Africans who were fighting for justice/freedom
 - Was not prepared to uphold and protect apartheid anymore
 - Any other relevant response (Any 1 x 2) (2)
- 1.2.2 *[Extraction of evidence from Source 1B – L1]*
- A life in exile
 - 6 years in prison (2 x 1) (2)

- 1.3 *[Comparison of evidence from Sources 1A and 1B – L3]*
- Source 1A states that the SADF were involved in defending and upholding the apartheid system and Source 1B shows that the SADF assisted to implement the apartheid policies
 - Source 1A indicates that the SADF was involved in operations outside the country while in Source 1B shows that young men were conscripted to maintain the illegal occupation of Namibia and waged an unjust war against foreign countries
 - Source 1A states that young conscripts went into exile and were jailed for refusing to do military service and Source 1B is showing the consequences for refusing to do military service
 - Any other relevant response (Any 2 x 2) (4)
- 1.4 1.4.1 *[Extraction of evidence from Source 1C – L1]*
- Anton Eberhard (1 x 1) (1)
- 1.4.2 *[Interpretation of evidence from Source 1C – L2]*
- He believed apartheid should end
 - He believed that the SADF was upholding and protecting the apartheid government/white supremacy
 - He believed the oppression of the black majority was wrong
 - Any other relevant response (Any 2 x 2) (4)
- 1.4.3 *[Extraction of evidence from Source 1C – L1]*
- “His boss, in a reaction which typifies the prevailing white attitude asked in fury...”
 - “So who will stop our daughters being raped” (Any 1 x 2) (2)
- 1.4.4 *[Extraction of evidence from Source 1C – L1]*
- A friend was detained at the time of his call-up
 - He befriended Vusi and got a taste of what life was for black South Africans (2 x 1) (2)
- 1.5 1.5.1 *[Interpretation of evidence from Source 1D – L2]*
- Internal resistance against the apartheid system intensified
 - Different organisations launched strikes, boycotts and other forms of protest actions to end apartheid
 - Black South Africans were unhappy with the cosmetic changes made by the P.W. Botha government
 - South Africa became ungovernable
 - Any other relevant response (Any 2 x 2) (4)
- 1.5.2 *[Definition of historical concept from Source 1D – L2]*
- Wilful and planned killing of people who actively opposed apartheid policies
 - Any other relevant response (1 x 2) (2)

- 1.5.3 *[Extraction of evidence from Source 1D – L1]*
- Carried out a vicious smear campaign
 - The ECC's offices were raided
 - 75 activists were detained
 - Period of imprisonment increased from two to six years
- (Any 3 x 1) (3)

- 1.5.4 *[Interpretation of evidence from Source 1D – L2]*
- That it was part of the ANC that wanted to overthrow the government
 - Believed that they were plotting with the communist to take over South Africa
 - Any other relevant response
- (any 1 x 2) (2)

- 1.5.5 *[Evaluate the usefulness of the evidence from Source 1D – L3]*
- This source is USEFUL because:**
- It was seen as a threat to the government
 - Government banned the ECC
 - More white South Africans refused to join the SADF
 - Conscription was cut from two years to one
 - ECC officials were harassed by the apartheid government
 - Any other relevant response
- (any 2 x 2) (4)

1.6 *[Interpretation, comprehension and synthesis of evidence from relevant sources – L3]*

Candidates can include the following:

- Formed the ECC (Source 1A)
- Refused to do military service (Source 1A)
- Some fled from South Africa to avoid military service (Source 1A)
- The ECC refused to assist with the implementation of the apartheid laws (Source 1B)
- Refused to fight against blacks in the townships (own knowledge)
- Revealed to white South Africans the impact that apartheid had on their lives (own knowledge)
- Anton Eberhard believed that the present government had no right to remain in power and should not be supported (Source 1C)
- 7 589 conscripts failed to report for national call-up (Source 1D)
- Different campaigns held by the ECC contributed in making the country ungovernable (own knowledge)
- Some whites rather went into exile or prolonged their studies than do military service (Source 1D)
- The ECC perceived as a direct enemy/threat of the SADF (Source 1D)
- The ECC put pressure on the conscription system and made it impossible for the state to implement (Source 1D)
- Black Sash held night vigils against the apartheid laws (own knowledge)
- Any other relevant response.

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. show no or little understanding of how white South Africans challenged the apartheid government during the 1980s. • Uses evidence partially to report on topic or cannot write a paragraph. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of how white South Africans challenged the apartheid government during the 1980s. • Uses evidence in a very basic manner to write a paragraph. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of how white South Africans challenged the apartheid government during the 1980s. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)
[50]

QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE KILLING OF ACTIVIST, SIPHIWO MTIMKULU?

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- To listen to victim's stories
 - To offer amnesty (2 x 1) (2)
- 2.1.2 *[Definition of historical concepts from Source 2A – L1]*
- Official pardon for politically motivated crimes committed
 - Any other relevant response (1 x 2) (2)
- 2.1.3 *[Extraction of evidence from Source 2A – L1]*
- 'Desmond Tutu' (1 x 2) (2)
- 2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- Many perpetrators of political crimes lied at the amnesty hearings and got away with murder
 - Many security police did not disclose the full truth of their atrocities, but were granted amnesty
 - Many perpetrators admitted only what was already know for the granting of amnesty and offered insincere apologies
 - It was black versus white at the TRC
 - Any other relevant response (Any 2 x 2) (4)
- 2.2. 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- 'Congress of South African Students' (COSAS) (1 x 1) (1)
- 2.2.2 *[Interpretation of evidence from Source 2B – L2]*
- COSAS was affiliated to the banned political organisations
 - He was furthering the aims of the liberation struggle
 - As the leader of COSAS, he was perceived as an instigator against apartheid
 - Any other relevant response (Any 2 x 2) (4)
- 2.2.3 *[Definition of historical concepts from Source 2B – L2]*
- Inhumane/punishment of people who opposed apartheid
 - Method used to get information of the activities of the liberation movements
 - To force victims to admit to something they have not done
 - Any other relevant response (Any 1 x 2) (2)
- 2.2.4 *[Extraction of evidence from Source 2B – L1]*
- 'Electrocution'
 - 'Beating'
 - 'Suffocated almost to death with a wet towel' (Any 2 x 1) (2)

- 2.3 2.3.1 *[Interpretation of evidence from Source 2C – L2]*
- To show the effects of the poison on Sphiwo
 - He is surrounded by young comrades/COSAS members that is protecting him that still hold him in high esteem as an activist
 - It shows that Sphiwo is still regarded as a threat by the government, therefore the presence of a policeman with a gun
 - Any other relevant response (Any 2 x 2) (4)
- 2.3.2 *[Extraction of evidence from Source 2C – L1]*
- “Poisoning people won’t stop us” (1 x 2) (2)
- 2.4 *[Comparison of evidence from Sources 2B and 2C – L3]*
- Source 2B indicates that Sphiwo was taken to Groote Schuur Hospital due to poisoning and Source 2C shows Sphiwo leaving the hospital after his treatment
 - Source 2B indicates that the security police kept a close watch on the activities of Sphiwo and Source 2C shows how an armed police officer is closely monitoring Sphiwo as he left the hospital
 - Source 2B indicates that COSAS was heavily involved in the liberation struggle and in Source 2C shows poisoning them would not stop them (meaning they will continue the liberation struggle)
 - Any other relevant response (Any 2 x 2) (4)
- 2.5 2.5.1 *[Extraction of evidence from Source 2D – L1]*
- General Nic van Rensburg (1 x 1) (1)
- 2.5.2 *[Interpretation of evidence from Source 2D – L2]*
- To protect the security police
 - To protect the apartheid government
 - He did not want to be jailed for murder
 - Any other relevant response (Any 2 x 2) (4)
- 2.5.3 *[Extraction of evidence from Source 2D – L1]*
- ‘Topsy Madaka’ (1 x 2) (2)
- 2.5.4 *[Interpretation of evidence from Source 2D – L2]*
- They were actively involved in the resistance movement
 - They planned to overthrow the apartheid government
 - They were members of the banned ANC/COSAS
 - He was a thorn in the flesh to the security forces
 - Any other relevant response (Any 1 x 2) (2)

2.5.5 *[Evaluate the reliability of the evidence from Source 2D – L3]***This source is RELIABLE because:**

- It is a primary source as Nic van Rensburg was directly involved in the murder of the two activists
- The amnesty application referred to, was processed before the TRC's official Amnesty Committee
- It gives the names of security policeman who were involved in the execution of Siphiwo Mtimkulu
- It explains how Siphiwo Mtimkulu and Topsy Madaka were executed
- It explains why the security policeman were granted amnesty by the TRC
- Any other relevant response

(Any 2 x 2)

(4)

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

Candidates could include some of the following:

- The reason for the establishment of the TRC was to deal with the past (Own knowledge)
- TRC provided a platform to listen to victims' stories (Source 2A and Source 2B)
- TRC promoted national reconciliation and healing (Source 2A)
- The TRC offered full amnesty to those who came forward and confessed their crimes (Source 2A)
- Joyce Mtimkulu could tell her story at the TRC hearing of the torture and poisoning of her son (Source 2B)
- Policeman with a concealed gun indicates that Siphiwo was a threat to the government that lead to his abduction and death (Source 2C)
- Retired security policemen lied before applying for amnesty (Source 2D)
- Retired security policemen to reveal the truth about the death of Siphiwo and Madaka (Source 2D)
- Van Rensburg and Niewoudt appeared before the TRC (Source 2D)
- Confessed of how they tortured Siphiwo and Madaka in his amnesty hearing (Source 2D)
- Victims had the opportunity to confront those who hurt their loved ones (Own knowledge)
- Perpetrators were granted amnesty (Source 2D)
- Supporters wanted the perpetrators to be punished (Own knowledge)
- Joyce Mtimkulu got closure (Source 2D)
- Joyce was 'happy' with the TRC process (Source 2D)
- Any other relevant response

Use the following rubric to allocate a mark.

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding in explaining how the Truth and Reconciliation Commission dealt with the killing of activist Sphiwo Mtimkulu. • Uses evidence partially to report on topic or cannot write a paragraph. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows an understanding in explaining how the Truth and Reconciliation Commission dealt with the killing of activist Sphiwo Mtimkulu. • Uses evidence in a very basic manner to write a paragraph. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding in explaining how the Truth and Reconciliation Commission dealt with the killing of activist Sphiwo Mtimkulu. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)
[50]

QUESTION 3: WHAT IMPACT DID GLOBALISATION HAVE ON UNDERDEVELOPED NATIONS?

- 3.1 3.1.1 *[Explanation of historical concept from Source 3A – L1]*
- Globalisation means that countries are becoming more interdependent and that people all over the world are more connected to each other
 - Globalisation has led to the monopolisation on industries by big business, which make huge profits at the expense of underdeveloped and undeveloped countries
 - Any other relevant response (Any 1 x 2) (2)
- 3.1.2 *[Extraction of evidence from Source 3A – L1]*
- ‘International Monetary Fund’ (IMF)
 - ‘World Bank’ (2 x 1) (2)
- 3.1.3 *[Interpretation of evidence from Source 3A – L2]*
- Globalisation usually occurs in democratic countries
 - Many developing countries that were not democratic were forced to change their political systems as a requirement for foreign aid from the western countries
 - If globalisation leads to benefits in a particular democratic country, then it helps to maintain democracy in that country
 - Any other relevant response (Any 1 x 2) (2)
- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- ‘Increased international trade’
 - ‘A company operating in more than one country’
 - ‘Greater dependence on the global economy’
 - ‘Free movement of capital, goods and services’
 - ‘Recognition of companies such as McDonald’s and Starbucks in less economically developed countries’ (Any 2 x 1) (2)
- 3.2.2 *[Interpretation of evidence from Source 3B – L2]*
- Globalisation has caused the world market to be dominated by the rich countries
 - Exploitation of natural resources in less economically developed countries by rich countries
 - Poor countries do not benefit from the profits made in their countries
 - Poor countries became dependant on foreign loans
 - Any other relevant response (Any 2 x 2) (4)

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

- McDonalds is a multi-national company and it shows its economic power and control
- McDonald has 30 000 restaurants in 119 countries. This shows its domination
- Any other relevant response

NO

- McDonalds is international and has many outlets to upkeep their name
- It has too much experience
- Cannot be described as a small outlet
- Any other relevant response (2 x 2) (4)

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

- 'To provide cheap labour'
- 'To provide raw material' (2 x 1) (2)

3.3 3.3.1 *[Interpretation of evidence from Source 3C – L2]*

- The West has realised that they have contributed to the poverty of underdeveloped countries
- The West is willing to write off the debt as countries were unable to repay the loans
- The West has made enough profit from Africa as they had free access to their raw materials and markets
- It shows the arrogant attitude of the West towards the economic well-being of Africa
- Any other relevant response (Any 2 x 2) (4)

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

- 'Centuries of colonial exploitation'
- 'Enslavement'
- 'Theft of natural resources' (Any 2 x 1) (2)

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

- (a)
- Wealthy/fat/huge/properly dressed in a suit
 - Hold the development of Africa in their hands
 - Any other relevant response (Any 1 x 2) (2)
- (b)
- Poor/thin/poorly dressed
 - Exploited
 - No development took place in Africa due to huge debt
 - Any other relevant response (Any 1 x 2) (2)

- 3.4 *[Comparison of evidence from Sources 3B and 3C – L3]*
- Source 3B indicates that globalisation has only created wealth in developed countries while Source 3C shows that it led to poverty in developing countries
 - Source 3B states that globalisation operates in the interest of the rich countries while Source 3C show that globalisation led to the exploitation, enslavement and theft of the natural resources of developing countries
 - Both sources refer to the negative impact globalisation had on developing countries
 - Any other relevant response (Any 2 x 2) (4)
- 3.5 3.5.1 *[Extraction of evidence from Source 3D – L1]*
- ‘Shaping politics’
 - ‘Promoting technological development’
 - ‘Enhancing economic processes’
 - ‘Improvement of social, health and the natural environment’ (Any 2 x 1) (2)
- 3.5.2 *[Explanation of historical concept from Source 3D – L2]*
- Rich countries impose their cultures on developing countries/Third World countries
 - Any other relevant response (1 x 2) (2)
- 3.5.3 *[Evaluate the limitations of the evidence from Source 3D – L3]*
The source is LIMITED because:
- It highlights only the positive impact of globalisation on developing countries
 - It gives a one-sided view of the impact of globalisation on developing countries
 - Globalisation has in fact led to poorer living conditions of millions
 - Due to foreign debt many developing countries could not compete on the global market
 - Any other relevant response (Any 2 x 2) (4)
- 3.5.4 *[Extraction of evidence from Source 3D – L1]*
- ‘Satellite’
 - ‘Cable’ (2 x 1) (2)

- 3.6 *[Interpretation, evaluation and synthesis of evidence from sources – L3]*
Candidates could include some of the following:

POSITIVE IMPACT

- Globalisation will lead to the integration of economies and societies (Source 3A)
- Will lead to the reduction of global poverty (Source 3A)
- Developing nations will benefit from freer trade (Source 3A)
- Have access to companies such as McDonald's and Starbucks (Source 3B)
- Have access to foreign loans (Source 3D)
- Improved the living conditions of millions of people in developing counties (Source 3D)
- Promoted technological growth (Source 3D)
- Developing countries has the opportunity to export their products to the global market (Source 3D)
- Any other relevant response

NEGATIVE IMPACT

- Globalisation is imposed on developing nations by some countries and institutions (Source 3A)
- Led to inequality – the rich become richer and the poor become poorer (Source 3B and Source 3C)
- Led to poverty (Source 3B and Source 3C)
- Provided the North and West with cheap labour and raw material (Source 3B)
- Underdeveloped countries did not benefit from the profits made in their countries (Source 3B)
- Any other relevant response

Use the following rubric to assess this paragraph.

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of the impact that globalisation had on underdeveloped nations. • Uses evidence partially to report on the topic or cannot write a paragraph. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of the impact that globalisation had on underdeveloped nations. • Uses evidence in a very basic manner to write a paragraph. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e. g. demonstrates a thorough understanding of the impact that globalisation had on underdeveloped nations. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)

[50]

SECTION B: ESSAY QUESTIONS**QUESTION 4: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA: THE CRISIS OF APARTHEID IN THE 1980s**

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

SYNOPSIS

Candidate should agree or disagree on how the BC philosophy instilled pride amongst blacks and mobilised them to challenge the apartheid state in the 1970s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to indicate if they agree with the statement or not, on whether the BC philosophy instilled pride and mobilised blacks to challenge the apartheid state.

ELABORATION

- Reason for the formation of the Black Consciousness Movement (Background)

Biko's philosophy of Black Consciousness (BC)

- Conscientise black people of the evils of apartheid
- Instil a sense of self-worth and confidence in black South Africans
- Restore black pride
- Changed the way black South Africans saw themselves
- Empowered them to confront apartheid
- Biko urged black South Africans to assert themselves and to do things for themselves
- Eliminate the feeling of inferiority

Role of Steve Biko

- Formation of SASO
- SASO spread BC ideas across the campuses of the ethnically separated universities
- SASO promoted black unity and solidarity
- Made students more politically aware
- Encouraging students to liberate themselves from apartheid
- Biko promoted self-liberation
- He believed that association with whites made the liberation struggle ineffective and that blacks must liberate themselves
- Established self-help groups for black communities with other BC leaders
- BC ideas were published in SASO newsletters

Black Consciousness becomes a national movement

- 1972 the Black People's Convention was formed
- Aimed to liberate black people from both psychological and physical oppression
- Self-help projects were set up e.g. Zanempilo Clinic, Ginsburg and Zimele Trust Fund
- Led to the formation of the Black Allied Workers Union in 1973
- BC influenced scholars that led to the formation of SASM

Challenges posed by the ideas of BC to the state

- At first the South African government was not concerned about the BCM and seemed in line with its own policy of separate development
- BCM became stronger and posed a challenge to the state
- It became a mass movement that sought to undermine apartheid
- Biko's speeches encouraged black South Africans to reject apartheid
- BC ideas incites the workers to embark on strike action
- BCM supported disinvestment companies

Government's reaction to Biko's philosophy

- Banning and house arrest of Biko and other leaders
- BC leaders were banned from speaking in public
- BPC activists were detained without trial
- SASO was banned on university campuses
- Biko was arrested and interrogated
- Biko was brutally murdered by the security police in 1977
- Any other relevant response

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

[50]

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

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

SYNOPSIS

Candidate should take a stance on whether it was only the role of Nelson Mandela that resulted in the birth of a democratic South Africa on 27 April 1994.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to indicate whether it was only Mandela's role that resulted in the birth of a democratic South Africa on 27 April 1994.

ELABORATION

- De Klerk comes to power in 1989 – brief background
- De Klerk's speech in parliament on 2 February 1990 (Political leadership)
- The unbanning of political and civic organisations, such as the ANC and SACP
- The removal of restrictions on COSATU, AZAPO, etc. (Political leadership)
- Groote Schuur Minute, 2 May 1990 – both parties agreed to end violence and to negotiate (ANC and NP met, ANC delegation led by Nelson Mandela, NP delegation led by FW De Klerk) (Political leadership by both the NP and ANC)
- Apartheid legislation revoked, such as the Separate Reservation of Amenities Act (Political leadership)
- Pretoria Minute, 6 August 1990 (ANC agreed to suspend the armed struggle)
- CODESA 1 (19 political parties, excluding AZAPO, CP and PAC/300 delegates met) (Political leadership and involvement of other parties)
- Violence erupts in some parts of the country, such as the Witwatersrand and Natal Whites-only referendum and its impact (March 1992) (Political leadership)
- CODESA 2 (2 May 1992) collapsed. Parties failed to agree on a new constitution making body and interim government (Political leadership)
- The NP wanted minority veto while ANC wanted an interim government for no longer than 18 months and simple majority rule
- Boipatong Massacre and its consequences (17 June 1992)
- Bhishe Massacre derailed the process of negotiations (7 September 1992)
- Record of Understanding signed on 26 September 1992 between Roelf Meyer (NP) and Cyril Ramaphosa (ANC) (Political leadership by both parties)
- Assassination of Chris Hani (10 April 1993) and its impact on South Africa (Role of Mandela – Political leadership)
- Multiparty Negotiating Forum (Political leadership by all parties)
- Right-wing (AWB) attack on World Trade Centre and its consequences
- Sunset Clause introduced by Joe Slovo broke the negotiations deadlock (Political leadership)
- Election date announced, 27 April 1994 (Political leadership)
- Die ANC won the elections and Mandela became the first black South African President
- Any other relevant response

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

[50]

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

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

SYNOPSIS

Candidates need to explain to what extent Gorbachev's reform policies of Glasnost and Perestroika influenced the NP and ANC to reach an agreement on negotiations in 1994.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to take a stance and indicate whether it was the policies of Gorbachev that influenced the NP and ANC to reach an agreement on negotiations in 1994.

ELABORATION

- Gorbachev's policies of glasnost and perestroika
- By the end of 1989 the Soviet Union disintegrated and its impact thereof
- The communist regimes in Eastern Europe collapsed
- Political changes in the rest of the world put pressure on the apartheid regime to embark on changes
- The collapse of communism affected both the National Party and the ANC
- The National Party was now prepared to negotiate with the ANC
- The National Party's fear of a communist-controlled ANC now seemed unfounded
- After the demise of communism in the Soviet Union; the ANC did not receive further support from the Soviet Union
- The ANC could no longer rely on the Soviet Union for economic and military support
- The National Party's claim that it was protecting South Africa from a communist onslaught became unrealistic
- Countries in the western world supported the move that South Africa should resolve its problems peacefully and democratically
- There was no doubt that continued repression of black South Africans by the apartheid regime was not sustainable and would result in political instability
- The government started to believe that reform was needed to include the development of a strong middle class which would act as a 'bulwark against the revolution'
- It became clear that National Party could not sustain the white minority government
- Influential members of the National Party realised that apartheid was not the answer to the needs of white capitalist development (economic condition)
- The battle of Cuito Cuanavale and the consequences thereof
- PW Botha suffered a stroke and was succeeded by FW de Klerk
- FW de Klerk realised South Africa's political predicament and began to accept that the black South African struggle against apartheid was not a conspiracy directed from Moscow

- This enabled De Klerk to engage in discussions with the liberation organisations
- On 2 February 1990, De Klerk announced ‘a new and just constitutional dispensation’
- De Klerk unbanned all anti-apartheid organisations including the ANC, PAC and South African Communist Party
- This signalled the end of apartheid and the beginning of the process of negotiations
- Any other relevant response.

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

[50]

TOTAL: 150