



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P2

NOVEMBER 2010

MEMORANDUM

MARKS: 150

This memorandum consists of 30 pages.

1. SOURCE-BASED QUESTIONS

1.1 The following Learning Outcomes and Assessment Standards will be assessed in this question paper:

LEARNING OUTCOMES	ASSESSMENT STANDARDS THE ABILITY OF THE LEARNER TO:
Learning Outcome 1 (Historical enquiry)	<ol style="list-style-type: none"> 1. Formulate questions to analyse concepts for investigation within the context of what is being studied. (Not for examination purposes.) 2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purpose). 3. Interpret and evaluate information and data from sources. 4. Engage with sources of information evaluating the usefulness of the sources for the task, including stereotypes, subjectivity and gaps in the evidence available to the learners.
Learning Outcome 2 (Historical concepts)	<ol style="list-style-type: none"> 1. Analyse historical concepts as social constructs. 2. Examine and explain the dynamics of changing power relations within the societies studied. 3. Compare and contrast interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events.
Learning Outcome 3 (Knowledge construction and communication)	<ol style="list-style-type: none"> 1. Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data. 2. Synthesise information to construct an original argument using evidence to support the argument. 3. Sustain and defend a coherent and balanced argument with evidence provided and independently accessed. 4. Communicate knowledge and understanding in a variety of ways including discussion (written and oral) debate, creating a piece of historical writing using a variety of genres, research assignments, graphics, oral presentation.

1.2 The following levels of questions were used to assess source-based questions.

LEVELS OF SOURCE-BASED QUESTIONS	
LEVEL 1 (L1)	<ul style="list-style-type: none"> • Extract relevant information and data from the sources. • Organise information logically. • Explain historical concepts.
LEVEL 2 (L2)	<ul style="list-style-type: none"> • Categorise appropriate or relevant source of information provided to answer the questions raised. • Analyse the information and data gathered from a variety of sources. • Evaluate the sources of information provided to assess the appropriateness of the sources for the task.
LEVEL 3 (L3)	<ul style="list-style-type: none"> • Interpret and evaluate information and data from the sources. • Engage with sources of information evaluating the usefulness of the sources for the task taking into account stereotypes, subjectivity and gaps in the evidence available. • Analyse historical concepts as social constructs. • Examine and explain the dynamics of changing power relations within the aspects of societies studied. • Compare and contrast interpretations and perspectives of peoples' actions or events and changes to draw independent conclusions about the actions or events. • Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data.

1.3.1 The following table indicates how to assess source-based questions.

<ul style="list-style-type: none"> • 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.
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2. EXTENDED WRITING

2.1 The extended writing questions focus on one of the following levels:

LEVELS OF QUESTIONS	
<u>Level 1</u>	<ul style="list-style-type: none"> • Discuss or describe according to a given line of argument set out in the extended writing question. • Plan and construct an argument based on evidence, using the evidence to reach a conclusion.
<u>Level 2</u>	<ul style="list-style-type: none"> • Synthesise information to construct an original argument using evidence to support the argument. • Sustain and defend a coherent and balanced argument with evidence. • Write clearly and coherently in constructing the argument.

2.2 Marking of extended writing

- | |
|---|
| <ul style="list-style-type: none"> • 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 EXTENDED WRITING MARKING GUIDELINE FOR A SPECIFIC ESSAY. • WHEN ASSESSING OPEN-ENDED SOURCE-BASED QUESTIONS, LEARNERS SHOULD BE CREDITED FOR ANY OTHER RELEVANT ANSWERS. |
|---|

Global assessment of extended writing

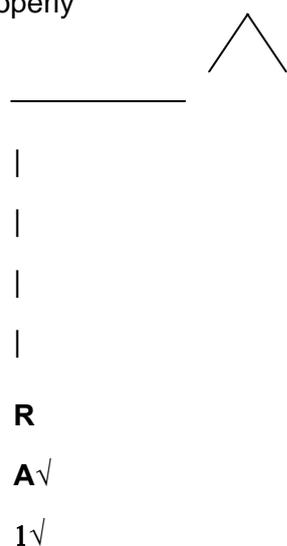
The extended writing will be assessed holistically (globally). This approach requires the educator to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using of selected factual evidence to support 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 extended writing marking 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 and
- The learner's interpretation of the question

Assessment procedures of extended writing

1. Keep the synopsis in mind when assessing extended writing.
2. During the first reading of the extended writing ticks need to be awarded for a relevant introduction (indicated by a bullet in marking guideline/ memorandum) each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline/ memorandum) and a relevant conclusion (indicated by a bullet in marking guideline/ memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.
3. The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised
- Wrong statement
- Irrelevant statement
- Repetition
- Analysis
- Interpretation



4. The matrix

4.1 **Use of analytical matrix in the marking of extended writing (refer to page 6)**

In the marking of extended writing with reference to page 6 the given criteria shown in the matrix should be used. In assessing the extended writing note should be taken of 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.

4.1.1 The first reading of extended writing will be to determine to what extent the main aspects have been covered and to determine the **content level** (on the matrix).

C	LEVEL 4	

4.1.2 The second reading of extended writing will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 5	

4.1.3 Allocate an overall mark with the use of the matrix.

C	LEVEL 4	18-19
P	LEVEL 5	

4.2 **Use of holistic rubric in the marking of extended writing (refer to page 7)**

The given rubric which takes into account both content and presentation should be used in the marking of extended writing.

C and P	LEVEL 5	18 - 20
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Grade 12 ANALYTICAL MATRIX FOR EXTENDED WRITING: TOTAL MARKS: 30

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PRESENTATION	Very well planned and structured. Good synthesis of information. Constructed an argument	Well planned and structured. Synthesis of information. Constructed an original well - balanced, independent argument. Evidence used to defend the argument.	Well planned and structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	Shows some evidence of a planned and constructed argument. Some evidence used to support argument. Conclusion not clearly supported by evidence.	Attempts to structure the answer. Largely descriptive/ some attempt at developing an argument.	Little analysis and historical explanation. No structure in answer.
CONTENT	Well balanced argument. Sustained and defended the argument throughout.						
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	27-30	24-26					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	24-26	23	21-22				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		21-22	20	18-19			
LEVEL 4 Question recognisable in answer. Some omissions/ irrelevant content selection.			18-19	17	15-16		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				15-16	14	12-13	
LEVEL 2 Sparse content. Question inadequately addressed.					12-13	11	9-10
LEVEL 1 Question not answered. Inadequate content. Totally irrelevant.						9-10	0-8

GRADE 12 HOLISTIC RUBRIC TO ASSESS EXTENDED WRITING (SUCH AS AN ESSAY USING SOURCES, REPORT, NEWSPAPER ARTICLE, ETC.) TOTAL MARKS: 30

LEVEL	If the candidate has demonstrated all or most of the skills listed in a particular level, she/he will be awarded a mark relevant to the category.
7 Outstanding 80 – 100% 24 – 30 [Excellent]	Consistently focuses on topic – demonstrates a logical and coherent progress towards a conclusion Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Groups sources (not essential but should not merely list sources) Demonstrates a setting of sources in background understanding If appropriate, deals fully with counter-argument Refers appropriately to relevancy, bias, accuracy, limitation of sources Expresses him/herself clearly Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
6 Meritorious 70 – 79% 21 – 23 [Very Good]	Makes a good effort to focus consistently on the topic but, at times, argument loses some focus Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Good use of relevant evidence from the sources. Good attempt to consider counter-argument Good attempt to refer to relevancy, bias, accuracy, limitation of source Expression good Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
5 Substantial 60 – 69% 18 – 20 [Good]	Makes an effort to focus on the topic but argument has lapses in focus Comprehends most of the sources Uses most of the sources Selects relevant sources Expression good but with lapses Perhaps, lacking some depth of overall-focus, or does not make reference to one or more relevant sources If appropriate, makes an attempt to consider counter-argument Rather superficial or no attempt to refer to relevancy, bias, accuracy, limitation of sources Makes an attempt to take a stand (focuses on limitations, etc.) in reaching an independent conclusion
4 Moderate 50 – 59% 15 – 17 [Satisfactory]	Makes some effort to focus on the topic but argument has many lapses in focus Moderate comprehension of most of the sources Moderate use of relevant evidence from the sources Moderate attempt to consider counter-argument Moderate attempt to refer to relevancy, bias, accuracy, limitation of sources Expression is satisfactory Makes an attempt to take a stand but there are serious inconsistencies with making links with the rest of the essay Essay might have a tendency to list sources and “tag” on focus
3 Adequate 40 – 49% 12 – 14 [Fair]	Little attempt to focus on the topic Little comprehension of the sources Struggles to select relevant information from the sources No quotes – or generally irrelevant Makes little effort to consider counter-arguments Mainly characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression poor Makes a poor attempt to take a stand. (i.e. battles to reach an independent conclusion)
2 Elementary 30 – 39% 09 – 11 [Weak]	Unable to focus on the topic Unable to identify relevant sources No quotes – or generally irrelevant Makes no effort to consider counter-argument Essay characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression very poor Makes a very poor attempt to take a stand – if at all
1 Not Achieved 0 – 29% 0 – 8 [Poor]	No attempt to focus on the topic Uses no sources Completely irrelevant Copies directly from the sources Answer extremely poor

QUESTION 1: HOW DID THE COLLAPSE OF THE SOVIET UNION INFLUENCE POLITICAL EVENTS IN SOUTH AFRICA?

1.1

1.1.1 *[Extraction of evidence from Source 1A – L1 – LO1 (AS3)]*

- Led to the end of Cold War
- Brought about the demise of Communism
- Forced the apartheid regime to bring about change
- Gorbachev was open to negotiations and reforms
- Led to the ANC changing its political stance and to begin negotiations with the NP government
- Any other relevant response (any 1 x 2) (2)

1.1.2 *[Extraction of evidence from Source 1A – L2 – LO1 (AS3); LO2 (AS2)]*

- Led to talks between SA government and ANC/secret negotiations
- Pressure by the USA for South Africa to make changes
- Any other relevant response (2 x 2) (4)

1.1.3 *[Interpretation of evidence from Source 1A – L2 – LO1 (AS3&4); LO2 (AS2); LO3 (AS2)]*

- Fear that the respective supporters would reject it
- Exploratory meetings to charter a way forward
- Meetings not formally mandated but was an attempt to find a middle ground to the challenges facing the country
- The ANC was still banned and the NP government was not to be seen to be talking to the ANC
- The country was not ready to embark on open meetings for negotiations
- Any other relevant response (any 2 x 2) (4)

1.1.4 *[Extraction and interpretation of evidence from Source 1A – L3 – LO1 (AS3); LO2 (AS2)]*

- Communism was no longer seen as a threat
- South Africa was now forced to negotiate with anti-apartheid organisations and speed up reforms
- South Africa found she had no support from her western allies to maintain the status quo
- ANC was perceived to be weak without support from the USSR
- Any other relevant response (any 2 x 2) (4)

1.2

1.2.1 *[Extraction of evidence from Source 1B – L1 – LO1 (AS3)]*

- Brought an end to Soviet control in Eastern Europe
- Led to the eventual disintegration of the USSR
- Communism began to disintegrate
- Any other relevant response (any 1 x 1) (1)

1.2.2 *[Extraction of evidence from Source 1B to reach a conclusion from Source 1B – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

- ANC was not being supported by the Soviet Union anymore
- The end of communist rule in Russia/whites no longer should fear communism and USSR takeover
- Ensured economic stability/ no fear of nationalisation
- South Africa would continue to remain a capitalist economy
- Any other relevant response

(any 1 x 2) (2)

1.2.3 *[Ascertaining the accuracy of evidence from Source 1B – L3 – LO1 (AS3&4); LO2 (AS2); LO3 (AS2)]*

Candidates can indicate whether they agree with the assessment or not. They need to support their answer with relevant evidence.

YES

- Announcements made by De Klerk took them by surprise
- Did expect Mandela's release and not the unbanning of the ANC
- ANC was not ready to commence with negotiations
- Any other relevant response

NO

- Both the unbanning of the ANC and the release of Mandela were preconditions for negotiations
- Biased view by W de Klerk

(2 x 2) (4)

1.2.4 *[Interpretation and analysis of evidence from Source 1B – L3 – LO2 (AS2); LO3 (AS2)]*

- ANC was now forced to discard the armed struggle and to negotiate/ANC had to change from an underground army into a public organisation
- ANC had no choice other than to enter into negotiations with their enemies
- ANC forced to work with the government of the day to find political solutions
- Any other relevant response

(any 2 x 2) (4)

1.3 *[Comparing evidence from Sources 1A and 1B – L3 – LO1 (AS3&4); LO2 (AS2); LO3 (AS2)]*

- Both sources refer to the opportunities De Klerk had to introduce reforms and commence with negotiations
- Source 1B (Extract 1) relates to the fall of the Berlin Wall and the opportunities given to De Klerk to begin with reforms
- Source 1B (Extract 1) The NP govt. no longer had an excuse that South Africa formed a bulwark against communism
- Source 1A - focuses on the ending of the Cold War – opportunity given to SA to commence with negotiations
- Source 1A – withdrawal of the USSR from intervening in the internal affairs of Africa (SA)

(any 2 x 2) (4)

1.4

1.4.1 *[Interpretation and analysis of evidence from Source 1C – L3 – LO1 (AS3); LO2 (AS2)]*

- ANC was seen as the soul of the black struggle against oppression
- ANC was seen as a vehicle for delivery from bondage to freedom
- Passionate about the continuation of this organisation to serve the needs of the people
- Failure on the part of the oppressor to destroy the ANC
- Continue with the struggle/any other relevant interpretations
- Any other relevant response

(any 1 x 2) (2)

1.4.2 *[Extraction and Interpretation of evidence from Source 1C – L1 – LO1(AS3)]*

- It was a precondition for negotiations
- To show he was committed to a negotiated settlement
- To minimise political confrontation/international pressure
- Any other relevant response

(any 1 x 2) (2)

1.4.3 *[Interpretation and analysis of evidence from Source 1C – L3 – LO1 (AS3); LO2 (AS2)]*

- They formed part of the leadership of the ANC
- They sacrificed their lives in the liberation struggle
- Formed an important component to any future changes in South Africa
- Any other relevant response

(any 1 x 2) (2)

1.4.4 *[Interpretation and synthesis of evidence from Source 1C – L3 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

(a)

- Would have reacted with anger/fear/frustration/uncertainty
- Would not have welcomed the release of these political activists
- Would feel that the NP was selling out

(any 1 x 2) (2)

(b)

- Would have welcomed the release of their leaders
- Would have been happy to welcome their heroes back home
- Would see it as a victory over the NP government
- Some candidates may state that some black South Africans were not in favour of the release of these political prisoners

(any 1 x 2) (2)

1.5 *[Interpretation, analysis and synthesis of evidence from all sources – L3 – LO1 (AS3); LO2 (AS2&3); LO3 (AS2)]*

Candidates should include most of the following aspects in their response:

- Fall of the Berlin Wall/Communism forced the NP and ANC to begin negotiations
- The influence of international anti-apartheid pressure on the NP
- SWAPO's victory in Namibia influenced the NP to begin negotiations
- ANC no longer received open support from USSR
- USA would no longer support the NP government
- NP could no longer use communism as a threat
- ANC was compelled to consider a free market system
- ANC forced to consider negotiations as a way forward to resolving the countries problems
- 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 of how the fall of the Berlin Wall speeded up the process of negotiations • Uses evidence partially to report on topic or cannot report on topic 	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 of how the fall of the Berlin Wall speeded up the process of negotiations • Uses evidence in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of how the fall of the Berlin Wall speeded up the process of negotiations • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

(6)

1.6 EXTENDED WRITING

1.6.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]*

SYNOPSIS

Candidates should discuss how the collapse of the Soviet Union opened the way for revolutionary changes in South Africa.

Candidates should include the following aspects in their response:

MAIN ASPECTS

- Introduction: Candidates should discuss how the collapse of the Soviet Union paved the way for revolutionary changes.

ELABORATION

- Gorbachev's role in ending communism
- The introduction of Glasnost and Perestroika in Russia
- The impact of Glasnost and Perestroika on South Africa
- De Klerk could no longer use the argument that apartheid was stemming the tide of communism
- Banned political organisations could no longer be termed as communist-inspired terrorists
- De Klerk was forced to negotiate with previously banned political organisations like the ANC
- International pressure/sanctions
- Angolan/Namibian issue
- Liberation movements were also forced to negotiate
- Opened the way for engagement with the ANC leading to the democratisation process in South Africa
- Process of negotiations were initiated for the ending of apartheid
- Coincided with intensified internal pressure
- Any other relevant response

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

(30)

Use the matrix on page 6 in this document to assess this extended writing.

1.6.2 *[Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]*

SYNOPSIS

Candidates should write an article explaining how external factors played a role in bringing together the liberation organisations and the apartheid regime.

Candidates should include the following aspects in their response:

MAIN ASPECTS

- Introduction: Candidates should demonstrate how Gorbachev's reforms were instrumental in getting both the liberation organisations and the apartheid regime to negotiate.

ELABORATION

- The collapse of the Soviet Union was viewed by the NP as strategically important to commence negotiations with the ANC – belief that the movement was now weak and in disarray
- The ANC was forced to negotiate with the apartheid government because it had no military, revolutionary and economic support from the Soviet Union
- Objective of the Soviet Union that South Africa must find its solutions internally
- The end of communism meant the removal of Cuban troops and MK soldiers from Angola
- Independence of Namibia seen as a forerunner to a negotiated settlement
- The ANC was left to fend for itself because of the changing international scenario
- Pressure from major powers to work towards a peaceful settlement
- The ANC and the apartheid government had to find a peaceful and workable solution
- The apartheid government took the opportunity to negotiate with the ANC because it appeared weakened without Soviet revolutionary support
- The desire for vengeance and overthrow by the ANC had to be sacrificed for sharing and nation building
- Both the NP and the ANC had to take cognisance of internal factors (economic stagnation, racial unrest, financial crisis, etc) to save the country's future
- Any other relevant response
- Conclusion: Candidates should end the report with a relevant conclusion.

(30)

Use the matrix on page 7 in this document to assess this extended writing.

[75]

QUESTION 2: HOW DID THE COLLAPSE OF THE USSR CONTRIBUTE TO BENIN (WEST AFRICA) RE-IMAGINING ITSELF IN THE 1990s?

2.1

2.1.1. *[Explanation of concept from Source 2A – L1 – LO2 (AS1)]*

Marxist-Leninism

- Philosophy of Marx and Lenin: a combination of communist ideology based on the theory of Marx and the practice of Lenin
- This philosophy was based on the means of production being controlled by the state
- Classless society
- One party state
- Limited free enterprise and profiteering was allowed
- Any other relevant point

(any 1 x 2) (2)

2.1.2 *[Extraction of evidence from Source 2A – L2 – LO1 (AS3)]*

- Berlin Wall/communism had fallen
- Would no longer receive support from the USSR
- Ideology of Marxist-Leninism was not successful in Benin
- Any other relevant point

(any 1 x 2) (2)

2.1.3 *[Extraction of evidence from Source 2A – L2 – LO1 (AS3)]*

- The Politburo decided that Marxist-Leninism be abolished
- Any other relevant point

(1 x 2) (2)

2.1.4 *[Comparing evidence in Source 2A – L3 – LO1 (AS3)]*

- Multiparty political system allowed for the participation of a number of political parties to participate in an election
- A Marxist-Leninist system was a one-party political system that did not allow for other political parties to participate in an election
- Any other relevant point

(2 x 2) (4)

2.1.5 *[Interpretation of evidence from Source 2A – L2 – LO1 (AS3)]*

- Peaceful political changes in Benin took place
- Neighbouring African countries followed the example of Benin as a democracy
- Any other relevant point

(1 x 2) (2)

2.2

2.2.1 *[Interpretation of evidence from Source 2B – L2 – LO1 (AS3); LO2 (AS3)]*

- Transition from democratisation to decentralisation
- Marxist-Leninism to a democratic multi-party system
- Presidential and parliamentary elections
- Freedom of speech, expression - media

(any 2 x 2) (4)

2.2.2 *[Interpretation of evidence from Source 2B – L2 – LO1 (AS3); LO3 (AS2)]*

- Benin had parliamentary elections that were fair and free
- No political party was refused from participating in the elections
- No international concerns raised doubting the credibility of the elections
- People were treated equally and no ethnic clashes
- Any other relevant response (any 1 x 2) (2)

2.2.3 *[Quote evidence from Source 2B – L1 – LO1 (AS3&4)]*

- Country enjoys free and lively media
- Constitutional court admirably fulfilled its role as guardian of the constitution
- Country has no political prisoners
- Spared major outbursts of ethnic and social violence
- A democratic multi-party system
- Any other relevant response (any 3 x 1) (3)

2.3 *[Comparing evidence from Sources 2A and 2B – L3 – LO2 (AS3); LO2 (AS2); LO3 (AS2)]*

Candidates can chose either Source 2A or 2B. They need to support their answers with relevant evidence.

Source 2A is useful because of the following:

- Marxist – Leninism was abolished
- National conference was held for the country's transition to a multiparty political system
- Benin became a model for the other countries in Africa to emulate
- Any other relevant response

Source 2B is useful because of the following:

- The Marxist- Leninist regime was replaced in 1990 by a democratic – multiparty system
- Civilian population through a peaceful process managed to overthrow a military regime and establish a democratic from of govt.
- Parliamentary elections were fair and free
- Any other relevant response (any 2 x 2) (4)

2.4

2.4.1 *[Extraction of evidence from Source 2C – L1 –LO1 (AS3)]*

- Union for the Triumph of Democratic Renewal (UTRD) (1 x 1) (1)

2.4.2 *[Interpretation and analysis of evidence from Source 2C – L3 – LO1 (AS3); LO2 (AS2)]*

Candidates could either agree or disagree with the statement. They need to support their answers with relevant evidence.

Yes

- Of the 12 political parties that participated none of the parties had a majority of more than 19% of the votes
- For the country to be ruled as a democracy a coalition form of government was necessary
- No one party had enough seats to be in control of the country
- Any other relevant response

No

If candidates disagree, they need to support their answers with relevant evidence
(any 2 x 2) (4)

2.4.3 [Extraction of evidence from Source 2C – L1 –LO1 (AS3)]

- 12.1%

(1 x 1) (1)

2.4.4 [Ascertaining and justification of evidence from Source 2C – L3 – LO1 (AS3); LO2 (AS2); LO3 (AS2&3)]

JUSTIFIED

- Multiparty democracy – all people of Benin could participate in the elections
- All inclusive government
- It was a civilian government fully representative of the people
- President of the country was a subject to the nation
- Election was free and fair
- Any other relevant response

(any 2 x 2) (4)

2.5 [Comparing evidence in Sources 2A, 2B and 2C – L3 – LO1 (AS3) LO2 (AS1,2,3) LO3 (AS 1,2,3,4)]

- Sources 2A,2B and 2C reflect democratic changes in Benin which were peaceful
- Source 2C indicates the number of parties that participated in the elections
- Source 2B – no evidence of ethnic and social violence, elections were peaceful
- Any other relevant response

(any 2 x 2) (4)

2.6 [Interpretation, analysis and synthesis of evidence from all sources – L3 – LO1 (AS 3 and 4), LO2 (AS1,2,3) LO3 (AS 1,2,3,4)]

In responding to this question, the candidate is required to indicate the reasons as to how the written sources support the statistical information.

- Multi-party system/12 parties participated
- Free and fair elections
- People could choose any party to govern
- Names of the parties seem to represent different ethnic/economic groups
- 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 of the link between statistical and written sources • Uses evidence partially to report on topic or cannot report on topic 	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 of the link between statistical and written sources • Uses evidence in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of the link between statistical and written sources • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

(6)

2.7 EXTENDED WRITING

2.7.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

SYNOPSIS

Candidates should discuss how the collapse of the USSR contributed to Benin re-imagining itself in the 1990s.

MAIN ASPECTS

The candidate should include the following points in the response.

Introduction: Candidates need to explain why Benin moved towards re-imagining itself in the 1990s.

ELABORATION

- Collapse of the Berlin Wall
 - Meeting of the Politburo
 - Kerekou held conference in 1989
 - Country's transition to a multiparty political system
 - Benin became a model for democracy
 - Election date set
 - Transference of power from Kerekou to civilian population
 - Growth of political parties
 - Elections of 1991
 - Results of the elections
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

Use the matrix on page 6 in this document to assess this extended writing.

- 2.7.2 *[Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1(AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

SYNOPSIS

Candidates should write a report in which they explain how Benin became a leader for democratic change in Africa. Emphasis should be placed on political characteristics. Reference to economic and social aspects could be made.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should discuss how Benin became a leader for democratic change in Africa.

ELABORATION

POLITICAL

- Good governance and transparency
- Expose corruption in the civil service
- Respect for Rule of Law
- Uphold democratic principles – free and fair elections
- Respect and tolerance for opposition
- Meeting of the Politburo
- Kerekou held conference in 1989
- Elections of 1991
- Results of the elections
- Any other relevant response

SOCIAL

- Focus on education and health issues
- Uphold basic human rights
- Address unemployment and housing
- Raise basic living standards – more people can contribute to economy
- Any other relevant response

- ECONOMIC (e.g. Ensure good governance – create stable political climate
Attract foreign investment; Adhere to market principles (capitalism)
- Any other relevant response

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

(30)

Use the matrix on page 7 in this document to assess this extended writing.
[75]

QUESTION 3: WHY WAS THE RELEASE OF NELSON MANDELA A TURNING POINT IN SOUTH AFRICA'S HISTORY?

3.1

3.1.1 *[Extraction of evidence from Source 3A – L1 – LO1 (AS3&4); LO3 (AS2&3)]*

(a)

- The ANC, PAC, SACP and a number of other organisations will be unbanned (rescinded)
- Political prisoners will be released
- Media emergency regulations and education emergency regulations will be abolished
- Emergency regulations on 33 organisations will be removed (any 3 x 1) (3)

(b)

- To show that he was genuine about transforming South Africa
- To show his commitment to begin negotiations with the anti-apartheid organisations
- Opened the way for negotiations
- Any other relevant response. (any 1 x 2) (2)

3.1.2 *[Interpretation of evidence from Source 3A – L2 – LO1 (AS3&4); LO2 (AS2)]*

- Lewis of the CP believed De Klerk to be a sell out of white people
- Sold out the Afrikaners/white people to the ANC and other anti-apartheid organisations (SACP)
- Any other relevant response (any 1 x 2) (2)

3.1.3 *[Analysis and Interpretation of evidence from Source 3A – L2 – LO1 (AS3); LO3 – (AS2& 3)]*

- Reference made to the Afrikaner struggle for self rule from the time of the Great Trek and the two Anglo – Boer Wars (SA War)/British
- It was necessary for the Afrikaners to once again to struggle for self rule/independence
- Any other relevant response (any 1 x 2) (2)

3.2 *[Comparing Perspectives 1 and 2 from Source 3A – L2 – LO1 (AS3); LO3 – (AS2& 3)]***Candidates should refer to both perspectives. They need to support their answer with relevant evidence.****PERSPECTIVE 1**

- To restore legitimacy/credibility of SA in the eyes of the world
- The release of Mandela was critical for the process of negotiations
- Concerns of the country and all its people considered to be greater than any one political party
- Change was inevitable and necessary to salvage the country for his Afrikaner people
- Limited information on Mandela's role
- Any other relevant response

PERSPECTIVE 2

- Politically a myopic view in the interests of some Afrikaners belonging to a minority party
- Oblivious of the international changes and the worldwide realistic trends in politically developments
- Mandela could have addressed the fears of Afrikaners
- Release of Mandela increased the fear among Afrikaners
- Limited information on Mandela's role
- Any other relevant response (any 2 x 2) (4)

3.3

3.3.1 *[Interpretation of evidence from Source 3B – L2 – LO1 (AS3); LO3 – (AS2& 3)]*

- Mandela taking his first steps as a free South African
- The release of Nelson Mandela - historic
- ANC was previously a banned organisation now given recognition
- Raised fists are a salute to victory over oppression/black power salute
- Signifies all power to the people
- Any other relevant response (any 2 x 2) (4)

3.3.2 *[Interpretation of evidence from Source 3B – L2 – LO1 (AS3)]*

- Happy/jovial/joyous mood
- Celebratory mood
- Any other relevant response (any 1 x 2) (2)

3.3.3 *[Using photographs to ascertain usefulness of evidence from Source 3B – L3 – LO1 (AS3&4); LO2 (AS2&3); LO3 (AS2)]*

Candidates should select both Photographs 1 and 2 and support their answer with reasons.

PHOTOGRAPH 1

- Primary source
- Captures the actual moment when Mandela was released from Victor Verster prison
- Gives crucial information on how Mandela reacted when he was freed
- Any other relevant response

PHOTOGRAPH 2

- Primary source
- Captures how ordinary South Africans reacted to the release of Mandela
- Shows how the media and people reacted to Mandela's release
- Any other relevant response (any 2 x 2) (4)

3.4

3.4.1 *[Interpretation of evidence from Source 3C- L2- LO1 (AS3 and 4), LO2 (AS 2) LO3 (AS 1, 4)]*

- Mandela was in prison for 27 years
- To inform the national/international community about this historic moment
- To listen to what he has to say about South Africa's future
- Historic moment/turning point in SA history
- Any other relevant response (any 2 x 2) (4)

3.4.2 [Extraction of evidence from Source 3C – L2 – LO1 (AS3)]

- Filled with emotions
- They were united
- Excited
- Feeling of determination/optimistic
- Any other relevant response (any 2 x 2) (4)

3.4.3 [Extraction of evidence from Source 3C – L2 – LO1 (AS3); LO2 (AS2)]

- Warning that the city centre was in chaos
- They decided to scout for a new route to escort Mandela to the city centre
- Kept security guards informed of Mandela's arrival
- Any other relevant response (any 1 x 2) (2)

3.4.4 [Interpretation of evidence from Source 3C – L3– LO1 (AS3&4); LO2(AS2); LO3 (AS2&3)]

- Manuel was angry/shame/embarrassment that they had lost Mandela
- Manuel demonstrated his concern about losing Mandela
- Feared to be judged negatively by history
- Any other relevant response (any 1 x 2) (2)

3.4.5 [Comparing of evidence from Source 3C – L3 – LO1 (AS3&4); LO2 (AS2&3); LO3 (AS2&3)]

- Both extracts are similar in how they give information regarding the release of Mandela
- Both extracts are similar in how they celebrate/excitement about the release of Mandela
- Both extracts are eye witness accounts
- Both extracts show that UDF activists were involved
- Both extracts give information regarding the large crowd and security measures
- Any other relevant response (any 2 x 2) (4)

3.5 [Interpretation, analysis and synthesis of evidence from all sources - L3- LO1 (AS3 and 4), LO2 (AS1, 2, 3) LO3 (AS 1, 2, 3, 4)]

Candidates must focus on the following aspects:

- Release of Mandela paved the way for negotiations
- Brought former enemies together
- Set the plan in motion for a future South Africa
- International community responded positively to Mandela's release
- Right wing reaction
- 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 of the significance of Mandela's release on South Africa • Uses evidence partially to report on topic or cannot report on topic 	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 significance of Mandela's release on South Africa • Uses evidence in a very basic manner 	MARKS: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. Uses relevant evidence that shows a thorough understanding of the significance of Mandela's release on South Africa • Evidence relates well to the topic Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 5 – 6

(6)

3.6 EXTENDED WRITING

3.6.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

SYNOPSIS

In writing this essay candidates must focus on paying tribute to the role Nelson Mandela played in shaping South Africa's democratic dispensation from 1990 to 1994.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should focus on Mandela role in creating conditions for a negotiated settlement.

ELABORATION

Focus Mandela's role in the following key historical events and turning points:

- The process of negotiations (i.e. Groote Schuur Minute, Pretoria Minute)
 - Suspension of the armed struggle
 - CODESA1 and 2
 - Record of Understanding
 - Increased violence (i.e. Boipatong, Bhishe, etc.)
 - Death of Hani - call for calm, storming of the World Trade Centre, etc.
 - 1994 election – cast ballot in KZN
 - Any other relevant point
-
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)

Use the matrix on page 6 in this document to assess this extended writing.

- 3.6.2 *[Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument L2 – LO1 (AS 3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

SYNOPSIS

Candidates should take a line of argument. They should indicate whether they agree or disagree with the statement. A discussion on the significant events that unfolded in South Africa between 1990 to 1994 should be undertaken

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a line of argument and indicate how they intend supporting their argument.

ELABORATION

- Internal pressure
- External pressure
- The process of negotiations (i.e. Pretoria Minute, Groote Schuur Minute)
- CODESA1 and 2
- Record of Understanding
- Increased violence (i.e. Boipatong, Bhishe etc)
- Death of Hani, storming of the World Trade Centre etc
- 1994 election
- Any other relevant point

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

(30)

Use the matrix on page 7 in this document to assess this extended writing.
[75]

QUESTION 4: DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCEED IN HEALING SOUTH AFRICA FROM ITS DIVIDED PAST?

4.1

4.1.1 *[Interpretation of evidence from Source 4A – L1 – LO1 (AS3)]*

- They lost members of their family who were killed by the apartheid regime
- They were going to give evidence at the TRC/reason for the TRC
- Suffered gross human rights violations
- Any other relevant response (any 1 x 2) (2)

4.1.2 *[Interpretation of evidence from Source 4A – L1 – LO1 (AS3)]*

- These countries experienced intense violence
- A number of activists were either killed or disappeared
- Unlike these countries South Africa underwent a peaceful transition
- Genocide/ethnic murder/civil war/religious conflict
- Any other relevant response (any 1 x 2) (2)

4.1.3 *[Ascertaining the limitations of evidence from Source 4A – L2 – LO1 (AS3&4)]*

- Does not give failures of the TRC
- Portrays only one side of the work of the TRC/biased/not realistic view
- Tutu only focuses on the positive aspects of the TRC
- Source lacks ample information/too short
- Any other relevant response (any 2 x 2) (4)

4.2

4.2.1 *[Extraction and interpretation of evidence from Source 4B – L2 – LO1 (AS3)]*

- Her husband was killed by apartheid agents
- Any other relevant response (any 1 x 2) (2)

4.2.2 *[Interpretation and analysis of evidence from Source 4B – L3 – LO1 (AS3&4); LO2 (AS2); LO3 (AS2&3)]*

Candidates can indicate whether the statement is justified or not. They need to support their answer with relevant evidence.

JUSTIFIED

- She was justified because it had taken long time to know what happened to her husband
- She doubted the TRC but also wanted to know the truth
- She doubted whether justice would be meted out
- TRC emphasised reconciliation and nation building at the expense of individual families
- Any other relevant response

NOT JUSTIFIED

- She was sceptical about the TRC
- People came forward voluntarily/ many people told the truth
- TRC was a measure agreed upon during negotiations to forge reconciliation
- Any other relevant response (any 2 x 2) (4)

4.2.3 *[Ascertaining the usefulness of evidence from Source 4B – L3 – LO1 (AS3&4); LO2 (AS2); LO3 (AS2&3)]*

- Gives testimonies on the TRC and the victims
- Gives insight about how victims felt about the TRC
- Tells us that she had waited for 20 years for the truth
- Provides opportunities for more research to be conducted on apartheid atrocities
- Any other relevant point (any 2 x 2) (4)

4.3

4.3.1 *[Interpretation of evidence from Source 4C – L2 – LO1 (AS3&4); LO3 (AS3)]*

- Her son's death resulted in them having no breadwinner
- No means to generate income to sustain her family
- Emotionally and spiritually hurt/sorrow/one member hurt whole family is dead
- Any other relevant response (any 1 x 2) (2)

4.3.2 *[Interpretation of evidence from Source 4C - L2 - LO1 (AS3)]*

- He was not prepared to forgive the perpetrators for his son's death
- He was disappointed that the government did not financially support him
- He did not express any anger or surprise
- He wanted justice/recognition for his son
- Any other relevant response (any 1 x 2) (2)

4.3.3 *Interpretation of evidence from Source 4C - L2 – LO1 (AS3); LO3 (AS2&3)]*

- Uys viewed the TRC as a front for the ANC
- Uys does not support a one nation concept in a multi-racial country
- Uys viewed the TRC as an attempt to re-write history
- Any other relevant response (any 1 x 3) (3)

4.3.4 *[Interpretation of evidence from Source 4C - L2 – LO1 (AS3); LO3 (AS2&3)]*

- To tell the whole world that he is still suffering
- Nothing has been done to improve his life since 1994
- He wanted justice/recognition for his son
- Any other relevant response (any 1 x 2) (2)

4.3.5 *[Ascertaining the differences of evidence from Source 4C – L3 – LO1 (AS3&4); LO2 (AS3); LO3 (AS2)]*

Candidates must refer to both viewpoints:

- Mlangeni and Sithole came on behalf of their children who were victims of state repression/ Mlangeni and Sithole wanted to know the truth behind the killings of their children

Opposing point of view:

- Uys concerned about the Afrikaner community not wanting to be absorbed in the one nation concept/Uys regarded TRC as a political tool of the ANC
- Any other relevant response (any 2 x 2) (4)

4.4

4.4.1 *[Interpretation of evidence from Source 4C – L2 –LO1 (AS3); LO3 (AS2)]*

- White South Africans did not want to hear what happened during apartheid years/denial
- White South Africans were bombarded about human rights violations
- Any other relevant response (any 1 x 2) (2)

4.4.2 *[Interpretation and analysis of evidence from Source 4C - L2 – LO1 (AS3&4); LO2 (AS2&3); LO3 (AS2&3)]*

Candidates should state whether the caption is true or not true and support their answer with reasons.

TRUE

According to the cartoon the following is implied

- White South Africans showed no concern about atrocities that were perpetrated by apartheid policies/could not get away from the truth
- Shows that White South Africans were not worried about the effects of apartheid on the majority of people.
- Blinded by government about the atrocities
- Any other relevant response

NOT TRUE

- May appear to be a biased view
- Generalisation of all whites
- Any other relevant response (any 1 x 2) (2)

4.4.3 *[Ascertaining bias of evidence from Source 4C – L2 –LO1 (AS3&4); LO2 (AS3); LO3 (AS2&3)]*

- Shows the attitude of white South Africans towards the TRC
- All the testimonies that were heard by the TRC ended in the dustbin because of lack of support from top politicians and generals on the side of government
- Any other relevant response (any 1 x 2) (2)

4.5 *[Interpretation, analysis and synthesis of evidence from all sources – L3 – LO1 (AS 3 and 4), LO2 (AS1,2,3) LO3 (AS 1,2,3,4)]*

Candidates must focus on the following aspects:

- The truth about the atrocities came out
- Victims came to know the perpetrators face to face
- Secret graves were identified and located
- Victims received reparations
- Rainbow nation born
- Race relations improved
- Opened old wounds
- Truth did not always come out
- No real justice/ perpetrators who met the criteria received amnesty
- 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 i.e. shows no or little understanding of the impact of the TRC • Uses evidence partially to report on topic or cannot report on topic 	MARKS: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic shows some understanding of the impact of the TRC • Uses evidence in a very basic manner 	MARKS: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence that shows a thorough understanding of the impact of the TRC • Evidence relates well to the topic • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic 	MARKS: 5 – 6

(6)

4.6. EXTENDED WRITING

4.6.1 *[Plan and construct an argument based on evidence using analytical and Interpretative skills - L1 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

SYNOPSIS

Candidates should explain whether the TRC succeeded/did not succeed/partially succeeded in healing South Africa from its divided past.

MAIN ASPECTS

The candidates should include the following points in the response.

Introduction: Candidates need to take a standpoint and indicate the line of argument.

ELABORATION

- Formation/purpose of the TRC
- Race relations were improved
- No one race oppress the other
- Rule of law strengthened
- Constitution respected by all
- Human dignity respected
- Opened old wounds
- Truth did not always come out
- No real justice/ perpetrators who met the criteria received amnesty
- Limited mandate
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

Candidates should discuss whether the TRC was successful in healing SA from its divided past.

Use the matrix on page 6 in this document to assess this extended writing.

- 4.6.2 *[Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

SYNOPSIS

Candidates should write a report on how the TRC promoted unity and national reconciliation.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should discuss the nature, causes and extent of gross violations of human rights by all sides.

ELABORATION

YES

- Formation/purpose of the TRC
- National unity was promoted through hearings
- Causes of human rights violations identified from the implementation of apartheid policies.
- Both sides of the conflict came to testify i.e. liberation movement and government
- Amnesty led to perpetrators willingness to testify
- Victims came to know what really happened during the apartheid years
- Many unaccounted victims were identified, graves located exhumed given to families who reburied them
- Any other relevant response

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

Some candidates may indicate that the TRC did not promote national unity and reconciliation (30)

Use the matrix on page 7 in this document to assess this extended writing.

[75]

TOTAL: 150