



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

**HISTORY P1
NOVEMBER 2012**

MARKS: 150

TIME: 3 hours

This question paper consists of 10 pages and an addendum of 15 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 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 Movements 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 USA AND THE USSR CONTRIBUTE TO THE COLD WAR TENSIONS IN CUBA?

Study Sources 1A, 1B and 1C and then answer the questions that follow.

1.1 Study Source 1A.

- 1.1.1 According to Extract 1, where did the USA establish military bases? (2 x 1) (2)
- 1.1.2 Why did the Soviet Union decide to place missiles in Cuba? (Extract 1) (1 x 2) (2)
- 1.1.3 As a historian, explain to what extent the information in Extract 1 may be regarded as biased. (1 x 3) (3)
- 1.1.4 Comment on whether Castro was justified in allowing the USSR to place missiles in Cuba. (Extract 2) (2 x 2) (4)
- 1.1.5 What, according to Castro, were the TWO risks that confronted Cuba? (Extract 2) (2 x 1) (2)

1.2 Refer to Source 1B.

- 1.2.1 What message does the newspaper headline convey regarding the Cuban Missile Crisis? (1 x 2) (2)
- 1.2.2 How did *The New York Times* portray President Kennedy? (2 x 2) (4)
- 1.2.3 Explain how a devoted Soviet citizen would have responded to the newspaper headline. (2 x 2) (4)

1.3 Consult Source 1C.

- 1.3.1 With reference to the Cuban Missile Crisis, define the following concepts in your own words:
- (a) Cold War
- (b) Quarantine (2 x 2) (4)
- 1.3.2 What prompted Khrushchev to write a letter to Kennedy? (Viewpoint 1) (1 x 2) (2)
- 1.3.3 Describe how Kennedy responded to Khrushchev's threat of taking 'the measures we consider necessary and adequate in order to protect our rights'. (Viewpoint 2) (2 x 2) (4)
- 1.3.4 After reading both Viewpoints 1 and 2, explain which one of the two leaders you think was responsible for the crisis in Cuba. (2 x 2) (4)

- 1.4 Using ALL the sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words), explaining the impact that the Cuban Missile Crisis had on Khrushchev's political career. (8)
- 1.5 EXTENDED WRITING (Your response should be about TWO pages long.)
- Answer ONE of the following questions: QUESTION 1.5.1 OR QUESTION 1.5.2.
- 1.5.1 Explain how the USSR and the USA contributed to Cold War tensions in Cuba. (30)
- OR**
- 1.5.2 The Cuban Missile Crisis was the closest the world got to a full-scale nuclear war.
- Do you agree with this statement? Using the information from ALL the sources and your own knowledge, write an essay to substantiate your answer. (30)
[75]

QUESTION 2: WHAT WERE THE POSSIBILITIES AND CONSTRAINTS OF JULIUS NYERERE'S POLICY OF AFRICAN SOCIALISM ON TANZANIA IN THE 1960s?

Study Sources 2A and 2B and then answer the questions that follow.

2.1 Study Source 2A.

- 2.1.1 Using the information from the written source and your own knowledge, define the concept *ujamaa*. (1 x 2) (2)
- 2.1.2 Why did Nyerere refer to urban dwellers as 'land parasites'? (1 x 2) (2)
- 2.1.3 What evidence in the written source suggests that Julius Nyerere was against a multiparty democratic system? (1 x 1) (1)
- 2.1.4 State ONE effect that colonialism had on Tanzanian society. (Written source) (1 x 1) (1)
- 2.1.5 What can you conclude from the actions of the people in this *ujamaa* village? (Visual source) (1 x 2) (2)
- 2.1.6 How, do you think, Julius Nyerere would have reacted after viewing this photograph? (Visual source) (2 x 2) (4)
- 2.1.7 Explain whether the visual source can be regarded as an accurate depiction of the policy of *ujamaa*. (2 x 2) (4)
- 2.1.8 Compare the written and visual sources. How does the visual source support the written source regarding Nyerere's policy of *ujamaa*? (2 x 2) (4)

2.2 Read Source 2B.

- 2.2.1 Why, according to Shillington, was the policy of *ujamaa* regarded as a contradiction? (Viewpoint 1) (1 x 3) (3)
- 2.2.2 Explain whether the peasants were justified in resisting the policy of *ujamaa*. (Viewpoint 1) (2 x 2) (4)
- 2.2.3 Name TWO ways in which the policy of *ujamaa* negatively affected Tanzania on a national scale. (Viewpoint 1) (2 x 1) (2)
- 2.2.4 Describe in what ways Viewpoint 2 supports the policy of *ujamaa*. (2 x 2) (4)
- 2.2.5 Compare Viewpoints 1 and 2. Explain how these viewpoints differ in their assessment of the policy of *ujamaa*. (2 x 2) (4)

- 2.3 Using ALL the sources as well as your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the impact that Nyerere's programme of villagisation had on ordinary Tanzanians. (8)
- 2.4 EXTENDED WRITING (Your response should be about TWO pages long.)
- Answer ONE of the following questions: QUESTION 2.4.1 OR QUESTION 2.4.2.
- 2.4.1 Discuss the possibilities and constraints of Nyerere's policies on Tanzania during the 1960s and 1970s. (30)
- OR**
- 2.4.2 Julius Nyerere's policy of African Socialism transformed Tanzania politically, socially and economically.
- Is this an accurate assessment? Using the information from ALL the sources and your own knowledge, critically assess the statement. (30)
- [75]**

QUESTION 3: WHAT FORMS OF CIVIL SOCIETY PROTEST EMERGED IN THE UNITED STATES OF AMERICA (USA) IN THE 1960s?

Study Sources 3A, 3B and 3C and then answer the questions that follow.

3.1 Refer to Source 3A.

- 3.1.1 What evidence in the written source suggests that Ruby Doris Smith wanted to be a civil rights activist? (2 x 1) (2)
- 3.1.2 In what way were the reactions of both the cashier and the lieutenant-governor towards Ruby Doris Smith similar? (Written source) (1 x 2) (2)
- 3.1.3 Define the concept *segregation* in your own words. (1 x 2) (2)
- 3.1.4 Explain the messages conveyed by this photograph. (Visual source) (2 x 2) (4)
- 3.1.5 After studying the visual source, comment on the mood of the following people:
- (a) White Americans that were standing
- (b) Black and white activists that were seated (2 x 2) (4)
- 3.1.6 Explain in what ways the written and visual sources are similar regarding the treatment of the activists. (2 x 2) (4)

3.2 Study Source 3B.

- 3.2.1 Write down the TWO strategies that the Freedom Riders adopted. (Written source) (2 x 1) (2)
- 3.2.2 Comment on the attitude of the FBI and the police towards the Freedom Riders in Birmingham. (Written source) (1 x 3) (3)
- 3.2.3 Explain how the Freedom Riders would have reacted after viewing this photograph. (Visual source) (1 x 2) (2)
- 3.2.4 How does the evidence in the visual source confirm what is being referred to in the written source regarding the Freedom Riders? (2 x 2) (4)
- 3.2.5 Explain the reliability of the visual source for a historian researching the role of the Freedom Riders in the struggle for equality. (2 x 2) (4)

3.3 Use Source 3C and explain how it may be used to highlight the success of the Civil Rights Movement. (2 x 2) (4)

- 3.4 Using the information from ALL the sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the activities of the Civil Rights Movement were disrupted by conservative white Americans. (8)
- 3.5 EXTENDED WRITING (Your response should be about TWO pages long.)
- Answer ONE of the following questions: QUESTION 3.5.1 OR QUESTION 3.5.2.
- 3.5.1 Discuss the various forms of protest that civil rights activists embarked upon in the 1960s to end racial discrimination and segregation in the USA. Use relevant examples to support your answer. (30)
- OR**
- 3.5.2 The Alabama governor, John Patterson, stated that civil rights activists are 'fools that deserved to be beaten and killed'.
- Do you agree with this statement? Using ALL the sources and your own knowledge, write an essay substantiating your response. Use relevant examples to support your answer. (30)
- [75]**

QUESTION 4: HOW DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS INFLUENCE THE SOWETO UPRISING OF 1976?

Study Sources 4A, 4B, 4C and 4D and then answer the questions that follow.

- 4.1 Study Source 4A.
- 4.1.1 According to the source, what was the fastest growing philosophy among the black South African youth? (1 x 1) (1)
- 4.1.2 Explain the term *Black Consciousness* in your own words. (1 x 2) (2)
- 4.1.3 What factors, do you think, motivated black South African students to break away from NUSAS? (1 x 2) (2)
- 4.1.4 Name TWO organisations that were formed to instil the philosophy of Black Consciousness in black South African students. (2 x 1) (2)
- 4.1.5 Explain how the philosophy of Black Consciousness influenced African and Coloured school children in the Cape in 1976. (2 x 2) (4)
- 4.2 Refer to Source 4B.
- 4.2.1 The Afrikaans word 'skool' (school) is crossed out in the cartoon. Using this information and your own knowledge, explain the messages that the cartoonist intended to convey. (2 x 2) (4)
- 4.2.2 How does the cartoonist Berry use the visual element of the flame/torch to convey his message? (2 x 2) (4)
- 4.3 Study Sources 4A and 4B. Comment on how these sources support each other regarding the Soweto Uprising. (2 x 2) (4)
- 4.4 Read Source 4C.
- 4.4.1 Explain whether, according to Kleingeld's testimony, the use of violence against the unarmed students was justified. (2 x 2) (4)
- 4.4.2 According to Jon-Jon Mkhonza, what were the circumstances under which Hector Pieterse was shot? (1 x 2) (2)
- 4.4.3 Explain why you would consider the information contained in both Kleingeld's testimony and Jon-Jon Mkhonza's account as useful when researching the history of the Soweto Uprising. (2 x 2) (4)

4.5 Read Source 4D.

4.5.1 Why, do you think, the students of Soweto embarked on protest action? (1 x 2) (2)

4.5.2 Biko stated, 'there was a real fear throughout the community throughout the country'. Explain to what extent this is an accurate description of how most white South Africans felt. (1 x 2) (2)

4.6 Using the information from ALL the sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) to explain the various measures that the apartheid government put in place to limit the influence of the Black Consciousness Movement. (8)

4.7 EXTENDED WRITING (Your response should be about TWO pages long.)

Answer ONE of the following questions: QUESTION 4.7.1 OR QUESTION 4.7.2.

4.7.1 Explain how the philosophy of Black Consciousness influenced the Soweto Uprising of 1976. (30)

OR

4.7.2 John Kane-Berman stated that 'a new generation has grown up and these younger men and women are impatient, radical, militant, brave and proud'.

Do you agree with this statement? Substantiate your answer using the information from ALL the sources and your own knowledge. (30)
[75]

TOTAL: 150



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GRADE 12

**HISTORY P1
NOVEMBER 2012
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)	<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

- **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:

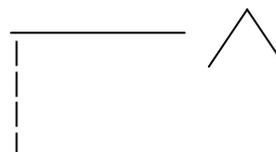
- The construction of argument
- The appropriate selection of factual evidence to support such argument and
- The learner's interpretation of the question

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.	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: HOW DID THE USA AND THE USSR CONTRIBUTE TO THE COLD WAR TENSION IN CUBA?

1.1

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

- Around socialist countries
- USSR borders (Turkey and Italy) (2 x 1) (2)

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

- US rejected proposals to remove American bases from foreign territory
- USSR felt threatened with US missiles that were placed near Russian satellite sites in Europe e.g. Turkey
- Defence of Cuba
- Extend sphere of influence
- Any other relevant response (any 1 x 2) (2)

1.1.3 *[Evaluate bias in Source 1A – L3 – LO1 (AS3 and 4)]*

Candidates need to state to what extent the source is BIASED or NOT BIASED. Candidates should use the following to support their viewpoint:

BIASED

- Written by the Soviet Union's foreign secretary – Andrei Gromyko
- Wanted to discredit the USA
- Ploy to expand communist ideology
- Justified the deployment of missiles to Cuba
- Does not provide USA's reasons for actions against Cuba
- Any other relevant response

NOT BIASED

- Foreign secretary is reporting on the facts
- Gave information on US military bases near Soviet satellite states
- Any other relevant response (any 1 x 3) (3)

1.1.4 *[Ascertain justification of evidence from Source 1A – L3– LO1 (AS3 and 4); LO2 (AS2)]*

Candidates need to state whether Castro was JUSTIFIED or NOT JUSTIFIED. Candidates should use the following to support their viewpoint.

JUSTIFIED

- Wanted protection from the USA's interference in Cuba
- Wanted to demonstrate to the USA that it had powerful friends like the USSR
- Wanted to protect Cuba from a US invasion or interference in its domestic policies / Cuba was militarily weak
- Any other relevant response

NOT JUSTIFIED

- It was an act of war
- Intensified the nuclear arms race/Cold War tensions
- Increased the Soviet sphere of influence in the USA and Caribbean and led to the spread of communism
- Any other relevant response (any 2 x 2) (4)

- 1.1.5 *[Interpretation of evidence from Source 1A – L2 – LO1(AS3); LO2 (AS2)]*
- USA's invasion of Cuba
 - Increased tension between the USA and the USSR (2 x 1) (2)
- 1.2
- 1.2.1 *[Interpretation of evidence from Source 1B – L2 – LO1 (AS3); LO2 (AS2)]*
- Blockade of Cuba by USA
 - Kennedy ready to confront the USSR
 - Deployment of missiles to Cuba
 - Any other relevant response (1 x 2) (2)
- 1.2.2 *[Interpretation of evidence from Source 1B – L3 – LO1(AS3); LO2 (AS2)]*
- Kennedy was ready for a war with the Soviet Union
 - Kennedy was a forceful leader
 - Kennedy was prepared to defend the USA against the Soviet Union
 - Any other relevant response (any 2 x 2) (4)
- 1.2.3 *[Interpretation of evidence from Source 1B – L2 – LO1(AS3); LO2 (AS2)]*
- Shocked – that the USSR was responsible for placing the missiles
 - Concerned/dismay/anger that the USA was threatening the USSR with war
 - Regarded it as US propaganda
 - Any other relevant response (any 2 x 2) (4)
- 1.3
- 1.3.1 *[Explanation of a concept from Source 1C – L1 – LO2 (AS1)]*
- (a) Cold War
- Ideological conflict between the USA and the USSR
 - Struggle that developed between the USSR and the USA and their respective allies
 - War waged by means of economic pressure, selective aid and propaganda
 - Any other relevant response (any 1 x 2) (2)
- (b) Quarantine
- To prevent the entry of ships into Cuba
 - To blockade the entry of USSR missiles into Cuba
 - Any other relevant response (any 1 x 2) (2)
- 1.3.2 *[Interpretation of evidence from Source 1C – L2 – LO1(AS3); LO2 (AS2)]*
- Actions (blockade) were seen as a threat of an imminent war
 - USA's actions (blockade) could be assumed as an act of war
 - Blockade of USSR's ships to Cuba was seen as an act of provocation
 - Tried to first solve the crisis diplomatically
 - Kennedy not abiding to laws regarding international waters
 - Any other relevant response (any 1 x 2) (2)

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

- Kennedy claimed that Russian authorities were not honest about the role of Cuba
- Kennedy blamed the USSR for the missile crisis in Cuba
- Reluctant to remove the blockade/quarantine
- Viewed as a declaration of war
- Any other relevant response (any 2 x 2) (4)

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

Candidates can select either KHRUSHCHEV or KENNEDY and support their answer with relevant evidence.

KENNEDY

- President Kennedy's actions were tantamount to war
- President Kennedy declared a quarantine
- Was only responding to the threat of Russian influence in Cuba
- Imposed a quarantine on Soviet ships
- Used unconventional methods to extend the Cold War
- Any other relevant response

KHRUSHCHEV

- President Khrushchev was responsible for the building of missile bases
- Assurances given by the Russian government proved fruitless
- Tried to use Cuba to spread communist influence in Cuba and the Caribbean
- Tried to increase Russian influence in Cuba
- Any other relevant response (any 2 x 2) (4)

1.4 *[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:

- Crisis had a positive and negative impact on Khrushchev's political career
- Positive – improved the relationship between USA and USSR; prevented the US invasion of Cuba and nuclear war
- Negative - Khrushchev seen as weak leader; lost prestige and popularity; army lost confidence in his political leadership; Khrushchev removed from power
- 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 impact of the Cuban missile crisis on Khrushchev's political career. • Uses evidence partially to report on topic or cannot report on 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 impact of the Cuban missile crisis on Khrushchev's political career. • Uses evidence in a very basic manner 	MARKS: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of the impact of the Cuban missile crisis on Khrushchev's political career • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 6–8

(8)

1.5 EXTENDED WRITING

- 1.5.1 *[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 explain how the USSR and the USA contributed to Cold War tensions in Cuba.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should focus on the reasons that led to the Cuban missile crisis.

ELABORATION

- The coming to power of Castro
 - The American reaction (blockade, calls for removal, threatened invasion of Cuba)
 - The Soviet response (disobeyed the blockade, did not admit to missiles 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 was reluctant
 - Tensions increased as an American spy plane was shot down over Cuba
 - America accepts the Soviet Union's and Khrushchev's conditions
 - The missiles were 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
 - USSR's prestige was damaged and Khrushchev removed from power
 - 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

- 1.5.2 *[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 can either agree or disagree with the statement. In agreeing with the statement they should discuss how the Cuban missile crisis almost led to a full-scale nuclear war. In disagreeing with the statement candidates must substantiate their response with relevant evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- 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. (AGREE)

- Reasons for the deployment of missiles to 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 discussions on missile crisis
- Khrushchev requested that America remove missiles from Turkey
- Kennedy did not accede to this demand publicly, but privately gave the USSR assurances that missiles will be removed
- Kennedy showed restraint when an American spy plane was shot over Cuban airspace
- Kennedy demanded the removal of missiles or the USSR will be attacked
- Khrushchev finally agrees
- Both leaders emerge from these 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: WHAT WERE THE POSSIBILITIES AND CONSTRAINTS OF JULIUS NYERERE'S POLICY OF AFRICAN SOCIALISM ON TANZANIA IN THE 1960s?

2.1

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

- Communal labour/working together for the benefit of the community
- To develop a prosperous and self-reliant society
- Extended family or family-hood/neighbourliness (as a foundation for African Socialism)
- Any other relevant response (any 1 x 2) (2)

2.1.2 *[Interpretation of Source 1A - L2 - LO1(AS3)]*

- Urban dwellers that benefitted from the labour of peasants
- Urban dwellers did not contribute to the development of Tanzania
- Any other relevant response (any 1 x 2) (2)

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

- Nationalised the labour union movement
- Installed a one party state/No opposition parties were allowed
- Spoke of ujamaa/African Socialism
- Opportunities for public participation disappeared (any 1 x 1) (1)

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

- Traditional African society was destroyed
- Allowed the exploitation of Tanzanian human and material resources/people became greedy/created land parasites (any 1 x 1) (1)

2.1.5 *[Interpretation of Source 2A-L2-LO1 (AS3)]*

- People working together
- People seem happy and content to work
- Any other relevant response (any 1 x 2) (2)

2.1.6 *[Analysing and interpreting of visual Source 2A – L2 – LO1 (AS4); LO2 (AS2)]*
Nyerere would have been satisfied because:

- Policy of ujamaa was realised and worked effectively
- Tanzanians were working together to sustain themselves
- Tanzanians were happy with the policy of ujamaa
- Food production increased
- Any other relevant response (any 2 x 2) (4)

2.1.7 *[Ascertain the accuracy of evidence in Source 2A-L3-LO1(AS4)]*

Candidates need to state whether the source is ACCURATE or NOT ACCURATE and support their answer with relevant evidence.

ACCURATE

- Policy of ujamaa was successfully implemented/increased food production
- 'Families' busy with agricultural production
- Tanzanians have accepted ujamaa as a mode of production
- Shows an actual communal farm
- Any other relevant response

NOT ACCURATE

- The photograph could have been posed for
- Many Tanzanians were reluctant to settle in ujamaa farms
- Photograph may have been for purpose of propaganda to show the success of ujamaa
- Does not show the failures of ujamaa
- Any other relevant response (any 2 x 2) (4)

2.1.8 *[Comparison of information in Source 2A (visual and written) to explain how they support each other L3 – LO1 (AS4); LO2 (AS3)]*

Candidates need to state how the WRITTEN SOURCE supports the VISUAL SOURCE:

- The written source outlines Nyerere's ideas of how he wanted to change the economic policy of Tanzania via the policy of ujamaa while the visual source portrays the success of this policy
- The written source focuses on how Tanzanians' benefited from ujamaa while the visual source shows an abundance in production of food
- The written source mentions familyhood which is depicted in the visual source (people working together)
- Any other relevant response (any 2 x 2) (4)

2.2

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

- Intention of the policy was to move them from one piece of land (which they were used to), to another.
- They were moved from areas (land) where they had successfully grown crops to areas (land) where they were not successful
- The aim of ujamaa was to make Tanzania self-sufficient and prosperous but this policy led to poverty
- Self help imposed by the state
- Any other relevant response (any 1 x 3) (3)

2.2.2 *[Justification of evidence from Source 2B – L3 – LO1 (AS3 and 4)]*

Candidates need to state whether peasants were JUSTIFIED or NOT JUSTIFIED in resisting the policy of ujamaa. Candidates should use the following to support their viewpoint.

JUSTIFIED

- Peasants were forced to live and work in ujamaa villages
- Food security was compromised
- They were unwilling to desecrate the grave sites of their ancestors
- They were not prepared to give up their land and heritage for the sake of government policies
- To give up the personal security of private plots for the sake of communal ones
- Any other relevant response

NOT JUSTIFIED

- Ujamaa was the official policy of the government which peasants had to follow
- For ujamaa to be a success, peasants had to co-operate
- Could not defy government policy
- Any other relevant response (any 2 x 2) (4)

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

- Tanzania became one of the poorest nations in Africa
- It accumulated a huge debt
- Dependent on foreign aid
- Over dependence on agriculture and not industry
- Any other relevant response (any 2 x 1) (2)

2.2.4 *[Evaluation of Source 2B - L2-LO 1(AS3); LO2 (AS1)]*

Viewpoint 2 supports the policy of ujamaa in the following ways:

- Primary health care for rural areas improved
- Water borne disease were eradicated
- Piped water was supplied to most Tanzanians
- Life expectancy increased
- Gap between the income levels of rural and urban dwellers was reduced
- Tanzania had one of the highest literacy rates in Africa
- Primary education was free and compulsory
- Any other relevant response (any 2 x 2) (4)

2.2.5 *[Comparison of Source 2A- L3- LO2 (AS3)]*

Candidates need to indicate how Viewpoint 1 differs from Viewpoint 2 and support their answer with relevant evidence

VIEWPOINT 1 – FAILURE

- Depicts failure
- Many Tanzanians did not support the policy of ujamaa.
- Tanzania became one of the poorest countries in Africa because of the policy of ujamaa.
- Accumulated a huge debt
- Ujamaa villages could not produce enough food to feed Tanzanians

VIEWPOINT 2 – SUCCESS

- Depicts success
- The rural areas were provided with basic education and health services
- Piped water was provided
- Life expectancy improved
- Any other relevant response

(2 x 2) (4)

2.3 *[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 may use the following points to answer the question:

POSITIVE

- Villagisation ensured that Tanzanians returned to traditional ways of living
- Families worked together in agriculture – ujamaa
- Gap between rich and poor reduced
- High literacy rates
- Improved health care and life expectancy increased
- Access to clean water and sanitation

NEGATIVE

- Ujamaa also led to increasing unemployment
- Poverty and destitution became endemic
- Unequal society was created
- Disease and famine affected most Tanzanians
- Lack of housing and basic amenities
- Tanzania became one of poorest countries in Africa
- Tanzania began to depend on the IMF and World Bank for financial assistance
- 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 impact of Nyerere's programme of villagisation on ordinary Tanzanians • Uses evidence partially to report on topic or cannot report on 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 impact of Nyerere's programme of villagisation on ordinary Tanzanians • Uses evidence in a very basic manner 	MARKS: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. that shows a thorough understanding of the impact of Nyerere's programme of villagisation on ordinary Tanzanians • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic 	MARKS: 6–8

(8)

2.4 EXTENDED WRITING

2.4.1 *[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 possibilities and constraints of Julius Nyerere's policies on Tanzania.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should focus on the policies that Nyerere adopted after attaining independence.

ELABORATION

POSSIBILITIES

- The 1967 Arusha Declaration set out Nyerere's vision for ujamaa
- Tanzanians should return to their traditional African way of life villagisation and ujamaa
- Tanzania should build its own economy and not depend on foreign aid – avoid dependency syndrome
- Villages should farm collectively which would be to the benefit of the whole community
- Tanzanians had to become self-reliant (Agricultural production had to be increased)
- Literacy levels increased because of compulsory education for all Tanzanian children
- Peasants were educated in modern farming methods
- A Leadership Code was introduced to prohibit politicians from becoming corrupt
- Health services were improved and Tanzanians had access to piped water
- Nyerere wanted to create a socialist country by reducing the gap between rich and poor

CONSTRAINTS

- Peasants were reluctant to change their lifestyle and farming practices
- They were unsure of improvements that ujamaa villages would bring
- Fewer people were engaged in co-operative farming
- Many lacked the knowledge of modern farming methods
- Shortage of farm equipment hampered success
- Government officials also were not committed to the concept of ujamaa
- Peasants were forced to sell their crops at low prices

- Foreign capitalists and government officials autocratically set food prices
- Lead to many abandoning communal farms
- 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.

- 2.4.2 *[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 assess whether Nyerere's policy of African socialism transformed Tanzania politically, socially and economically. In their assessment, they must mention if these policies were a success or not.

MAIN ASPECTS

Candidates should include the following points in their response.

- Introduction: Candidates must indicate whether they agree or disagree with the statement and then substantiate their argument with relevant evidence.

ELABORATION

Politically

- Nyerere's vision of a socialist Tanzania was set out in the Arusha Declaration [Provision for a one party state, One-party states could be democratic, Elections on regular basis etc]
- Workers had the right to participate in the decision making process
- TANU leaders were both peasants and workers
- Attempted to eliminate government corruption - Leadership Code introduced
- Tanzania was once one of the most stable countries in Africa

Socially

- Attempts to eliminate class distinction [Rural society shared wealth, gap between the rich and poor was reduced]
- 'Villagisation' was introduced - made easier for government to provide services [Villages should farm collectively; Villages overcrowded]
- Salaries of government workers should not be high
- Focus was on collective values and not on individualism
- Manual labour should be respected and encouraged
- Health and educational successes

Economically

- Tanzania should be self-reliant and economically self-sufficient
- Families worked together to produce food for their own consumption
- Food production declined drastically [Tanzania dependant on imports]
- Key companies were nationalised – production decreased
- Government took loans from the IMF and the World bank - dependency syndrome
- Economic success limited
- 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 FORMS OF CIVIL SOCIETY PROTESTS EMERGED IN THE UNITED STATES OF AMERICA (USA) IN THE 1960s?

3.1

3.1.1 *[Extract information from Source 3A – L1 – LO1 (AS3)]*

- Wanted to join the student committee
- Wanted to be part of the demonstration
- Any other relevant response (any 2 x 1) (2)

3.1.2 *[Analysing Source 3A – L2 – LO1 (AS4); LO2 (AS2)]*

- Both were racists
- Both practised and displayed discriminatory tendencies
- Both were reluctant to embrace freedom loving Americans
- Any other relevant response (any 1 x 2) (2)

3.1.3 *[Explanation of historical concept from the visual source 3A - L1 – LO2(AS1)]*

- To keep people apart in terms of their race
- Treated people differently with regard to where they stayed, play etc.
- Any other relevant response (any 1 x 2) (2)

3.1.4 *[Analysing the messages conveyed by the photograph in Source 3A – L2 – LO1 (AS4)]*

- To highlight the practice of discrimination/harassment
- To show the lack of tolerance and respect for other human beings
- Shows the attitude of the civil rights activists
- Any other relevant response (any 2 x 2) (4)

3.1.5 *[Analysing Source 3A – L2 – LO1 (AS4); LO2 (AS2)]*

(a)

- Confrontational
- Disrespectful
- Ill-mannered
- Lacked tolerance
- Intimidatory
- Abusive/aggressive
- Any other relevant response (any 1 x 2) (2)

(b)

- Showed strong commitment and challenged segregatory laws by staying and refusing to leave
- Strong opposition to segregation
- Brave in fighting for freedom and justice
- Non-confrontational and peaceful
- Any other relevant response (any 1 x 2) (2)

3.1.6 *[Comparison of information in Source 3A (visual and written) to explain how they support each other L3 – LO1 (AS4); LO2 (AS3)]*

Both sources are similar in the following ways:

- Showed that civil rights activists were not welcomed in the restaurant
- Wanted the civil rights activists to leave the restaurant
- Showed that civil rights activists were discriminated against
- Any other relevant response (any 2 x 2) (4)

3.2

3.2.1 *[Extraction of evidence from Source 3B – L1 – LO1 (AS3)]*

- Board a bus destined for the South of America
- Whites would sit at the back of the bus while blacks would sit in the front of the bus
- At rest stops, whites would go into blacks-only areas and vice versa
- Created a crisis that compelled the Federal government to enforce the law (any 2 x 1) (2)

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

- Did not help when the Freedom Riders were severely beaten
- Stayed away from the incident so that the Freedom Riders could be attacked by the conservative white Americans
- Displayed a racist attitude
- Wanted Freedom Riders to be beaten up
- Any other relevant response (any 1 x 3) (3)

3.2.3 *[Interpretation of Source 3B – L3 – LO1 (AS3)]*

They could have displayed feelings of:

- Anger
- Disgust
- Unhappiness
- Intimidate
- Scared
- More effort protesting
- Committed in their struggle for desegregation
- Any other relevant response (any 1 x 2) (2)

3.2.4 *[Comparison of information in Source 3B (visual and written) to explain how they support each other L2 – LO1 (AS4); LO2 (AS3)]*

- The visual source confirms the Freedom Riders' views that they would encounter resistance (violence)
- The visual source shows the burning bus in Anniston as explained in the written source
- Any other relevant response (any 2 x 2) (4)

3.2.5 *[Ascertain reliability of information from Source 3B – L3 –LO1 (AS3&4); LO2 (AS2&3); LO3 (AS2)]*

The visual source is reliable because:

- Photographer depicts the violence by conservative Americans
- The photographer was present at the scene
- It depicts the actual events - the burning bus near Anniston, Alabama
- The photograph can be collaborated with other sources
- Any other relevant response (any 2 x 2) (4)

3.3 *[Interpretation of Source 3C – L2 – LO1 (AS3)]*

- Civil Right Movement was successful because it shows African Americans being served at a previously segregated counter that was reserved for whites
- The source depicts no violence being used against the African Americans in a restaurant formerly reserved for Whites
- Shows change – desegregation
- Any other relevant response (any 2 x 2) (4)

3.4 *[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 may use the following points to answer the question:

- The angry conservative whites tried to stop the Freedom Riders in their attempt to desegregate public transport
- Violence used against the Freedom Riders
- White conservative police force and the FBI colluding with White mob
- The burning of buses used by the Freedom Riders
- The Civil rights activists were intimidated, arrested and jailed
- Some Civil Rights activists were murdered e.g. the three who were part of the 'Freedom Summer' in 1964
- 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 activities of the Civil Rights movement were disrupted by conservative White Americans • Uses evidence partially to report on topic or cannot report on 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 activities of the Civil Rights movement were disrupted by conservative White Americans • Uses evidence in a very basic manner 	MARKS: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. shows a thorough understanding of how the activities of the Civil Rights movement were disrupted by conservative White Americans • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 6–8

(8)

3.5 EXTENDED WRITING

3.5.1 *[Synthesise information to construct a given line of 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 are expected to discuss the various forms of protests civil rights activists used in the 1960s to end racial discrimination and segregation in the USA.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate how various forms of protests were undertaken in order to force the US government to end racial discrimination and segregation.

ELABORATION

- Brief background to Martin Luther King Jnr. and the reasons for the Civil Rights Movement
 - Civil rights activists embarked on protests to challenge segregation and discriminatory laws in the USA
 - They followed non-violent and peaceful tactics (based on Gandhi's Satyagraha)
 - Sit-ins in parks, libraries, restaurants etc e.g. at Greensboro, at Woolworth's restaurant in North Carolina in 1960.
 - More sit-ins followed and that led to integrated parks, pools, theatres, libraries, schools, beaches, etc,
 - Freedom Rides took place in Washington DC - New Orleans in May 1961
 - It challenged segregation in public transport
 - Riots broke out in Mississippi in 1962 because of the admission of James Meredith in an all-white Mississippi University (President Kennedy sent troops to restore order)
 - Demonstrations e.g. against racial discrimination in housing and education - Maryland in March 1963
 - Other protests included, Birmingham and Alabama protests (1963) and brutal reaction by Eugene 'Bull' Connor (Commissioner of Public safety) to protests
 - The march to the Lincoln memorial 1963 – famous for Martin Luther's 'I have a Dream speech'
 - Freedom Summer 1964 in Mississippi intensified massive African American voter registration
 - Passing of Civil Rights Act of 1964
 - March to Montgomery -1965 for voting rights resulting in a 'Bloody Sunday' - Passing of the Voting Rights Act
 - 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.

3.5.2 *[Plan and construct an essay according to an independent line of argument – L1 – L3 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

SYNOPSIS

Candidates need to indicate whether they agree with J Patterson's assertion that civil rights activists were 'fools that deserved to be beaten and killed'.

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 with relevant evidence.

ELABORATION

DISAGREE:

- Civil rights activists stood up for their rights – they were not 'fools that deserved to be beaten and killed'
- They adopted several non-violent strategies to ensure freedom and equality among African Americans
- Non-violent and peaceful tactics as espoused by Gandhi
- Civil rights activists embarked on protests to challenge segregation and discriminatory laws, e.g. in Birmingham and Alabama
- Sit-ins at libraries e.g. the Tougaloo Nine in Jackson, Mississippi 1961; restaurants in Greensboro, at Woolworth's restaurant in North Carolina 1960. More sit-ins followed and that led to having integration in parks, pools, theatres, libraries, schools, beaches etc,
- Freedom Rides throughout the USA, for example from Washington DC to New Orleans in Louisiana May 1961 – challenged segregation in public transport
- Riots in Mississippi in 1962 for the admission of James Meredith in an all white University in Mississippi.
- Demonstrations e.g. against racial discrimination in housing and education in Maryland in March 1963
- The fight for civil rights culminated in the march to the Lincoln memorial in August 1963 – Martin Luther King delivered his famous 'I have a dream' speech
- In 1964 the US government passed the Civil Rights Act
- March to Montgomery (March 1965) for voting rights) resulting in a 'Bloody Sunday'. Led to the passing of the Voting Rights Act
- Any other relevant response

(30)
[75]

If candidates agree 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.

QUESTION 4: HOW DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS INFLUENCE THE SOWETO UPRISING OF 1976?

4.1

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

- Black Consciousness (any 1 x 1) (1)

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

- Black people should be proud of themselves
- Black people should do things on their own without the help of white people
- Aimed to conscientise mainly black South Africans about their political, economic and cultural rights
- Any other relevant response (any 1 x 2) (2)

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

- It did not fight for the rights of black South Africans
- It was a white-dominated organisation
- Black students were not satisfied with separate accommodation facilities for white and black students
- White South Africans were not able to fight for the cause of black South Africans
- It was not radical enough
- Any other relevant response (any 1 x 2) (2)

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

- SASM
- BPC
- SASO (2 x 1) (2)

4.1.5 *[Interpretation of Source 4A – L2 – LO1 (AS3)]*

- They became aware about the philosophy of Black Consciousness
- They stood up for their rights and demanded equal education
- Black Consciousness conscientised them to target inferior education
- Defied the imposition of Bantu Education by boycotting exams on the *Swart Pelgrim*
- It influenced them to be self-reliant
- Any other relevant response (any 2 x 2) (4)

4.2

4.2.1 *[Analysis, Interpretation and Evaluation of Source 4B – L3 – LO1 (AS3)]*

- The torch represent the success of Afrikaner culture in terms of language
- Students in Soweto rejected being taught in Afrikaans
- Refers to the Soweto uprising against the use of Afrikaans
- The crossing out of the word 'skool' symbolises the rejection of formal schooling
- Any other relevant response (any 2 x 2) (4)

4.2.2 *[Analysing of evidence from Source 4B – L2 – LO1 (AS4); LO2 (AS2)]*

- The flame/torch symbolises the celebration of Afrikaans in 1975
- The flame/torch symbolises the uprising that occurred in Soweto against the issue of Afrikaans and inferior education
- The flame/torch symbolises the burning of schools, buildings, cars, etc.
- The flame/torch symbolises the anger that the students felt about Bantu Education and the apartheid government
- The flame/torch symbolises the rejection of Bantu Education and the imposition of the Afrikaans as a language on black South African students
- Any other relevant response (any 2 x 2) (4)

4.3 *[Comparison of Sources 2A and 2B to explain how they support each other L3 – LO1 (AS4); LO2 (AS3)]*

Candidates should refer to both Sources 4A and 4B in their response.

- Source 4A refers to the burning of books and Source 4B shows the smoke/flame
- Source 4A refers to the boycotting of the Afrikaans exam and Source 4B symbolises the rejection of Afrikaans as a language
- Sources 4A and 4B highlight the need to resist Afrikaans as a language of instruction and the rejection of Bantu Education
- Any other relevant response (any 2 x 2) (4)

4.4

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

Candidates need to state whether Kleingeld's testimony to use violence against the unarmed students were JUSTIFIED or NOT JUSTIFIED. Candidates should use the following to support their viewpoint.

JUSTIFIED because:

- Students were throwing stones
- Students were aggressive
- Students endangered the lives of policemen
- Policemen had to protect the property of the government
- Students were violent and displayed unpatriotic tendencies
- Any other relevant response

NOT JUSTIFIED because:

- It was a violation of their human rights
- Students were justified in protesting against the forced use of Afrikaans as language across the curriculum
- They were only school students
- It is unethical to use live ammunition on unarmed children
- Any other relevant response (any 2 x 2) (4)

4.4.2 *[Interpretation of information from Source 4C – L2 – LO1 (AS3)]*

- Students marched to protest peacefully against the use of Afrikaans across the curriculum and to reject Bantu Education
- Police used teargas to disperse students
- Students in Soweto responded by throwing stones at the police
- Police opened fire without warning on unarmed students and the first casualty was Hector Pieteron
- Any other relevant response (any 1 x 2) (2)

4.4.3 *[Comparison of two views in Source 2C to explain the usefulness thereof L3 – LO1 (AS4); LO2 (AS3)]*

Candidates should refer to both KLEINGELD'S TESTIMONY and JON-JON MKHONZA'S ACCOUNT and support their answer with relevant evidence.

KLEINGELD'S TESTIMONY

- Kleingeld was a respected policeman
- Kleingeld was trying to maintain law and order
- Kleingeld was an eyewitness
- Any other relevant response

JON-JON MKHONZA'S ACCOUNT

- Mkhonza was an eyewitness
- He was a victim of the policy of apartheid
- Singing of 'Morena Boloka' shows the peacefulness of the march
- Any other relevant response (any 2 x 2) (4)

4.5

4.5.1 *[Interpretation of evidence from Source 4D – L2 – LO1 (AS3)]*

- Introduction of Afrikaans as medium of teaching and learning
- The policy of Bantu Education
- The philosophy of Black Consciousness
- Any other relevant response (any 1 x 2) (2)

4.5.2 *[Interpretation of Source 4D – L2 – LO1 (AS3)]*

- Scared that the government had lost control of the country
- Scared of all the violence and killing
- Future seemed uncertain
- Black South Africans resisted the policy of apartheid by resorting to the use of violence
- Any other relevant response (any 1 x 2) (2)

4.6 [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 may use the following points to answer the question:

- Black South African students were forced to learn Afrikaans
- The state prescribed books like *Swart Pelgrim*
- The state intimidated anti-apartheid activists by using violence, teargas, bullets, dogs and batons
- Anti-apartheid activists were tortured, detained and killed
- Steve Biko and other activists were arrested, tortured and killed
- The apartheid government banned political organisations
- Homeland leaders were co-opted to perpetuate the policy of apartheid
- 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 role that the apartheid government played in limiting the influence of the Black Consciousness Movement • Uses evidence partially to report on topic or cannot report on 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 role that the apartheid government played in limiting the influence of the Black Consciousness Movement • Uses evidence in a very basic manner 	MARKS: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. that shows a thorough understanding of the role that the apartheid government played in limiting the influence of the Black Consciousness Movement • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 6–8

(8)

4.7 EXTENDED WRITING

4.7.1 *[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 explain how the philosophy of Black Consciousness influenced the Soweto Uprising of 1976.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should explain the philosophy of Black Consciousness and show how black South African students were inspired to fight for their freedom.

ELABORATION

- Reasons for Black Consciousness and the role of Steve Biko
- Steve Biko became active in the activities of NUSAS
- Biko was convinced that black students needed their own organisation in which they could speak for themselves instead of relying on whites to help their cause
- Biko outlined plans for the South African Students Organization (SASO)
- SASO became a successful organisation in 1968
- The concept of Black Consciousness had special appeal to the youth because it inspired them to fight against white domination
- Poor quality of Bantu Education, e.g. unequal government expenditure, poor quality of school buildings, shortage of classrooms and overcrowding in classrooms
- SASO began influencing high school students
- The South African Student's Movement (SASM) was set up by young activists
- Learners were exposed to the ideas of Black Consciousness and became mobilised to fight for their rights
- In 1975 the Minister of Education introduced a policy that made Afrikaans compulsory as a medium of teaching and learning
- Black youth were conscientised by the philosophy of Black Consciousness (black dignity and self esteem/ poor living conditions, rising unemployment among parents and grinding poverty also made youth militant)
- The issue of Afrikaans became the final spark that led to the Soweto uprising
- On 16 June 1976 students mobilised against the apartheid government
- An important turning point against the apartheid government was reached
- 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.

4.7.2 [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 analyse the statement and elaborate on the actions of the impatient, radical, militant, brave and proud youth. Candidates can either agree or disagree with the statement. 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 assess the statement and indicate how they intend supporting their argument.

ELABORATION

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

- Brief background – reasons for Black Consciousness
 - Influence of Black Consciousness on students
 - Students dissatisfied with inactivity of the older generation
 - Black South African students became more militant
 - Students embarked on the boycott of exams and classes
 - SASO began to influence high school students
 - The South African Student's Movement (SASM) was established to mobilize students
 - The issue of Afrikaans became the final spark which led to nationwide protests
 - Students fought for their rights and mobilised themselves effectively
 - On 16 June 1976 thousands of students marched through the streets of Soweto protesting against Bantu Education
 - The armed police and soldiers confronted the unarmed students
 - This confrontation led to an outbreak of violence – the first victim was Hector Pieterse
 - This marked a turning point in South Africa's history
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)
[75]

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

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 2012**

MARKS: 150

TIME: 3 hours

This question paper consists of 10 pages and an addendum of 14 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: Angola

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 to the source-based question and 30 marks to 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 COLLAPSE OF THE SOVIET UNION CONTRIBUTE TO THE ENDING OF APARTHEID IN SOUTH AFRICA IN 1989?

Study Sources 1A, 1B and 1C and answer the questions that follow.

1.1 Refer to Source 1A.

- 1.1.1 Why did the USSR no longer support the ANC's armed struggle?
(1 x 2) (2)
- 1.1.2 Using the information from the source and your knowledge, define the concept *multiparty democracy*.
(1 x 2) (2)
- 1.1.3 Explain the factors that motivated the ANC to enter into negotiations with the National Party.
(2 x 2) (4)
- 1.1.4 Why did the UDF convey the following message to township residents: 'negotiations were an acceptable alternative to insurrection'?
(2 x 2) (4)

1.2 Study Source 1B.

- 1.2.1 Why, according to the source, was Mandela released?
(Extract 1) (2 x 1) (2)
- 1.2.2 Explain to what extent you would agree with the statement: 'The ANC was previously an instrument of the expansionism of Russia in Southern Africa.' (Extract 1)
(2 x 2) (4)
- 1.2.3 Comment on whether the unbanning of the ANC normalised the political situation in South Africa. (Extract 1)
(2 x 2) (4)
- 1.2.4 How did the collapse of communism in Eastern Europe force the South African government to begin a process of negotiations with the ANC? (Extract 2)
(1 x 3) (3)

1.3 Use Source 1C.

- 1.3.1 How do you think the following would have reacted to De Klerk's parliamentary address: (Written source)
- (a) Conservative white South Africans
- (b) The majority of black South Africans (2 x 2) (4)
- 1.3.2 Using information from the visual source and your own knowledge, comment on the significance of the newspaper headline:
- ANC unbanned
'The season of violence is over.
The time for reconstruction and reconciliation has arrived ...' (2 x 2) (4)

- 1.4 Refer to Sources 1A, 1B and 1C. Explain which ONE of the three sources you would consider to be most useful to a historian researching the period of the collapse of the USSR and its impact on South Africa. (2 x 2) (4)
- 1.5 Using information from ALL the sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the consequences of the unbanning of the ANC on South African politics. (8)
- 1.6 EXTENDED WRITING (Your response should be about TWO pages long.)
- Answer ONE of the following questions: QUESTION 1.6.1 OR QUESTION 1.6.2.
- 1.6.1 Explain how the collapse of the Soviet Union contributed to the ending of apartheid in South Africa in 1989. (30)
- OR**
- 1.6.2 It was the fall of the Berlin Wall coupled with the statesmanship of FW de Klerk that paved the way for political change in South Africa.
- Do you agree with this statement? Substantiate your answer by using the information from ALL the sources and your own knowledge. (30)
- [75]**

QUESTION 2: HOW SUCCESSFUL WAS ANGOLA IN RE-IMAGINING ITSELF AFTER THE COLLAPSE OF COMMUNISM IN 1989?

Study Sources 2A, 2B and 2C and answer the questions that follow.

- 2.1 Refer to Source 2A.
- 2.1.1 Name the THREE countries involved in the Angolan civil war between 1987 and 1988. (3 x 1) (3)
- 2.1.2 What factors motivated FAPLA's allies to leave Angola in 1988? (2 x 2) (4)
- 2.1.3 Explain the reference to the words 'Escalation or negotiation' in the context of the conflict in Angola. (2 x 2) (4)
- 2.1.4 Why did South Africa become involved in the conflict in Angola? (1 x 2) (2)
- 2.1.5 Using the information from the source and your own knowledge define the concept *glasnost*. (1 x 2) (2)
- 2.2 Read Source 2B.
- 2.2.1 What prevented the leaders of the MPLA and UNITA from reaching consensus? (1 x 2) (2)
- 2.2.2 Explain in what ways the 1991 Bicesse Peace Agreement was significant for Angola. (2 x 2) (4)
- 2.2.3 Comment on whether President Dos Santos was justified in resuming the civil war in Angola. (2 x 2) (4)
- 2.3 Consult Source 2C.
- 2.3.1 Explain the message of the photograph in relation to the civil war in Angola. 2 x 2) (4)
- 2.3.2 Comment on the limitations of this source to a historian researching the conflict in Angola in the 1990s. (2 x 2) (4)
- 2.4 Compare Source 2B and Source 2C. Explain how these sources support each other regarding UNITA's role in the Angolan conflict. (2 x 2) (4)
- 2.5 Using ALL the sources and your own knowledge, write a paragraph of about EIGHT lines (80 words) explaining how Cuba became involved in the conflict in Angola. (8)

2.6 EXTENDED WRITING (Your response should be about TWO pages long.)

Answer ONE of the following questions: QUESTION 2.6.1 OR QUESTION 2.6.2.

2.6.1 Discuss to what extent Angola was able to re-imagine itself after the collapse of communism in 1989. (30)

OR

2.6.2 The end of the Cold War brought about a new era in the history of Angola.

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

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

Use Sources 3A, 3B, 3C and 3D and answer the questions that follow.

- 3.1 Refer to Source 3A.
- 3.1.1 Why, according to the source, is 2 February 1990 regarded as a significant date in South Africa's history? (2 x 1) (2)
- 3.1.2 Explain whether you would agree with FW de Klerk's statement 'that he would have been a fool not to take advantage of the gap that the fall of communism in Eastern Europe had provided'. (2 x 2) (4)
- 3.2 Study Source 3B.
- 3.2.1 What do you think Treurnicht meant when he declared that De Klerk had 'awakened the tiger in the Afrikaner'? (1 x 2) (2)
- 3.2.2 Explain whether Treurnicht was justified in his comments against De Klerk. (2 x 2) (4)
- 3.2.3 Give TWO reasons from the source that suggest that Treurnicht was opposed to De Klerk's vision for a new South Africa. (2 x 1) (2)
- 3.3 Use Source 3C.
- 3.3.1 Explain the messages of the cartoon. (2 x 2) (4)
- 3.3.2 Comment on whether the cartoonist gives an accurate portrayal of events. Use the visual clues in the cartoon to support your answer. (2 x 2) (4)
- 3.4 Compare Sources 3B and 3C. Explain to what extent these sources are similar regarding the Conservative Party's reaction to the political changes in South Africa. (2 x 2) (4)
- 3.5 Consult Source 3D.
- 3.5.1 According to Extract 1, why did the AWB invade the World Trade Centre? (1 x 1) (1)
- 3.5.2 Explain whether you agree with the manner in which the policemen dealt with the AWB agitators. (Extract 1) (2 x 2) (4)
- 3.5.3 What impact did the storming of the World Trade Centre have on the process of negotiations? (Extract 2) (1 x 2) (2)
- 3.5.4 Comment on the significance of the 'sunset clause' as proposed by Joe Slovo. (Extract 2) (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 how the right-wing groups attempted to disrupt the process of negotiations in South Africa during the early 1990s. (8)
- 3.7 EXTENDED WRITING (Your response should be about TWO pages long.)
- Answer ONE of the following questions: QUESTION 3.7.1 OR QUESTION 3.7.2.
- 3.7.1 Explain the various obstacles that confronted South Africa's major role-players on the road to democracy from 1990 to 1994. (30)
- OR**
- 3.7.2 FW de Klerk's landmark speech on 2 February 1990 effectively brought an end to white minority rule in South Africa.
- Do you agree with this statement? Substantiate your argument by using the information from ALL the sources and your own knowledge. (30)
- [75]**

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

Use Sources 4A, 4B and 4C and answer the questions that follow.

4.1 Refer to Source 4A.

- 4.1.1 According to Desmond Tutu, what were the aims of the TRC? (Written source) (2 x 1) (2)
- 4.1.2 Explain the term *reconciliation* in your own words. (Written source) (1 x 2) (2)
- 4.1.3 How did Tutu ensure that both victims and perpetrators attended the TRC hearings? (1 x 2) (2)
- 4.1.4 What message does the cartoonist convey about the TRC? (Visual source) (1 x 3) (3)
- 4.1.5 Explain what prompted Dullah Omar to make the following statement: 'If we don't find out what's in there, it will keep on haunting us forever!' (Visual source) (2 x 2) (4)
- 4.1.6 Compare the visual and written sources. Explain how these sources support each other regarding the reasons for the formation of the TRC. (2 x 2) (4)

4.2 Use Source 4B.

- 4.2.1 Why, do you think, Mrs Calata decided to give her testimony at the TRC? (1 x 2) (2)
- 4.2.2 What motivated Mr Smith to request for an adjournment of the hearing? (1 x 2) (2)
- 4.2.3 Explain why you would regard this source as valuable to a historian studying the work of the TRC. (2 x 2) (4)

4.3 Read Source 4C.

- 4.3.1 Using the information from the source and your own knowledge, comment on whether you would agree with FW de Klerk's statement that 'numerous atrocities of the past have not been properly investigated'. (2 x 2) (4)
- 4.3.2 How do the views of FW de Klerk and Cyril Ramaphosa differ regarding the work of the TRC? Make specific reference to the word 'witch hunt' in your response. (2 x 2) (4)

- 4.4 Refer to Sources 4A, 4B and 4C. Select and explain which ONE of these sources you would regard as most useful to a historian studying the work of 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) assessing the work of the TRC. (8)
- 4.6 EXTENDED WRITING (Your response should be about TWO pages long.)
- Answer ONE of the following questions: QUESTION 4.6.1 OR QUESTION 4.6.2.
- 4.6.1 Discuss how the Truth and Reconciliation Commission attempted to heal South Africa from its divided past. Use relevant examples from the TRC hearings to support your answer. (30)
- OR**
- 4.6.2 In an interview with Tim Modise, Desmond Tutu said that 'we did get a fair amount of the truth'.
- Using the information from ALL the sources and your own knowledge write an essay assessing the accuracy of this statement. (30)
- [75]**
- TOTAL: 150**



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P2

NOVEMBER 2012

MEMORANDUM

MARKS: 150

This memorandum consists of 35 pages.

1. SOURCE-BASED QUESTIONS

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

LEARNING OUTCOMES	ASSESSMENT STANDARDS THE ABILITY OF THE LEARNER TO:
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
<p><u>Level 1</u></p> <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.
<p><u>Level 2</u></p> <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

- **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.
<p>7 Outstanding 80 – 100% 24 – 30</p> <p>[Excellent]</p>	<p>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)</p>
<p>6 Meritorious 70 – 79% 21 – 23</p> <p>[Very Good]</p>	<p>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)</p>
<p>5 Substantial 60 – 69% 18 – 20</p> <p>[Good]</p>	<p>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</p>
<p>4 Moderate 50 – 59% 15 – 17</p> <p>[Satisfactory]</p>	<p>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</p>
<p>3 Adequate 40 – 49% 12 – 14</p> <p>[Fair]</p>	<p>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)</p>
<p>2 Elementary 30 – 39% 09 – 11</p> <p>[Weak]</p>	<p>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</p>
<p>1 Not Achieved 0 – 29% 0 – 8</p> <p>[Poor]</p>	<p>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</p>

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

1.1

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

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

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

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

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

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

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

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

1.2

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

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

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

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

AGREE

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

DISAGREE

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

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

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

NORMALISED

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

NOT NORMALISED

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

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

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

1.3

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

(a)

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

(b)

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

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

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

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

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

SOURCE 1A is useful because of the following:

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

SOURCE 1B is useful because of the following:

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

SOURCE 1C

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

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

Candidates could include the following aspects in their response:

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

Use the following rubric to allocate a mark:

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

(8)

1.6 EXTENDED WRITING

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

SYNOPSIS

Candidates should explain how the collapse of the Soviet Union paved the way for negotiations between the ANC and the NP in 1989.

MAIN ASPECTS

Candidates should include the following aspects in their response:

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

ELABORATION

- Gorbachev's role in ending communism - introduction of Glasnost and Perestroika
- The impact of Glasnost and Perestroika on South Africa (NP government and the ANC)
- The collapse of communism gave De Klerk an opportunity to initiate reforms
- De Klerk could no longer use the argument that apartheid was stemming the tide of communism
- Banned political organisations (e.g. ANC) could no longer be termed as 'communist'
- De Klerk was forced to negotiate with previously banned political organisations like the ANC
- Liberation movements (like the ANC) had to abandon the armed struggle to begin the process of negotiations
- Opened the way for engagement with the ANC leading to the release of political prisoners and unbanning of political parties
- USSR's economic stagnation influenced political changes in South Africa between the NP and ANC
- USA's abandonment of support for the NP – affected South Africa's political future
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion (30)

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

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

SYNOPSIS

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

MAIN ASPECTS

Candidates should include the following aspects in their response:

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

ELABORATION

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

FALL OF BERLIN WALL

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

STATESMANSHIP OF DE KLERK

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

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

- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

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

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

2.1

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

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

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

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

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

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

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

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

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

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

2.2

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

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

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

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

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

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

JUSTIFIED

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

NOT JUSTIFIED

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

2.3

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

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

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

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

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

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

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

Candidates could focus on the following aspects:

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

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of Cuba became involved in the conflict in Angola • Uses evidence partially to report on topic or cannot report on 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 Cuba became involved in the conflict in Angola Uses evidence in a very basic manner 	MARKS: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. shows a thorough understanding of how Cuba became involved in the conflict in Angola • Uses evidence very effectively in an organised 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 to what extent Angola was successful in re-imagining itself after the collapse of communism in 1989 and support their line of argument with relevant evidence.

MAIN ASPECTS

The candidate should include the following points in the response.

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

ELABORATION

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

NSC – Marking Guideline

- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

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

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

SYNOPSIS

Candidates should indicate whether they agree or disagree with the statement and support their line of argument with relevant evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

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

ELABORATION

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

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

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

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

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

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

3.1

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

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

(any 2 x 1) (2)

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

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

AGREE

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

DISAGREE

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

(any 2 x 2) (4)

3.2

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

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

(any 1 x 2) (2)

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

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

JUSTIFIED

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

NOT JUSTIFIED

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

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

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

3.3

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

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

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

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

ACCURATE

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

NOT ACCURATE

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

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

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

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

3.5

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

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

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

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

AGREE

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

DISAGREE

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

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

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

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

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

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

Candidates could include the following aspects in their response:

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

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how the right-wing groups attempted to disrupt the process of negotiations in South Africa during the early 1990s • Uses evidence partially to report on topic or cannot report on 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 right-wing groups attempted to disrupt the process of negotiations in South Africa during the early 1990s • Uses evidence in a very basic manner 	MARKS: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. shows a thorough Understanding of how the right-wing groups attempted to disrupt the process of negotiations in South Africa during the early 1990s • 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 explain how obstacles such as violence, opposing views and political intolerance confronted South Africa's major role players on the road to democracy from 1990 to 1994.

MAIN ASPECTS

Candidates could include the following aspects in their response:

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

ELABORATION

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

- Multi-party talks resumed in April 1993 (Multi-party negotiation forum)
 - Sunset Clause used to allay fears
 - Shell House massacre
 - South Africa's first democratic elections held on 27 April 1994
 - Government of National Unity
 - Any other relevant point
-
- Conclusion: Candidates should tie up their argument with a relevant conclusion

(30)

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

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

SYNOPSIS

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

MAIN ASPECTS

Candidates should include the following aspects in their response:

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

ELABORATION

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

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

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

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

4.1

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

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

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

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

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

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

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

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

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

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

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

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

4.2

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

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

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

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

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

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

4.3

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

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

AGREE

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

DISAGREE

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

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

Candidates must refer to both views in their response:

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

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

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

SOURCE 4A is useful because:

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

SOURCE 4B is useful because:

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

SOURCE 4C is useful because:

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

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

Candidates must include both successes and failures in their response:

SUCCESSSES

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

FAILURES

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

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of assessing the work of the TRC • Uses evidence partially to report on topic or cannot report on 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 an assessment of the work of the TRC • Uses evidence in a very basic manner 	MARKS: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. shows a thorough understanding of an assessment of the work of the TRC • 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 *[Plan and construct an argument based on evidence using analytical and Interpretative skills - L1 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

SYNOPSIS

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

MAIN ASPECTS

The candidate should include the following points in the response.

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

ELABORATION

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

- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

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

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

SYNOPSIS

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

MAIN ASPECTS

Candidates should include the following aspects in their response:

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

ELABORATION

NOT ACCURATE

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

ACCURATE

- National unity was promoted through hearings across the country and by televising it
 - Both sides of the conflict came to testify, i.e. liberation movement and government, e.g. Adriaan Vlok later apologised to families for the role of the police in killing activists
 - Amnesty led to perpetrators willingness to testify in East London, Durban, e.g. Eugene de Kok, Dirk Coetzee etc.
 - Victims came to know what really happened during the apartheid years
 - Many unaccounted victims were identified, graves located and bodies exhumed and given to families for reburial
 - Led to reconciliation and national building
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

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

[75]

TOTAL: 150