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GRADE 12

JUNE 2024

**HISTORY P2
MARKING GUIDELINE**

MARKS: 150

This marking guideline consists of 21 pages.



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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 the sources. | 40% (20) |
| LEVEL 3 | <ul style="list-style-type: none"> Interpret and evaluate evidence from sources. Engage with sources to determine its usefulness, reliability, bias and limitations. Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions. | 30% (15) |

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

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

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

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

- Introduction, main aspects and conclusion not properly contextualised ^
- Wrong statement _____
- Irrelevant statement |
|
|
- Repetition R
- Analysis A√
- Interpretation I√
- Line of argument LOA ↑

2.5 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

Some omissions in content coverage.
Attempts to sustain a line of argument.

MARKING MATRIX FOR ESSAY: TOTAL: 50

| | LEVEL 7 | LEVEL 6 | LEVEL 5 | LEVEL 4 | LEVEL 3 | LEVEL 2 | LEVEL 1* |
|--|--|--|--|---|---|---|--|
| PRESENTATION → | 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. |
| CONTENT ↓ | | | | | | | |
| 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
- 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 CIVIL SOCIETY IN SOUTH AFRICA RESIST THE IMPLEMENTATION OF THE BANTU LOCAL AUTHORITIES ACT DURING THE 1980s?**

- 1.1 1.1.1 *[Definition of historical concept from Source 1A – L1]*
- A three chamber Parliament that included whites, Coloureds and Indians
 - A house of Parliament with chambers of different racial groups Whites, Coloureds and Indians
 - Any other relevant response (Any 1 x 2) (2)
- 1.1.2 *[Interpretation of evidence from Source 1A – L2]*
- Black local councillors that were elected to run the townships (1 x 2) (2)
- 1.1.3 *[Interpretation of evidence from Source 1A – L2]*
- Resistance against apartheid intensified
 - Civil society united against apartheid
 - The apartheid government was forced to dismantle apartheid
 - In the 1980s South Africa became ungovernable
 - The 1980s became the most violent period in the history of South Africa
 - Any other relevant response (Any 2 x 2) (4)
- 1.1.4 *[Extraction of evidence from Source 1A – L1]*
- Strikes
 - Mass protests
 - School boycotts
 - Rent boycotts
 - Consumer boycotts (Any 2 x 1) (2)
- 1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- To oppose the control of the apartheid state
 - To promote the interest of local communities (2 x 1) (2)

- 1.2.2 *[Interpretation of evidence from Source 1B – L2]*
- Both organisations wanted to end apartheid
 - Both organisations wanted political rights for all South Africans
 - Both organisations believed that South Africa belongs to all who lives in it
 - Both organisations wanted to improve the living conditions of all South Africans
 - Any other relevant response (Any 1 x 2) (2)
- 1.2.3 *[Extraction of evidence from Source 1B – L1]*
- Rent
 - Municipal services
 - Public transport
 - Poor recreational facilities
 - Poor child-care facilities (Any 2 x 1) (2)
- 1.2.4 *[Definition of historical concept from Source 1B – L2]*
- Ordinary citizens believed that the right to rule a country should be in the hands of the people
 - The people of South Africa had the right to elect their own leaders
 - Decisions / laws should not only be made by a selected few, it should include ordinary citizens
 - Any other relevant response (Any 1 x 2) (2)
- 1.2.5 *[Interpretation of evidence from Source 1B – L2]*
- Motivating South Africans to unite against apartheid
 - Rejected community councils as they were upholding apartheid
 - Promote the use of violence to destroy apartheid
 - South Africans to become more militant in order to dismantle apartheid
 - Any other relevant response (Any 2 x 2) (4)
- 1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- Rent boycotts spread to 54 townships
 - Involved about 300 000 households (2 x 1) (2)
- 1.3.2 *[Interpretation of evidence from Source 1C – L2]*
- High rate of unemployment
 - Overcrowding in townships / Shortage of houses
 - Received poor wages
 - Inflation increased the costs of basic food
 - Any other relevant response (Any 1 x 2) (2)
- 1.3.3 *[Extraction of evidence from Source 1C – L1]*
- United Democratic Front (UDF) (1 x 2) (2)

- 1.3.4 *[Evaluate the usefulness of the evidence from Source 1B – L3]*
This source is USEFUL because:
- The black councillors were seen as ‘sell-outs’/ puppets of apartheid
 - The VCA was formed to boycott the local elections
 - They were upholding the structures of apartheid
 - Many black councillors did not improve the conditions in the townships, but increased the rent
 - Any other relevant response (Any 2 x 2) (4)
- 1.4 1.4.1 *[Interpretation of evidence from Source 1D – L2]*
- A call is being made on residents to protest against the reforms imposed by government
 - Ordinary people are speaking out against unfair treatment in South Africa
 - The people are rejecting the black local authorities
 - Civics are rejecting the Bantu Local Authorities Act
 - Different organisations supported the civic organisation/rent boycott
 - Any other relevant response (Any 2 x 2) (4)
- 1.4.2 *[Extraction of evidence from Source 1D – L1]*
- ‘reject community councils’
 - ‘don’t vote’
 - ‘demand decent housing’
 - ‘demand low rents’ (Any 2 x 1) (2)
- 1.5 *[Comparison of evidence from Sources 1C and 1D – L3]*
- Source 1C states that the Vaal Civic Association was formed to oppose the black local government elections and Source 1D shows that community councils are rejected and communities encouraged not to vote in the elections
 - Source 1C indicates that the VCA mobilised opposition by having meetings while Source 1D shows the poster distributed calling on the residents to attend an important meeting
 - Both sources highlight that civics rejected rent increases
 - Both sources indicate that they rejected the black local authorities
 - Both sources highlight that the communities / civics rejected PW Botha’s reforms
 - Any other relevant response (Any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- Reforms seen as cosmetic (own knowledge)
- Government introduced community councillors who were responsible for township administration (Source 1A and Source 1B)
- Africans would be allowed to vote for these authorities, but not for the national government (Source 1A)
- Black Local Authorities had limited powers as they were still controlled by the state (Source 1A)
- Councillors were corrupt and enriched themselves (own knowledge)
- Councillors were regarded as ‘sell-outs’ (Source 1A and Source 1B)
- Black Local Authorities were rejected by civic organisations (Source 1B and Source 1D)
- Marches, strikes and boycotts organised against the government, making the country ungovernable (own knowledge)
- Communities became more politically conscious (Source 1C)
- Rent increases led to rent boycotts and meetings (Source 1C and Source 1D)
- Economic and political grievances of the people led to protest against the apartheid regime (Source 1C)
- The (rent) boycotts was an attempt to make apartheid unworkable (Source 1C)
- Any other relevant response.

Use the following rubric to allocate a mark:

| | CRITERIA | MARKS |
|---------|---|-------|
| LEVEL 1 | <ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. show no or little understanding of why civil society in South Africa resisted the implementation of the Bantu Local Authorities Act during the 1980s. • Uses evidence partially or cannot write a paragraph on the topic. | 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 why civil society in South Africa resisted the implementation of the Bantu Local Authorities Act during the 1980s. • Uses evidence in a very basic manner to write a paragraph. | 3–5 |
| LEVEL 3 | <ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of why civil society in South Africa resisted the implementation of the Bantu Local Authorities Act during the 1980s. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. | 6–8 |

(8)
[50]

QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) ATTEMPT TO PROMOTE RECONCILIATION IN SOUTH AFRICA?

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- 'To investigate human rights violations since 1960'
 - 'To grant amnesty to those perpetrators who made full disclosure'
 - 'The commission also had to foster reconciliation and unity among South Africans' (Any 2 x 1) (2)
- 2.1.2 *[Definition of historical concept from Source 2A – L2]*
- To encourage perpetrators to come forward and reveal the truth about their atrocities
 - The TRC sought the truth and used the truth to heal and build a new nation
 - Any other relevant response (Any 1 x 2) (2)
- 2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- The TRC focused on the perpetrators and victims of political crimes committed from 1960 to 1994
 - It was the first restorative justice process in South Africa
 - Provided platform for survivors to tell their stories
 - Provided a forum for perpetrators to meet victims and their families
 - To bring closure
 - Any other relevant response (Any 2 x 2) (4)
- 2.1.4 *[Extraction of evidence from Source 2A – L1]*
- 'The commission received 21 300 statements'
 - 'Recorded 38 000 gross violations of human rights' (Any 1 x 2) (2)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- Rejected it as he saw it as an instrument that seeks to:**
- 'Dishonour Afrikaner history'
 - 'Dishonour the contribution his ancestors made to South Africa' (2 x 1) (2)
- 2.2.2 *[Interpretation of evidence from Source 2B – L2]*
- (a)
- Shameless and stubborn
 - Shows no remorse
 - Did not show respect for the position of Tutu/TRC
 - Any other relevant response (Any 1 x 2) (2)
- (b)
- Reconciliatory
 - Shows respect and empathy for former enemies
 - Any other relevant response (Any 1 x 2) (2)

- 2.2.3 *[Interpretation of evidence from Source 2B – L2]*
- PW Botha was the leader of the government that had committed atrocities
 - Opportunity to heal the nation and show remorse for apartheid deeds
 - Take responsibility for acts of human rights violations
 - Any other relevant response (Any 2 x 2) (4)
- 2.2.4 *[Determine limitations of evidence from Source 2B – L3]*
This source is LIMITED because:
- Biased/One-sided view of human rights abuses by the National Party government
 - Does not reveal the atrocities committed by the liberation movements
 - Puts the National Party government in a negative light
 - It does not indicate that some members of the liberation movement also refused to appear before the TRC / did not publicly acknowledge their wrongdoings
 - Any other relevant response (Any 2 x 2) (4)
- 2.3 2.3.1 *[Interpretation of evidence Source 2C – L2]*
- TRC wanted to hear the truth from perpetrators
 - Perpetrators had to take responsibility for their actions publicly
 - The TRC attempted to heal South Africa's divided past
 - It reveals the TRC's attempt to reconcile the nation
 - It shows perpetrators like Botha were resisting to come to the TRC
 - The TRC tried to bring PW Botha to the TRC hearings
 - Any other relevant response (Any 2 x 2) (4)
- 2.3.2 *[Extraction of evidence from Source 2C – L1]*
- 'Desmond Tutu' (1 x 2) (2)
- 2.4 *[Comparison of evidence from Sources 2B and 2C – L3]*
- Source 2B indicates that Tutu tried to persuade PW Botha to appear before the TRC and Source 2C shows how Tutu is struggling to get PW to appear before the TRC
 - Source 2B indicates that Tutu was bending his back to convince PW to appear before the TRC and Source 2C literary shows Tutu bending his back trying to get PW before the TRC
 - Both sources reveal that not all South Africans were in favour of reconciliation
 - Any other relevant response (Any 2 x 2) (4)

- 2.5 2.5.1 *[Definition of historical concept from Source 2D – L1]*
- Restore friendly relations amongst former enemies
 - To unite people or bring people together after the division caused by apartheid
 - Any other relevant response (Any 1 x 2) (2)
- 2.5.2 *[Extraction of evidence from Source 2D – L1]*
- ‘It has been established in response to a deep wish for reconciliation in the hearts of many South Africans’
 - ‘People who did not perhaps commit gross violations of human rights, but nevertheless wish to indicate their regret for failures in the past to do all they could have done to prevent such violations’
 - ‘People who want to demonstrate in some symbolic way their commitment to a new kind of future in which human rights abuses will not take place’ (Any 2 x 1) (2)
- 2.5.3 *[Interpretation of evidence from Source 2D – L2]*
- They wanted to show their remorse for gross human rights violations that were committed during apartheid
 - Wanted to make a public commitment to the rebuilding of a new South Africa
 - To ask for forgiveness for their silence when atrocities were committed by the apartheid government
 - Any other relevant response (Any 1 x 2) (2)
- 2.5.4 *[Extraction of evidence from Source 2D – L1]*
- ‘But now there is a new opportunity to commit to this country’
 - ‘To build respect for human rights’
 - ‘To help develop the country’
 - ‘To make the ideals enshrined in the constitution real’ (Any 2 x 1) (2)

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

Candidates could include some of the following:

- The TRC was formed to investigate gross human rights violations (Source 2A)
- The TRC offered full amnesty to those who came forward and confessed their crimes (Source 2A)
- TRC provided a platform for victims and perpetrators to meet each other (own knowledge)
- TRC created the opportunity for victims to talk about their suffering (Own knowledge)
- South Africa's TRC was in favour of restorative justice (Source 2A)
- TRC summoned leaders of the apartheid regime to the TRC hearings (Source 2B)
- Victims had the opportunity to confront those who hurt their loved ones (own knowledge)
- Tutu was instrumental in trying to convince PW Botha to appear before the TRC (Source 2B and Source 2C)
- Some security police that were involved in human rights abuses revealed the truth about atrocities (Source 2C)
- Reparation given to victims of gross human violations (own knowledge)
- Many victims found closure at the TRC (own knowledge)
- The day reconciliation was supported by many people (Source 2D)
- By signing the register many South Africans publicly showed their commitment to reconciliation (Source 2D)
- Any other relevant response.

Use the following rubric to allocate marks:

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

(8)
[50]

SECTION B: ESSAY QUESTIONS**QUESTION 3: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA: THE CRISIS OF APARTHEID IN THE 1980s**

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

SYNOPSIS

Candidates should highlight to what extent the Black Consciousness Movement (BCM) changed the mindset of black South Africans to challenge the apartheid regime in the 1970s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates need to take a stance and demonstrate to what extent the BCM changed the mindset self of black South Africans to challenge the apartheid regime in the 1970s.

ELABORATION

- Reason for the formation of the Black Consciousness Movement (Background)
- **Biko's philosophy of Black Consciousness (BC)**
- Conscientise black people of the evils of apartheid
- Instil a sense of self-worth and confidence in black South Africans
- Restore black pride
- Changed the way black South Africans saw themselves
- Empowered them to confront apartheid
- Biko urged black South Africans to assert themselves and to do things for themselves
- Eliminate the feeling of inferiority
- **Role of Steve Biko**
- Formation of SASO
- SASO spread BC ideas across the campuses of the ethnically separated universities
- SASO promoted black unity and solidarity
- Made students more politically aware
- Encouraging students to liberate themselves from apartheid
- Biko promoted self-liberation
- He believed that association with whites made the liberation struggle ineffective and that blacks must liberate themselves
- Established self-help groups for black communities with other BC leaders
- BC ideas were published in SASO newsletters

- **Black Consciousness becomes a national movement**
- 1972 the Black People's Convention was formed
- Aimed to liberate black people from both psychological and physical oppression
- Self-help projects were set up e.g., Zanempilo Clinic, Ginsburg, and Zimele Trust Fund
- Led to the formation of the Black Allied Workers Union in 1973
- **1976 Soweto Uprising**
- Learners at schools in Soweto were unhappy because; most government funding went to white schools, severe overcrowding in classes, curriculum was limited and education prepared learners for manual and unskilled labour.
- Introduction of Afrikaans as a medium of instruction in 1975 in black schools triggered mass protests.
- BC influenced scholars that led to the formation of SASM
- SASM decided to hold a mass demonstration against Afrikaans as a medium of instruction.
- On 16th June 1976 thousands of Soweto learners embarked on a peaceful protest.
- Later the march turned violent and hundreds were injured and killed. (Hasting Ndlovu and Hector Pietersen).
- Angered by the police actions, learners went on a rampage through the streets of Soweto and burnt symbols of apartheid like buildings and white businesses.
- Students went into exile

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

- **Government's reaction to Biko's philosophy**
- Banning and house arrest of Biko and other leaders
- BC leaders were banned from speaking in public
- BPC activists were detained without trial
- SASO was banned on university campuses
- Biko was arrested and interrogated
- Biko was brutally murdered by the security police in 1977
- Legacy
- Any other relevant response
-
- **Conclusion:** Candidates should tie up their argument with a relevant conclusion. **[50]**

QUESTION 4: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST: NEGOTIATED SETTLEMENT AND THE GNU

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

SYNOPSIS

Candidates should agree or disagree on whether South Africa's road to democracy was riddled (plagued) with widespread challenges and insurmountable (unbeatable) obstacles.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- **Introduction:** Candidates need to take a stance and indicate whether South Africa's road to democracy was riddled (plagued) with widespread challenges and insurmountable (unbeatable) obstacles.

ELABORATION

- De Klerk comes to power in 1989 – brief background
- De Klerk's speech in parliament on 2 February 1990
- Led to the unbanning of political and civic organisations, such as the ANC and SACP
- The removal of restrictions on COSATU, AZAPO; etc.
- Groote Schuur Minute, 2 May 1990 (ANC and NP met: ANC delegation led by Nelson Mandela, the NP delegation led by FW de Klerk)
- Apartheid legislation revoked such as Separate Reservation of Amenities Act
- Pretoria Minute, 6 August 1990 (ANC agreed to suspend the armed struggle)
- CODESA 1 (19 political parties, excluding AZAPO, CP and PAC – 300 delegates met)
- Violence erupts in some parts of the country, such as the Witwatersrand and Natal (challenge)
- Whites-only referendum and its impact (March 1992) (challenge)
- CODESA 2 (2 May 1992) collapsed. Parties failed to agree on a new constitution making body and interim government (challenge)
- NP wanted minority veto while ANC wanted an interim government for no longer than 18 months and simple majority rule (challenge)
- Boipatong Massacre and its consequences (17 June 1992) (challenge)
- Bhishe Massacre derailed the process of negotiations (7 September 1992) (challenge)
- Record of Understanding signed on 26 September 1992 between Roelf Meyer (NP) and Cyril Ramaphosa (ANC) (commitment)
- Assassination of Chris Hani (10 April 1993) and its impact on South Africa (challenge and commitment)

- Multiparty Negotiating Forum (commitment)
 - Right-wing (AWB) attack on World Trade Centre and its consequences (challenge)
 - Sunset Clause introduced by Joe Slovo broke the negotiations deadlock (commitment)
 - St James Massacre in July 1993 – APLA opened fire – 11 killed and 58 wounded (challenge)
 - Heidelberg tavern shooting 31 January 1993 (challenge)
 - Shell House bombing (challenge)
 - Election date announced, 27 April 1994 (commitment)
 - Motor bombs – ANC Head Office and Jan Smuts Airport (challenge)
 - 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 5: THE END OF THE COLD WAR AND A NEW WORLD ORDER: THE EVENTS OF 1989

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

SYNOPSIS

Candidates need to explain whether the collapse of the communism in 1989 was largely responsible for the political changes that occurred in South Africa.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- **Introduction:** Candidates need to take a stance and indicate whether the collapse of the Communism in 1989 was largely responsible for the political changes that occurred in South Africa.

ELABORATION

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

- This enabled De Klerk to engage in discussions with the liberation organisations
- On 2 February 1990, De Klerk announced, 'a new and just constitutional dispensation'
- De Klerk unbanned all anti-apartheid organisations including the ANC, PAC and South African Communist Party
- This signalled the end of apartheid and the beginning of the process of negotiations
- Any other relevant response.
- **Conclusion:** Candidates should tie up their argument with a relevant conclusion.

[50]**TOTAL: 150**