



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**HISTORY P2**

**NOVEMBER 2012**

**MEMORANDUM**

**MARKS: 150**

**This memorandum consists of 35 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:
<b>Learning Outcome 1 (Historical enquiry)</b>	<ol style="list-style-type: none"> <li>1. Formulate questions to analyse concepts for investigation within the context of what is being studied. <b>(Not for examination purpose).</b></li> <li>2. Access a variety of relevant sources of information in order to carry out an investigation. <b>(Not for examination purpose).</b></li> <li>3. Interpret and evaluate information and data from sources.</li> <li>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.</li> </ol>
<b>Learning Outcome 2 (Historical concepts)</b>	<ol style="list-style-type: none"> <li>1. Analyse historical concepts as social constructs.</li> <li>2. Examine and explain the dynamics of changing power relations within the societies studied.</li> <li>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.</li> </ol>
<b>Learning Outcome 3 (Knowledge construction and communication)</b>	<ol style="list-style-type: none"> <li>1. Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data.</li> <li>2. Synthesise information to construct an original argument using evidence to support the argument.</li> <li>3. Sustain and defend a coherent and balanced argument with evidence provided and independently accessed.</li> <li>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.</li> </ol>

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

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

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

<ul style="list-style-type: none"> <li>• In the marking of source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.</li> <li>• In the allocation of marks emphasis should be placed on how the requirements of the question have been addressed.</li> <li>• 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.</li> </ul>
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## 2. EXTENDED WRITING

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

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

### 2.2 Marking of extended writing

- **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 **R**
- Analysis **A√**
- Interpretation **1√**

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: 30**

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

**GRADE 12 HOLISTIC RUBRIC TO ASSESS AN ESSAY USING SOURCES AND OWN KNOWLEDGE.**  
**TOTAL MARKS: 30**

LEVEL	If the candidate has demonstrated <b>all or most of the skills listed in a particular level, she/he will be awarded a mark relevant to the category.</b>
<b>7</b> <b>Outstanding</b> <b>80 – 100%</b> <b>24 – 30</b>  <b>[Excellent]</b>	Consistently focuses on topic – demonstrates a logical and coherent progress towards a conclusion Clearly comprehends the sources Uses all or most of the sources and own knowledge 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)
<b>6</b> <b>Meritorious</b> <b>70 – 79%</b> <b>21 – 23</b>  <b>[Very Good]</b>	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 and own knowledge 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)
<b>5</b> <b>Substantial</b> <b>60 – 69%</b> <b>18 – 20</b>  <b>[Good]</b>	Makes an effort to focus on the topic but argument has lapses in focus Comprehends most of the sources Uses most of the sources and own knowledge 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
<b>4</b> <b>Moderate</b> <b>50 – 59%</b> <b>15 – 17</b>  <b>[Satisfactory]</b>	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 and own knowledge 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
<b>3</b> <b>Adequate</b> <b>40 – 49%</b> <b>12 – 14</b>  <b>[Fair]</b>	Little attempt to focus on the topic Little comprehension of the sources Struggles to select relevant information from the sources and own knowledge 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)
<b>2</b> <b>Elementary</b> <b>30 – 39%</b> <b>09 – 11</b>  <b>[Weak]</b>	Unable to focus on the topic Unable to identify relevant sources and limited use of own knowledge 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
<b>1</b> <b>Not Achieved</b> <b>0 – 29%</b> <b>0 – 8</b>  <b>[Poor]</b>	No attempt to focus on the topic Uses no sources Does not use own knowledge Completely irrelevant Copies directly from the sources Answer extremely poor

**QUESTION 1: HOW DID THE COLLAPSE OF THE SOVIET UNION CONTRIBUTE TO THE ENDING OF APARTHEID IN SOUTH AFRICA IN 1989?**

1.1

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

- Owing to the collapse of the communist regimes in Eastern Europe/USSR/ end of Cold War
- The collapse of USSR undermined the credibility of one-party states and their state-directed economies/nationalisation
- The USSR's own economic constraints
- Any other relevant response (any 1 x 2) (2)

1.1.2 *[Explanation of the historical concept from Source 1A – L1 – LO2 (AS1)]*

- A country that allows a number of parties to participate in the electoral process
- Freedom and tolerance of many parties to participate in the countries elections
- Any other relevant response (any 1 x 2) (2)

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

- Resolution of the Angolan situation – facilitated by the end of the Cold War
- The loss of the ANC bases in Angola
- The international political situation was changing
- The collapse of communism in Eastern Europe/end of Cold War
- Lack of political and economic support from the USSR
- Any other relevant response (2 x 2) (4)

1.1.4 *[Analyse and interpret information from Source 1A – L3 – LO1 (AS3)]*

- Negotiations would prevent conflict and revolution
- Negotiations could lead to a peaceful and prosperous South Africa
- UDF realised they were not able to defeat the apartheid regime on its own
- UDF wants to remain on moral high ground
- UDF wanted to inform township residents about changes
- Any other relevant response (any 2 x 2) (4)

1.2

1.2.1 *[Extraction of information from Source 1B – L1 – LO1 (AS3 and 4)]*

- Pressure from inside
- Mandela had committed himself to peace/and a process of negotiations
- Fall of communism and the end of the Cold War
- It was attempt to normalise the political situation
- The ANC was no longer an instrument of Russian expansionism
- Any other relevant response (any 2 x 1) (2)

1.2.2 *[Interpret and evaluate Source 1B - L3 - LO1 (AS3)]*

**Candidates need to explain to what extent they AGREE or DISAGREE with the statement 'the ANC was previously an instrument of the expansionism of Russia in Southern Africa'. Candidates should use the following to support their viewpoint.**

**AGREE**

- The ANC was supported financially by Russia
- The ANC received advice and moral support from Russia
- ANC cadres were trained in Russia
- Further the aims of Russian influence
- Any other relevant response

**DISAGREE**

- Propaganda against the ANC/NP used the threat of communism to undermine the ANC
- The ANC was a nationalist organisation and did not openly support communism
- Any other relevant response (any 2 x 2) (4)

1.2.3 *[Interpret and evaluate Source 1B - L3 - LO1 (AS3)]*

**Candidates need to comment on whether the unbanning of the ANC NORMALISED or NOT NORMALISED the political situation in South Africa. Candidates should use the following to support their viewpoint.**

**NORMALISED**

- Provided a forum for negotiations to begin
- Paved the way for democracy
- The ANC and other organisations could operate legitimately
- Any other relevant response

**NOT NORMALISED**

- It increased conflict inside South Africa
- Right-wing political parties opposed the unbanning of the ANC
- Political tension increased among rival organisations e.g. IFP and ANC
- Any other relevant response (any 2 x 2) (4)

1.2.4 *[Interpretation of evidence from Source 1B – L2 – LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2)]*

- There was no longer a threat of communism
- Western countries threatened South Africa to enter into negotiations or else they would stop their financial support
- Changed Afrikaner perception of the ANC and themselves
- Any other relevant response (1 x 3) (3)

## 1.3

1.3.1 *[Interpretation of evidence from Source 1C – L2 – LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2)]*

(a)

- Anger/betrayal/uncertainty
- Fear
- Any other relevant response

(b)

- Excitement/relief/hope
- Happiness
- Any other relevant response (any 2 x 2) (4)

1.3.2 *[Interpretation of evidence from Source 1C – L2 – LO1 (AS3)]*

- South Africa was on a threshold of a new beginning of hope and stability
- The expectation that violence has come to an end
- Paved the way for a democratic South Africa/beginning of negotiations
- Government repression and oppression came to an end
- End of apartheid
- Any other relevant response (any 2 x 2) (4)

1.4 *[Selection of Sources 1A, 1B and 1C to highlight their usefulness on the impact of Collapse of the USSR on South Africa – L3 – LO1 (AS3 and 4); LO2 – (AS2) LO3 – (AS2)]*

**Candidates can select either Source 1A or Source 1B or Source 1C and support their response with relevant evidence.**

**SOURCE 1A** is useful because of the following:

- It outlines the various reasons as to why the ANC changed its stance on negotiations with the South African government
- It is reliable because it was written by a well-known South African historian (Omer-Cooper), who was up to date with developments of the time
- It is relevant since it gives some insight on how the fall of communism paved way for political reforms in South Africa
- Any other relevant response

**SOURCE 1B** is useful because of the following:

- It focuses on the unbanning of the ANC and the release of Mandela
- It shows how De Klerk was pressurised from inside the country to begin reforms in association with the ANC
- Different points of view
- The interview with De Klerk captures the words spoken at the time
- Any other relevant response

**SOURCE 1C**

- Both the written and the visual sources are valid as it was a speech delivered by De Klerk on 2 February 1990 - the visual source appeared in the Argus newspaper as a headline – shows the significance of the event for South Africa
- It is relevant because it gives insight about De Klerk's reform policies
- Provides insight how some people viewed the event at the time (visual source)
- Any other relevant response (2 x 2) (4)

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

**Candidates could include the following aspects in their response:**

- Paved the way for negotiations/moved towards democracy
- De Klerk was willing to meet with the ANC
- His readiness to introduce reforms
- Ready for a negotiated settlement
- Release of political prisoners
- Led to the end of apartheid
- Normalising of political structures
- Conservative Party backlash
- Any other relevant response

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of the consequences of the unbanning of the ANC on South African politics</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic</li> </ul>	<b>MARKS: 0–2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows an understanding of the consequences of the unbanning of the ANC on South African politics</b></li> <li>• Uses evidence in a very basic manner</li> </ul>	<b>MARKS: 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of the consequences of the unbanning of the ANC on South African politics</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic</li> </ul>	<b>MARKS: 6–8</b>

(8)

## 1.6 EXTENDED WRITING

1.6.1 *[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 how the collapse of the Soviet Union paved the way for negotiations between the ANC and the NP in 1989.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate how the collapse of the Soviet Union affected the political future of South Africa and how it paved the way for negotiations.

### ELABORATION

- Gorbachev's role in ending communism - introduction of Glasnost and Perestroika
- The impact of Glasnost and Perestroika on South Africa (NP government and the ANC)
- The collapse of communism gave De Klerk an opportunity to initiate reforms
- De Klerk could no longer use the argument that apartheid was stemming the tide of communism
- Banned political organisations (e.g. ANC) could no longer be termed as 'communist'
- De Klerk was forced to negotiate with previously banned political organisations like the ANC
- Liberation movements (like the ANC) had to abandon the armed struggle to begin the process of negotiations
- Opened the way for engagement with the ANC leading to the release of political prisoners and unbanning of political parties
- USSR's economic stagnation influenced political changes in South Africa between the NP and ANC
- USA's abandonment of support for the NP – affected South Africa's political future
- 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.**

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

### SYNOPSIS

Candidates should either agree or disagree with the statement. In agreeing with the statement they should discuss whether it was the statesmanship of De Klerk and the fall of the Berlin Wall that opened the way for political changes in South Africa. If they disagree with the statement they must support their argument with historical evidence.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should agree or disagree with the statement and substantiate their answer or any relevant introduction.

### ELABORATION

**In agreeing with the statement, candidates could have the following points in their elaboration:**

#### **FALL OF BERLIN WALL**

- Policy of Glasnost and Perestroika paved the way for both the ANC and NP to reform
- Disappearance of Marxist-Leninist states and the fall of the Berlin Wall affected the ANC
- There was pressure from major powers for political foes to work towards a peaceful settlement in South Africa
- The fall of Berlin Wall affected both the NP and the ANC
- The ANC had to redefine its position and began to seek recognition from Western countries
- De Klerk desired reform after the fall of the Berlin Wall
- USSR's economy unable to support/sustain aid to Africa and the ANC

#### **STATESMANSHIP OF DE KLERK**

- De Klerk's government saw the ANC's loss of support as an opportune time to dictate change
- New political climate and mood in South Africa
- Internal and external pressure
- Opened talks with the ANC
- The ANC and the apartheid government had to find a peaceful and workable solution
- Release of political prisoners – a political strategy of De Klerk
- The apartheid government took the opportunity to negotiate with the ANC because there was no longer a threat from the Soviet Union
- Both the NP and the ANC took cognisance of internal factors (economic stagnation, unrest, financial crisis, etc) to save the country's future
- South Africa's economy experienced a downturn in 1989
- Any other relevant response

**If candidates disagree with the statement, they need to support their argument with relevant evidence**

- 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 2: HOW SUCCESSFUL WAS ANGOLA IN RE-IMAGINING ITSELF AS A RESULT OF THE COLLAPSE OF COMMUNISM IN 1989?**

## 2.1

2.1.1 [*Extraction of evidence from Source 2A – L1- LO1 (AS3)*]

- Soviet Union/USSR
  - Cuba
  - South Africa
- (3 x 1) (3)

2.1.2 [*Analyse information from Source 2A – L2- LO1 (AS4)*]

- The military disaster that FAPLA suffered by a very small contingent of soldiers from the SADF
  - Cuba did not want to reinforce their army with additional men and equipment to match the South African army in Angola
  - They felt it was not worth the financial and political cost
  - It was the end of the Cold War and the fall of Communism in the USSR
  - Any other relevant answer
- (any 2 x 2) (4)

2.1.3 [*Interpretation and analysis of information from Source 2A – L3- LO1 (AS3)*]

- Conflict in Angola had intensified because of the Battle at Cuito Cuanavale (1987/88)
  - The Soviet Union and Cuba had only two options - either escalate (add) support or withdraw from Angola so that negotiations could begin
  - They could escalate the war by deploying additional Cuban troops with additional Soviet arms and equipment to challenge the SADF which was not a viable option financially and politically
  - They could have withdrawn Cuban forces and leave Angola to its own devices so that a negotiated settlement would end the conflict and bring peace in Angola
  - Any other relevant response
- (any 2 x 2) (4)

2.1.4 [*Analyse information from Source 2A – L2 –LO1 (AS4)*]

- South Africa supported UNITA
  - Was used as a pawn of the USA to destabilise Angola for mineral resources
  - Was used to counter the Communist backed MPLA Angolan government
  - To protect South Africa's border
  - Any other relevant response
- (any 1 x 2) (2)

2.1.5 [*Explanation of historical concepts from Source 2A – L1 – LO1 (AS3)*]

- Reforms for openness as introduced in the Soviet Union by Mikhail Gorbachev
  - Reform policy that led to the collapse of Communism
  - Open administration
  - Openness
  - Freedom of speech
  - Any other relevant response
- (any 1 x 2) (2)

## 2.2

2.2.1 *[Interpretation and analysis of evidence from Source 2B – L2 – LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2 and 3)]*

- Deep distrust between them
- Savimbi refused to accept the election results and resumed civil war
- Interference of the USA and USSR in Angola's domestic affairs
- Extension of the Cold War in Angola
- Any other relevant response (any 1 x 2) (2)

2.2.2 *[Interpretation and analysis of evidence from Source 2B – L2 – LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2 and 3)]*

- It temporarily ended the civil-war and brought peace to Angola for the first time since 1975
- It led to the 1992 elections/Democracy
- It gave hope for Angola to re-imagine itself
- Any other relevant response (any 2 x 2) (4)

2.2.3 *[Evaluate justification of action taken in source 2B – L3 – LO1 (AS4)]*

**Candidates need to comment on whether President dos Santos was JUSTIFIED or NOT JUSTIFIED in resuming the civil war in Angola. Candidates should use the following to support their viewpoint.**

**JUSTIFIED**

- Had to neutralise UNITA who returned to civil war
- Had to defend his government and the people of Angola
- Savimbi not prepared to accept defeat
- Any other relevant response

**NOT JUSTIFIED**

- It would lead to more economic, political and social instability
- It would be difficult for his conventional army to fight against the UNITA guerrillas
- Any other relevant answer (any 2 x 2) (4)

## 2.3

2.3.1 *[Interpretation of evidence from Source 2C – L2 – LO1 (AS3 and 4); LO3 (AS2)]*

- It shows the readiness of UNITA soldiers to continue the Angolan civil war
- Savimbi encouraged his soldiers to resume the civil war against the MPLA government
- Any other relevant response (any 2 x 2) (4)

2.3.2 *[Evaluate the limitations of Source 2C - L3 – LO1 (AS4)]*

- The photo gives only the view that the photographer (Copec) wanted to see
- Shows UNITA soldiers only
- Shows one side of the Angolan conflict - bias
- Any other relevant response (any 2 x 2) (4)

2.4 *[Comparing how Sources 2B and 2C support each other L3 – LO2 (AS3)]*  
**Candidates should explain how Sources 2B and 2C support each other regarding UNITA's role in the Angolan conflict**

- Source 2B refers to the distrust between MPLA and UNITA while Source 2C shows Savimbi addressing his armed soldiers – ready for war against the MPLA
- Source 2B refers to the hope that the 1991 Bicesse Peace Agreement brought about which were dashed when Savimbi resumed war while Source 2C shows Savimbi urging his troops to continue fighting against the MPLA led government
- Source 2B refers to Savimbi refusing to accept his electoral defeat in the 1992 elections while Source 2C shows him urging his troops to continue fighting against the MPLA government
- Any other relevant response (any 2 x 2) (4)

2.5 *[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 could focus on the following aspects:**

- Conflict in Angola started during the pre independence period amongst three nationalist parties, MPLA, UNITA and FNLA
- Cuba supported MPLA while South Africa supported UNITA
- Cuba was used as a pawn of the USSR in the Cold War against the USA by backing the MPLA
- USSR deployed 1000 advisers to Angola
- Cuba deployed about 50 000 troops by the end of the 1980s to Angola
- Severe devastation was caused (towns and infrastructure destroyed, revenue reduced, no economic development took place, 600 000 people displaced, 400 000 became refugees outside Angola and about 20 000 lost their limbs as a result of the landmines)
- Any other relevant response

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of Cuba became involved in the conflict in Angola</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic</li> </ul>	<b>MARKS: 0–2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows some understanding of how Cuba became involved in the conflict in Angola</b> Uses evidence in a very basic manner</li> </ul>	<b>MARKS: 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>shows a thorough understanding of how Cuba became involved in the conflict in Angola</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic</li> </ul>	<b>MARKS: 6–8</b>

(8)

## 2.6 EXTENDED WRITING

2.6.1 *[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 discuss to what extent Angola was successful in re-imagining itself after the collapse of communism in 1989 and support their line of argument with relevant evidence.

### MAIN ASPECTS

The candidate should include the following points in the response.

- Introduction: Candidates need to indicate whether Angola was successful in re-imagining itself after the collapse of Communism in 1989 and support their line of argument with relevant evidence.

### ELABORATION

- Angola achieved independence from Portugal in 1975
- Angola was already divided between three nationalist parties (MPLA, UNITA and FNLA)
- Desire to eliminate each other led to the nationalist parties soliciting support from foreign countries
- Cuba (used as a pawn by the Soviet Union) supported MPLA while South Africa (used as a pawn by the US) supported UNITA
- Conflict between political parties in Angola was an extension of the Cold War between the USA and USSR
- The aftermath of the Battle of Cuito Cuanavale (1987-88) forced Cuba and South Africa to withdraw their troops from Angola
- Their continued presence in Angola was no longer worth the financial and political cost
- Angola was now free of foreign influence and could to re-imagine itself and negotiate her own future
- The Bicesse Accord (1991) led to temporary peace and easing of hostilities
- The 1992 elections – Dos Santos's MPLA was victorious
- Savimbi rejected the election results
- UNITA went back to the bush leading to the resumption of the Angolan conflict
- In 1994 the Lusaka Accord was signed but was not successful
- War resumed again in 1998 because UNITA was dissatisfied
- Angola had failed to re-imagine itself
- Many Angolan civilians and soldiers were killed and others displaced
- Legacy of landmines led to many amputees
- Death of Savimbi in February 2002 – created new possibilities for peace in Angola; a ceasefire came into effect in March 2002
- Luena Memorandum of Understanding in April 2002 brought peace in Angola – 13 years after the collapse of communism in 1989

## NSC – Marking Guideline

- 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.**

- 2.6.2 *[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 indicate whether they agree or disagree with the statement and support their line of argument with relevant evidence.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to take a line of argument and support their argument with relevant evidence.

### ELABORATION

**In agreeing with the statement, candidates could discuss the following:**

- End of Cold War led to the withdrawal of foreign troops from Angola e.g. Cuba, USSR, USA and South Africa
- The Bicesse Peace Accords (1991) – brought temporary peace to Angola
- The 1992 elections – MPLA won elections
- Death of Savimbi in 2002 brought an end to civil war in Angola
- Luena Peace Agreement in 2002 – 13 years after the collapse of Communism in 1989.
- New era in the history of Angola only came after the death of Savimbi through the Luena Memorandum of Understanding
- The re-imagining of Angola came after the death of Savimbi and not after the end of the Cold War
- Any other relevant point
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

**If candidates disagree with the statement, they need to support their argument with the following evidence.**

- Savimbi rejected 1992 election results
- UNITA reverted to the civil war
- The 1994 Lusaka Protocol ushered in only a four year period of peace
- War resumed again in 1998 because Dos Santos declared war against UNITA in the MPLA Congress of 1998
- Many war victims, others killed and many others displaced
- Conflict led to political and economic instability
- Impact of land mines
- Any other relevant point
- Conclusion: Candidates should tie up their argument with a relevant conclusion

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

**QUESTION 3: WHAT WERE THE VARIOUS OBSTACLES THAT SOUTH AFRICA FACED ON THE ROAD TO DEMOCRACY?**

3.1

3.1.1 *[Extraction of evidence from Source 3A – L1 – LO1 (AS3)]*

- Led to the unbanning of the ANC, CPISA and PAC
- Announced major reforms
- Scrapping of the Separate Amenities Act
- Lifting of the emergency media regulations
- Suspension of the death penalty
- Release of Nelson Mandela and other political prisoners
- Ending of apartheid
- Any other relevant response

(any 2 x 1) (2)

3.1.2 *[Evaluation and interpretation of evidence from Source 3A – L3 – LO1 (AS3)]*

**Candidates need to explain whether they would AGREE or DISAGREE with FW de Klerk's statement that he would have been a fool not to take advantage of the gap that the fall of communism in eastern Europe had provided. Candidates could use the following to support their viewpoint.**

**AGREE**

- ANC, PAC and CPISA was not seen as threat anymore
- Communism was not a threat anymore
- ANC, PAC and CPISA lost their financial backing as a result of the fall of communism
- Liberation movements were under pressure to relinquish the armed struggle
- Liberation movements under pressure to negotiate with the apartheid state
- Local and international capital preferred stability therefore reform became necessary
- Any other relevant response

**DISAGREE**

- Sanctions had an adverse effect on South Africa's economy
- Apartheid could not be defended anymore
- Apartheid government's allies (USA, Britain) pressurised De Klerk to abandon apartheid and begin negotiations with the ANC
- Internal pressure (e.g. civil disobedience) took its toll on government resources
- South Africa slipped into a low intensity civil war
- Any other relevant response

(any 2 x 2) (4)

3.2

3.2.1 *[Interpretation and analysing of a visual source from Source 3B – L2 – LO1 (AS3 and 4)]*

- De Klerk had awakened the spirit of fearless violence in the Afrikaner's who wanted to preserve the vestiges of apartheid
- Right-wingers were ready to unleash violence in order to have their way
- Any other relevant response

(any 1 x 2) (2)

## 3.2.2 [Evaluation of a source for justification from Source 3B - L3 - LO3 (AS4)]

**Candidates need to explain whether Treurnicht was JUSTIFIED or NOT JUSTIFIED in his comments against de Klerk. Candidates should use the following to support their viewpoint.**

**JUSTIFIED**

- Afrikaners had the right to determine their own political future
- De Klerk did not have a mandate for changing the political status quo for white South Africans
- Afrikaners were at risk of losing their political power and identity
- Any other relevant response

**NOT JUSTIFIED**

- Could have searched for peaceful means to resolve this political crisis
- Could have accepted domestic political change
- Could have realised that the international political landscape had changed
- A negotiated settlement was better than bloodshed and political instability
- Any other relevant response (any 2 x 2) (4)

## 3.2.3 [Extraction of evidence from Source 3B - L1 - LO1 (AS3 and 4)]

- That de Klerk did not have a mandate from White voters/misled voters
- The CP intended to launch a campaign for their own fatherland
- Treurnicht demanded De Klerk's resignation
- Any other relevant response (any 2 x 1) (2)

## 3.3

## 3.3.1 [ Interpretation and analysing of a visual source from Source 3C – L2– LO1 (AS3)]

- Conservative Party ready to use violence if their demands were not met
- Treurnicht not ready for change as depicted by the tortoise
- Treurnicht very conservative (not a democrat/but an Afrikaner nationalist)
- Any other relevant answer (any 2 x 2) (4)

## 3.3.2 [Interpretation and analysing of a visual source from Source 3C – L3 – LO1 (AS3)]

**Candidates need to comment on whether the cartoonist gives an ACCURATE or NOT ACCURATE portrayal of events. Candidates could use the following to support their viewpoint.**

**ACCURATE**

- Conservative Party did not support the new political dispensation
- They threatened the use of violence if their demands were not met (tiger)
- Were conservative and were slow to accept change (tortoise)
- Any other relevant response

**NOT ACCURATE**

- Biased against the Conservative Party
- Wanted to highlight the Conservative Party's violence tendency (tiger)
- *Die Burger* was the official mouth piece of the National Party and would portray the opposition in a negative light (tortoise)
- Any other relevant response (any 2 x 2) (4)

3.4 *[Comparing of evidence of the written and the visual source in Source 3C – L3 – LO3 (AS4)]*

**Candidates need to identify how Sources 3B and 3C are similar regarding the Conservative Party**

- Both sources show their reaction of the Conservative Party with regard to its position to the process of democracy
- Both sources show that the Conservative Party threatened the use of violence should the process of democratisation continue
- Both sources show the reluctance of the Conservative Party to adapt to changes and accept reforms
- Any other relevant response (any 2 x 2) (4)

3.5

3.5.1 *[Extraction of evidence from Source 3D – L1 – LO1 (AS3)]*

- Derail the process of negotiations (1 x 1) (1)

3.5.2 *[Evaluation and interpretation of evidence from Source 3D – L2 – LO1 (AS4)]*

**Candidates need to explain whether they AGREE or DISAGREE with the manner in which the policemen dealt with AWB agitators. Candidates could use the following to support their viewpoint.**

**AGREE**

- They had a duty to protect property
- They had a duty to protect lives of citizens
- Had to intervene because the situation was turning out to be dangerous
- Had a duty to bring people to book if they broke the law
- Any other relevant response

**DISAGREE**

- Used heavy handed tactics to bring about law and order
- Their action could have triggered a bloodbath/civil war
- The police could have endangered the lives of innocent South Africans
- The police could have used non-violent methods to pacify the AWB
- Any other relevant response (any 2 x 2) (4)

3.5.3 *[Evaluation and interpretation of evidence from Source 3D – L2 – LO1 (AS4)]*

- Made politicians realise that the AWB is a real threat to the process of democracy
- A resolution to South Africa's situation was required urgently
- Any other relevant response (any 1 x 2) (2)

3.5.4 *[Evaluation and interpretation of evidence from Source 3D – L2 – LO1 (AS4)]*

- Made provision for the Government of National Unity
- It allayed the fears of other political parties that the ANC will not be able to govern alone
- National Party co-operated and dropped the 'group rights' demands
- White civil servants could keep their jobs
- Laid the foundation for a negotiated settlement
- A strategic move on Slovo's part to ensure that negotiations continued
- Any other relevant response (any 2 x 2) (4)

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

**Candidates could include the following aspects in their response:**

- Conservative Party did not want to be part of the process of negotiations
- Right wing groups felt that their control and power would be diminished if they began to negotiate with black majority organisations
- Did not want to be part of a process that will nullify Afrikaner nationalism
- Opposed to the process of negotiations because the right-wing felt the liberals could not be trusted
- Threatened violence and disruption
- Conservative Party maintained that National Party did not have the mandate to embark on negotiations
- Invaded World Trade Centre to stop negotiations
- South Africa on the brink of a civil war
- AWB invaded Bophuthatswana
- On eve of elections bombs planted across South Africa (AWB members were arrested as suspects, 31 people died, powerful bomb went off at Johannesburg International Airport)
- Assassination of Chris Hani
- Any other relevant response

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of how the right-wing groups attempted to disrupt the process of negotiations in South Africa during the early 1990s</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic</li> </ul>	<b>MARKS: 0–2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows some understanding of how the right-wing groups attempted to disrupt the process of negotiations in South Africa during the early 1990s</b></li> <li>• Uses evidence in a very basic manner</li> </ul>	<b>MARKS: 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>shows a thorough Understanding of how the right-wing groups attempted to disrupt the process of negotiations in South Africa during the early 1990s</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic</li> </ul>	<b>MARKS: 6–8</b>

(8)

### 3.7 EXTENDED WRITING

3.7.1 *[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 explain how obstacles such as violence, opposing views and political intolerance confronted South Africa's major role players on the road to democracy from 1990 to 1994.

#### MAIN ASPECTS

Candidates could include the following aspects in their response:

- Introduction: Candidates should refer to how the obstacles nearly prevented South Africa from becoming a democracy in 1994.

#### ELABORATION

- In March 1990, ANC Executive met the government for 'talks about talks' (Meeting suspended due to the Sebokeng Massacre on 26 March 1990; ANC threatened the continuation of the armed struggle if government did not commit to the process of negotiations; Government wanted ANC to commit to power-sharing and not majority rule)
- May 1990 ANC and government met at Groote Schuur/Groote Schuur Minute accepted
- Third meeting in Pretoria (Pretoria Minute accepted; ANC suspended armed struggle; Violence continued despite progress in talks; Third Force was blamed for the increase of violence)
- ANC tried to befriend Zulu king to create political stability and peace in Natal; (IFP resisted and violence increased; In the 'Seven Day' War during March 1991, 200 people were killed in Pietermaritzburg)
- Violence spread to Johannesburg (train violence claimed at least 500 lives between 1990 and 1993; Inkathagate Scandal come to the fore; ANC made fourteen demands to government as a prerequisite for continued negotiations)
- 20 December 1991 CODESA began - boycotted by the PAC, AZAPO and the Conservative Party; Declaration of Intent signed/South Africa on threshold of democracy
- CODESA 2 began in May 1992; September 1992 government and ANC signed 'Record of Understanding'; IFP rejected this agreement
- September 1992 ANC members killed in Ciskei/tried to overthrow government of Oupa Gqozo/tri-partite alliance started 'rolling mass action'
- Biopatong erupted-again Third Force implicated; Goldstone Commission confirmed the involvement of police
- Chris Hani murdered/led to the speeding up of the process of negotiations
- IFP and COSAG favoured federalism/AWB and CP wanted a volkstaat/ AWB attacked the World Trade Centre to stop negotiations, 25 June 1993
- Lucas Mangope of Bophuthatswana called on AWB to suppress uprising (Sixty died/three AWB members assassinated)

- Multi-party talks resumed in April 1993 (Multi-party negotiation forum)
  - Sunset Clause used to allay fears
  - Shell House massacre
  - South Africa's first democratic elections held on 27 April 1994
  - Government of National Unity
  - 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.**

3.7.2 *[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 could indicate whether they agree or disagree with the statement. They need to support their line of argument with relevant evidence.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate whether they agree or disagree with De Klerk's statement. If the candidate agrees with De Klerk's statement they need to support their answer with relevant evidence.

### ELABORATION

- De Klerk's announcement changed the social, economic and political landscape of South Africa – Was willing to negotiate with any political party to make South Africa a democracy
  - Right-wing groups opposed the political direction taken by De Klerk/ Right-wing prepared use violence to protect their political interest
  - Mandela and other political prisoners were released – displayed a willingness for a peaceful transition in South Africa
  - National Party and ANC started with 'talks about talks' in March 1990
  - May 1990 ANC and government met at Groote Schuur resulting in the Groote Schuur Minute
  - August 1990 National Party and ANC met in Pretoria resulting in the Pretoria Minute accepted
  - In September 1991 CODESA 1 started – 26 political parties formed the Multi-Party negotiating process
  - National Peace Accord signed
  - CODESA 2 met in May 1992
  - Talks continued in August between NP government and the ANC
  - Lack of participation of the PAC, IFP and other conservative political organisations
  - 1994 election
  - Any other relevant point
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

**If candidates say NO, they need to substantiate their argument with relevant historical evidence.**

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

**QUESTION 4: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC)  
DEAL WITH SOUTH AFRICA'S PAST?**

4.1

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

- The TRC would unearth the truth about South Africa's divided past
- It would lay the ghosts of the past
- It would heal people that were traumatised
- To promote national unity and reconciliation (any 2 x 1) (2)

4.1.2 *[Explanation of concept from Source 4A – L1 – LO2 (AS1)]*

- Restore friendly relations amongst former enemies/ bring together opposing parties and establishing good relations
- Reconcile past differences for the common good of South Africa
- Any other relevant response (any 1 x 2) (2)

4.1.3 *[Interpretation of evidence from Source 4A – L2- LO1 (AS3)]*

- Those who testified were promised either amnesty or reparations
- If perpetrators speak the truth they would receive amnesty
- Those who attend will enjoy the same privilege as in a court of law
- Any other relevant response (any 1 x 2) (2)

4.1.4 *[Interpretation of evidence from the cartoon in Source 4A – L2 –LO1 (AS3 and 4);  
LO2 (AS2); LO3 (AS2)]*

- The need for the TRC
- The TRC will reveal the atrocities that occurred
- The TRC was to bring about reconciliation – South Africa had a haunted past (haunted house)
- Any other relevant response (any 1 x 3) (3)

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

- There were many atrocities that were committed and had to be brought out into the open
- Full disclosure
- Omar knew about many victims that were killed by the apartheid government
- Bring closure for both victims and perpetrators
- Any other relevant response (any 2 x 2) (4)

4.1.6 *[Comparing of evidence from the written and visual sources in Source 4A - L3 –  
LO1 (AS3 and 4); LO2 (AS2)]*

- Both sources indicate the need for the TRC to bring about reconciliation
- Both sources indicate the atrocities that were committed by perpetrators had to be revealed so that the victims could get closure
- Any other relevant response (any 2 x 2) (4)

## 4.2

4.2.1 *[Interpretation and analysis of evidence from Source 4B – L2 – LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2 and 3)]*

- Calata wanted to know what happened - full disclosure
- Calata wanted closure about her husband's death
- Calata wanted to reveal her side of the story
- Any other relevant response (any 1 x 2) (2)

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

- Mrs Calata was crying/sobbing
- Mrs Calata became emotionally affected
- Any other relevant response (any 1 x 2) (2)

4.2.3 *[Interpretation and evaluation of the usefulness of Source 4B – L3 – LO1 (AS3); LO3 (AS2)]*

- It is a real life experience/ personal account
- It reveals the brutality of the apartheid system
- It shows how the TRC wanted to help people to find closure/ reconciliation
- The presence of testimonies shows that people had a need to find closure
- Any other relevant response (any 2 x 2) (4)

## 4.3

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

**Candidates need to comment on whether they AGREE or DISAGREE with De Klerk's statement: 'numerous atrocities of the past have not been properly investigated'. Candidates could use the following to support their viewpoint.**

**AGREE**

- The process was not open and inclusive
- The murder of IFP members were not investigated
- So called 'black on black' violence was not investigated
- There were many other ANC atrocities that were not investigated
- Any other relevant response

**DISAGREE**

- De Klerk was biased against the TRC – he was implicated in the so called 'black on black' violence'
- The cases that were investigated by the TRC brought about healing for both perpetrators and victims
- Any other relevant response (any 2 x 2) (4)

4.3.2 *[Evaluating the evidence in two different viewpoints from Source 4C – L3 – LO1 (AS3); LO3 (AS2)]*

**Candidates must refer to both views in their response:**

- FW de Klerk implied that the work of the TRC was a 'witch hunt' – because it focussed only on the atrocities committed by the National Party
- Cyril Ramaphosa stated that the new government were not doing things under cover and it was not a 'witch hunt' – opportunity for justice to prevail
- Any other relevant response (any 2 x 2) (4)

4.4 *[Explain the usefulness of Source 4A, 4B or 4C- L3 – LO1 (AS4)]*

**Candidates can select either Sources 4A, 4B or 4C and indicate why it is USEFUL**

**SOURCE 4A is useful because:**

- It gives information about the workings/aims of the TRC
- It gives information as to why the TRC was necessary
- It shows that many hidden crimes took place in South Africa
- It was an account by Tutu as a chairperson of the TRC
- Any other relevant response

**SOURCE 4B is useful because:**

- Gives the testimony of Mrs Calata at the TRC
- Testimony about a well-known activist that was killed
- An eye-witness account focusing on police harassment and brutality
- Any other relevant response

**SOURCE 4C is useful because:**

- These are interviews by senior political leaders which can be very useful
- These interviews give us opposing views by De Klerk and Ramaphosa of the so called 'witch hunt' that took place by the TRC
- Gives a balanced picture of the TRC
- Any other relevant response (any 2 x 2) (4)

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

**Candidates must include both successes and failures in their response:**

### **SUCCESSSES**

- Improved race relations between black and white South Africans
- Some victims received reparations as compensation for their loss
- Helped with the process of nation building and reconciliation
- Both sides of the conflict came to testify i.e. liberation movement and government
- Amnesty led to some perpetrators willingness to testify
- Victims came to know what really happened during the apartheid years
- Victims could reconcile with the fact the remains of their loved ones were located and the appropriate last rites could be observed
- Many unaccounted victims were identified, graves located and exhumed and given to families for reburial

### **FAILURES**

- Some perpetrators did not appear before TRC
- Some victims wanted perpetrators to face prosecution
- Some, especially Whites regarded the TRC as a witch-hunt
- Anger - believed that the perpetrators of gross human-rights violations escaped punishment e.g. P W Botha
- Amnesty was controversial
- Reopened painful wounds
- Any other relevant response

Use the following rubric to allocate a mark:

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

(8)

## 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 discuss how the TRC attempted to heal South Africa from its divided past by using relevant examples.

### MAIN ASPECTS

The candidate should include the following points in the response.

- Introduction: Candidates should indicate how the TRC attempted to heal South Africa from its divided past.

### ELABORATION

- Reasons for the TRC
- Role of Tutu and Boraine in the TRC
- Purpose of various committees
- TRC moved across South Africa listening to stories by both victims and perpetrators in order to bring about healing and reconciliation  
Both perpetrators and victims decided to testify at the TRC hearings e.g. Mrs Calata in East London; Dirk Coetzee; Thabo Mbeki and Wouter Basson
- Many unaccounted victims were identified, graves located and bodies exhumed and given to families for reburial e.g. Jabulani Ndaba, Oscar Maleka, Reginald Kekana, the Mamelodi 10; etc.
- Reparations paid to families of victims e.g. R30 000 once-off payment of an individual grant, R15 000 once-off grants for reburial; etc.
- Amnesty granted to those that gave full disclosure of atrocities that were committed
- TRC hearings led to healing and nation building
- 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.**

- 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 indicate whether the statement is accurate or not. If they state that the statement is accurate, candidates should provide evidence as to why the TRC 'got a fair amount of the truth'. If they indicate that the statement is inaccurate, they must substantiate their line of argument.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to explain the purpose and the work of the TRC.

### ELABORATION

#### **NOT ACCURATE**

- Some perpetrators did not appear before TRC, e.g. De Klerk and PW Botha
- Public confessions revealed how much violence had been carried out in, for example Queenstown, known as the Necklace Capital of the World
- Differences of opinion – 'war crime tribunals' and 'witch hunt' between the apartheid government and the ANC
- Anger amongst black South Africans that the perpetrators of gross human-rights violations escaped punishment e.g. PW Botha
- Amnesty was controversial because everybody was not granted amnesty
- Apartheid government did not show remorse for its deeds, e.g. FW de Klerk
- Reopened painful wounds, e.g. Mrs Calata, Dullah Omar, Greta Applegren, Nozibele Madubedube and others
- Neutrality of TRC viewed suspiciously by previous leaders of the apartheid government
- There was disagreement over the final report because some people argued that the TRC did not treat them fairly and all atrocities had not been properly investigated e.g. so called 'black on black' violence
- Any other relevant response

**ACCURATE**

- National unity was promoted through hearings across the country and by televising it
- Both sides of the conflict came to testify, i.e. liberation movement and government, e.g. Adriaan Vlok later apologised to families for the role of the police in killing activists
- Amnesty led to perpetrators willingness to testify in East London, Durban, e.g. Eugene de Kok, Dirk Coetzee etc.
- Victims came to know what really happened during the apartheid years
- Many unaccounted victims were identified, graves located and bodies exhumed and given to families for reburial
- Led to reconciliation and national building
- Any other relevant response
  
- 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]**

**TOTAL: 150**