



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

**HISTORY P1
NOVEMBER 2011
ADDENDUM**

This addendum consists of 11 pages.

QUESTION 1: HOW DID THE CUBAN MISSILE CRISIS CONTRIBUTE TO COLD WAR TENSIONS BETWEEN THE USSR AND THE USA IN THE 1960s?**SOURCE 1A**

The following source is the viewpoint of N Khrushchev, President of the USSR, of the Cuban Missile Crisis.

Taken from *Khrushchev Remembers* by S Talbot.

We welcomed Castro's victory, of course, but at the time we were quite certain that the invasion was only the beginning and that the Americans would not let Cuba alone ... one thought kept hammering away at my brain. What would happen if we lost Cuba? I knew it would be a terrible blow to Marxist-Leninism. It would gravely diminish (reduce) our stature throughout the world, but especially in Latin America. If Cuba was to fall, other Latin American countries would reject us, claiming for all our might, the Soviet Union hadn't been able to do anything for Cuba but make empty protest to the United Nations. We had to think up some way of confronting America with more than words ...

The logical answer was missiles. I had the idea of installing nuclear missiles in Cuba without letting the United States find out they were there until it was too late to do anything about them. We had no desire to start a war. We sent the Americans a note saying that we agreed to remove our missiles on the condition that the president gave us his assurance that there would be no invasion of Cuba by the forces of the United States ... he gave in ... It was a great victory for us ... a success without having to fire a single shot.

SOURCE 1B

This source is part of a speech that JF Kennedy, President of the USA, delivered on 16 October 1962. In this address he talks about the Soviet Union's deployment of missiles in Cuba and how the government intended to deal with the crisis.

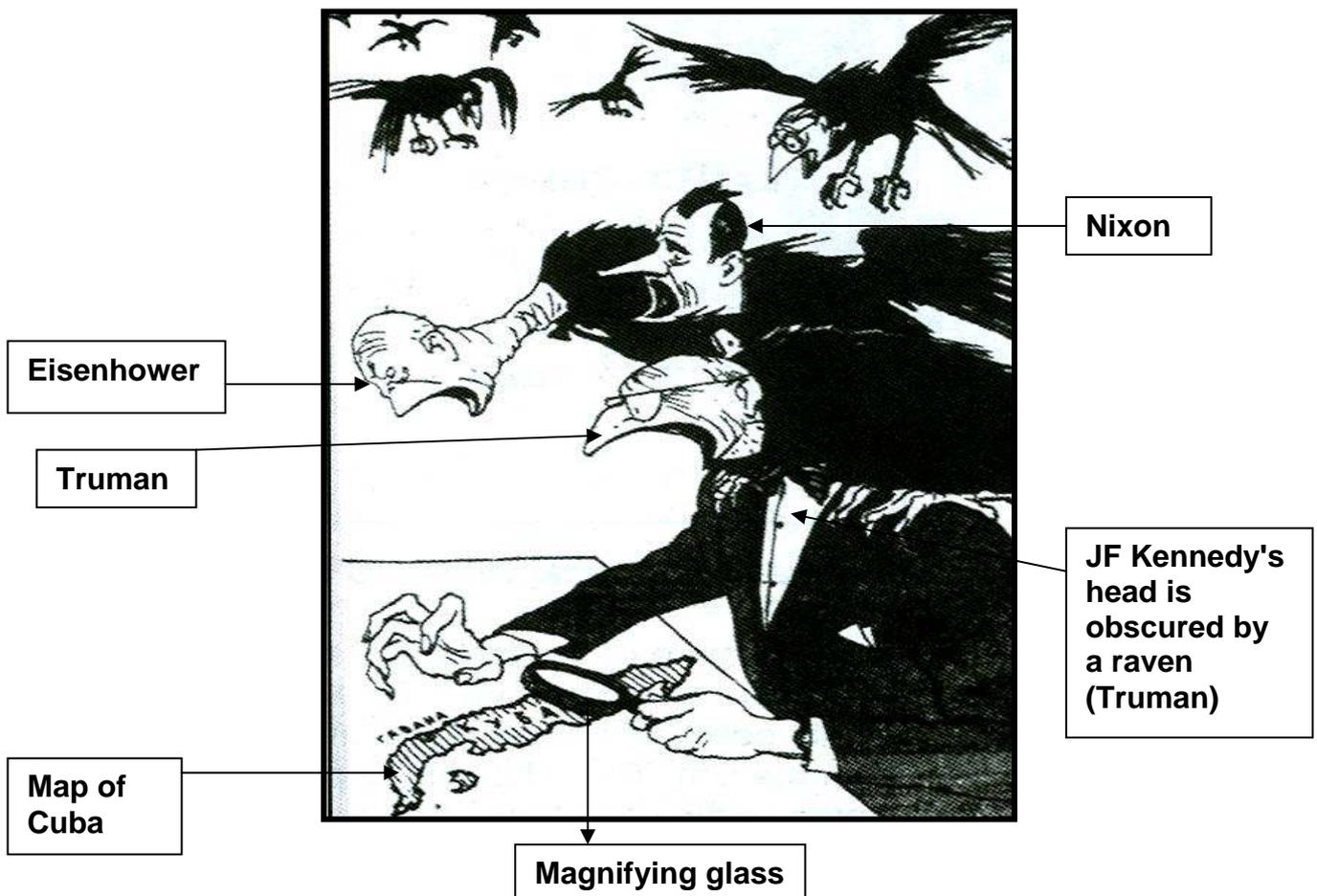
Taken from http://www.famousquotes.me.uk/speeches/John_F_Kennedy/2.htm.

... This Government, as promised, has maintained the closest surveillance (close watch) of the Soviet military build-up on the island of Cuba. Within the past week, unmistakable evidence has established the fact that a series of offensive missile sites is now in preparation on that imprisoned island. The purpose of these bases can be none other than to provide a nuclear strike capability against the Western Hemisphere ... These long-range weapons of sudden mass destruction constitute an explicit threat to our peace and security ... I call upon the Soviet government to halt this offensive build-up. I have instructed a strict quarantine (blockade/keep under control) on all offensive military equipment under shipment to Cuba. All ships bound for Cuba ..., if found to contain cargoes of offensive weapons, be turned back. We are not at this time, however, denying the necessities of life as the Soviets attempted to do in the Berlin Blockade of 1948. I call upon Chairman Khrushchev to abandon this course of world domination, and to join in an historic effort to end the perilous (dangerous) arms race and to transform the history of man.

SOURCE 1C

Below is a Soviet cartoon which shows HS Truman, D Eisenhower and R Nixon as ravens (birds of prey) of war urging JF Kennedy to continue his battle against Cuba. The magnifying glass is used over a map of Cuba. Date unknown.

Taken from *Essential Modern World History* by S Waugh.

**SOURCE 1D**

This extract focuses on the impact the Cuban Missile Crisis had on Khrushchev's political career.

Taken from *The Cuban Missile Crisis* by J Griffiths.

The missile sites were dismantled and with them went Khrushchev's prestige in the Soviet Union. In October 1964, Nikita Khrushchev the 'missile man' as he was popularly known was deposed (removed). He spent the rest of his life in modest surroundings in semi-disgrace. Yet Khrushchev showed equal statesmanship, restraint and firmness to Kennedy throughout the crises. He did not mobilise Soviet troops, as Kennedy had done with his own, and his message to Kennedy showed his coolness as well as courage.

QUESTION 2: HOW DID JULIUS NYERERE'S POLICY OF UJAMAA TRANSFORM TANZANIA INTO A SOCIALIST STATE DURING THE 1960s AND 1970s?**SOURCE 2A**

This source highlights socialism and self-reliance in Tanzania under Julius Nyerere's leadership. Taken from *History of Africa* by K Shillington.

Nyerere's vision of a future Tanzania was of a prosperous, self-reliant and classless society. He called it 'African socialism' ... Tanzanian socialism was to be based on local resources rather than imported, high-technology industrialisation. The country's main banks and foreign-owned capitalist companies were to be 'nationalised', that is, taken over by the state on behalf of the people. A 'Leadership Code' banned political leaders from accumulating (building up) private wealth. The main emphasis of government was on rural development, leading to self-reliance.

Nyerere proposed the gathering together of Tanzania's mass of small remote rural settlements into larger, more effective villages. This would make it easier for government to provide better roads and rural markets combined with agricultural advice and improved technology. Better water, health and education facilities could also be provided more efficiently to larger, centralised villages. The policy was known as 'ujamaa'. A vital aspect of 'ujamaa' was the promotion of the 'African socialist' principles of communal labour for the benefit of the community. Applied to the new large villages it would, Nyerere believed, increase agricultural productivity, enabling communally cultivated fields to produce a surplus for sale to the towns or for export.

SOURCE 2B

The sources below consist of viewpoints on how Nyerere implemented his policies. Both these viewpoints are taken from *The State of Africa* by M Meredith.

VIEWPOINT 1: Sylvain Urfer, a French writer, explains how Ujamaa was implemented.

Between August and November 1974, it was as if a tidal wave had washed over the country, with millions of people being moved in a dictatorial manner, sometimes overnight, onto waste land that they were expected to turn into villages and fields. In many places the army was called in to bring anyone who was reluctant (not willing) to heel and move them *manu militari* (using military arms/weapons). During the month of October the country seemed to be emerging from some national disaster, with huts made from branches and foliage (undergrowth) stretching in untidy rows beside the roads.

VIEWPOINT 2: Martin Meredith gives his opinion on the outcome of the villagisation (communal living/farming) programme.

The disruption caused by the 'villagisation' programme nearly led to catastrophe (disaster). Food production fell drastically, raising the spectre (presence) of widespread famine ... The shortfall was made up with imports of food, but the country's foreign exchange reserves were soon exhausted. In 1975 the government had to be rescued by grants, loans and special facilities arranged with the assistance of the International Monetary Fund (IMF) and the World Bank and by more than 200 000 tons of food aid. Far from helping Tanzania to become more self-reliant and to reduce its dependence on the international market economy, Nyerere's *ujamaa* programme made it dependent for survival on foreign handouts.

SOURCE 2C

This poster below explains the policy of ujamaa. It was done by Tanzanian artist, D Mwambele.

Taken from the internet on the website <http://www.ntz.info/gen/n01559.html>.

The words on the poster were retyped because of the lack of clarity.

WHAT IS UJAMAA?

UJAMAA MEANS FAMILY TREE OR TREE OF LIFE, AND SHOW HOW,

JOINTLY DIFFERENT MEMBERS OF MAKONDE TRIBE SURVIVE AND SHOWS DIFFERENT,

ASPECTS OF WAYS OF LIFE AMONGST THE TRIBE,

MAKONDE TRIBE THE WORLD FAMOUS CARVES UJAMAA FROM ONE PIECE OF EBONY WOOD,

ART, THIS FORM OF ART IS PASSED FROM ONE GENERATION TO OTHER AND,

APPRECIATED BOTH LOCALLY AND INTERNATIONALLY.

QUESTION 3: WHAT ROLE DID THE CIVIL RIGHTS MOVEMENT PLAY IN BRINGING ABOUT CHANGE IN THE UNITED STATES OF AMERICA (USA) DURING THE 1960s?**SOURCE 3A**

The source below explains the new Civil Rights Bill.

Taken from *Twentieth Century History Makers – Martin Luther King Jr.* by A Ganeri et al.

Throughout the summer of 1963, civil rights protests continued to grow, with marches, sit-ins and picket lines across the country. The protestors' demands were simple: freedom and equality for black Americans everywhere. In the White House, President Kennedy decided that, at last, the time had come to ask Congress to pass a civil rights bill which would put an end to segregation. On the night of 11 June, the President appeared on national television to talk about justice and civil rights. He would ask Congress to commit itself, he said, to the proposal that 'race has no place in American life or law'. Dr King was delighted. Although the proposal was not as wide-ranging as he had hoped, it was a step in the right direction. Not everyone shared his views, however. The following night, Medgar Evers, a leader of the National Association for the Advancement of Coloured People (NAACP), was shot dead by a white man in front of his house in Jackson, Mississippi. This dreadful act revealed, King said, that, 'we still have a long, long way to go in this nation before we achieve the ideals of decency and brotherhood.'

SOURCE 3B

The source below focuses on the march to the Lincoln Memorial for jobs and freedom held on 28 August 1963.

Taken from *Civil Rights March on Washington* by S Ross.

Nobody was sure how many people would turn up for the demonstration in Washington, D.C. Some travelling from the South were harassed and threatened. But on 28 August, 1963, an estimated quarter of a million people, about a quarter of whom were white, marched from the Washington Monument to the Lincoln Memorial, in what turned out to be both a protest and a communal (joint) celebration. The heavy police presence turned out to be unnecessary, as the march was noted for its civility (politeness) and peacefulness. The march was extensively (widely) covered by the media, with live international television coverage.

SOURCE 3C

The photograph below shows Martin Luther King Jr. leading the march to the Lincoln Memorial on 28 August 1963.

Taken from *Makers of the 20th Century*, by A Fairclough.



Martin Luther King Jr.

SOURCE 3D

This is an extract from a speech by Malcolm X. This was delivered in Detroit in 1964, called 'The Ballot or The Bullet'.

Taken from *The Civil Rights Movement and the Legacy of Martin Luther King Jr.* by G Puckrein.

... This country is a hypocrite (pretender). They claim they set you free by calling you a second-class citizen. No you are nothing but a 20th century slave. So, where do we go from here? First, we need some friends. We need some new allies. The entire civil-rights struggle needs a new interpretation, a broader interpretation.

When you expand the civil-rights struggle to the level of human rights, you can then take the case of the black man in this country before the nations in the UN. You can take Uncle Sam before the world court. Civil rights keep you under his (America's) restrictions, under his jurisdiction (control). Civil rights means you're asking Uncle Sam to treat you right. Human rights are your God given right. Expand the civil rights struggle to the level of human rights, take it into the United Nations, where our African brothers can throw their weight on our side, where our Asian brothers can throw their weight on our side, where our Latin-American brothers can throw their weight on our side ...

QUESTION 4: WHAT IMPACT DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS HAVE ON SOUTH AFRICA IN THE 1970s?**SOURCE 4A**

The following is part of the evidence that Steve Biko gave at the Black People's Convention (BPC) and South African Students Organization (SASO) trial in May 1976. Taken from *I Write What I Like – A Selection of his Writings* by S Biko.

I think basically Black Consciousness refers itself to the black man and his situation, and I think the black man is subjected to two forces in this country. He is first of all oppressed by an external world through institutionalized machinery (state organs), through laws that restrict him from doing certain things, through heavy work conditions, through poor pay, through very difficult living conditions, through poor education, these all external to him, and secondly, and this we regard as the most important, the black man in himself has developed a certain state of alienation (isolation), he rejects himself, precisely because he attaches the meaning white to all that is good, in other words he associates good and he equates good with white. This arises out of his living and it arises out of his development from childhood. When you go to school for instance, your school is not the same as the white school, and ipso facto (as a result) the conclusion you reach is that the education you get there cannot be the same as what the white kids get at their schools.

SOURCE 4B

This source is a transcript of an interview with Gertrude Fester. Gertrude Fester was a member of the United Women's Congress. She was detained in 1988 and accused of terrorism. Her trial began in April 1989.

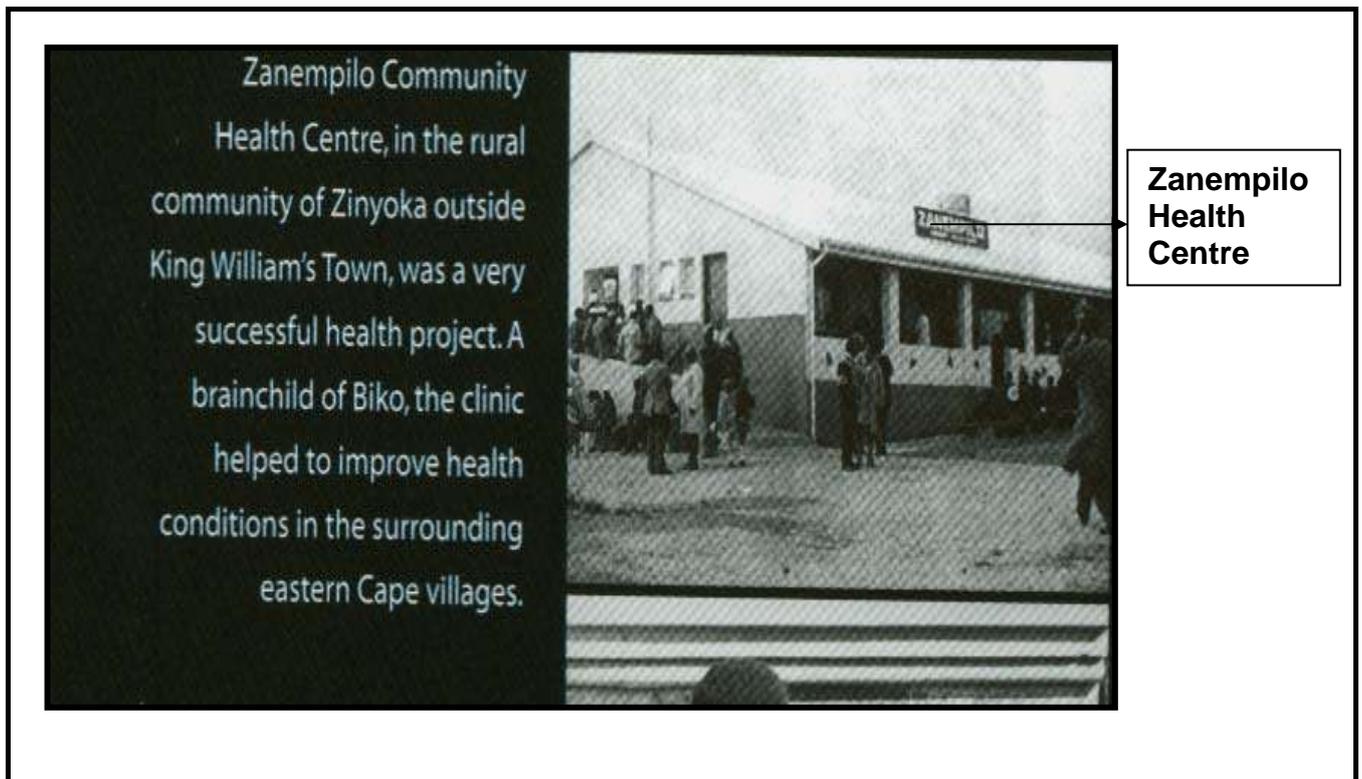
Taken from *Lives of Courage* by D Russell.

Feeling inferior because you are black is something that takes a very long time to get rid of. Perhaps being out of South Africa and mixing with other people in another country helped me to value myself for what I am. And participating in the Black Consciousness Movement helped a lot too. That was the beginning of my political involvement. Through it I came to understand that there's nothing wrong with me because I'm black. It's important to be proud of what you are. I remember the saying that we had that 'Black Consciousness is not a colour, it's a state of mind'. We sought mental emancipation (freedom).

SOURCE 4C

The poster below shows the Zanempilo Community Health Centre that was based in King William's Town. The project was introduced by S Biko in order to make the ideas of Black Consciousness more practical and achievable.

Taken from *Biko – The Quest for a Future True Humanity*.



ACKNOWLEDGEMENTS

Visual and other historical evidence were taken from the following sources:

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NATIONAL SENIOR CERTIFICATE

GRADE 12

**HISTORY P1
NOVEMBER 2011**

MARKS: 150

TIME: 3 hours

This question paper consists of 10 pages and an addendum of 11 pages.

INSTRUCTIONS AND INFORMATION

1. The question paper consists of FOUR questions based on the prescribed content framework as contained in the guideline document:

QUESTION 1: WHAT WAS THE IMPACT OF THE COLD WAR IN FORMING THE WORLD AS IT WAS IN THE 1960s?

- USSR/USA – Creating spheres of interest: Focus on Cuba

QUESTION 2: HOW WAS UHURU REALISED IN AFRICA IN THE 1960s AND 1970s?

- Case Study: Tanzania

QUESTION 3: WHAT FORMS OF CIVIL SOCIETY PROTEST EMERGED FROM THE 1960s UP TO 1990?

- Focus 1960s: Civil Rights Movement in the USA

QUESTION 4: WHAT FORMS OF CIVIL SOCIETY PROTEST EMERGED FROM THE 1960s UP TO 1990?

- Focus 1970s: Black Consciousness Movement in South Africa

2. Each question counts 75 marks, of which 45 marks are allocated for the source-based question and 30 marks for the extended writing question.
3. Candidates are required to answer any TWO questions.
4. When answering questions, candidates should apply their knowledge, skills and insight.
5. A mere rewriting of the sources as answers will disadvantage candidates.
6. Questions should be answered by referring to the ADDENDUM.
7. Write neatly and legibly.

QUESTION 1: HOW DID THE CUBAN MISSILE CRISIS CONTRIBUTE TO COLD WAR TENSIONS BETWEEN THE USSR AND THE USA IN THE 1960s?

Study Sources 1A, 1B, 1C and 1D to answer the following questions.

- 1.1 Refer to Source 1A.
- 1.1.1 According to the source which country was a threat to Cuba? (1 x 1) (1)
- 1.1.2 Why did Khrushchev choose to assist Cuba? Give TWO reasons. (2 x 1) (2)
- 1.1.3 Explain the concept *Marxist-Leninism* in your own words. (1 x 2) (2)
- 1.1.4 Comment to what extent the information in the source can be regarded as bias. (2 x 2) (4)
- 1.1.5 How did Khrushchev justify the deployment of missiles to Cuba? (2 x 2) (4)
- 1.2 Study Source 1B.
- 1.2.1 Why, do you think, the USA kept a close surveillance of the Soviet Union's actions in Cuba? (2 x 2) (4)
- 1.2.2 Explain why it became necessary for Kennedy to impose a quarantine on Soviet missiles to Cuba. (2 x 2) (4)
- 1.3 Consult Source 1C.
- 1.3.1 What message does the cartoonist wish to convey by portraying the American leaders as ravens? (1 x 2) (2)
- 1.3.2 Explain whether the cartoonist gives an accurate depiction of events as they occurred in Cuba. (2 x 2) (4)
- 1.4 Compare Sources 1B and 1C. Explain how these sources differ regarding the events leading to the Cuban Missile Crisis. (2 x 2) (4)
- 1.5 Read Source 1D.
- 1.5.1 How did the Cuban Missile Crisis affect Khrushchev's prestige? (1 x 2) (2)
- 1.5.2 Explain whether you agree with Griffiths' description of Khrushchev's leadership qualities. (2 x 2) (4)

1.6 Using ALL the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) to explain the role that Kennedy played in the Cuban Missile Crisis. (8)

1.7 EXTENDED WRITING (Your response should be about TWO pages in length.)

Answer ONE of the following questions: QUESTION 1.7.1 OR QUESTION 1.7.2.

1.7.1 Discuss how the Cuban Missile Crisis contributed to Cold War tensions between the USSR and the USA in the 1960s. (30)

OR

1.7.2 'Khrushchev's statesmanship prevented an outbreak of a nuclear war'.

Do you agree? Critically discuss this statement by using ALL the sources and your own knowledge.

(30)
[75]

QUESTION 2: HOW DID JULIUS NYERERE'S POLICY OF UJAMAA TRANSFORM TANZANIA INTO A SOCIALIST STATE DURING THE 1960s AND 1970s?

Use Sources 2A, 2B and 2C to answer the following questions.

- 2.1 Refer to Source 2A.
- 2.1.1 Using the source and your own knowledge, define the following concepts:
- (a) African socialism
- (b) Nationalisation (2 x 2) (4)
- 2.1.2 What was Nyerere's vision for Tanzania? (1 x 1) (1)
- 2.1.3 Explain why Nyerere found it necessary to draw up a Leadership Code. (2 x 2) (4)
- 2.1.4 According to Nyerere, explain how Tanzania would have benefited from ujamaa. (2 x 2) (4)
- 2.2 Study Source 2B.
- 2.2.1 What was the reason for the so-called 'national disaster' in Tanzania, according to Viewpoint 1? (1 x 2) (2)
- 2.2.2 How, do you think, ordinary Tanzanians would have reacted to the mass movement of the people? (Viewpoint 1) (2 x 2) (4)
- 2.2.3 Use Viewpoint 2 and state any TWO results of Nyerere's 'villagisation' programme. (2 x 1) (2)
- 2.2.4 According to Viewpoint 2, 'Nyerere's ujamaa programme made it dependent for survival on foreign handouts'. Explain in your own words whether this statement is valid. (2 x 2) (4)
- 2.2.5 Using the information from Viewpoints 1 and 2, describe the shortcomings of these viewpoints to a historian studying the policy of ujamaa. (2 x 2) (4)
- 2.3 Use Source 2C and explain the purpose of the poster on ujamaa. (1 x 2) (2)
- 2.4 Compare Sources 2A and 2C. Explain the usefulness of both these sources to a historian researching the policy of ujamaa. (3 x 2) (6)

- 2.5 Using ALL the sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the effects of ujamaa on Tanzanians. (8)
- 2.6 EXTENDED WRITING (Your response should be about TWO pages in length.)
- Answer ONE of the following questions: QUESTION 2.6.1 OR QUESTION 2.6.2.
- 2.6.1 Discuss how Julius Nyerere's policy of ujamaa transformed Tanzania into a socialist state during the 1960s and 1970s. (30)
- OR**
- 2.6.2 Julius Nyerere stated: 'We have dedicated ourselves to build a socialist society in Tanzania.'
- Critically evaluate this statement by using the information from ALL the sources and your own knowledge. (30)
- [75]**

QUESTION 3: WHAT ROLE DID THE CIVIL RIGHTS MOVEMENT PLAY IN BRINGING ABOUT CHANGE IN THE UNITED STATES OF AMERICA (USA) DURING THE 1960s?

Use Sources 3A, 3B, 3C and 3D to answer the following questions.

3.1 Read Source 3A.

3.1.1 Using the information from the source and your own knowledge, define the following concepts:

(a) Civil rights

(b) Segregation (2 x 2) (4)

3.1.2 Explain whether the protestors' demands for freedom and equality were justified. (2 x 2) (4)

3.1.3 President Kennedy's proposal to Congress was as follows: 'race has no place in American life or law'. How do you think the following would have reacted to his proposal?

(a) African Americans

(b) The majority of White Americans from the South (2 x 2) (4)

3.1.4 Refer to King's statement 'We still have a long, long way to go in this nation before we achieve the ideals of decency and brotherhood'. What does this tell you about King's reaction to the murder of Medgar Evers? (1 x 2) (2)

3.2 Refer to Source 3B.

3.2.1 Why, do you think, people from the South were harassed and threatened? (1 x 2) (2)

3.2.2 The march to the Lincoln Memorial turned out to be 'both a protest and a communal celebration'. Explain whether you agree with this statement. (2 x 2) (4)

3.2.3 Explain why the march to the Lincoln Memorial received extensive media coverage. (2 x 2) (4)

3.3 Use Source 3C and identify TWO reasons that motivated the protestors in the photograph to march to the Lincoln Memorial. (2 x 1) (2)

3.4 Use the evidence from Sources 3B and 3C as well as your own knowledge. Select and explain which ONE of the two sources you would consider to be most useful in writing about the march to the Lincoln Memorial in 1963. (2 x 2) (4)

- 3.5 Study Source 3D.
- 3.5.1 Why, according to this source, was Malcolm X critical about the USA? (1 x 3) (3)
- 3.5.2 How did the views of Malcolm X differ from those of Martin Luther King Jr. (Source 3A) regarding the civil rights struggle? (2 x 2) (4)
- 3.6 Using ALL the sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) to explain the significance of the march to the Lincoln Memorial. (8)
- 3.7 EXTENDED WRITING (Your response should be about TWO pages in length.)
- Answer ONE of the following questions: QUESTION 3.7.1 OR QUESTION 3.7.2.
- 3.7.1 Discuss the role and impact of the Civil Rights Movement in bringing about change in the USA during the 1960s. (30)
- OR**
- 3.7.2 Martin Luther King Jr. played a significant role in trying to establish a just and equal society for all Americans.
- Do you agree with this statement? Discuss by using the information from ALL the sources and your own knowledge. (30)
- [75]**

QUESTION 4: WHAT IMPACT DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS HAVE ON SOUTH AFRICA IN THE 1970s?

Use Sources 4A, 4B and 4C to answer the following questions.

4.1 Refer to Source 4A.

- 4.1.1 According to the information in the source, to whom was the philosophy of Black Consciousness aimed at? (1 x 1) (1)
- 4.1.2 Compare the two forces referred to in the source. Explain which ONE of them you think was more oppressive. (2 x 2) (4)
- 4.1.3 Explain whether you agree with Biko's philosophy of Black Consciousness. (2 x 2) (4)
- 4.1.4 How, do you think, conservative white South Africans would have reacted to philosophy of Black Consciousness? (1 x 2) (2)

4.2 Read Source 4B.

- 4.2.1 According to Gertrude Fester, what TWO factors motivated her to value herself? (2 x 1) (2)
- 4.2.2 Explain the concept *Black Consciousness* in your own words. (1 x 2) (2)
- 4.2.3 Why, do you think, Gertrude Fester supported the philosophy of Black Consciousness? Give TWO reasons. (2 x 2) (4)
- 4.2.4 Explain to what extent you would agree with Gertrude Fester's view of Black Consciousness. (1 x 2) (2)

4.3 Study Source 4C.

- 4.3.1 Why, according to the source, was the Zanempilo Community Health Centre successful? (1 x 2) (2)
- 4.3.2 Biko is regarded as the founder of the Zanempilo Community Health Centre. What does this tell you about Biko's commitment to the community of Zinyoka? (1 x 2) (2)
- 4.3.3 Using the information from the source and your own knowledge, explain how the work undertaken at Zanempilo Community Health Centre supports the philosophy of Black Consciousness. (2 x 2) (4)
- 4.3.4 Explain whether you would consider this source useful to a historian researching the programmes of the Black Consciousness Movement. (2 x 2) (4)

- 4.4 Compare Sources 4A and 4C. Explain how these sources support each other regarding Biko's philosophy of Black Consciousness. (2 x 2) (4)
- 4.5 Using ALL the sources and your own knowledge, write a paragraph of EIGHT lines (about 80 words) to explain how the philosophy of Black Consciousness influenced the lives of black South Africans. (8)
- 4.6 EXTENDED WRITING (Your response should be about TWO pages in length.)
- Answer ONE of the following questions: QUESTION 4.6.1 OR QUESTION 4.6.2.
- 4.6.1 Discuss the role and impact of the Black Consciousness Movement in South Africa during the 1970s. (30)
- OR**
- 4.6.2 Black Consciousness served to destroy the feelings of inferiority and instil black pride and confidence.
- Using ALL the sources and your own knowledge, assess the validity of this statement. (30)
- [75]**
- TOTAL: 150**



basic education

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NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P1

NOVEMBER 2011

MEMORANDUM

MARKS: 150

This memorandum consists of 30 pages.

1. SOURCE-BASED QUESTIONS

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

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

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

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

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

<ul style="list-style-type: none"> • In the marking of source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples. • In the allocation of marks emphasis should be placed on how the requirements of the question have been addressed. • In the marking guideline the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
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2. EXTENDED WRITING

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

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

2.2 Marking of extended writing

<ul style="list-style-type: none"> • MARKERS MUST BE AWARE THAT THE CONTENT OF THE ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT THE PARTICULAR CENTRE. • CANDIDATES MAY HAVE ANY OTHER RELEVANT INTRODUCTION AND/OR CONCLUSION THAN THOSE INCLUDED IN A SPECIFIC EXTENDED WRITING MARKING GUIDELINE FOR A SPECIFIC ESSAY. • WHEN ASSESSING OPEN-ENDED SOURCE-BASED QUESTIONS, LEARNERS SHOULD BE CREDITED FOR ANY OTHER RELEVANT RESPONSES.

Global assessment of extended writing

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

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

Assessment procedures of extended writing

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

3. The following additional symbols can also be used:

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



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

4. The matrix

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

In the marking of extended writing with reference to page 6 the given criteria shown in the matrix should be used. In assessing the extended writing note should be taken of both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

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

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	18-19
P	LEVEL 5	

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

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

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

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

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

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

QUESTION 1: HOW DID THE CUBAN MISSILE CRISIS CONTRIBUTE TO COLD WAR TENSIONS BETWEEN THE USSR AND THE USA IN THE 1960s?

1.1

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

- America/USA

(1 x 1) (1)

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

- Wanted to protect Marxist-Leninism in Central America
- Wanted to ensure the spread of Communism in Latin America
- Prevented the demise of Russian stature throughout the world
- Latin America would reject Russia (communism)
- Protect Cuba from American aggression
- Wanted to create a communist sphere of interest in Latin America
- Strategic for Russia to have a missile base near the USA
- Any other relevant response

(any 2 x 1) (2)

1.1.3 *[Definition of historical concept from Source 1A – L1 – LO2 (AS1)]***Candidates should include the following aspects in their response:**

- A communist ideology based on the theory of Marx and the practise of Lenin/classless society
- The philosophy is based on the means of production being controlled by the state/nationalisation
- Free enterprise and profiteering was not allowed/rejection of capitalism
- Any other relevant response

(any 1 x 2) (2)

1.1.4 *[Evaluate bias in Source 1A – L2 – LO1 (AS3 and 4)]***YES it is bias because:**

- Only Khrushchev's viewpoint / Cuban, American and other viewpoints are omitted / one sided
- Khrushchev gives the impression that missiles are for peacekeeping
- Ploy to expand communist ideology
- Any other relevant response

(any 2 x 2) (4)

1.1.5 *[Ascertain justification of evidence from Source 1A – L2 – LO1 (AS3 and 4); LO2 (AS2)]*

- Wanted to protect Cuba from the USA/did not want to lose Cuba to capitalism
- USSR wanted to ensure the spread of communism
- To counteract the deployment of USA missiles in Turkey and Italy
- Any other relevant response

(any 2 x 2) (4)

1.2

1.2.1 *[Interpretation of evidence from Source 1B – L3 – LO1 (AS3); LO2 (AS2)]*

- To monitor build up of nuclear armaments in Cuba/USA felt threatened
- Wanted to gather information of the capabilities of nuclear weapons
- To strategise how to react in the event of nuclear war
- Wanted to create the impression that Cuba and Russia were the aggressors
- To show fellow Americans that they were in control of the crises
- To demonstrate their power and might
- Geographic location of Cuba to the USA
- Any other relevant response

(any 2 x 2) (4)

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

- Wanted to prevent missiles from reaching Cuba and affecting the USA's stability/USA felt threatened
- He was suspicious of Russian activities in Cuba
- Wanted to prevent a nuclear war
- Wanted to show American public that he was in control of the crises
- Effect that these missiles would have on the USA/to intimidate Russia
- Any other relevant response

(any 2 x 2) (4)

1.3

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

- America depicted as aggressive / wanted war / bully / preying on smaller innocent countries / greed / evil
- Taking advantage of Cuba because of its proximity
- Cuba is defenceless
- Cuba cannot stand up to the might of America
- Any other relevant response

(any 1 x 2) (2)

1.3.2 *[Ascertain the accuracy of Source 1C – L2 – LO1 (AS3 and 4); LO3 (AS2)]*

Candidates can select either accurate or inaccurate and support their answer with relevant evidence.

ACCURATE

- America is a super power and will take advantage of smaller countries
- America could not allow Cuba to become a communist country in Latin America
- America renowned for its interference in domestic policies of other countries
- Shows American aggression
- Any other relevant response

INACCURATE

- Not an aggressive country
- Bias against USA
- Soviet cartoon / Russian propaganda
- Kennedy was not influenced by his advisors
- Any other relevant response

(any 2 x 2) (4)

1.4 *[Comparison of evidence from Sources 1B and 1C - L3 – LO1 (AS3 and 4);
LO2 (AS3)]*

Candidates should explain the differences between Sources 1B and 1C.

SOURCE 1B

- Kennedy's view – blamed Russia
- Kennedy justifies US involvement in the Cuban missile crisis
- Kennedy suggests that the missiles in Cuba were a threat to the USA's security
- Any other relevant response

SOURCE 1C

- Soviet cartoon – blamed the USA
- Bias view of US involvement in the Cuban missile crisis
- Portrays American leaders in a negative manner regarding the Cuban missile crisis
- Any other relevant response (any 2 x 2) (4)

1.5

1.5.1 *[Interpretation of evidence from Source 1D – L3 – LO1 (AS3)]*

- Khrushchev's prestige was damaged / compromised
- Khrushchev was deposed as leader of the USSR
- Affected Khrushchev negatively / lost support
- Any other relevant response (any 1 x 2) (2)

1.5.2 *[Evaluating and interpretation of evidence from Source 1D – L3 – LO1 (AS3);
LO3 (AS2)]*

Candidates can either agree or disagree and they need to support their answers with relevant evidence.

AGREE (YES)

- Griffiths' viewed Khrushchev as a courageous leader although he was rejected / good statesmanship
- Griffiths' stated that Khrushchev wanted to protect Cuban independence
- Any other relevant response

DISAGREE (NO)

- Khrushchev was not courageous because he dismantled Soviet missiles from Cuba
- Khrushchev's prestige declined in the USSR
- Khrushchev gave into pressure by the USA
- Khrushchev did not mobilise Soviet troops
- Any other relevant response (2 x 2) (4)

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

Candidates may use the following points to answer the question:

- Kennedy played a significant role in the missile crises
- Kennedy imposed a blockade of Soviet missiles to Cuba
- Kennedy prevented the spread of communism to Latin America / promoted capitalism
- Kennedy was firm while negotiating for America
- Kennedy showed restraint, firmness and statesmanship when dealing with the USSR
- Protected the USA / peacekeeper
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows little or no understanding of the role that Kennedy played in the Cuban missile crises • Uses evidence partially to write a paragraph on the topic 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 an understanding of the role that Kennedy played in the Cuban missile crises • 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. demonstrates a thorough understanding of the role that Kennedy played in the Cuban missile crises • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 6 – 8

(8)

1.7 EXTENDED WRITING

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

SYNOPSIS

Candidates need to discuss the reasons for the deployment of missiles in Cuba and show how it contributed to tension between the USA and the USSR.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate how the Cuban missile crisis increased tension between the USSR and the USA.

ELABORATION

- Background to the Bay of Pigs invasion
- Consequences of the Bay of Pigs invasion
- The American reaction (blockade, calls for removal, threatened invasion of Cuba)
- The Soviet response (will disobey blockade, did not admit to missile sites in Cuba)
- Soviet Union admits to missiles but claims it is for defensive purposes only (It will only remove missiles if America does not attack Cuba)
- The Soviet Union asks for the removal of missiles from Turkey, America is reluctant to accede
- Tensions increased as an American spy plane was shot down over Cuba
- America accepts the Soviet Union's and Khrushchev's conditions
- The missiles are removed and sites dismantled under United Nations supervision
- Hotline was set up between the White House and Kremlin and a Nuclear Test Ban Treaty was signed
- Through negotiations a 'Hot War' was averted
- Any other relevant response
- Conclusion: Candidates need to tie up the discussion with a relevant conclusion.

(30)

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

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

SYNOPSIS

In answering this question, candidates should take a line of argument. Candidates can either agree or disagree with the statement. If candidates disagree then they may decide that it was Kennedy's diplomacy, which prevented war, or that it was both leaders willingness to concede to concessions that prevented an outbreak of a nuclear war.

MAIN ASPECTS

- Introduction: Candidates should critically discuss the validity of the statement and indicate how they intend answering the question.

ELABORATION

In evaluating this statement, candidates need to indicate whether they agree or disagree. The following aspects can be used to support the line of argument.

- Reasons for the missile build-up in Cuba
- Kennedy calls for the removal of missiles, launched a blockade instead of an attack showed he was searching for a peaceful solution
- Khrushchev shows he is also willing to give peace a chance by asking America not to invade Cuba and to lift the blockade
- Khrushchev left the door open for discussion on destruction and removal of missiles
- Khrushchev also asked America for the removal of the Turkish and Italian missiles
- Kennedy did not accede to this demand publicly, he privately gave assurances that it will be removed
- Kennedy showed restraint when an American spy plane was (shot) down over Cuban airspace
- Kennedy demanded removal of missiles or America will be forced to attack
- Khrushchev finally agrees
- Both leaders emerge from the crises as victors
- Any other relevant response
- Conclusion: Candidates should tie up their argument.

(30)
[75]

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

QUESTION 2: HOW DID JULIUS NYERERE'S POLICY OF UJAMAA TRANSFORM TANZANIA INTO A SOCIALIST STATE DURING THE 1960s AND 1970s?

2.1

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

(a)

- Political and economic system where the community owns the land
- Works together and controls production and distribution thereof
- Community collectives farms
- Self reliant classless society
- Building a sharing and caring African society
- Any other relevant response

(any 1 x 2) (2)

(b)

- Total state control
- Means of production controlled by the state
- Private enterprise banned
- Any other relevant response

(any 1 x 2) (2)

2.1.2 *[Extraction of evidence from Source 2A – L1 – LO1 (AS3); LO2 (AS2)]*

- Prosperity
- Self-reliance
- Classless society
- Any other relevant response

(any 1 x 1) (1)

2.1.3 *[Interpretation and evaluation of Source 2A – L2 – LO1 (AS3)]*

- Political leaders in Africa were enriching themselves
- Wanted a clean civil service
- Knew about the abuses such as the WaBenzi phenomenon
- Wanted to prevent excesses and abuse of resources
- Any other relevant response

(any 2 x 2) (4)

2.1.4 *[Interpretation and evaluation of Source 2A – L2 – LO1 (AS3)]*

- Better roads / rural markets
- Agricultural advice for communal farmers
- Improved technology
- Better provision of services (water / health / education)
- Any other relevant response

(any 2 x 2) (4)

2.2

2.2.1 *[Analysing Source 2B – L2 – LO1 (AS4); LO2 (AS2)]*

- People were moved in a dictatorial manner
- People were moved to waste land
- Army moved people by force
- Dislocation of people resulted in socio-economic challenges
- Any other relevant response

(any 1 x 2) (2)

2.2.2 *[Analysing of evidence from Source 2B – L2 – LO1 (AS3); LO2 (AS2)]*

- Angry / disappointment / resistance
- Disillusioned and unhappy
- Concerned about government's intentions
- Any other relevant response (any 2 x 2) (4)

2.2.3 *[Extraction of information from Source 2B – L1 – LO1 (AS3 and 4)]*

- Food production fell / dropped
- Living conditions worsened
- Increased poverty levels
- Tanzania imported food
- Tanzania had to be rescued by grants and foreign loans
- Tanzania had to be assisted by the IMF/ World Bank
- Any other relevant response (any 2 x 1) (2)

2.2.4 *[Evaluating the justification of Source 2B – L3 – LO1 (AS4)]*

Candidates can select either valid or not valid and support their answer with relevant evidence.

VALID

- Government received grants and loans
- World Bank helped with loans
- Food was imported
- Any other relevant response

NOT VALID

- Could be bias
- Was a western/European viewpoint
- Portrayed independent Tanzania in a bad light
- Any other relevant response (any 2 x 2) (4)

2.2.5 *[Evaluating the shortcomings of Source 2B – L3 – LO1 (AS3)]*

- One sided view by European writers / a biased view
- Nyerere's / Tanzanian vision is missing
- Any other relevant response (any 2 x 2) (4)

2.3 *[Interpretation of evidence in Source 2C – L2 – LO2 (AS3)]*

- Conveys a positive view of ujamaa
- Supports Nyerere's policy of ujamaa
- Poster may be used as propaganda for ujamaa
- Any other relevant response (any 1 x 2) (2)

2.4 *[Comparison of Sources 2A and 2C to explain the usefulness L3 – LO1 (AS4)]*

Candidates must use Sources 2A and 2C and explain its usefulness.

- Both sources explain the concept of ujamaa
- Both sources focus on how ujamaa was implemented
- Both sources focus on how and why ujamaa was good for Tanzania
- Both sources add to a historian's understanding of ujamaa
- Any other relevant response (any 3 x 2) (6)

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

Candidates can use the following positive and negative aspects of ujamaa:

- Unemployment
- Poverty
- Unequal society
- Destitution
- Famine
- Lack of housing
- Diseases
- Gap between rich and poor reduced
- High literacy rates
- Improved health care
- Access to clean water and sanitation
- Life expectancy increased
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of the effects of ujamaa on ordinary Tanzanians • Uses evidence partially to write a paragraph on the topic 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 the effects of ujamaa on ordinary Tanzanians • 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 shows a thorough understanding of the effects of ujamaa on ordinary Tanzanians • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic 	MARKS: 6 – 8

(8)

2.6 EXTENDED WRITING

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

SYNOPSIS

Candidates should discuss how Julius Nyerere's policy of ujamaa transformed Tanzania into a socialist state. Candidates should substantiate their answer by giving tangible examples.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate how Nyerere's policy of ujamaa transformed Tanzania.

ELABORATION

- Nyerere's vision was set out in the Arusha Declaration
- Nyerere wanted to implement his policy of ujamaa
- Nyerere wanted Tanzanians' to become self-reliant / develop rural areas
- Nyerere hoped to increase agricultural productivity
- Tanzanians' should depend on own resources rather than foreign aid
- Nyerere implemented his villagisation programme/ communities should work together
- A Leadership Code was introduced to prohibit politicians from becoming corrupt
- Politicians were prohibited to hold company shares
- Nyerere made Swahili the national language of Tanzania
- Nyerere proposed good education – literacy rose and many people could read and write
- Nyerere proposed good health services – people had access to clean water
- Nyerere wanted to create a socialist country reducing the gap between rich and poor
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)

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

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

SYNOPSIS

Candidates should evaluate how Nyerere developed Tanzania after gaining independence.

MAIN ASPECTS

Candidates should include the following points in their response.

- Introduction: Candidates should evaluate the statement and show whether Nyerere built a socialist society in Tanzania.

ELABORATION

- Nyerere's vision of a socialist Tanzania was set out in the Arusha declaration
 - Nyerere's policy of Ujamaa was explained
 - Tanzania should be self-reliant
 - Rural development was important – called villagisation
 - Class distinction had to be eliminated
 - Key companies were nationalised
 - Nyerere set up a Leadership Code prohibiting political leaders to become corrupt
 - A one-party state was set up in Tanzania (TANU)
 - Successes of Ujamaa included [The gap between rich and poor was reduced; More schools and free primary education led to a high literacy rate; Better health care was available; More people had access to clean water; Life expectancy increased]
 - Failures of Ujamaa included [Many Tanzanians resisted villagisation; Tanzanians preferred to live in their traditional communities; Tanzania ran up large foreign debt; Tanzania owed huge amounts to the World Bank; Tanzania had to export as much as possible to provide for the needs of people; There was little freedom of speech in Tanzania]
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)
[75]

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

QUESTION 3: WHAT ROLE DID THE CIVIL RIGHTS MOVEMENT PLAY IN BRINGING ABOUT CHANGE IN THE UNITED STATES OF AMERICA (USA) DURING THE 1960s?3.1.1 *[Definition of concepts – L1 – LO2 (AS1)]*

(a) Civil Rights

- Civil rights refers to rights of individuals as dictated by the USA constitution
- Civil rights includes right to life, liberty, freedom of speech, etc.
- Any other relevant response

(1 x 2) (2)

(b) Segregation

- Separation on the basis of race, colour, religion, etc.
- African Americans were victims of segregation in terms of schooling, jobs, etc.
- Any other relevant response

(1 x 2) (2)

3.1.2 *[Justification of evidence from Source 3A – L3 – LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2 and 3)]*

Candidates can indicate either justified or not justified and support their answer with relevant evidence.

JUSTIFIED because:

- Freedom and equality was enshrined in the constitution as basic rights
- Fundamental respect for democracy
- Any other relevant response

NOT JUSTIFIED because

- White Americans from the south could have stated that African Americans do not deserve freedom, equality and democracy
- Economic situation did not dictate that they should fight for freedom and equality
- Any other relevant response

(2 x 2) (4)

3.1.3 *[Interpretation and evaluation of information from Source 3A – L2– LO1 (AS3 and 4); LO2 (AS2 and 3)]*

(a)

- African Americans were happy/delighted because their proposal was accepted
- Proposal was a step in the right direction
- A sense of belonging
- Had a sense of identity/purpose
- Any other relevant response

(any 1 x 2) (2)

(b)

- Majority white Americans of the South would have rejected the proposal
- Majority white Americans of the South responded negatively/anger
- Responded by using violence e.g. killing of Evers
- Lose power/ control/ sense of dominance
- Any other relevant response (any 1 x 2) (2)

3.1.4 [*Interpretation of evidence from Source 3A – L2 – LO1 (AS3 and 4), LO3 (AS2)*]

- Shocked that certain Americans were not yet ready to accept the spirit of brotherhood / liberty and equality
- Concerned / angry that USA was a divided country / America was still not liberated
- Some Americans were still racists and did not want to embrace change / democracy
- Any other relevant response (any 1 x 2) (2)

3.2

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

- The South practiced racial discrimination
- The majority of whites felt they were superior
- Not prepared to be treated equally with African Americans from the south
- Any other relevant response (any 1 x 2) (2)

3.2.2 [*Comparison of evidence from Source 3B – L3 (AS3 and 4); LO2 (AS3)*]

Candidates can state either AGREE (Yes) or DISAGREE (No) and support their answer with relevant evidence.

AGREE (YES)

- Protests led to an end to segregation and a spirit unity and common understanding against discrimination
- Protest - largest coming together of a multi-racial crowd / celebration – spirit of unity and victory (music and speeches)
- Any other relevant response

DISAGREE (NO)

- It was planned as a protest but was not intended to be a celebration
- African Americans were still discriminated against – irrespective of the march
- Any other relevant response (any 2 x 2) (4)

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

- 250 000 people attended the march
- King delivered the 'I have a dream' speech
- The coming together of blacks and whites signified the ending of segregation
- Brought different races together in a spirit of unity
- It was a march for freedom and showed unity
- Expectation of violence / police were present
- Any other relevant response (any 2 x 2) (4)

3.3 *[Identification of information from Source 3C – L1 – LO1 (AS3)]*

- Segregation in public schools
- Demand for voting rights
- Demand for integrated schools
- Jobs for the unemployed
- Any other relevant response (any 2 x 1) (2)

3.4 *[Selection of evidence from Sources 3B and 3C – L3 – LO1 (AS4); LO2 (AS3); LO3 (AS2 and 3)]*

Candidates can select either Source 3B or Source 3C and indicate why it is useful.

SOURCE 3B is useful because of the following:

- Provides insight into the reasons for the march
- Writer corroborates information in the source to what actually happened during the march / focuses on the march
- Source gives generally relevant information about the march
- Any other relevant response

SOURCE 3C is useful because of the following:

- Gives a visual perspective of the march to Washington
- It shows the grievances of the people
- Shows the number of people that attended the march
- It shows the protestors were united / multi-racial
- Any other relevant response (any 2 x 2) (4)

3.5.1 *[Interpretation of evidence from Source 3D – L2 – LO1 (AS3), LO2 (AS2)]*

- The US government did not practice what they preached
- African Americans were not treated equally
- Racism was still practiced and experienced by African Americans
- Discrimination was still practiced
- Did not fight hard enough for black rights and freedom
- Did not go far enough to entrench the rights of African Americans
- Any other relevant response (any 1 x 3) (3)

3.5.2 *[Difference of evidence from Source 3D – L3 – LO1 (AS3); LO3 (AS3); LO3 (AS2)]*

- Martin Luther King Jr. was the leader of the Civil Rights Movement which propagated non-violence
- Martin Luther King Jr. wanted a united USA made up of black and white Americans
- Martin Luther King Jr. used passive resistance and wanted peaceful change
- Malcolm X was the leader of the more militant Black Power Movement
- Malcolm X focused only on issues that affected African Americans
- Malcolm X was a radical and advocated black nationalist politics
- Any other relevant response (2 x 2) (4)

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

Candidates must focus on the following aspects:

- Martin Luther King Jr. was able to unite freedom loving Americans
- Multi-racial march
- Various speakers delivered speeches
- King delivered his famous 'I have a dream' speech
- Speeches had a huge impact on millions of Americans
- Forced the US government to implement changes
- Led to the enactment of the Civil Rights Act of 1964 which sealed the victory of Civil Rights Movement
- United black and white Americans
- Gradually led to the desegregation of facilities for African Americans
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of the significance of the march to Lincoln Memorial • Uses evidence partially to write a paragraph on the topic 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 the significance of the march to Lincoln Memorial • 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. shows a thorough understanding of the significance of the march to Lincoln Memorial • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 6 – 8

(8)

3.7 EXTENDED WRITING

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

SYNOPSIS

Candidates should discuss the role and impact of the Civil Rights Movement in bringing about change in the USA during the 1960s. Relevant examples should be given.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate the reasons for the formation Civil Rights Movement or any other relevant introduction.

ELABORATION**ROLE**

- Brief background to Martin Luther King Jr. and the reasons for the Civil Rights Movement (discrimination / segregation)
- Demands for the abolition of racial discrimination (e.g. Greensboro sit-ins in 1960)
- Other protests included, Birmingham and Alabama protests etc.
- Impact of the Freedom Riders on the USA
- Segregation in public schools e.g. (Georgia)
- Selma, Montgomery marches e.g. role of Bull Connor
- Support also received from white Americans during the march

IMPACT

- The march to Lincoln memorial and Luther's 'I have a dream speech'
- This led to a significant realignment of US policies
- These included reforms such as, Civil Rights Act, Voting Rights Act, Fair Housing Act, etc.
- Banning of discrimination in employment practices in public accommodation
- Dignity and respect regained especially for African Americans
- Any other relevant response

Conclusion: Candidates should tie up their argument by referring to the significant changes that the Civil Rights Movement was responsible for.

(30)

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

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

SYNOPSIS

Candidates can either agree or disagree with the statement. In agreeing with the statement they should discuss the role played by Martin Luther King Jr. in trying to establish a just and equal society for all Americans. In disagreeing with the statement they must substantiate their response with relevant evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate whether they agree or disagree with the statement and substantiate their line of argument.

ELABORATION

In agreeing with the statement, candidates should discuss the following:

- Commitment to end segregation and racial discrimination
 - Role played by Martin Luther King Jr. in terms of better education; better housing; fighting for equal rights
 - The march to Lincoln Memorial
 - Support received during the march from white Americans
 - Unity among black and white Americans during the march
 - Significance of the march - 'I have a dream' speech
 - Civil Rights Movement gained confidence
 - Changes to USA legislation e.g. Civil Rights Act of 1964
 - Segregatory laws were gradually repealed
 - African Americans now enjoyed the fruits of King's significant role
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

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

(30)
[75]

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

QUESTION 4: WHAT IMPACT DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS HAVE ON SOUTH AFRICA IN THE 1970s?

4.1

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

- At black South Africans

(1 x 1) (1)

4.1.2 *[Interpretation and evaluation of information and data from the source from Source 4A – L2 – LO1 (AS3); LO3 (AS2)]***Candidates can choose either the external force or the internal force.****External force (from the laws of the state):**

- It was through laws that governed black South Africans
- These segregatory laws restricted black South Africans
- These laws created difficult conditions e.g. poor living and working conditions, poor pay, poor education etc.
- It was very difficult to fight against this oppressive system
- Any other relevant response

Internal force (from within man himself):

- Psychological inferior complex because of apartheid and indoctrination
- It is part of black South African's childhood development and very difficult to overcome
- Black South African's became used to not being associated and equated with anything that was good
- It is very difficult to change one's mindset because of the entrenchment of the policy of apartheid.
- Any other relevant response

(any 2 x 2) (4)

4.1.3 *[Interpret and evaluate evidence from perspective 2 (Source 4A) – L3 – LO 1 (AS 3); LO3 (AS3 and 4)]***Candidates can either AGREE (Yes) or DISAGREE (No) and support their answer with relevant evidence.****AGREE (Yes)**

- Black South Africans should stand up for themselves
- Black South Africans should build a positive mind set an outlook of life
- Gave black South Africans hope and confidence
- Instilled a sense of self worth and community spirit
- Any other relevant response

DISAGREE (No)

- Not possible within the context of apartheid South Africa
- Not inclusive of all races
- Apartheid government did not allow Biko's philosophy to develop
- Any other relevant response

(any 2 x 2) (4)

4.1.4 *[Interpretation of information from Source 4A – L3 – LO1 (AS3); LO3 (AS2)]*

- Concerned
- Angry
- Discontent
- Initially they welcomed it because it encouraged separate development
- Any other relevant response (any 1 x 2) (2)

4.2

4.2.1 *[Extraction and interpretation of evidence from Source 4B – L1 – LO1 (AS3)]*

- Being out of South Africa and mixing with different people in another country
- Participating in the activities of Black Consciousness Movement (2 x 1) (2)

4.2.2 *[Explanation of historical concepts from Source 4B – L1 – LO2(AS1)]*

Candidates should include the following aspects in their response:

- Accepting oneself as black / self value / self esteem / self worth
- Be proud of what you are / black pride
- It is not about black colour but mental emancipation
- Black South Africans should be proud of themselves and should strive for self reliance
- Any other relevant response (any 1 x 2) (2)

4.2.3 *[Analyse the information gathered from Source 4B – L2 – LO1 (AS3); LO3 (AS2 and 3)]*

- Helped her overcome feeling inferiority
- Helped to value herself
- Made her understand that there is nothing wrong with her
- Instil a feeling of self-worth
- Any other relevant response (any 2 x 2) (4)

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

- Fester felt that the philosophy of Black Consciousness catered for all black South Africans
- Fester indicates that Black Consciousness is not about colour but a state of mind / it's a way of life
- Led to the emancipation of an inferior mindset of black South Africans
- Any other relevant response (any 1 x 2) (2)

4.3

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

- Improved health conditions amongst members in the community
- The community was actively involved in the Health Centre
- Any other relevant response (any 1 x 2) (2)

4.3.2 *[Analysing information from Source 4C – L2 – LO1 (AS3 and 4); LO2 (AS2 and 3); LO3 (AS2)]*

- Biko was a community activist
- Biko was able to initiate change
- Practised the philosophy of Black Consciousness
- Biko led by example
- Any other relevant response (any 1 x 2) (2)

4.3.3 *[Analysis of information from Source 4C – L2 – LO1 (AS3 and 4); LO3 (AS2)]*

- Shows self reliance
- Not dependent on outside or government help
- It shows that Black Consciousness was an idea that was achievable
- It serves as a practical example of the philosophy of Black Consciousness
- Zanempilo Community Health clinic is the realisation of the vision of the Black Consciousness philosophy
- It complements the theory of Black Consciousness with the practice of the Zanempilo Community Health clinic
- Any other relevant response

(any 2 x 2) (4)

4.3.4 *[Ascertaining the usefulness of the Source 4C – L3 – LO1 (AS3 and 4); LO3 (AS2)]*

Candidates can select either useful or not useful and support their answer with relevant evidence.

USEFUL

- The poster confirms the theory of Black Consciousness in practice
- It gives a practical example of the realisation of the teachings of Black Consciousness
- It was a project founded by Biko
- The poster signifies the success of the philosophy of Black Consciousness as reflected by the Zanempilo Community Health centre
- Any other relevant response

NOT USEFUL

- It could be a propaganda for Black Consciousness
- The source does not provide an alternative view
- This is a poster of only one successful project
- Any other relevant response

(2 x 2) (4)

4.4 *[Comparing evidence from Sources 4A and 4C – L3 – LO1 (AS3); LO2 (AS3); LO3 (AS2)]*

These sources support each other in the following way:

- Source 4A states that black South Africans should overcome external forces, internal forces, complaining and victim mentality while Source 4C gives an example of a project i.e. Zanempilo Community Health Centre

OR

- Source 4A states that black South Africans should embrace the philosophy of Black Consciousness and live positively to realise feelings of self-esteem, black pride and self-reliance and Source 4C shows that the Zanempilo Community Health Centre as an example that demonstrates the realisation of self-reliance
- Any other relevant response

(2 x 2) (4)

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

Candidates must focus on the following aspects:

- Instil feelings of self-reliance, self esteem and to fight for your rights
- Promoted pride, black identity, culture and history
- Instilled a feeling of pride amongst black South Africans
- Encouraged black South Africans to understand the power of mental emancipation
- Encouraged black South Africans to overcome the feeling of self-pity, self alienation and external forces
- To achieve mental liberation and emancipation
- To undertake projects for themselves e.g. The Zanempilo Community Centre
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how the philosophy of Black Consciousness influenced the lives of ordinary black South Africans. • Uses evidence partially to write a paragraph on the topic 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 philosophy of Black Consciousness influenced the lives of ordinary black South Africans. • 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 shows a thorough understanding of how the philosophy of Black Consciousness influenced the lives of ordinary black South Africans. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 6 - 8

(8)

4.6 EXTENDED WRITING

- 4.6.1 *[Synthesise information to construct an original and independent argument using evidence from the sources and own knowledge to support the argument - L1- L3 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

SYNOPSIS

Candidates should discuss the role and impact of the Black Consciousness Movement in South Africa during the 1970s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should state their viewpoint regarding the role and impact of the Black Consciousness Movement.

ELABORATION

- Black Consciousness movement – reasons for establishment
 - The role and influence of Biko's philosophy, BCM and the role of SASM on the youth of South Africa
 - On students: (Biko broke away from NUSAS -1968 and established SASO -1969; Biko established and influenced SASM in the 1976 uprising)
 - Outline the various factors that changed the political thinking of the youth in the 1970s for example, conscientising the youth about the following: (Black dignity and self-esteem / poor living conditions and rising unemployment)
 - On workers: (Biko influenced the 1973 strikes mainly in Durban and the East Rand because of the uncertainty created by the world oil crisis)
 - On the communities: (Biko established Black Community Projects to uplift lives of blacks e.g. the Zanempilo Health Centre and various forums for valuing Black culture)
 - Inculcation of self-reliance and independence from the apartheid regime
 - Afrikaans was made compulsory – widespread opposition by the Youth of Soweto
 - The role and impact of the Soweto Students Representative Council regarding opposition to the use of Afrikaans
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.
(30)

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

4.6.2 [Plan and construct an essay according to a given line of argument - L1 – L3 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]

SYNOPSIS

Candidates need to assess the validity of whether Black Consciousness destroyed the feelings of inferiority and instil black pride and confidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should assess the statement and indicate how they intend supporting their argument.

ELABORATION

- Brief background – reasons for Black Consciousness
- Influence of Black Consciousness on workers and students
- Impact of Black Consciousness on workers and students
- Black South Africans can be proud of their heritage
- Black South Africans must assert themselves and do things for themselves
- Elimination of the inferiority complex amongst black South Africans
- Fighting against poor living conditions and rising unemployment in black townships
- Establishment of Black Community Projects e.g. Zanempilo Community Health Centre/Ithuseng Community Health Centre
- Black Consciousness Movement influence and impact on the 1976 Soweto uprising
- Any other relevant point
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)
[75]

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

TOTAL: 150



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

**HISTORY P2
NOVEMBER 2011**

MARKS: 150

TIME: 3 hours

This question paper consists of 10 pages and an addendum of 13 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of FOUR questions based on the prescribed content as contained in the guideline document:

QUESTION 1: WHAT WAS THE IMPACT OF THE COLLAPSE OF THE USSR IN 1989?

- On ending apartheid in South Africa

QUESTION 2: WHAT WAS THE IMPACT OF THE COLLAPSE OF THE USSR IN 1989 ON AFRICA?

- Case Study: Egypt

QUESTION 3: HOW DID SOUTH AFRICA EMERGE AS A DEMOCRACY FROM THE CRISES OF THE 1990s?

QUESTION 4: DEALING WITH THE PAST AND FACING THE FUTURE: THE WORK OF THE TRUTH AND RECONCILIATION COMMISSION

2. Each question counts 75 marks, of which 45 marks are allocated for the source-based question and 30 marks for the extended writing question.
3. Candidates are required to answer any TWO questions.
4. When answering questions, candidates should apply their knowledge, skills and insight.
5. A mere rewriting of the sources as answers will disadvantage candidates.
6. Questions should be answered by referring to the ADDENDUM.
7. Write neatly and legibly.

QUESTION 1: WHAT IMPACT DID THE COLLAPSE OF THE USSR IN 1989 HAVE ON SOUTH AFRICA?

Study Sources 1A, 1B, 1C and 1D to answer the following questions.

- 1.1 Refer to Source 1A.
- 1.1.1 Define the term *glasnost* in your own words. (1 x 2) (2)
- 1.1.2 Using the information from the source and your own knowledge, explain how glasnost affected the government of the Soviet Union. (2 x 2) (4)
- 1.1.3 Why, do you think, Gorbachev experienced difficulty with glasnost as portrayed in the source? (2 x 2) (4)
- 1.2 Study Source 1B. Explain why it was necessary for the committee to formulate a series of questions in 1984. (2 x 2) (4)
- 1.3 Consult Source 1C.
- 1.3.1 What factors prompted De Klerk to make bold reform moves? (2 x 1) (2)
- 1.3.2 Why, according to the information in the source, was it safe to unban the South African Communist Party? (1 x 2) (2)
- 1.4 Using the evidence from Sources 1B and 1C, comment on how the fall of the Berlin Wall influenced the ANC's decision to negotiate with the National Party government. (2 x 2) (4)
- 1.5 Use Source 1D.
- 1.5.1 What message does Sparks wish to convey about De Klerk's role in ending apartheid in South Africa? (1 x 2) (2)
- 1.5.2 What is the oppressive system that Sparks refers to? (1 x 2) (2)
- 1.5.3 Explain to what extent you would agree with Sparks' statement: 'There cannot be perestroika, only abolition.' (2 x 2) (4)
- 1.5.4 Comment on whether De Klerk would have agreed with the way he was described in the source. (1 x 3) (3)
- 1.6 Refer to Sources 1C and 1D. Select and explain which ONE of the two sources you would consider to be most useful in writing about the influence that Gorbachev's policies had on De Klerk. (2 x 2) (4)

- 1.7 Using ALL the sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how glasnost and perestroika paved the way for talks between the National Party government and the ANC. (8)
- 1.8 EXTENDED WRITING (Your response should be about TWO pages in length.)
- Answer ONE of the following questions: QUESTION 1.8.1 OR QUESTION 1.8.2.
- 1.8.1 Explain how the collapse of the USSR affected South Africa's political future. (30)
- OR**
- 1.8.2 The ANC believed that it was their own strategy that ended apartheid in South Africa and not the influence of Gorbachev and De Klerk.
- Do you agree with this statement? Using the sources and your own knowledge critically discuss this statement. (30)
- [75]**

QUESTION 2: HOW DID THE COLLAPSE OF THE SOVIET UNION CONTRIBUTE TO EGYPT RE-IMAGINING ITSELF IN THE 1990s?

Study Sources 2A, 2B and 2C to answer the following questions.

2.1 Refer to Source 2A.

- 2.1.1 Why, according to Perspective 1, was there a decrease in financial help to Africa? (2 x 2) (4)
- 2.1.2 Identify TWO organisations that African countries could apply to, for loans. (Perspective 1) (2 x 1) (2)
- 2.1.3 Using the information from the source and your own knowledge, explain the differences between the Western and the Soviet economic policies. (Perspective 1) (2 x 2) (4)
- 2.1.4 What reason does Arnold give for the financial security of Egypt? (Perspective 1) (1 x 1) (1)
- 2.1.5 Using the information from Perspective 2 and your own knowledge, explain the differences between the terms *socialism* and *free market*. (2 x 2) (4)
- 2.1.6 Comment on whether the restrictions imposed by the international financial organisations on Egypt were justified. (Perspective 2) (2 x 2) (4)

2.2 Study Source 2B.

- 2.2.1 In your own words, describe how Mubarak ruled Egypt. (1 x 2) (2)
- 2.2.2 What factors, do you think, contributed to the living standards in Egypt declining? (2 x 1) (2)
- 2.2.3 Explain in what ways the fall of the Soviet Union affected the following:
- (a) Wealthy Egyptians
- (b) The majority of Egyptians (2 x 2) (4)

2.3 Use Source 2C.

- 2.3.1 What comment is the cartoonist making about Mubarak's rule of Egypt? (1 x 2) (2)
- 2.3.2 Explain whether the cartoon gives an accurate portrayal of how Mubarak governed Egypt. (2 x 2) (4)

- 2.3.3 Explain to what extent this source would be useful to a historian researching the impact that the collapse of the Soviet Union had on Egypt. (2 x 2) (4)
- 2.4 Using ALL the sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the implementation of liberal economic policies led to an unequal society in Egypt. (8)
- 2.5 EXTENDED WRITING (Your response should be about TWO pages in length.)
- Answer ONE of the following questions: QUESTION 2.5.1 OR QUESTION 2.5.2.
- 2.5.1 Discuss how the collapse of the USSR contributed to Egypt re-imagining itself in the 1990s. (30)
- OR**
- 2.5.2 The end of the Cold War brought about a new era in the history of Egypt.
- Do you agree with the statement? Substantiate your argument by using ALL the sources and your own knowledge. (30)
- [75]**

QUESTION 3: HOW DID THE PROCESS OF NEGOTIATIONS PAVE THE WAY FOR A DEMOCRATIC SOUTH AFRICA?

Study Sources 3A, 3B and 3C to answer the following questions.

3.1 Study Source 3A.

- 3.1.1 Why, according to the written source, were the first formal talks between the National Party government and the ANC held? (1 x 1) (1)
- 3.1.2 Name TWO commitments that both the ANC and the National Party agreed to at Groote Schuur. (Written source) (2 x 1) (2)
- 3.1.3 Explain the significance of the working group that was appointed at the Groote Schuur meeting. (Written source) (1 x 2) (2)
- 3.1.4 Describe how the information in the written source supports the visual source regarding the initial process of negotiations between the ANC and the National Party. (2 x 2) (4)

3.2 Consult Source 3B.

- 3.2.1 Why, according to Rich Mkhondo, was it important to attend the convention? (Written source) (1 x 2) (2)
- 3.2.2 Explain why both Mandela and De Klerk were regarded as key figures at CODESA. (Written source) (2 x 2) (4)
- 3.2.3 Comment on whether the CODESA emblem adequately reflects its intention. (Visual source) (2 x 2) (4)

3.3 Read Source 3C.

- 3.3.1 Why, according to Roelf Meyer, was the process of negotiation a success? (2 x 2) (4)
- 3.3.2 Using the information in the source and your own knowledge, explain the challenges that the leaders faced during the process of negotiation. (2 x 2) (4)
- 3.3.3 What factor prompted the National Party to change its mindset regarding negotiations? (1 x 2) (2)

3.3.4 Explain how the following would have reacted to the change in the National Party's decision to begin with the process of negotiations:

(a) Right-wing South Africans

(b) Black South Africans (2 x 2) (4)

3.4 Compare Sources 3B and 3C. Explain the limitations of these sources to a historian studying the multi-party talks at CODESA. (2 x 2) (4)

3.5 Using the information in ALL the sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the Groote Schuur Minute laid the foundation for the process of negotiations. (8)

3.6 EXTENDED WRITING (Your response should be about TWO pages in length.)

Answer ONE of the following questions: QUESTION 3.6.1 OR QUESTION 3.6.2.

3.6.1 Discuss how the process of negotiations among various role players from 1990 to 1994 paved the way for a democratic South Africa. (30)

OR

3.6.2 It was optimism, hope and commitment of all South Africans that led to the birth of a non-racial democratic South Africa in 1994.

Do you agree with this statement? Discuss by using ALL the sources and your own knowledge. (30)
[75]

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

Use Sources 4A, 4B and 4C to answer the following questions.

- 4.1 Refer to Source 4A.
- 4.1.1 State TWO ways in which Dullah Omar allayed the fears of Afrikaners. (2 x 1) (2)
- 4.1.2 Using the source and your own knowledge, define the following terms:
- (a) Reconciliation
(b) Human rights (2 x 2) (4)
- 4.1.3 Why, do you think, Archbishop Tutu and Alex Boraine were chosen to lead the TRC? (2 x 2) (4)
- 4.1.4 Explain how the TRC went about its work. (2 x 2) (4)
- 4.2 Use Source 4B.
- 4.2.1 What motivated Frances Reid to produce the film *Long Night's Journey into Day*? (1 x 1) (1)
- 4.2.2 Explain, in your own words, what Reid wanted viewers to do after viewing the film. (2 x 2) (4)
- 4.2.3 Comment on whether the making of this film was an effective way of capturing the experiences of the victims. (2 x 2) (4)
- 4.3 Study Source 4C.
- 4.3.1 This cartoon appeared in the *Mail & Guardian* in 1998. Why, do you think, it was printed at this time? (1 x 2) (2)
- 4.3.2 Explain whether the cartoonist accurately captures the work of the TRC. (2 x 2) (4)
- 4.3.3 Describe why the cartoonist uses visual elements such as the beaker, bone, tyre and skulls to convey his message. (2 x 2) (4)
- 4.4 Using Sources 4B and 4C as well as your own knowledge. Select and explain which ONE of the two sources you would consider to be most useful in writing about the TRC. (2 x 2) (4)

- 4.5 Using ALL the sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) evaluating the work of the TRC. (8)
- 4.6 EXTENDED WRITING (Your response should be about TWO pages in length.)
- Answer ONE of the following questions: QUESTION 4.6.1 OR QUESTION 4.6.2.
- 4.6.1 Discuss how the TRC attempted to deal with South Africa's divided past. (30)
- OR**
- 4.6.2 The TRC was a witch-hunt and made reconciliation impossible.
- Using all the sources and your own knowledge write an essay evaluating the accuracy of the statement. (30)
- [75]**
- TOTAL: 150**



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

**HISTORY P2
NOVEMBER 2011
MEMORANDUM**

MARKS: 150

This memorandum consists of 33 pages.

1. SOURCE-BASED QUESTIONS

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

LEARNING OUTCOMES	ASSESSMENT STANDARDS THE ABILITY OF THE LEARNER TO:
Learning Outcome 1 (Historical enquiry)	1. Formulate questions to analyse concepts for investigation within the context of what is being studied. (Not for examination purpose). 2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purpose). 3. Interpret and evaluate information and data from sources. 4. Engage with sources of information evaluating the usefulness of the sources for the task, including stereotypes, subjectivity and gaps in the evidence available to the learners.
Learning Outcome 2 (Historical concepts)	1. Analyse historical concepts as social constructs. 2. Examine and explain the dynamics of changing power relations within the societies studied. 3. Compare and contrast interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events.
Learning Outcome 3 (Knowledge construction and communication)	1. Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data. 2. Synthesise information to construct an original argument using evidence to support the argument. 3. Sustain and defend a coherent and balanced argument with evidence provided and independently accessed. 4. Communicate knowledge and understanding in a variety of ways including discussion (written and oral) debate, creating a piece of historical writing using a variety of genres, research assignments, graphics, oral presentation.

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

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

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

<ul style="list-style-type: none"> • In the marking of source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples. • In the allocation of marks emphasis should be placed on how the requirements of the question have been addressed. • In the marking guideline the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
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2. EXTENDED WRITING

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

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

2.2 Marking of extended writing

<ul style="list-style-type: none"> • MARKERS MUST BE AWARE THAT THE CONTENT OF THE ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT THE PARTICULAR CENTRE. • CANDIDATES MAY HAVE ANY OTHER RELEVANT INTRODUCTION AND/OR CONCLUSION THAN THOSE INCLUDED IN A SPECIFIC EXTENDED WRITING MARKING GUIDELINE FOR A SPECIFIC ESSAY. • WHEN ASSESSING OPEN-ENDED SOURCE-BASED QUESTIONS, LEARNERS SHOULD BE CREDITED FOR ANY OTHER RELEVANT ANSWERS.

Global assessment of extended writing

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

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

Assessment procedures of extended writing

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

3. The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised ^
- Wrong statement _____
- Irrelevant statement |
|
|
|
- Repetition **R**
- Analysis **A**√
- Interpretation 1√

4. The matrix

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

In the marking of extended writing with reference to page 6 the given criteria shown in the matrix should be used. In assessing the extended writing note should be taken of both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

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

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	18-19
P	LEVEL 5	

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

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

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

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

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

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

QUESTION 1: WHAT IMPACT DID THE COLLAPSE OF THE USSR IN 1989 HAVE ON SOUTH AFRICA?

1.1

1.1.1 *[Explanation of the historical concept from Source 1A – L1 – LO2 (AS1)]***Candidates should include the following aspects in their response:**

- The term means 'openness'/opportunity for debate
- Introduction of social and political reforms to bring about change in the Soviet Union/greater democracy
- Reduce censoring of media and allowed for freedom of expression
- Any other relevant response (any 1 x 2) (2)

1.1.2 *[Analyse information from Source 1A – L2 – LO1 (AS3)]*

- Media could now report on government corruption and conditions under which people lived in the Soviet Union
- The media was allowed to criticise the government
- Led to the downfall of his government / communism
- Could not handle the consequences of glasnost
- Communists rejected reforms
- Any other relevant response (any 2 x 2) (4)

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

- Reforms measures did not produce the anticipated results
- Glasnost led to more criticism of Gorbachev than the expected media freedom that ordinary Russians were expected to benefit from
- Inadequate support from the Soviet government
- His intention of just reforming communism was overtaken by unforeseen developments
- Glasnost became too big a problem and could not be controlled
- Any other relevant response (any 2 x 2) (4)

1.2 *[Explanation of information from Source 1B – L2 – LO1 (AS3)]*

- To project the ANC as an independent force
- For recognition by Western countries
- To prepare the ANC for negotiations or to take over from the apartheid government
- To give the ANC direction
- Anticipated limited financial support from the USSR
- To pave the way for the ending of apartheid
- Any other relevant response (any 2 x 2) (4)

1.3

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

- The death/collapse of communism
- The collapse of the Soviet Union
- The disappearance of Marxist–Leninist states
- The collapse of the Berlin Wall
- End of Russian material support to the ANC and SACP
- Any other relevant response (any 2 x 1) (2)

1.3.2 *[Analyse information from Source 1B – L2 – LO1 (AS3)]*

- Because Communism had ended in the Soviet Union
- World wide conspiracy theory of communist domination disappeared
- Disappearance of total onslaught policy
- Any other relevant response (any 1 x 2) (2)

1.4 *[Examine and explain the dynamics of changing power relations from Sources 1B and 1C – L3 – LO1 (AS3); LO2 (AS2)]*

Candidates must refer to both sources in answering this question:

SOURCE 1B

- Gave the ANC an opportunity to re-evaluate its policies concerning negotiations with the apartheid government
- The ANC had to redefine its armed struggle' military strategy
- Any other relevant response

SOURCE 1C

- It removed fear of 'total onslaught'
- The end of communism in the Soviet Union implied that the ANC could not rely on the Soviets for help
- Any other relevant response (any 2 x 2) (4)

1.5

1.5.1 *[Analysis of information from Source 1D – L2 – LO1 (AS3 and 4)]*

- De Klerk had to change
- De Klerk abolished apartheid
- De Klerk kept pace with global political change
- De Klerk was perceived as a visionary leader
- Any other relevant response (any 1 x 2) (2)

1.5.2 *[Analyse information from Source 1D – L2 – LO1 (AS3)]*

- Apartheid/ separate development (any 1 x 2) (2)

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

Candidates need to substantiate the extent to which they agree:

- Gorbachev introduced perestroika to reform communism in the USSR
- Apartheid could not be reformed but had to be abolished
- Any other relevant response (any 2 x 2) (4)

1.5.4 [Synthesise information to construct an original argument using evidence to support the argument – L3 – LO1 (AS3); LO3 (AS2)]

AGREE

- De Klerk knew he had to abolish apartheid
- The fact that his process of change kept pace with the events shows that he was pragmatic to the unfolding situation
- Any other relevant response

DISAGREE

- He might not agree that he played a lesser role in the ending of apartheid
- The fact that his reforms were influenced by events might imply that he was controlled by external/internal events or factors
- Any other relevant response (1 x 3) (3)

1.6 [Selection of Sources 1C or 1D to highlight their usefulness on the impact of Gorbachev's policies to De Klerk – L3 – LO1 (AS3 and 4); LO2 – (AS2) LO3 – (AS2)]

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

SOURCE 1C is useful because of the following:

- It is valid for it comes from a published book and it explains how the collapse of communism prepared fertile ground for negotiations to end apartheid in South Africa
- It is reliable in that it is written by South African historians (Giliomee et al.), who were up to date with developments then.
- It is relevant in that it gives insight on how the fall of communism paved way for political reforms in South Africa.
- Any other relevant response

SOURCE 1D is useful because of the following:

- It is valid for it comes from a published book and explains how glasnost influenced De Klerk to introduce reforms
- It shows how De Klerk implemented his reforms in a practical manner and therefore it is relevant
- The source is written by Allister Sparks, a respected political analyst
It is reliable in that as critic of the apartheid government, he gave credit to De Klerk.
- Any other relevant response (2 x 2) (4)

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

Candidates could include the following aspects in their response:

- Policy of ‘perestroika’ (for economic reconstruction) influenced economic reforms in South Africa
- End of communism spelt the demise of the USSR and influenced De Klerk’s reform programme
- Fall of communism gave De Klerk political space to make bold reform moves and abolish apartheid
- With the fall of Communism, the ANC could no longer rely on the Soviet Union and had to negotiate with De Klerk
- Gorbachev’s policy influenced the ANC to re-position itself and begin talks with the National Party
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how glasnost and perestroika led to talks between the NP and the ANC • Uses evidence partially to write a paragraph on the topic 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 an understanding of how glasnost and perestroika led to talks between the NP and the ANC • 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. demonstrates a thorough understanding of how glasnost and perestroika led to talks between the NP and the ANC • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 6 – 8

(8)

1.8 EXTENDED WRITING

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

SYNOPSIS

Candidates should explain how the collapse of the Soviet Union affected South Africa's political future.

Candidates should include the following aspects in their response:

MAIN ASPECTS

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

ELABORATION

- Gorbachev's role in ending communism - introduction of glasnost and perestroika in Russia
- The impact of glasnost and perestroika on South Africa
- The collapse of communism gave De Klerk political space to make reforms
- De Klerk could no longer use the argument that apartheid was stemming the tide of communism
- Banned political organisations could no longer be termed as 'communist-inspired terrorists'
- De Klerk was forced to negotiate with previously banned political organisations like the ANC
- Liberation movements had to abandon the armed struggle to begin the process of negotiations
- Opened the way for engagement with the ANC leading to the democratisation of South Africa
- Process of negotiations were initiated for the ending of apartheid
- [USSR's economic stagnation influenced political changes in South Africa]
- [USA's abandonment of support for the NP – affected South Africa's political future]
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion

(30)

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

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

SYNOPSIS

Candidates should either agree or disagree with the assertion that the ANC ended apartheid in South Africa. They need to take a line of argument and support their response with historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should demonstrate to what extent the ANC contributed to the ending of apartheid.

ELABORATION

In agreeing with the assertion, candidates should have the following points in their elaboration:

- Policy of Glasnost paved the way for both the ANC and NP to reform
- There was pressure from major powers to work towards a peaceful settlement
- The ANC had to redefine its position and began to seek recognition from western countries
- Disappearance of Marxist-Leninist states and the fall of the Berlin Wall affected the ANC
- De Klerk desired reform
- USSR economy unable to support/sustain aid to Africa and the ANC
- South Africa's economy took a downturn in 1989
- The ANC struggle for self determination began
- The ANC and the apartheid government had to find a peaceful and workable solution
- The apartheid government took the opportunity to negotiate with the ANC because there was no longer a threat from the Soviet Union
- Both the NP and the ANC took cognisance of internal factors (economic stagnation, unrest, financial crisis, etc) to save the country's future
- Any other relevant response

If candidates disagree with the assertion, they need to support their argument with relevant evidence:

- The collapse of the Soviet Union was viewed by the NP as strategically important to commence negotiations with the ANC
 - The NP believed that the movement was now weak and in disarray
 - The ANC decided to negotiate with the apartheid government because it had no military, revolutionary and economic support from the Soviet Union
 - FW de Klerk, a conservative politician replaced PW Botha as the leader of the NP
 - Gorbachev was a newly elected general secretary of the Soviet Union
 - Gorbachev introduced his policy of glasnost which was aimed at political changes
 - The collapse of communism in Eastern Europe made it possible for De Klerk to unban the ANC and other extra-parliamentary organisations
 - The end of the Cold War made it possible for De Klerk to begin with negotiations
 - De Klerk announced the release of Nelson Mandela – a step in ending apartheid
 - De Klerk believed that the collapse of Soviet Union affected the political situation in South Africa
 - De Klerk recognised that change was inevitable/unavoidable
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

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

QUESTION 2: HOW DID THE COLLAPSE OF THE SOVIET UNION CONTRIBUTE TO EGYPT RE-IMAGINING ITSELF IN THE 1990s?

2.1

2.1.1 *[Extraction of evidence from Source 2A – L2 – LO2 (AS3)]*

- Collapse of the Soviet Union
- Western aid to African countries were reduced (2 x 2) (4)

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

- International Monetary Fund (IMF)
- World Bank (2 x 1) (2)

2.1.3 *[Comparing and Interpreting of evidence from Source 2A – L3- LO-(AS3)]*

- **Western economic system**- based on capitalist principles; private capital; high production levels; exploitation of labour; poor wages and increased profits
- **Soviet economic system**- based on communist principles; state controlled; labour intensive; human rights violations; poor working conditions
- Any other relevant response (2 x 2) (4)

2.1.4 *[Extraction of evidence from Source 2A – L1 – LO2 (AS3)]*

- Aid from the USA (1 x 1) (1)

2.1.5 *[Explaining of historical concepts from Source 2A – L2 – LO1 (AS3)]***Socialism**

- Society organised in such a way to prevent inequality
- The collective interest of the whole community should come before the individual interest of its members
- Any other relevant response (any 1 x 2) (2)

Free Market

- Opening up of the economy, allowing foreign companies to invest
- Free trade is encouraged
- Tariffs on imported goods are low
- Fewer subsidies on consumer goods
- Any other relevant response (any 1 x 2) (2)

2.1.6 *[Evaluation of a source for justification L3 - LO3 (AS3)]*

Candidates can state either justified or not justified and support their response with relevant evidence.

JUSTIFIED

- Rich nations wanted to maximise their profits
- They were funded by the World Bank and IMF who wanted value for their investment
- Profit was the motive of investors
- Recipient countries had to guard against the misappropriation of foreign aid
- Any other relevant response

NOT JUSTIFIED

- Meant less responsibility on the state to provide for services in Egypt
 - State provided few employment opportunities
 - Privatisation meant more inflation as private owned companies wanted to increase profits
 - It impacted negatively on the employment of ordinary people
 - Gap between rich and poor widened – increased poverty
 - Any other relevant response
- (any 2 x 2) (4)

2.2

2.2.1 *[Interpretation and evaluation from Source 2B – L2 – LO1 (AS3)]*

- He was intolerant to opposition
 - Dictator
 - Little freedom and opportunities for ordinary Egyptians
 - Did not have a social development plan in place
 - Poor economic policies – high inflation
 - Any other relevant response
- (any 1 x 2) (2)

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

- Uneven development
 - High inflation
 - Reduction of subsidies
 - Budget controls
 - Any other relevant response
- (any 2 x 1) (2)

2.2.3 *[Interpretation of Sources 2A and 2B – L2 – LO1 (AS3)]***(a) Wealthy Egyptians**

- High standard of living was maintained
 - Got richer, made more profits
 - Controlled much of the country's wealth
 - Children attended best schools and universities
 - Continued to enjoy the benefits given to them by the Egyptian government
 - Any other relevant response
- (any 1 x 2) (2)

(b) The majority of Egyptians

- Living standards worsened
 - Inflation increased
 - Overcrowding
 - Poverty increased
 - Reduction in government subsidies
 - Any other relevant response
- (any 1 x 2) (2)

2.3

2.3.1 *[Interpretation and Evaluation of Sources 2C – L2 – LO1 (AS3)]*

- Mubarak's rule of Egypt equates with the current state of affairs (political and economic mismanagement) in Egypt
- His governance depended on the support of the army
- Government benefitted only the rich merchant class
- Egypt under Mubarak is portrayed as sick and ailing
- Cartoonist could be biased against the government of Hosni Mubarak
- Any other relevant response (any 1 x 2) (2)

2.3.2 *[Interpret and evaluate Source 3C - L3 - LO1(AS3)]*

Candidates should indicate whether the cartoon is accurate or inaccurate and support their response with relevant evidence.

ACCURATE

- He was politically corrupt e.g. intolerant of opposition
- Economic policies only favoured a few e.g. rich and ruling classes
- 20 % - 30% of 80 million Egyptians lived in poverty
- Depended heavily on the military
- Any other relevant response

INACCURATE

- Some Egyptians benefitted from his policies
- subsidies were available to alleviate poverty
- Brought about stability in the Middle East
- Any other relevant response (any 2 x 2) (4)

2.3.3 *[Evaluating the usefulness of Source 2C – L3 – LO1 (AS4)]*

- Authenticity of the source can be questioned
- Source is biased it portrays only the view of the cartoonist/editor
- Provides an opposing point of view
- Produced 20 years after the fall of communism - relevant
- The cartoon however is relevant as it show what people thought of the political and economical situation in Egypt at that time
- The reliability of the source is questionable as it is based on generalisations
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- After 1989 Egypt introduced a new economic policy (neo-liberal)
- Economy was opened for imports and foreign investments
- Majority of Egyptians did not benefit from this new economic policy
- Privatisation of state assets led to unemployment
- Inflation meant higher prices for Egyptians
- Mubarak did not address the rampant poverty and unemployment
- Living standards dropped
- More Egyptians became poor and destitute
- Reduction of government subsidies made matters worse
- Military played a role in corruption
- Government incompetence in producing feasible policies
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how the implementation of liberal economic policies lead to an unequal society in Egypt • Uses evidence partially to write a paragraph on the topic 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 an understanding of how the implementation of liberal economic policies lead to an unequal society in Egypt • 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. demonstrates a thorough understanding of how the implementation of liberal economic policies lead to an unequal society in Egypt • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 6 – 8

(8)

2.5 EXTENDED WRITING

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

SYNOPSIS

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

MAIN ASPECTS

The candidate should include the following aspects in their response.

- Introduction: Candidates need to make a statement how the collapse of the USSR affected Egypt during the 1990's or any other relevant introduction would suffice.

ELABORATION

- Impact of the end of the Cold War
 - Socialist economic policies were replaced with capitalism
 - Global monetary institutions influenced Egypt to change its economic policy
 - The effects of the World Bank and IMF on the economy
 - The impact of the government's economic policy on Egypt
 - Political corruption and its impact on Egypt
 - Disparities within the population (Rich vs Poor)
 - Impact of inflation on Egypt
 - Insensitivity of the affluent ruling class towards the poor
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

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

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

SYNOPSIS

Using the sources as well as their own knowledge, candidates should indicate whether they agree with the statement or not. They should clearly state a relevant line of argument and show how the political and economic policies of the Hosni Mubarak violated the basic rights of Egyptians.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should state whether they agree or disagree with the statement and indicate how they intend supporting their line of argument.

ELABORATION

- Impact of the end of the Cold War
- Neo-liberal economic policy / IMF and World Bank contributed to the poverty and unemployment of Egyptians
- Egyptians perception that the new policy was a failure
- No confidence in the economy of Egypt
- Poverty rampant because of uneven development that favoured the rich
- Government did not address poverty effectively
- Showed intolerance for democratic values
- Egyptians lost faith in Mubarak's leadership
- Any other relevant response

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

(30)

If candidates disagree with the statement they need to substantiate their argument with relevant evidence.

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

[75]

QUESTION 3: HOW DID THE PROCESS OF NEGOTIATIONS PAVE THE WAY FOR A DEMOCRATIC SOUTH AFRICA?

3.1

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

- To create a democratic South Africa
- To explore a working relationship between NP and ANC / to negotiate
- To deal with obstacles that may confront the process of negotiations
- To end apartheid
- Any other relevant response (any 1 x 1) (1)

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

- Review the armed struggle
- Review security legislation
- End the state of emergency (any 2 x 1) (2)

3.1.3 *[Explaining of evidence from Source 3A – L3 – LO1 (AS3)]*

- ANC and NP continued with formal talks in South Africa
- First time black and white were sitting together as equals deciding on South Africa's future
- Amnesty for political offences
- Further release of political prisoners
- Any other relevant response (any 1 x 2) (2)

3.1.4 *[Comparing of evidence of the written and the visual source in Source 3A – L2 – LO1 (AS3)]*

- Both sources confirm the non racial composition of the negotiating parties
- Both sources indicate that the NP and the ANC could talk openly to each other / as equal partners
- The written source states that the meeting between the ANC and NP took place at Groote Schuur and the visual shows the delegation of the NP and ANC at Groote Schuur
- The written source speaks of hope and optimism and the visual source depict this hope and optimism
- Any other relevant response (any 2 x 2) (4)

3.2

3.2.1 *[Interpretation and evaluation of evidence from Source 3B – L3– LO1 (AS3)]*

- It was the first time black and white South Africans met in this fashion
- Historic meeting/kick off - history in the making
- One would meet great leaders like Mandela and De Klerk
- One wanted to meet the leaders in whose hands the future of South Africa depended
- Any other relevant response (any 1 x 2) (2)

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

Mandela and De Klerk were regarded as key figures of major political organisations at CODESA because of the following.

- Hopes and fears rested on their shoulders
- Doubts and expectations rested on their shoulders
- They had to end violence
- Had to bring left and right wing political parties together
- They had to transform South Africa
- They had to abolish apartheid to establish a democratic country
- Represented the hopes and aspirations of black and white South Africans
- Mandela and De Klerk were the leaders of the two dominant parties
- Any other relevant response (any 2 x 2) (4)

3.2.3 *[Interpretation and analysing of a visual source from Source B – L3 – LO1 (AS3)]*

YES

If a candidate says YES, the following substantiation must be given

- Shows all black and white South Africans being united
- Shows all people of South Africa working together
- It shows black and white South Africans sitting together
- The rays of the sun show hope and optimism / bright future
- Any other relevant response

NO

If a candidate says NO, appropriate substantiation must be given (any 2 x 2) (4)

3.3

3.3.1 *[Interpretation and evaluation of evidence from Source 3C – L2 – LO1 (AS3)]*

- Negotiations could lead to a solution – a new democratic constitution
- Negotiations could lead to a new democratic government
- Political changes were brought about
- Personal chemistry/mutual trust
- Sense ownership of the process
- Single chance for peaceful resolution
- Any other relevant response (any 2 x 2) (4)

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

- Initial failure of the process of negotiations/power sharing
- Violence/Boipatong massacre/third force involvement
- Mass action
- Death of Chris Hani
- Protest by right-wingers
- Absence of various parties
- To meet the expectations of the international community
- Any other relevant response (any 2 x 2) (4)

3.3.3 *[Evaluation and interpretation of evidence from Source 3C – L2 – LO1 (AS3)]*

- Violence [around the time of Boipatong] made them realise that everybody needed equal rights
- Violence made them realise that South Africans needed a new constitution
- Assassination of Chris Hani speeded up the process of negotiations
- Any other relevant response (any 1 x 2) (2)

3.3.4 *Evaluation and interpretation of evidence from Source 3C – L2 – LO1 (AS3)]***(a) Right-wing South Africans**

- With anger
- With concern
- Unhappy that majority rule will become a reality
- Did not want change
- Were afraid of democracy
- Were afraid of being ruled by a black South African government
- Any other relevant response (any 1 x 2) (2)

(b) Black South Africans

- Happy/elated/hopeful
- Waited for change and democracy
- Anticipation of freedom and the removal of autocratic rule
- Any other relevant response (any 1 x 2) (2)

3.4 *[Comparing of evidence from Sources 3B and 3C – L3 – LO1 (AS3 and 4); LO2 (AS2)]*

- There is no viewpoint from right-wingers
- There is no viewpoint from the left-wingers
- Viewpoints of leaders from the independent black homelands is not reflected
- There is no viewpoint from those who were opposed to negotiations
- Gives only viewpoints that are positive about the process of negotiations
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- First formal talks between ANC and NP
- Political prisoners released and resistance organisations unbanned
- Mandela and De Klerk led the process of negotiations
- Mandela's and De Klerk's commitment to bring about change
- Government's mindset changed – decided to engage in negotiation
- Hope and optimism
- Role of working group
- State of emergency lifted
- Abolish Separate Amenities Act
- Demonstrated goodwill and maturity of leaders to start the process of negotiations
- Any other response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how the Groote Schuur Minute laid the foundation for the process of negotiations • Uses evidence partially to write a paragraph on the topic 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 Groote Schuur Minute laid the foundation for the process of negotiations • 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. Uses relevant evidence that shows a thorough understanding of how the Groote Schuur Minute laid the foundation for the process of negotiations • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 6 – 8

(8)

3.6 EXTENDED WRITING

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

SYNOPSIS

In writing this essay candidates must focus on the various steps, events and role players that paved the way for a democratic South Africa between 1990 and 1994.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should make a statement on how negotiations among various role players paved the way for a democratic South Africa.

ELABORATION

Focus on the process of negotiations between 1990 and 1994:

- De Klerk's speech announcing Mandela's release
 - The process of negotiations begins
 - First formal meeting takes place at Groote Schuur – release of political prisoners
 - Pretoria Minute – ANC announces suspension of the armed struggle
 - CODESA 1 - working groups were set up to deal with specific issues
 - Right wing Conservative Party and left wing Pan Africanist Congress boycotted CODESA
 - IFP leader, Mangosuthu Buthelezi/COSAG refused to attend
 - Whites only referendum gave De Klerk a clear mandate to negotiate
 - CODESA 11 collapsed over majority rule / power sharing / regional powers
 - Increased violence (i.e. Boipatong, Bhishe etc)
 - Record of Understanding as a result of talks between Cyril Ramaphosa and Roelf Meyer
 - Sunset clause and the role of Joe Slovo (Multi-party Negotiating Forum)
 - Assassination of Chris Hani leads to protests and speeds up negotiations
 - Storming of the World Trade Centre by the right wing AWB
 - Final agreement was reached
 - 1994 election
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)

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

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

SYNOPSIS

Candidates should indicate whether they agree or disagree with the statement. They need to discuss how hope, optimism and commitment led to the birth of a non-racial democratic South Africa in 1994.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate whether they agree or disagree with the statement that hope, optimism and commitment led to the birth of a non-racial democratic South Africa in 1994.

ELABORATION

If candidates say YES, the following should be included:

- The process of negotiations (i.e. Groote Schuur Minute, Pretoria Minute)
 - Commitment of the ANC to review the armed struggle
 - CODESA 1 – signing the Declaration of Intent aimed at the creation of a non-racial, non-discriminatory South Africa
 - Whites only referendum gives a clear mandate for De Klerk to continue negotiations
 - CODESA 11 collapses
 - Increased violence (i.e. Boipatong, Bhishe etc)
 - Death of Hani but Mandela asks for calmness
 - Record of Understanding restarted the negotiation process
 - Role of Ramaphosa and Meyer
 - Storming of the World Trade Centre by right wingers
 - Final agreement reached
 - 1994 election
 - Any other relevant point
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

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

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

[75]

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

4.1

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

- He mentioned the object was not to conduct a witch-hunt / to haul violators of human rights before court to face charges
- He wanted South Africans to come to terms with their past
- He wanted to advance the cause of reconciliation
- He mentioned the claims of abuses against the ANC would not be swept under the carpet
- Any other relevant response (any 2 x 1) (2)

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

- Restore friendly relations between former enemies
- Reconcile past differences for the common good of South Africa
- Any other relevant response (1 x 2) (2)

(b) Human Rights

- Individual rights e.g. freedom; equality
- Rights that individuals have that protect themselves against human rights violation or abuses
- Any other relevant response (1 x 2) (2)

4.1.3 *[Interpretation of evidence from Source 4A – L2 –LO1 (AS3&4); LO2 (AS2)
LO3 (AS2)]***Candidates must refer to both leaders**

- They were leaders in their own fields
- They were respected / reputable leaders / moral standings
- Liberal politician / cleric
- They had the necessary skills and expertise for the job at hand
- One is white and the other is black
- Any other relevant response (any 2 x 2) (4)

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

- TRC examined human rights abuses on all sides of the political spectrum
- TRC was to hear testimonies from victims and perpetrators
- TRC was to grant perpetrators amnesty from prosecution or take civil action / no blanket amnesty
- TRC's objective was to encourage truth-telling
- Victims would receive reparations
- Undertook its work via the various committees
- Any other relevant response (any 2 x 2) (4)

4.2

4.2.1 *[Extraction of evidence from Source 4B – L1 LO1 (AS3)]*

- Reid heard stories of the TRC
- Reid was moved by stories that were told at the TRC
- Any other relevant response

(any 1 x 1) (1)

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

- Wanted people to use the experience of seeing the film to communicate with their families and communities about the atrocities committed
- Wanted people to communicate about their similar personal experiences
- Hoped that the themes of the film would have an impact on their lives / think
- Hoped that people would learn about apartheid South Africa
- Any other relevant response

(any 2 x 2) (4)

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

Candidates can either choose effective or not effective and substantiate their response with valid reasons.

EFFECTIVE

- Those who see films are often profoundly affected by them
- Images often speak more strongly than words
- Film serves to complement or enhance written sources/stories
- Any other relevant response

NOT EFFECTIVE

- Film biased
- Film needs technology to operate
- Expensive to watch a film
- Passive way of getting the message across
- Any other relevant response

(any 2 x 2) (4)

4.3

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

- Cartoon appeared in the newspaper because it was a topical issue
- New facts were coming to light about apartheid atrocities
- To inform readers about the TRC
- It was at the time when the TRC report was released
- To show the challenges of the TRC
- Any other relevant response

(any 1 x 2) (2)

4.3.2 *[Interpretation and evaluation of evidence from Source 4C – L3 – LO1 (AS3); LO3 (AS2)]*

Candidates can either choose accurate or inaccurate and substantiate their response with valid reasons.

ACCURATE

- Road towards reconciliation was long and difficult
- The TRC revealed the atrocities committed by perpetrators
- Shows some members of the public were concerned about the work of the TRC
- Highlights the role of Desmond Tutu
- Any other relevant response

INACCURATE

- Could be biased
- Only focuses on the negative aspects of the TRC
- The TRC was an open process – the cartoonist creates the impression that the TRC was a closed and chaotic process
- Any other relevant response (any 2 x 2) (4)

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

Candidates can choose any TWO of the visual elements (the skull; bones; body parts or the beaker of poison or the tyre) to explain the message.

Skulls; bones and body parts

- The victims of police; faction; hostel and 'third force' violence during apartheid
- Their remains were discovered
- The truth about apartheid atrocities (i.e. killings and disappearance of activists) was revealed
- Any other relevant response

A beaker of poison

- Wouter Basson and his chemical and biological warfare team helped poison enemies of the state
- Security police also used parcel bombs, letter bombs, etc. to kill activists
- Any other relevant response

A tyre

- Township violence involved necklacing or the burning of political traitors or enemies once they had tyres shoved over their heads
- Any other relevant response (any 2 x 2) (4)

4.4 *[Explain the usefulness of Source 4B or 4C- L3 – L01 (AS4)]***SOURCE 4B is useful because:**

- Reid gives reasons for interest in the TRC
- Universal message about reconciliation
- Wanted people to talk about human rights violations
- Film is a powerful instrument which can help foster reconciliation
- Any other relevant response

SOURCE 4C is useful because:

- Focuses on the outcomes of the TRC
- Focuses on the atrocities committed during the period under review by the TRC
- White South Africans were reluctant to accept the truth about activities committed during apartheid
- Seems as if reconciliation was a difficult process
- Nation building suffered / not attainable
- Gives an accurate picture of the TRC
- Any other relevant response

(any 2 x 2) (4)

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

Candidates could include some of the following aspects in the evaluation of the TRC:

- Improved race relations between black and white South Africans
- Reparations
- Helped with the process of nation building and reconciliation
- Better lives and security for all established
- National unity was promoted through hearings
- Both sides of the conflict came to testify i.e. liberation movement and government
- Amnesty led to perpetrators willingness to testify
- Victims came to know what really happened during the apartheid years
- Victims could reconcile with the fact the remains of their loved ones were located and the appropriate last rites could be observed
- Many unaccounted victims were identified, graves located and exhumed and given to families for reburial
- Some perpetrators did not appear before TRC
- Public confessions revealed how much violence had been carried out
- Differences of opinion - war crimes tribunals - witch hunt
- Anger - believed that the perpetrators of gross human-rights violations escaped punishment e.g. P W Botha
- Amnesty was controversial
- Apartheid government did not show remorse for deeds e.g. F W De Klerk
- Reopened painful wounds
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of evaluating the work of the TRC • Uses evidence partially to write a paragraph on the topic 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 evaluating the work of the TRC • 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. shows a thorough understanding of evaluating the work of the TRC • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic 	MARKS: 6 – 8

(8)

4.6 EXTENDED WRITING

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

SYNOPSIS

Candidates should discuss how the TRC attempted to deal with South Africa's past.

MAIN ASPECTS

The candidate should include the following points in the response.

- Introduction: Candidates need to indicate how the TRC attempted to deal with a divided South Africa or any other relevant introduction.

ELABORATION

- Role of the TRC
 - Various committees were established to undertake the work of the TRC
 - TRC moved across South Africa listening to stories by both victims and perpetrators
 - Role of Tutu and Boraine
 - National unity was promoted through hearings
 - Causes of human rights violations identified as a result of apartheid policies
 - Both sides of the conflict came to testify i.e. Liberation movement and government
 - Amnesty led to perpetrators willingness to testify
 - Listening to testimonies of perpetrators helped victims to reconcile and bring about healing
 - Victims came to know what really happened during the apartheid years
 - Many unaccounted victims were identified, graves located and bodies exhumed and given to families for reburial
 - Race Relations improved
 - Reparations paid to families of victims
 - Amnesty granted to those that were willing to testify
 - Rule of law strengthened
 - Human dignity respected
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

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

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

SYNOPSIS

Candidates should indicate whether the statement is accurate or not. If they indicate that the statement is accurate, candidates should provide evidence as to why the TRC was regarded as a witch-hunt and made reconciliation impossible. If they indicate that the statement is inaccurate, they must substantiate their line of argument.

MAIN ASPECTS

Candidates should include the following aspects in their response:

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

ELABORATION

ACCURATE

- Some perpetrators did not appear before TRC
- Public confessions revealed how much violence had been carried out
- Differences of opinion - war crimes tribunals - witch hunt
- Anger - believed that the perpetrators of gross human-rights violations escaped punishment e.g. P W Botha
- Amnesty was controversial
- Apartheid government did not show remorse for deeds e.g. F W De Klerk
- Reopened painful wounds
- Neutrality of TRC viewed suspiciously by previous leaders of the apartheid government
- There was disagreement over the final report
- Any other relevant response

NOT ACCURATE

- National unity was promoted through hearings
- Causes of human rights violations identified from the implementation of apartheid policies
- Both sides of the conflict came to testify i.e. liberation movement and government
- Amnesty led to perpetrators willingness to testify
- Victims came to know what really happened during the apartheid years
- Many unaccounted victims were identified, graves located and bodies exhumed and given to families for reburial
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)

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

[75]

TOTAL: 150