



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P2

FEBRUARY/MARCH 2016

MEMORANDUM

MARKS: 150

This memorandum consists of 23 pages.

1. SOURCE-BASED QUESTIONS**1.1 The following cognitive levels were used to develop source-based questions:**

Cognitive Levels	Historical skills	Weighting of questions
LEVEL 1	<ul style="list-style-type: none"> • Extract evidence from sources • Selection and organisation of relevant information from sources • Define historical concepts/terms 	30% (15)
LEVEL 2	<ul style="list-style-type: none"> • Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources 	40% (20)
LEVEL 3	<ul style="list-style-type: none"> • Interpret and evaluate evidence from sources • Engage with sources to determine its usefulness, reliability, bias and limitations • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions 	30% (15)

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

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

1.3 Assessment procedures for source-based questions

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

Paragraph question

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

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

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

_____	•	_____	•	_____
_____	•	_____	•	_____
_____	•	_____	•	_____
✓✓✓✓				
Level 2				

- Used mostly relevant evidence to write a basic paragraph.

Count all the ticks for the source-based question and then write the mark in the bottom right-hand margin, e.g.

32
50

- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

- Be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion.

2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

2.3 Global assessment of the essay

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

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

2.4 Assessment procedures of the essay

- 2.4.1 Keep the synopsis in mind when assessing the essay.
- 2.4.2 During the first reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualized (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.
- 2.4.3 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√

2.5 The matrix

2.5.1 Use of the matrix in the marking of essays

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

- (a) The first reading of the essay will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	}26–27
P	LEVEL 3	

MARKING MATRIX FOR ESSAY: TOTAL: 50

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

*** Guidelines for allocating a mark for Level 1:**

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

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: WHY DID THE BLACK CONSCIOUSNESS MOVEMENT DECIDE TO INTRODUCE COMMUNITY-BASED PROGRAMMES IN THE 1970s?**

1.1

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

- SASO
- SASM
- NAYO
- BPC

(any 3 x 1) (3)

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

- Dr Ramphela was a BC activist and inspired people to follow the philosophy/teachings of BC
- Dr Ramphela was the resident doctor for the Zanempilo Clinic
- She played a role in making black South Africans aware of the philosophy/teachings of BC
- Any other relevant response

(any 2 x 2) (4)

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

- He played an active role in establishing the black community programmes
- He played a role in establishing other Black Consciousness organisations
- Through the philosophy of BC he inspired the youth to challenge the apartheid government
- Any other relevant response

(any 2 x 2) (4)

1.2

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

- To encourage the youth to become independent
- To instil dignity
- To uplift the community through various projects
- To ensure black South Africans assist each other

(2 x 1) (2)

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

- Zanempilo was also used as a place where the community could meet to discuss issues that affected them
- Zanempilo was also used as a venue for various celebratory events
- It became a meeting point and a training ground for political activists
- Any other relevant response

(any 2 x 2) (4)

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

- BC organisations were banned in 1977

(1 x 2) (2)

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

- Empowering women
 - Encouraging them to establish vegetable gardens (self-reliance)
 - Economic initiatives
- (3 x 1) (3)

1.3 *[Comparison of evidence from Sources 1A and 1B – L3]*

- Source 1A indicates that Biko wanted to launch projects such as Black Community Programmes while Source 1B confirms that the Zanempilo Health Clinic was established as a community project for the community
 - Source 1A indicates that Biko's ideas would later become the theory for the philosophy of BC while Source 1B indicates his ideas which were translated into the aims of BC had encouraged black South Africans to become independent
 - Source 1A refers to Zanempilo Clinic that was a BC inspired project outside King William's Town while Source 1B confirms that the Zanempilo Clinic provided primary healthcare to the community outside King William's Town
 - Any other relevant comparison
- (any 2 x 2) (4)

1.4.

1.4.1 *[Extract evidence from Source 1C – L1]*

- Zanempilo Clinic
- (1 x 1) (1)

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

- Zanempilo was used as a meeting venue
 - Zanempilo was used as a training facility for political activists
 - Any other relevant response
- (2 x 2) (4)

1.5

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

- To encourage black South Africans to stand in solidarity
 - To encourage black South Africans to become self-reliant
 - To free black South Africans from white racism
 - To free black South Africans from colonialism
 - To free black South Africans from capitalism
- (any 3 x 1) (3)

1.5.2 *[Interpretation of evidence from Source 1D – L2]*

- The apartheid government's police force often harassed black South Africans
 - The apartheid government's police force often intimidated black South Africans
 - The apartheid government imposed banning orders on black South Africans
 - Any other relevant response
- (any 2 x 2) (4)

1.5.3 [Evaluating the usefulness of evidence from Source 1D – L3]

- The source mentions the reluctance of black South Africans to become involved in community development programmes
- The source mentions it was not easy to eradicate psychological inferiority
- The source provides reasons on how the oppressor divided the oppressed
- The source highlights the difficulties of police harassment, intimidation and banning orders
- The source mentions the fear of being sent to Robben Island
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- The philosophy of black Consciousness encouraged black pride and self-confidence (own knowledge)
- The role that the BCM played in establishing community based programmes (Source 1A)
- Community programmes were used to uplift the communities (Source 1B)
- The community programmes were introduced by black South Africans to uplift impoverished Black South Africans (Source 1B)
- The community programmes were an extension of the philosophy of black Consciousness which filtered into communities (Source 1B)
- Community programmes were used to unite people and teach them how to challenge the apartheid government (own knowledge)
- The Zanempilo Clinic was an example of the community programme to uplift black South African communities (Sources 1B and 1C)
- The Zanempilo Clinic was used as a meeting place, training venue and venue for celebrations and for political schooling (Source 1B)
- The community programmes wanted to instil self-reliance in black South Africans (Source 1D)
- The community programmes wanted to rid black South Africans of white racism, capitalism and colonialism (own knowledge)
- Any other relevant response

Use the following rubric to assess the paragraph:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of why the Black Consciousness Movement decided to introduce community based programmes in the 1970s. • Uses evidence partially or cannot write a paragraph on the topic. • Evidence is mostly relevant and relates to a great extent on the topic, e.g. shows some understanding of why the Black Consciousness Movement decided to introduce community based programmes in the 1970s. 	MARKS 0 - 2
LEVEL 2	<ul style="list-style-type: none"> • Use evidence in a very basic manner to write a paragraph. 	MARKS 3 - 5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence that, e.g. demonstrates a thorough understanding of why the Black Consciousness Movement decided to introduce community based programmes in the 1970s. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6 - 8

(8)
[50]

QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE PROCESS OF REPARATIONS?

2.1

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

- Government was to provide a multifaceted framework for reparations
- Reparations should not be confined to monetary compensation (2 x 1) (2)

2.1.2 *[Explanation of a historical concept from Source 2A – L1]*

- Compensation for the loss of human life and property
- Payment for damages that a person might have sustained
- Any other relevant response (1 x 2) (2)

2.1.3 *[Extraction of information from Source 2A – L1]*

- A structure be developed in the President's office with a limited secretariat and fixed lifespan
- There should be a national day of remembrance (2 x 1) (2)

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

Candidates can indicate YES or NO and support their answer with evidence

YES

- 21 March is now commemorated as Human Rights Day to honour all victims that experienced human rights violations in the past
- Dingane/Day of Vow has been replaced with the Day of National Reconciliation-16 December
- 16 June is commemorated as Youth Day to honour all youth who lost their lives in the fight for a democratic South Africa
- 9 August is commemorated as Women's Day to honour the role of women in the struggle for democracy
- Any other relevant response

OR**NO**

- **Candidates need to support their response with relevant evidence**
(any 2 x 2) (4)

2.2

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

- The media was interested in the reparations process of the TRC
- The victims accused the government of moving slowly on the process of the TRC
- Both the TRC and government accused each other for not carrying out their respective mandates
- Any other relevant response (1 x 2) (2)

2.2.2 *[Extraction of information from Source 2B – L1]*

- They have been victimised by what happened to them in the past and had to watch perpetrators getting amnesty
Victims waited for two and a half years for a meagre payment of R3 500
(1 x 1) (1)

2.2.3 [Extraction of information from Source 2B – L1]

- United Nations Human Rights Committee
- Inter-American Court of Human Rights
- European Court of Human Rights (3 x 1) (3)

2.2.4 [Evaluating the usefulness of Source 2B – L3]

- The article gives a new and holistic view about the challenges that the TRC faced
- It looked at all the important players regarding the process of reparation
- It provided an international perspective on the issues of reparation which might be useful to students and scholars
- The article was published within the period in which the government had to act on the recommendations of the TRC
- Information in the source can be corroborated/supported by other publications/authors/commentators
- Any other relevant response (2 x 2) (4)

2.3 [Comparing perspectives in Sources 2A and 2B – L3]

- Source 2A emphasises a holistic approach to the issue of reparations by the South African government while Source 2B gives views of political and social commentators whose main focus was monetary compensation for the victims
- Source 2A advocated a long term view on the process of reparations while Source 2B focuses on the urgent compensation of victims who suffered human rights violations
- Any other relevant response (2 x 2) (4)

2.4**2.4.1 [Interpretation of evidence from Source 2C – L2]**

- The South African government did not prioritise the rights of victims who experienced human rights violations
- Government was not interested in the process of reparations
- The TRC and government differed on how the process of reparations should unfold
- The ANC was not interested in the process of reparation
- Any other relevant response (2 x 2) (4)

2.4.2 [Interpretation of evidence from Source 2C – L2]

(a)

- The government showed an attitude of being uninterested/looking in the other direction
- Any other relevant response (1 x 2) (2)

(b)

- The victims felt neglected/ betrayed / forgotten by the government and are crying out for help
- Any other relevant response (1 x 2) (2)

2.5.1 [*Extraction of information from Source 2D – L1*]

- Reparations for victims who were traumatised has been the TRC's single biggest failure (1 x 2) (2)

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

- Sooka reacted furiously because she viewed this statement as an insult to people who suffered under apartheid
- The cabinet minister was insensitive to the plight of the victims who suffered from human rights violations
- Sooka thought that some people in government were against reparations for victims who suffered from gross human rights violations
- Any other relevant response (2 x 2) (4)

2.5.3 [*Explaining the differences between historical concepts using Source 2D and own knowledge – L2*]

- Restorative justice focuses on healing and reconciliation while retributive justice emphasises punishment and vengeance
- Restorative justice can foster unity and repentance (full disclosure) while retributive justice can lead to more divisions in a society and a defensive approach by the perpetrators (may hide incriminating information and thus no full disclosure)
- Any other relevant response (2 x 2) (4)

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

Candidates could include the following aspects in their response:

- The recommendations of the TRC enabled the government to broadly look into the issue of reparations taking into consideration the constitutional mandate (Sources 2A and 2D)
- Victims and families did get monetary reparations but it was insufficient.
- The government carried out programmes/ projects on restoring human dignity and bringing about social cohesion (Source 2A)
- In most cases, victims of human rights violations were prioritised regarding housing allocation and construction of RDP houses (own knowledge)
- Symbolic reparations/exhumations and reburials of the remains of victims (own knowledge)
- Bursaries for children of the military veterans and victims of human rights violations (own knowledge)
- The TRC was powerless to force the government to carry out all of its recommendations (Source 2C). (For example a once-off wealth tax on corporations or to determine the exact amount to be paid to victims)
- Government neglected the human face of reparations (Source 2C)
- Victims had to wait for a considerable time to get monetary reparations (Source 2B)
- The government had not paid a considerable number of victims by 2003 (own knowledge)
- Monetary compensations for victims were insufficient (Source 2B)
- Some victims never received monetary compensation as promised by the TRC (Sources 2C and 2D)

- In some cases, government conveyed different messages to society thus bringing hopelessness among the victims (Sources 2A, 2C and 2D)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of how the TRC dealt with the process of reparations. • Uses evidence partially or cannot write a paragraph on the 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 how the TRC dealt with the process of reparations. • Uses evidence in a very basic manner to write a paragraph. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. that demonstrates a thorough understanding of how the TRC dealt with the process of reparations. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)
[50]

QUESTION 3: WHY WAS SOUTH AFRICA'S MEMBERSHIP TO THE BRICS GROUP REGARDED AS CONTROVERSIAL?

3.1

3.1.1 *[Extraction of information from Source 3A – L1]*

- South Africa requested membership to the BRICS group
- President Zuma visited the BRICS group on numerous occasions to lobby for membership to BRICS
- President Zuma indicated that South Africa's economy account for about a third of the sub-Saharan Gross Domestic Product which could be a huge benefit to the BRICS group
- The BRICS group will have access to a large market in South Africa and sub-Saharan Africa (SSA) (any 2 x 1) (2)

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

- China is the most populous country in the BRICS group
- China has the second largest economy in the world
- China has the largest economy in the BRICS group
- Any other relevant response (any 2 x 2) (4)

3.1.3 *[Extraction of information from Source 3A – L1]*

- South Africa has a large number of wealthy consumers
- Has the largest energy production capacity in sub-Saharan Africa
- Is one of the largest producer of precious metals (any 2 x 1) (2)

3.1.4 *[Extraction of information from Source 3A – L1]*

- Critics felt that emerging economies with faster economic growth than South Africa should have been considered for inclusion in the BRICS group (1 x 2) (2)

3.2

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

- Brazil
- Russia
- India
- China
- South Africa (any 3 x 1) (3)

3.2.2 *[Interpretation of evidence from a visual from Source 3B – L2]*

- The BRICS group seem happy (singing, dancing, smiling, celebrating)
- The BRICS group is joining arms in celebration of their economic and political relations
- Any other relevant response (any 1 x 2) (2)

3.2.3 [Interpretation of evidence from a visual Source 3B – L2]

The words in the cartoon could refer to:

- The BRICS group desire to counter western dominance of world affairs (unipolar) by establishing a 'new' world order (multi-polar)
- The BRICS group co-operation to foster global security and economic stability (multi-polar) vs western dominance of international markets/economy
- Any other relevant response (any 2 x 2) (4)

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

- O'Neill felt that South Africa's influence in Africa is not a good enough reason for its inclusion into the BRICS group
- O'Neill felt that South Africa's influence in the African Union is also diminishing therefore it should be omitted from the BRICS group
- O'Neill stated that Nigeria's economy has overtaken that of South Africa and should be included in the BRICS group
- O'Neill felt that because of South Africa's political and economical demise on the African continent, South Africa has lost its super power status and does not deserve to be included in the BRICS group
- Any other relevant response (any 2 x 2) (4)

3.3.2 [Extraction of information from Source 3C – L1]

- China
- Brazil (2 x 1) (2)

3.3.3 [Extraction of information from Source 3C – L1]

- South Africa has a small population in comparison to the other countries within the BRICS group
- South Africa has the smallest GDP in comparison to the other countries within the BRICS group (2 x 1) (2)

3.3.4 [Interpretation and analysis of evidence from the Source 3C to draw independent conclusions – L3]

Candidates need to indicate whether they AGREE or DISAGREE and substantiate their answer with relevant evidence.

AGREE

- O'Neill is a world renown economist and his judgment on South Africa's inclusion in the BRICS group should be trusted
- O'Neill mentions salient evidence (South Africa has a small population, low GDP) as to why South Africa should not be included in the BRICS group
- The fact that South Africa's economy is not the largest on the continent is a valid reason to exclude her from the BRICS group
- He notes that South Africa's political influence in Africa is diminishing and therefore should be excluded from the BRICS group
- Any other relevant response

OR

DISAGREE

- O'Neill's reasons with regard to South Africa's membership to the BRICS group is purely based on economic principals and not on what South Africa can contribute to the BRICS group to achieve its economic and political goals
- O'Neill does not refer to how South Africa as a member of BRICS can support them to expand its markets into Southern Africa
- O'Neill does not refer to how South Africa as a member of BRICS can help them to expand its markets to the rest of Africa
- Any other relevant response (any 2 x 2) (4)

3.4

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

- South Africa can act as a gateway for the BRICS group by playing a leading role in setting the agenda for development in Africa
- South Africa can act as a voice of Africa through BRICS
- South Africa can harness more support for Africa, because of its inclusion in the BRICS group (financial, development, international affairs)
- Any other relevant response (any 2 x 2) (4)

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

- China (1 x 1) (1)

3.4.3 [*Interpretation of evidence from Source 3D – L3*]

To a great extent

- Trade between Africa and the BRICS group (China) has grown from 4.6% in 1993 to 19% in 2009
- Trade between Africa and the BRICS group has resulted in a trade surplus for Africa
- Trade between Africa and the BRICS group is expected to reach \$400 billion by 2030
- Any other relevant response (any 2 x 2) (4)

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

- BRICS nations could support the African Union with financially to embark on its peace initiatives to resolve crises in many African countries
- The BRICS nations could support co-operation between the UN and the African Union to reduce/quell conflict in Africa (any 1 x 2) (2)

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

Candidates could include the following aspects in their response:

The paragraph should include the following:

- South Africa's membership to the BRICS group was met with mixed reactions (Source 3A)
- Some critics felt that emerging economies with faster economic growth than South Africa should have been included in the BRICS group (Source 3A)
- South Africa is the smallest nation in the BRICS group and this would have had an economic and political impact on the BRICS group (Source 3B)
- South Africa was overtaken by Nigeria as the economic powerhouse on the African continent which brings into question its membership to BRICS (Source 3C)
- South Africa's influence in the African Union is diminishing which brings its superpower status into question (Source 3C)
- South Africa is not in the top 20 economies of the world (Source 3C)
- South Africa has a very small GDP which drags the BRICS group of countries down (Source 3C)
- South Africa's economic growth rate is slow and therefore does not qualify to be a member of the BRICS group (Source 3C)
- South Africa shows no sign of becoming one of the top largest economies in the world (own knowledge)
- Any other relevant response

Use the following ruBRICS to assess the paragraph

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of why South Africa's membership to the BRICS group was regarded controversial. • Uses evidence partially or cannot write a paragraph on the topic. • Evidence is mostly relevant and relates to a great extent on the topic, e.g. shows some understanding of why South Africa's membership to the BRICS group was regarded controversial. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Use evidence in a very basic manner to write a paragraph. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence that, e.g. demonstrates a thorough understanding of why South Africa's membership to the BRICS group was regarded controversial. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

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SECTION B: ESSAY QUESTIONS**QUESTION 4: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA**

[Plan, construct and discuss an argument based on evidence using analytical and interpretative skills]

SYNOPSIS

Candidates need to substantiate their line of argument with relevant evidence. They should focus on the strategies that PW Botha used to modify and reform apartheid and how this led to increased internal resistance. This was a turning point in South Africa's history during the 1980s. They need to discuss the nature of the resistance that different anti-Apartheid organisations embarked upon and how this was sustained throughout the 1980s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to substantiate their line of argument.

ELABORATION

- Botha introduces the tri-cameral parliament in 1983 to bring about change
- The UDF was launched in response to the tri-cameral parliament
- The UDF embarked on the 'Don't Vote Campaign' (Coloureds and Indians were discouraged from voting in elections for the tri-cameral parliament); 'Million Signature' Campaign (A petition against Apartheid)
- Internal resistance against the apartheid regime intensified through protests e.g. the outbreak of violence in the Vaal Triangle
- The Vaal Civics Association organised rent boycotts (Police arrested the civic leaders; Vaal townships erupted in violence; councillors were killed; schools boycotted)
- The government declared successive states of emergencies in 1985 and 1986 to stop opposition to apartheid but this tactic was unsuccessful.
- The role of Trade Unions (The formation of COSATU was a turning point in the struggle for freedom and democracy; the African Food Canning Workers Union called for the first national strike)
- These strikes were aimed at improving the working conditions of workers which included political rights
- Education struggles launched by the Education Crisis Committee, COSAS and NUSAS launched the Education Charter Campaign demand better education
- The role of the End Conscription Campaign (White males resisted conscription into the army; many white soldiers felt it was wrong to suppress township revolts)
- The End Conscription Campaign launched the 'Troops out of Townships'; Young white males refused to be drafted into the army
- The role of Black Sash (they opposed Apartheid, gave humanitarian aid to victims of Apartheid)

- Consumer boycotts played a vital role in the fight against the Apartheid regime (This affected the economy; declining economy impacted negatively on the white South African capitalists)
- Role of the Mass Democratic Movement (MDM was a broad resistance movement against Apartheid)
- By the end of 1989 South Africa became ungovernable and the apartheid government was forced into negotiations with the liberation movements
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

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

[Plan, construct and discuss an argument based on evidence using analytical and interpretative skills]

SYNOPSIS

Candidates need to indicate to what extent the process of negotiations paved the way for South Africa's first democratic elections in 1994. They need to demonstrate how the various organisations mainly the ANC and NP showed determination to bring about change through a negotiated settlement.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to take a stance and show to what extent the process of negotiations paved the way for South Africa's first democratic elections.

ELABORATION

- De Klerk comes to power in 1989 – background
- De Klerk's 2 February 1990 speech in parliament – a turning point for South Africa
- The unbanning of political and civic organisations such as the ANC and SACP
- De Klerk's decision to release Mandela from prison in 11 February 1990 which paved the way for negotiations
- Groote Schuur Minute - 2 May 1990 (ANC and NP met to talk)
- Pretoria Minute - 6 August 1990 (ANC agreed to suspend the armed struggle)
- CODESA 1 (19 political parties excluding AZAPO, CP and PAC)
- Declaration of Intent signed which hoped for a united South Africa, independent judiciary, constitution, multi-party democracy
- Violence erupted in some parts of the country such as the Rand and Natal
- White's only referendum (March 1992) to test the support for negotiations
- CODESA 2 (2 May 1992) collapsed. Parties failed to agree on a new constitution-making body and interim government
- NP wanted minority veto while ANC wanted an interim government for no longer than 18 months and simple majority rule
- Boipatong massacre and its consequences (17 June 1992)
- Bisho massacre derailed the process of negotiations (7 September 1992)
- Record of Understanding signed on 26 September 1992 between Roelf Meyer (NP) and Cyril Ramaphosa (ANC)
- Assassination of Chris Hani (10 April 1993) and its impact on South Africa
- Multi-party Negotiating Forum met at World Trade Centre to reach consensus on the process of negotiation
- Right-wing (AWB) attack on World Trade Centre and its consequences
- 'Sunset clause' introduced by Joe Slovo broke the negotiations deadlock

- Election date set for 27 April 1994
- ANC won elections and Mandela became the first black South African President
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion **[50]**

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

[Plan, construct and discuss an argument based on evidence using analytical and interpretative skills]

SYNOPSIS

Candidates should critically discuss how the collapse of the Berlin Wall was responsible for political changes in South Africa after 1989. They should argue whether the collapse paved the way for negotiations between the National Party and the African National Congress. They need to take a line of argument and support their response with relevant evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should state how the collapse of the Soviet Union influenced change in South Africa. They should support their line of argument with relevant evidence.

ELABORATION

Candidates should include the following points in their answer.

- Role of Gorbachev and his policy of Perestroika and Glasnost
- By the end of 1989 the Soviet Union was disintegrating
- The communist regimes in Eastern Europe were collapsing
- The Berlin Wall had fallen in 1989
- Changes in the world contributed to the end of apartheid (communism was no longer a threat)
- The collapse of the USSR deprived the ANC of its main economic and military support
- Socialism was no longer a serious option for the ANC
- The National Party claimed to be protecting South Africans from a communist onslaught became unrealistic
- Western powers supported the move that South Africa resolve its problems peacefully and democratically
- It became evident the National Party government could not maintain white supremacy rule in South Africa indefinitely
- Influential National Party members started to realise that apartheid was not the answer to the needs of white capital
- There was no doubt that the continued repression of black people would not ensure political stability
- The government started to believe that reform was needed to include the development of a strong black middle class which would act as a 'bulwark against revolution'
- The security forces and state of emergency had not stopped township revolts
- By the late 1980 South Africa's economy was in a state of depression
- PW Botha suffered a stroke and was succeeded by FW De Klerk
- FW De Klerk started to accept that the struggle against apartheid was not a conspiracy directed from Moscow

- This enabled De Klerk to engage in discussions with the liberation organisations
- On 2 February 1990 De Klerk announced 'a new and just constitutional dispensation'
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]**TOTAL: 150**