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SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

HISTORY P2

2019

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist 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.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

1.3 Assessment procedures for source-based questions

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

Paragraph question

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

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

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

_____ .
 _____ . _____ . _____ .
 Level 2 √√√√

COMMENT

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the right hand bottom margin e.g. $\frac{32}{50}$
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

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

2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will not be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of an argument (planned, structured and has an independent line of argument)

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

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

2.4.3 Keep the PEEL structure in mind when assessing an essay.

P	Point: The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
E	Explanation: The candidate should explain in more detail what the main point is about and how it relates to the question posed (line of argument).
E	Example: The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	Link: Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

2.4.4 The following symbols **MUST** be used when assessing an essay:

- Introduction, main aspects and conclusion not properly contextualised

^

- Wrong statement

- Irrelevant statement

|
|
|

- Repetition

R

- Analysis

A√

- Interpretation

I√

- Line of Argument

LOA ⇕

2.5 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 essays will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 3	



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

C	LEVEL 4	}26–27
P	LEVEL 3	

COMMENT

Question recognisable in answer.
Shows some evidence of a planned and constructed argument.

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 relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20–23	18–19	14–17
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

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

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

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: HOW DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS INFLUENCE SOUTH AFRICAN STUDENTS IN THE 1970s?**

1.1

1.1.1 *[Definition of a historical concept in Source 1A - L1]*

- A philosophy that promoted self-confidence/ assertiveness and pride among black South Africans
- A philosophy which encouraged black South Africans to be independent and to do things for themselves (self-reliant)
- A philosophy that encouraged equality, justice, pride and unity among black South Africans
- Any other relevant response (any 1 x 2) (2)

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

- 'To eliminate the dependence of blacks on white liberals to speak for them'
- 'Not to depend on white liberal organisations' (2 x 1) (2)

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

Biko implied that:

- If you are black you should not see yourself as inferior (subservient)
- If one accepts that they are black then one is on the road to liberating oneself from bondage and subservience to white domination
- Any other relevant response (2 x 2) (4)

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

The philosophy of Black Consciousness:

- Created an awareness among students and workers of oppression that they faced
- Mobilised students and workers to stand up for their rights
- Was responsible for inspiring students and workers to embark on protest action
- Led to a wave of strikes against white South African owned businesses
- Any other relevant response (any 2 x 2) (4)

1.2

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

- 'Mathematics'
- 'The sciences' (2 x 1) (2)

- 1.2.2 *[Interpretation of evidence from Source 1B – L2]*
- Most black South African principals and teachers could not speak the Afrikaans language
 - Learners did not have a command of the Afrikaans language which would lead to them having an inferior education
 - Teachers in Soweto resisted Afrikaans because they considered it as the language of the oppressor
 - It would lead to black South African learners being indoctrinated and marginalised
 - They felt it was an unfair order that was imposed by the government
 - They felt it would set the learners up for failure/ gutter education
 - Any other relevant response (any 2 x 2) (4)
- 1.2.3 *[Extraction of evidence from Source 1B – L1]*
- 'to destroy what little education was available under the harsh regimen'
 - 'dashing (ending) any students' hopes that they could achieve the education needed for success in the modern economy' (any 1 x 2) (2)
- 1.2.4 *[Extraction of evidence from Source 1B – L1]*
- 'Students began to organise their own opposition to this new regimen'
 - 'Held meetings'
 - 'Scheduled a march to protest against this' (3 x 1) (3)
- 1.3
- 1.3.1 *[Interpretation of evidence from Source 1C – L2]*
- (a) The South African Defence Force:
- Shows that members of the SADF used dogs to intimidate unarmed school children/students
 - Shows that members of SADF used weapons
 - Any other relevant response (any 1 x 2) (2)
- (b) The students:
- Shows that students were peaceful (arms up in the air) and did not use violence against members of the SADF
 - Shows that students stood up for their rights/were not intimidated
 - Shows that students defied the SADF/soldiers
 - Shows that students protested against Afrikaans as a medium of instruction
 - Any other relevant response (any 1 x 2) (2)
- 1.3.2 *[Ascertain the usefulness of Source 1C – L3]*
- The source is USEFUL because:**
- It shows how events unfolded on 16 June 1976
 - It shows members of the South African Defence Force (SADF) using dogs to intimidate unarmed children
 - It shows that students were peaceful while they embarked on a march in Soweto
 - Any other relevant response (any 2 x 2) (4)

- 1.4 *[Comparison of evidence in Sources 1B and 1C – L3]*
- Source 1B mentions that the students organised a march to demonstrate against the introduction of Afrikaans as a medium of instruction and Source 1C shows students peacefully protesting against Afrikaans as a medium of instruction in Soweto
 - Source 1B highlights the strong armed tactics that police used against the students and Source 1C shows the SADF soldiers used dogs to intimidate the students
 - Source 1B mentions the students planned a peaceful march and Source 1C shows the peacefulness through the student's raised arms (hands-up)/two fingers showing a peace sign
 - Any other relevant response (any 2 x 2) (4)
- 1.5
- 1.5.1 *[Interpretation of evidence from Source 1D – L2]*
- (a) Black South African students:
- Many student leaders were detained, tortured and killed
 - Protesting students were shot at, killed and wounded
 - Many of the students left the country to join the ANC in exile
 - Many of the students received military training either by MK or POQO
 - Those who were trained in exile returned to South Africa and intensified the armed struggle against the apartheid regime
 - Schooling was disrupted
 - Any other relevant response (any 1 x 2) (2)
- (b) The South African government:
- Lost its positive image overseas
 - The government's brutality against unarmed children was exposed by the international media
 - Economic and diplomatic sanctions became harsher which put pressure on the government
 - Was pressurised by white businesses to change its policies
 - Any other relevant response (any 1 x 2) (2)
- 1.5.2 *[Extraction of evidence from Source 1D – L1]*
- 'South African Student Organisation (SASO)'
 - 'South African Student Movement (SASM)'
 - 'Soweto Student Representative Council (SSRC)' (3 x 1) (3)

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

Candidates could include the following aspects in their response:

The philosophy of Black Consciousness influenced:

- Black South Africans to liberate themselves from mental slavery and oppression (Source 1A)
- Black South Africans to display a sense of pride and self-reliance (Source 1A)
- Students to challenge the apartheid regime and to embark on protest action (Source 1A)
- Black South African students to organise their opposition to the language issue (Source 1B)
- Black South African students to embark on a peaceful march but they encountered police brutality through which many students were detained, tortured or killed (Sources 1B and 1C)
- Black South African students to challenge the apartheid regime with regard to language policy and they were successful in their struggle (Source 1D)
- Black South African students to leave the country after the 1976 Soweto Uprising where they received training in military camps and returned to South Africa to embark on 'sabotage missions' (Source 1D)
- Black South African students to stand up for their rights (own knowledge)
- The Soweto Uprising was a turning point in South Africa's history (own knowledge)
- 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 philosophy of Black Consciousness influenced South African students in the 1970s. • Uses evidence partially or cannot write a paragraph. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to the topic e.g. shows some understanding of how the philosophy of Black Consciousness influenced South African students in the 1970s. • Uses evidence in a basic manner to write a paragraph. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of how the philosophy of Black Consciousness influenced South African students 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 PERPETRATORS SUCH AS BRIAN MITCHELL?

- 2.1.1 *[Extraction of evidence from Source 2A - L1]*
- 'Investigation of gross violations of human rights'
 - 'break the silence on the past'
 - 'create a culture of accountability'
 - 'provide a safe space for victims to tell their personal stories' (any 2 x 1) (2)
- 2.1.2 *[Extraction of evidence from Source 2A - L1]*
- 'Killing'
 - 'Abduction'
 - 'Torture'
 - 'Severe ill-treatment of any person'
 - 'Conspiracy (plan)'
 - 'Incitement (provocation)'
 - 'Instigation (influencing)' (any 3 x 1) (3)
- 2.1.3 *[Definition of a historical concept in Source 2A - L1]*
- The granting of official pardon for people that committed politically motivated crimes/ if there was full disclosure
 - Any other relevant response (1 x 2) (2)
- 2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- Without the amnesty clause there was little opportunity for a peaceful solution to the challenges that confronted South Africa
 - The inclusion of the amnesty clause contributed to the process of negotiation in South Africa
 - Without the amnesty clause the National Party might not have agreed to give up power
 - Any other relevant response (2 x 2) (4)
- 2.2
- 2.2.1 *[Extraction of evidence from Source 2B - L1]*
- 'He was convicted of killing political activists'
 - 'For his role in the Trust Feed massacre' (any 1 x 2) (2)
- 2.2.2 *[Extraction of evidence from Source 2B - L1]*
- 'Mseleni Ntuli'
 - 'Dudu Shangase'
 - 'Zetha Shangase'
 - 'Nkoyeni Shangase'
 - 'Muzi Shangase'
 - 'Filda Ntuli'
 - 'Fikile Zondi'
 - 'Maritz Xaba'
 - 'Sara Nyoka'
 - 'Alfred Zita'
 - 'Sisedewu Sithole' (any 3 x 1) (3)

- 2.2.3 *[Interpretation of evidence from Source 2B – L2]*
- The judge felt that Brian Mitchell met the minimum requirements for amnesty to be considered for his involvement in the Trust Feed massacre
 - Brian Mitchell's activities were politically motivated and was 'part of the counter-revolutionary onslaught against the African National Congress'
 - The judge stated that Brian Mitchell had acted within the course and scope of his duties as an officer in the South African police force
 - Brian Mitchell had made a full disclosure about his involvement in the Trust Feed massacre
 - Any other relevant response (any 2 x 2) (4)
- 2.2.4 *[Interpretation of evidence from Source 2B – L2]*
The Trust Feed Community:
- Felt that the amnesty process favoured the perpetrator
 - Realised that the welfare of victims were not considered
 - Felt that Mitchell's plea for forgiveness and reconciliation was not genuine
 - The Amnesty Committee was unfair in releasing Brian Mitchell because he was responsible for killing innocent victims/was not punished for the human rights abuses that he committed
 - Brian Mitchell should have repented for the crimes he had committed
 - Any other relevant response (any 2 x 2) (4)
- 2.3
- 2.3.1 *[Interpretation of evidence from Source 2C – L2]*
- The cartoon portrays amnesty as 'washing powder' which will wash out the blood of the victims who were killed
 - The cartoonist shows that it was easy to absolve yourself for the heinous crimes that you committed for no apparent (political) reason - 'clean shirt'
 - The cartoon portrays Brian Mitchell as having been cleared of any wrongdoing as indicated by the white shirt on the washing line in frame 2
 - Any other relevant response (any 1 x 2) (2)
- 2.3.2 *[Interpretation of evidence from Source 2C – L2]*
- The offer of amnesty was only for a short period – ends December 14
 - The Amnesty Committee offered a once only to come forward and tell the truth about killings you were responsible for
 - Any other relevant response (any 1 x 2) (2)
- 2.4 *[Comparison of evidence in Sources 2B and 2C - L3]*
- Source 2B mentions that Brian Mitchell applied for amnesty during the TRC hearings and Source 2C shows Brian Mitchell being cleansed from the killings through the 'amnesty washing powder'
 - Source 2B mentions that he applied for amnesty for the killing of eleven political activists and Source 2C shows that his shirt was stained with the blood of the eleven people
 - Source 2B mentions that Brian Mitchell was granted amnesty at the TRC hearing/'walk free' and Source 2C shows that the 'washing powder' cleansed him for the crimes that he committed – 'Amnesty changed my life'
 - Any other relevant response (any 2 x 2) (4)

2.5

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

- 'They did not want to have anything to do with him'
- 'And when the gathering had eventually been arranged, it was clear that there were many people who were not willing to forgive the policeman'

(2 x 1) (2)

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

(a)

- They lost members of their families who were bread-winners
- They experienced serious financial, psychological and economic difficulties as a result of Brian Mitchell's role in killing members of their family
- They felt that he was left off the hook too easily/not punished sufficiently and that he should have been in prison
- Any other relevant response

(any 1 x 2) (2)

(b)

- Brian Mitchell felt that by asking for forgiveness from the community of Trust Feed for the atrocities he had committed was 'the right thing to do'
- He came forward to humble himself in front of the families of victims from Trust Feed
- The process led to healing, reconciliation and nation building
- Any other relevant response

(any 1 x 2) (2)

2.5.3 *[Ascertaining the usefulness of Source 2D – L3]***The source is USEFUL because:**

- It highlights Brian Mitchell's attempt to return to the community of Trust Feed to ask for forgiveness
- It highlights that some members of the community were not willing to meet Brian Mitchell
- It gives first-hand information on why Jabulisiwe Ngubane wanted to forgive Brian Mitchell for the atrocities he had committed
- Any other relevant response

(any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- The TRC was established to investigate human rights abuses; to hear testimony from victims and perpetrators and to grant amnesty (Source 2A)
- Brian Mitchell appeared before the TRC for his role in the Trust Feed massacre (Sources 2B)
- The TRC granted Brian Mitchell amnesty because his activities had been 'part of the counter-revolutionary (against change) onslaught against the ANC and UDF activists' (Source 2B)
- Brian Mitchell 'had acted within the course and scope of his duties as an officer in the South African police force' (Source 2B)
- The TRC granted Brian Mitchell amnesty as an 'once only offer' (Source 2C)
- The granting of amnesty to Brian Mitchell changed his life (Source 2C)
- After having being granted amnesty by the TRC Brian Mitchell returned to the Trust Feed community to ask for forgiveness (Source 2D)
- Not all members who were associated with the Trust Feed massacre applied for amnesty (own knowledge)
- Many other killers and interrogators got away with the heinous crimes that they had committed (own knowledge)
- 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 Truth and Reconciliation Commission (TRC) dealt with perpetrators such as Brian Mitchell. • Uses evidence partially or cannot write a paragraph. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to the topic e.g. shows some understanding of how the Truth and Reconciliation Commission (TRC) dealt with perpetrators such as Brian Mitchell. • Uses evidence in a basic manner to write a paragraph. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of how the Truth and Reconciliation Commission (TRC) dealt with perpetrators such as Brian Mitchell. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)
[50]

QUESTION 3: WHAT IMPACT DID TRADE LIBERALISATION HAVE ON SOUTH AFRICA'S CLOTHING AND TEXTILE INDUSTRY?

3.1

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

- 'Marrakech General Agreement on Tariffs (GATT)'
- 'World Trade Organisation (WTO) Agreement' (2 x 1) (2)

3.1.2 *[Definition of a historical concept in Source 3A - L1]*

- It involved the lowering of tariffs for developed countries so that they would trade their goods in developing countries without any concern
- Makes access to trading with other countries easy
- Any other relevant response (any 1 x 2) (2)

3.1.3 *[Interpretation of evidence from 3A – L2]*

- It allowed cheap clothing and textile products to be imported into South Africa at a reduced cost
- It led to cheap imports that flooded the South African market
- South African consumers opted for cheaper clothing and textile imports which led the local markets experiencing severe challenges
- Many local clothing and textile factories faced closure which led to thousands of workers being retrenched and faced unemployment
- Any other relevant response (any 2 x 2) (4)

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

- 'China'
- 'India'
- 'Pakistan' (any 2 x 1) (2)

3.2

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

- '450 KZN factories face closure' (1 x 2) (2)

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

- The flood of cheap imported goods led to a lack of demand which resulted in them being retrenched
- It would lead to them being unemployed
- Unemployment would have serious economic and social consequences on their families/households
- Any other relevant response (any 2 x 2) (4)

3.3

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

- 'began to eat away at Hammarsdale's economy'
- 'Massive employers, such as the textile giant the Frame Group, pulled out of the town/'shedding thousands of jobs' (2 x 1) (2)

- 3.3.2 *[Interpretation of evidence from Source 3C - L2]*
- (a) 1990
- Growing/flourishing economy which affected the community positively
 - Jobs were available
 - Any other relevant response (any 1 x 2) (2)
- (b) 2000
- The economy was in decline and contributed to severe socio-economic problems
 - It led to job losses
 - Any other relevant response (any 1 x 2) (2)
- 3.3.3 *[Interpretation of evidence from Source 3C - L2]*
- More than half of the residents in Hammarsdale became unemployed
 - Hammarsdale experienced an economic recession
 - 7000 residents went to bed without food
 - Many school leavers were not able to find employment in the town
 - The community faced several socio-economic challenges
 - Any other relevant response (any 2 x 2) (4)
- 3.4
- 3.4.1 *[Extraction of evidence from Source 3D - L1]*
- 'Price'
 - 'Quality'
 - 'Availability' (any 2 x 1) (2)
- 3.4.2 *[Extraction of evidence from Source 3D - L1]*
- 'Loans'
 - 'Incentives'
 - 'Improve competitiveness'
 - 'Pay for capital upgrading' (any 2 x 1) (2)
- 3.4.3 *[Interpretation of evidence from Source 3D - L2]*
- It helped companies to improve their competitiveness
 - It assisted companies in KwaZulu-Natal to pay for their capital upgrades
 - It was responsible for 63 000 jobs being saved in KwaZulu-Natal
 - The clothing and textile sectors were able to create more than 8 000 additional jobs which led to the expansion of the clothing industry
 - Any other relevant response (any 2 x 2) (4)
- 3.4.4 *[Ascertaining the usefulness of information from Source 3D – L3]*
- The source is USEFUL because:**
- It shows the role that the South African government played in revitalising the clothing and textile sector
 - It shows that the government's intervention in the clothing and textile sector led to the end of worker retrenchments
 - Government showed commitment in this sector by investing billions of rands in the clothing and textile sector
 - Government's intervention in this sector helped stabilise the clothing and textile industry in KwaZulu-Natal
 - Any other relevant response (any 2 x 2) (4)

3.5 *[Comparison of information from Sources 3C and 3D – L3]*

- Source 3C mentions that the clothing and textile factories closed leading to thousands of workers being retrenched and unemployed and Source 3D states that there were many job losses
- Source 3C mentions that the inflow of cheap textiles led to job losses and Source 3D states that workers experienced job losses as a result of cheap imports from foreign countries
- Both Sources 3C and 3D make reference to job losses
- Any other relevant response

(2 x 2)

(4)

3.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources - L3]*

Candidates could include the following aspects in their response:

- South Africa became signatories of GATT and the WTO and this led to lowering of tariffs for developed countries so that they could trade their goods in developing countries without any hindrance (Source 3A)
- South Africa started to liberalise tariffs on the import of clothing and textile products (Source 3A)
- The lowering of tariffs fell below the required WTO guidelines which made it cheaper for international companies to import clothing and textile products into South Africa (Source 3A)
- Cheap clothing from China, India and Pakistan started to flood the local market (Source 3A)
- The demand for South African clothing and textile products started to decline (Source 3A)
- Clothing and textile factories started to close their doors (Source 3B)
- The economy in Hammarsdale declined as a result of trade liberalisation (Source 3C)
- Clothing and textile factories started to close their doors and retrench workers which impacted negatively on the community/led to poverty and hunger (Source 3C)
- Young people could not get jobs in Hammarsdale (Source 3C)
- The government had to invest a huge amount of money to help the clothing, textile, footwear and leather sector to recover (Source 3D)
- 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 the impact that trade liberalisation had on South Africa's clothing and textile industry. • Uses evidence partially or cannot write a paragraph. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to the topic e.g. shows some understanding of the impact that trade liberalisation had on South Africa's clothing and textile industry. • Uses evidence in a basic manner to write a paragraph. 	MARKS 3 – 5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of the impact that trade liberalisation had on South Africa's clothing and textile industry. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6 – 8

(8)
[50]

SECTION B: ESSAY QUESTIONS**QUESTION 4**

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

SYNOPSIS

Candidates need to indicate whether they agree or disagree with the statement. If they agree they need to discuss how the British and Irish Anti-Apartheid Movements were largely responsible for the downfall of the apartheid regime in the 1980s. If they disagree they need to substantiate their line of argument with relevant evidence.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

- Introduction: Candidates need to take a stance and state how the various forms of resistance by the British and Irish Anti-Apartheid Movements contributed to the downfall of the apartheid regime in the 1980s.

ELABORATION

- Reasons for the intense pressure from the Anti-Apartheid Movement (AAM) on PW Botha's government in the 1980s (Brief background only)
- Role of the IAAM
- During the 1980s the International Defence and Aid Fund (IDAF) funded state of emergency detentions/smuggled R200 million into South Africa/created a network of donors who funded the release of political prisoners/From January 1985 IDAF funded 16 551 legal matters (e.g. detentions, common law prosecutions of street activists)
- **Sport Boycotts:** Role and impact of the Glen Eagles Agreement; In 1981 New Zealand protested against the 'racist' Springbok tour/ South African Council on Sport (SACOS) established political links with the UDF and COSATU/slogan 'No normal sport in an abnormal society'/By the late 1980s SA was banned from participating in international sport
- **Cultural Boycotts:** International artists - non-segregated audiences only/Artists against apartheid formed in Britain by Dali Tambo and Jerry Dammers/The British Actors Union 'Equity' forbade the use of television programmes in SA involving its members/1985 USA 'Artists United against Apartheid'/refused to perform in South Africa and raised money for liberation movements/1986 Freedom Festival in London audience of 250 000 attended/musicians expressed their solidarity with people in SA/speakers from ANC, SWAPO and British Anti-Apartheid Movement addressed the crowd
- **Academic Boycotts:** Scholars were refused permission to travel to South Africa/Publishers refused to publish SA manuscripts/No collaboration of scholars/Publishers abroad refused to grant access to information/International conferences barred South Africa's participation/Institutions abroad denied SA academic access/overseas institutions refused to recognise SA degrees/schools abroad refused to act as external examiners for thesis presented at SA universities/Trinity College forbade its faculties to collaborate with South African universities

- **Consumer Boycotts:** SA experienced a recession in the 1980s/Anti-apartheid groups encouraged the public to boycott SA products/Irish workers refused to handle fruits from SA/Imports of raw materials such as coal, iron, steel from South Africa were banned
- **Disinvestments:** This was a consequence of the Soweto Uprising and the death of Bantu Steven Biko/Sweden was the first country to disinvest in SA/By 1984 foreign investments in South Africa dropped by 30%/By 1980 Britain already disinvested from the Simon's Town Naval Dockyard/General Motors and Barclays Bank pulled out of SA/In the 1980s SAs economy struggled as investors left the country/The rand was devalued / the effects of AAM actions began to show results/ Between 1985 and 1990 over 200 US companies pulled out of SA/University of California withdrew investments of three billion dollars from SA
- **Sanctions:** In the 1980s the Sullivan Principle (which implied that workers of all US companies should be treated equally) formed the basis for the disinvestment campaign in South Africa in the 1980s/Student protests in the 1980s sparked withdrawal of the USA trading companies/1982 United Nations (UN) condemned apartheid and called for total sanctions against SA
 - In 1985 Chase Manhattan Bank cut ties with SA/Johannesburg Stock Exchange (JSE) closed for 4 days/The value of the rand dropped by 35% from 54 to 34 cents to the dollar/In 1985 the European Economic Community banned new investments in SA
 - In 1986 the US Congress passed a law that banned all new investments and loans in SA/Big corporations such as General Electric, Pepsi Cola, General Motors, Mobil and IBM stopped doing business in SA/USA threatened to stop the sale of weapons to SA/In 1986 the Anti-Apartheid Law of the US led to some European countries and Japan to introduce sanctions against SA/International banks lost confidence in SA's economy
 - In 1987 Israel voted not to extend its existing defence contracts with SA/In 1988 one fifth of British and 184 American companies withdrew from SA because of pressure from its shareholders/Barclays Bank sold their shares due to pressure of the British public/The SA economy declined substantially and grew at a mere 1.1% per annum
- **The Role of International Trade Unions:** The AAM imposed a trade ban on SA/ Irish Congress of Trade Unions opposed the apartheid regime in SA
- Political and financial crisis in SA continued/Western nations applied enormous pressure on SA to end apartheid/The apartheid regime had no choice but to start negotiations with anti-apartheid organisations in earnest
- **Release Mandela Campaign** Wembley Stadium/United Nations/UN Security Council and UN General Assembly called for the release of Nelson Mandela
- **The role of Front Line States** – provided bases for training of freedom fighters; condemned South Africa's apartheid policies at the UN
- Any other relevant response
- Conclusion: Candidates should sum up their argument with a relevant conclusion

[50]

QUESTION 5

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

SYNOPSIS

Candidates need to critically discuss how the leaders of various political organisations in South Africa were able to overcome the obstacles and challenges that confronted them during 1990 to 1994. They need to highlight the significant obstacles that confronted leaders of various political organisations and demonstrate how they effectively overcame them through a process of negotiations and compromise.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

- Introduction: Candidates need to discuss how the leaders of various political organisations in South Africa were able to overcome the obstacles and challenges that confronted them.

ELABORATION

- De Klerk inherits power from PW Botha in 1989
- Role of Nelson Mandela after he was released from prison in February 1990
- Unbanning of the political and civic organisations, such as the ANC and SACP (Role of Mandela and other role players)
- Groote Schuur Minute, 2 May 1990 (The role of leaders of various political organisations in overcoming obstacles)
- Violence in the Vaal Triangle (The role of leaders of various political organisations in attempting to resolve the crisis)
- Pretoria Minute (The role of leaders of various political organisations in overcoming obstacles)
- Meeting of political parties - CODESA 1 (20 December 1991) (Obstacles and the role of leaders of various political organisations)
- The Declaration of Intent
- On-going violence on commuter trains on the Rand (The role of leaders of various political organisations to resolve this crisis)
- CODESA 2 (2 May 1992) (Obstacles and the role of leaders of various political organisations)
- Boipatong massacre and its consequences (17 June 1992) (Obstacles and the role of leaders of various political organisations)
- Nelson Mandela's role in leading the call for rolling mass action against the National Party (Obstacles and the role of leaders of various political organisations)
- Bhisho massacre (Gqozo) and its effects on the process of negotiations (7 September 1992) (The role of leaders of various political organisations to resolve the crisis)
- Record of understanding – Meyer and Ramaphosa (Obstacles and the role of leaders of various political organisations)
- Multiparty negotiating Forum – Right-wing attack of the World Trade Centre (Obstacles and the role of leaders of various political organisations)
- Assassination of Chris Hani (10 April 1993) (The role of Mandela in resolving the crisis)
- Shell House massacre and its consequences
- Date for the first democratic elections set (27-29 April 1994) (Role of various political organisations in preparing for democracy)
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

QUESTION 6

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

SYNOPSIS

Candidates need to explain to what extent Mikhail Gorbachev's policies of perestroika and glasnost were directly responsible for the political changes that occurred in South Africa in the 1990s. They need to explain how Gorbachev's policies paved the way for the National Party and the African National Congress to begin talks. They should refer to the relevant events that transformed the political landscape in South Africa between 1989 and 1990.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

- Introduction: Candidates should indicate to what extent Gorbachev's policies of perestroika and glasnost were directly responsible for the political changes that occurred in South Africa in the 1990s. They need to support their line of argument with relevant evidence.

ELABORATION

- Gorbachev wanted to modernise the Soviet economy (perestroika), allow 'openness' (glasnost)
- These reforms would have a profound effect on the Soviet Union, Eastern Europe and South Africa
- Many communist regimes in Eastern European countries were toppled in 1989 owing to Gorbachev's reforms
- The fall of the Berlin Wall in June 1990
- The Soviet Union disintegrated
- Communism was no longer seen as a 'global threat'
- The collapse of the Soviet Union also affected South Africa
- The apartheid regime could no longer use communism to justify its policy of apartheid
- The National Party's claim that it was protecting South Africa from a communist onslaught became unrealistic
- The National Party's claim that it was protecting the Cape sea route from a communist takeover was no longer plausible
- The USA and its allies could no longer continue to support the oppressive apartheid regime
- The collapse of the USSR also influenced the ANC to change its stance against the leaders of the apartheid regime
- The Soviet Union could no longer support the ANC economically and militarily
- In light of this the ANC had to review its economic and political policies
- The collapse of the Soviet Union put pressure on both the National Party and the ANC to begin negotiations
- External support for both the National Party and the ANC was fading and negotiations seemed the best option for both sides

- The defeat of the SADF at the Battle of Cuito Cuanavale led the National Party to begin negotiations with communists over the independence of Namibia
- Since the National Party was able to negotiate with communists in Namibia and this made it easier for them to talk to the ANC
- The western world supported a negotiated settlement in South Africa so that its challenges could be resolved peacefully and democratically
- It became evident that the National Party government could not maintain white supremacy indefinitely
- The continued repression of black South Africans would eventually lead to political instability and economic ruin
- By the late 1980s the South African economy was in a state of depression and the NP had no option but to start a process of negotiation with the ANC
- PW Botha suffered a stroke and was succeeded by FW de Klerk
- FW de Klerk started to accept that the black struggle against apartheid was not a conspiracy directed from Moscow
- This enabled De Klerk to engage with the liberation organisations to find a lasting solution for South Africa
- On 2 February 1990 De Klerk announced the unbanning of all anti-apartheid organisations which included the ANC, PAC and SACP and the release of political prisoners which could pave the way for talks and the birth of a democratic South Africa
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

TOTAL: 150