



Education and Sport Development

Department of Education and Sport Development
Departement van Onderwys en Sportontwikkeling
Lefapha la Thuto le Tlhabololo ya Metshameko

NORTH WEST PROVINCE

NATIONAL SENIOR CERTIFICATE

GRADE 12

**HISTORY P2
SEPTEMBER 2019
MARKING GUIDELINES**

MARKS: 150

These marking guidelines consist of 25 pages.

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

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

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

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

1.3 Assessment procedures for source-based questions

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

Paragraph question

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

- Read the paragraph and place a bullet (.) at each point within the text where the candidate has used relevant evidence to address the question.

- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.
- At the end of the paragraph indicate the ticks (✓) that the candidate has been awarded for the paragraph; as well as the level (1,2, or 3) as indicated in the holistic rubric and a brief comment e.g.

_____ * _____ * _____
 _____ * _____ * _____
 ✓✓✓✓
 Level 2

Used mostly relevant evidence to write a basic paragraph

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

($\frac{32}{50}$)

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

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

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

2.2 Marking of essay questions

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

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to 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 relevant evidence to support an argument. The learner will **not** be required to simply regurgitate content ('facts') in order to achieve a level 7 (high mark). This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

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

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay ticks need to be awarded for a relevant introduction (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline)

For example, in an answer where there are five (5) main points there could be 7 ticks.

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

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

2.4.4 The following additional symbols **MUST** also be used:

“ Introduction, main aspects and conclusion not properly contextualised	▲
“ Wrong statement	_____
“ Irrelevant statement	
“ Repetition	R
“ Analysis	A½
“ Interpretation	1½
“ Line of argument	LOA ↑↓

2.5 The matrix**2.5.1 Use of the matrix in the marking of essays**

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

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

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	} 26–27
P	LEVEL 3	

MARKING MATRIX FOR ESSAY: TOTAL: 50

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

Guidelines for allocating a mark for Level 1:

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

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: WHAT IMPACT DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS HAVE ON THE STUDENTS OF SOWETO IN THE 1970s?**

1.1

1.1.1 *[Explanation of a concept from Source 1A – L1]*

- A philosophy that advocated self-confidence , assertiveness and pride among the black South Africans
- A philosophy propagated by Steve Biko and other activists for black South Africans to be independent of other races regarding the struggle for equality and justice
- Any other relevant response (1 x 2) (2)

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

- NUSAS was multiracial but white dominated (1 x 2) (2)

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

- It filled the political vacuum which had been left in black communities after the banning of the PAC and ANC
- It rejected passive acceptance of white superiority and domination
- It advocated a new black self-confidence and self-assertion (Any 2 x 1) (2)

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

- For them to realise their emancipation from psychological and physical oppression
- To conscientise blacks about oppression
- Any other relevant response (2 x 2) (4)

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

- They had energy and independence
- They were brimming with self belief
- They occupied political vacuum left by the banned congress movement (3 x 1) (3)

1.2

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

- SASO was formed without whites (white sheep being kicked out)
- SASO was not multiracial (white sheep being kicked out)
- SASO was an exclusive black organization (white sheep being kicked out)
- SASO was becoming an influential student organization (the size of SASO on the cartoon)
- Any other relevant response (Any 2 x 2) (4)

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

- NUSAS was dominated by whites
- SASO was to be an exclusive black movement
- Any other relevant response (1 x 2) (2)

- 1.3 *[Comparison of evidence from Source 1A and 1B – L3]*
- Source 1A highlights the formation of SASO from the multiracial but white dominated NUSAS and Source 1B SASO kicking out the white sheep (NUSAS)
 - Source 1A highlights that SASO was an exclusive black movement and Source 1B shows SASO kicking out the white sheep (NUSAS)
 - Any other relevant response (2 x 2) (4)
- 1.4
- 1.4.1 *[Extraction of evidence from Source 1C – L1]*
- It organised a serious mobilisation in the schools (1 x 2) (2)
- 1.4.2 *[Interpretation of evidence from Source 1C – L2]*
- (a) Tsietsi Mashinini proposed a mass demonstration in Soweto against the use of the Afrikaans language in black South African schools/ formed part of the action committee (1 x 2) (2)
- (b) Seth Mazibuko organised the initial class boycott at Orlando West Junior Secondary School against the use of the Afrikaans language in black South African schools/ formed part of the action committee (1 x 2) (2)
- 1.4.3 *[Interpretation of evidence from Source 1C – L2]*
- Group of students assembled at different points throughout Soweto
 - Students converged on Orlando West in Soweto
 - By 10:30 over 5 000 students gathered on Vilikazi street in Soweto
 - Any relevant response (Any 2 x 2) (4)
- 1.5
- 1.5.1 *[Extraction of evidence from Source 1D – L1]*
- Hastings Ndlovu
 - Hector Pietersen (2 x 1) (2)
- 1.5.2 *[Extraction of evidence from Source 1D – L1]*
- The decree issued by Bantu Education Department that imposed Afrikaans as the medium of instruction in schools (1 x 1) (1)
- 1.5.3 *[Interpretation of evidence from Source 1D – L2]*
- It was spoken by members of the ruling National Party
 - African teachers and pupils experienced its negative impact in class
 - Any relevant response (Any 1 x 2) (2)
- 1.5.4 *[Commenting on the usefulness of evidence in Source 1D – L3]*
- The source is useful because:
- It mentions the two students who died from police gunfire
 - It highlights the immediate cause of the 16 June 1976 march by students
 - It mentions the reasons for the formation of SASO
 - It mentions other events that influenced the 1976 uprising
 - Any other relevant response (Any 2 x 2) (4)

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

Candidates could include the following aspects in their response

- Black Consciousness (BC) influenced a generation which had known only humiliation of grand apartheid to challenge the status quo (Source 1A)
- Formation of SASO from the multiracial yet white dominated NUSAS (Sources 1A, 1B and 1C)
- Role of SASO (filling the political vacuum after the banning of PAC and ANC (Source 1A)
- SASO stance on white superiority and domination (Source 1A and B)
- BC advocated a new self-confidence and self-assertion on SASO (Source 1A)
- Formation and role of Black Peoples Convention (Source 1A)
- BC influence on students in schools: energy, independence and self-belief (Source 1A, 1C and 1D)
- 16 June 1976 march against the introduction of Afrikaans as a medium of instruction in half of the subjects in schools (Sources 1C)
- SASM mobilised students against Afrikaans as a medium of instruction in schools (Source 1D)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how the philosophy of Black Consciousness impacted on the students of Soweto in the 1970s. • Uses evidence partially or cannot write a paragraph 	MARKS 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. Shows some understanding of how the philosophy of Black consciousness impacted on the students of Soweto in the 1970s. • Uses evidence in a very basic manner to write a paragraph 	MARKS 3 – 5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of how the philosophy of Black consciousness impacted on the students of Soweto in the 1970s • Uses evidence very effective in an organized paragraph that shows an understanding of the topic. 	MARKS 6 – 8

(8)
[50]

QUESTION 2: WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCESSFUL IN RECONCILING SOUTH AFRICA FROM ITS DIVIDED PAST?

2.1

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

- Minister of Justice Dullah Omar (1 x 1) (1)

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

- Re-establishing good relations between victims and perpetrators
- To establish the truth in order to promote forgiveness and bring about healing of political crimes that were committed after 1960
- Any other relevant response (Any 1 x 2) (2)

2.1.3 *[Interpretation of evidence from Source 2A – L2]*

- So that they can be granted amnesty
- For perpetrators and victims to find closure
- To foster reconciliation
- Any other relevant response (Any 2 x 2) (4)

2.1.4 *[Extraction of evidence from Source 2A – L1]*

- To examine human rights abuses from all sides of the political spectrum
- To hear testimonies from victims and perpetrators
- To grant perpetrators amnesty from prosecution or civil action
- To encourage truth telling (Any 3 x 1) (3)

2.1.5 *[Commenting on the usefulness of evidence in Source 2A – L3]*

The source is useful because:

- It outlines the objectives of the TRC
- It gives the names of the leaders of the TRC
- It outlines the task of the TRC
- Any other relevant response (Any 2 x 2) (4)

2.2

2.2.1 *[Interpretation of evidence from Source 2B – L2]*

- It shows that Desmond Tutu was able to present the final report of the TRC to President Mbeki (Tutu presenting the report)
- The Report appears too big (bulky)
- It shows that De Klerk did not want to appear before the TRC (De Klerk hiding)
- It shows that De Klerk and the apartheid state security destroyed some evidence (evidence being shredded and the words, ~~so did we~~)
- It shows that not all evidence was dealt with by the TRC (Tutu's words)
- Any other relevant response (Any 2 x 2) (4)

2.2.2 *[Interpretation of evidence from Source 2B – L2]*

- The TRC dealt only with evidence/cases that were reported
- Many victims and perpetrators did not appear before the TRC
- Some important evidence was destroyed by the apartheid government
- Any other relevant response (Any1 x 2) (2)
-

2.3

2.3.1 *[Extraction of evidence from Source 2C – L1]*

- Political tension that prevailed during the Commission operations (1 x 2) (2)

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

- They thought the TRC will damage their political credibility
- They accused the TRC of being a %witch-hunt+rather than a genuine tool for reconciliation
- Any other relevant response (Any2 x 2) (4)

2.3.3 *[Extraction of evidence from Source 2C – L1]*

- The tendency to give in to these political groupings in an attempt to keep them committed to the process (1 x 2) (2)

2.4

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

- Numerous atrocities of the past have not been properly investigated
- There was an over emphasis on the role of the former security forces
- The assassination of about 400 top IFP leaders has not been thoroughly probed
- There has not been an in-depth analysis of what many would call ~~black~~ on black violence (Any 2 x 1) (2)

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

- Perpetrators who committed gross human rights violations and failed to apply for amnesty must be brought to book
- The state organs involved in the killings and did not apply for amnesty must be held accountable
- Members of Liberation Movements who committed political crimes and failed to apply for amnesty must be investigated and prosecuted
- Any other relevant response (Any2 x 2) (2)

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

- If crimes were committed in the past, by whomever, and no application for amnesty was made when the opportunity was there, justice must prevail (1 x 2) (2)

2.5 *[Comparison of evidence from Source 2B and 2C – L3]*

- Source 2C highlights that the National Party and some extreme right wing groups were reluctant to appear before the TRC and Source 2B shows De Klerk hiding (Both sources highlight De Klerk and NP reluctant to appear before the TRC)
- Source 2C highlights the TRC's blunder by giving in to the political groupings and Source 2B shows that Tutu presented the report without some evidence from political groupings (Both sources highlights the weaknesses of the TRC)
- Source 2C highlights that remorse and evidence was not forthcoming from the National Party and Source 2B shows De Klerk and the National party shredding evidence (Both sources show that the NP was not showing any remorse)
- Any other relevant response (Any2 x 2) (4)

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

Candidates could include the following aspects in their response

- Formulation of the law that established the TRC-Led to anxiety about the prospect of an anti-Afrikaner witch-hunt (Source 2A, 2D)
- Dullah Omar allayed that fear: TRC aimed at enabling South Africans to come to terms with the past (Source 2A)
- The TRC will not gloss over and sweep the under the carpet claims of abuse against the ANC (Source 2A)
- TRC: A forum to speak the truth where victims and perpetrators were to speak the truth as they know it (Source 2A)
- Tutu and Borrairie standing in society (a bishop and a cleric and liberal politician (Source 2A)
- TRC objective was to examine human abuses from all sides (Source 2A)
- It aimed at giving amnesty to perpetrators where there was disclosure and political motivation was present (Source 2A)
- De Klerk: TRC to have reparation, not retaliation (Sources 2D)
- De Klerk and Ramaphosa: No blanket amnesty (Source 2D)
- No amnesty to perpetrators if it is clear they have hidden the truth (Source 2D)
- National Party and some extreme right wing groups were reluctant to appear before the TRC: a blow to the TRC (Source 2C and 2D)
- Restorative justice: but NP did not show remorse (Source 2B and 2C)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of whether the TRC was successful in reconciling South Africa from its divided past. • Uses evidence partially or cannot write a paragraph 	MARKS 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. Shows some understanding of whether the TRC was successful in reconciling South Africa from its divided past. • Uses evidence in a very basic manner to write a paragraph 	MARKS 3 – 5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrate a thorough understanding of whether the TRC was successful in reconciling South Africa from its divided past. • Uses evidence very effective in an organized paragraph that shows an understanding of the topic. 	MARKS 6 – 8

(8)
[50]

QUESTION 3: HOW DOES GLOBALISATION NEGATIVELY AFFECT THE ECONOMIES OF DEVELOPING COUNTRIES?

3.1

3.1.1 *[Definition of a historical concept from Source 3A –L1]*

The process by which the world became more integrated and connected through for example, technology

- Any other relevant response (1 x 2) (2)

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

- Communicating and sharing each other's culture through travel and trade
- Transporting products around the world in hours or days
- It has made the world interconnected
- It has increased production of goods and services
- It has led to increased international trade (Any 3 x 1) (3)

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

- Bigger companies (multi-national) use their subsidiaries to get wealth from poor countries
- Poor countries depends on exports from rich countries
- Poor countries depends on loans from rich countries (World Bank and International Monetary Fund)
- Any other relevant response (Any 2 x 2) (4)

3.2

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

- World Trade Organisation (1 x 1) (1)

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

- The World Trade Organisation did not protect their workers rights.
- Workers were exploited
- They had no job security
- They were not allowed to be unionised
- Any other relevant response (Any 2 x 2) (4)

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

- They were well educated
- They were well informed about issues concerning the activities of the World Trade Organisation
- They did their home work
- They attended workshops and seminars (Any 2 x 1) (2)

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

- Genetically engineered foods
- Sweat shops
- The clean cutting of forest
- Animal protection laws
- Beef hormones
- Poison air, water and land
- American workers lost their jobs to overseas markets (Any 2 x 1) (2)

3.3

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

- It shows the negative impact of globalisation (WTO) on developing countries (human rights violation. Impact on the environment, low wages and the rich benefiting)
- It shows why globalisation (WTO) was criticised (human rights violation. Impact on the environment, low wages and the rich benefiting)
- It shows how big business used WTO to exploit developing countries (big frame of representing big business)
- It shows the influence that big business (rich countries) had on developing countries (poor countries)
- Any other relevant response (Any 2 x 2) (4)

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

- Human Rights
- The environment
- Low wages
- Rich benefiting (Any 2 x 1) (2)

3.4 *[Comparison of evidence from Source 3B and 3C – L3]*

- Both sources highlights criticism of globalisation (WTO)
- Source 3B highlights clear cutting of forests, poisoned air, water and land as one of the criticism of globalisation (WTO) and Source 3C also mentions environment (both sources highlights environment as one of the criticism of globalisation (WTO))
- Source 3B highlights cheap labour as one of the criticism of WTO and Source 3C mentions low wages (both sources highlights cheap labour/low wages as one of the criticism of globalisation (WTO))
- Source 3B highlights cheap labour as one of the criticism of globalisation (WTO) and Source 3C mentions low wages (both sources highlights cheap labour/low wages as one of the criticism of globalisation (WTO))
- Source 3B highlights that Pacific Rim sweatshop workers worked long hours under poor working conditions (human rights abuse) and Source 3C also mentions it (both sources highlights cheap human rights as one of the criticism of globalisation (WTO))
- Any other relevant response (Any 2 x 2) (4)

3.5

3.5.1 *[Extraction of evidence from Source 3D – L1]*

- To capitalise on cheap labour costs
- To be closer to their markets (2 x 1) (2)

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

- They brought much needed foreign investment to developing countries
- Supermarkets in have set up global supply chains that ensured cheap produce all over the world
- Any other relevant response (Any 2 x 2) (4)

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

- Multinational companies often put profits before the right of workers
- People who grow the produce depend on the prices they get from multinationals, and prices has fallen
- The rules that govern trade are fixed in favour of rich countries
- Any other relevant response (Any 2 x 2) (4)

3.5.4 *[Commenting on the usefulness of evidence from Source 3D – L3]*

The source is **USEFUL because:**

- It gives information on why multinational companies located their plants overseas
- It explains the positive aspects of multinationals in developing countries
- It explains the negative aspects of multinationals in developing countries
- It highlights hoe multinationals operate in developing countries
- Any other relevant response (Any 2 x 2) (4)

3.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources – L3]***Candidates to refer to both positive and negative impact in their response**

Positive impact of globalisation

- Globalisation had made the world to become interconnected (Source 3A and 3D)
- Globalisation has increased production of goods and services (Source 3A and 3D)
- It has created more wealth to developing countries (Source 3A and 3D)
- Multinational companies brought much needed foreign investments in developing countries (Source 1A)
- Any other relevant positive impact

Negative aspects of globalisation

- It led to protesters to target World Trade Organisation (Source 3B)
- It led to workers exploitation (low wages, long hours, poor working conditions (Sources 3B and 3C)
- Workers human rights were violated (Source 3B and 3C)
- Environment was negatively affected (Source 3B and 3C)
- Multinational companies put profits before workers rights (Source 3D)
- Rules that govern international trade are fixed in favour of the countries (Source 3D)
- The gap between the rich and poor increased (Source 3D)
- Developing countries depended on loans from rich countries (own knowledge)
- Any other relevant negative response

Use the following rubric to allocate marks:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how globalisation negatively affects the economies of developing countries. • Uses evidence partially or cannot write a paragraph 	MARKS 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. Shows some understanding of how globalisation negatively affects the economies of developing countries. Uses evidence in a very basic manner to write a paragraph 	MARKS 3 – 5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of how globalisation negatively affects the economies of developing countries. • Uses evidence very effective in an organized paragraph that shows an understanding of the topic. 	MARKS 6 – 8

(8)
[50]

SECTION B: ESSAY QUESTIONS**QUESTION 4: THE CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA: THE CRISIS OF APARTHEID IN THE 1980s**

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

SYNOPSIS

Candidates should take a stance and explain to what extent protest marches, boycotts and disinvestments by the international anti-apartheid movements contributed to the eventual fall of the apartheid government in the 1980s. They should argue their line of argument using various forms of international resistance by the anti-apartheid movements.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a stance by indicating to what extent the protest marches, sanctions, boycotts and disinvestments by the international anti-apartheid movements contributed to the eventual collapse of the apartheid government in the 1980s. They should briefly indicate how they will support their line of argument.

ELABORATION

- Government attempt to reform apartheid because of internal and international pressure
- PW Botha's reforms: Total strategy, Tri-cameral Parliament, structuring labour, etc): Did little to reduce international resistance: -brief background
- Apartheid was widely criticised internationally (long before Botha's reforms)
- Formation of the Anti Apartheid Movement (AAA) IN Britain in 1959
- The work of the British anti-apartheid movement to gain support against South Africa's apartheid government in the 1970s and onwards
- The role of the Irish anti-apartheid movement: 1986: Irish government announced a boycott of coal and food products from south Africa
- This had a negative impact on the South African economy
- The Sports boycott: The Gleneagles Agreement of 1977: cricket, rugby, tennis, football and Olympic teams banned from participating in world sports
- The Cultural boycott: very few international celebrities visited South Africa and tv programmes sold to SABC were reduced
- The Academic Boycott: Some international publishers refused to print work produced by South African scholars
- The Consumer Boycott: Many British citizens refused to buy South African goods: This affected South African farmers who depended on exports of agricultural products
- Disinvestment: AAA put pressure on British companies to withdraw their investments in South Africa (Barclays Bank as an example)
- Sanctions: Britain placed sanctions on South Africa: banning of exports of arms and the import of iron, steel and gold coins
- The Release Mandela Campaign: AAM demanded the immediate release of Mandela

- Several international concerts held to demand the immediate release of Mandela
- The International trade unions: Britain's largest trade union federation (TUC) demanded the imposition of sanctions against South African products and businesses
- Role of Frontline States: As part of 'Total Strategy' PW Botha attempted to create a 'constellation of Southern African States' that would be friendly to SA
- Except Homeland leaders and Malawi, frontline states (Botswana, Lesotho, Swaziland, Angola, Mozambique, Tanzania, Zambia and Zimbabwe) refused to be drawn into an alliance: allowed ANC to open offices in their countries
- OAU recognised ANC and PAC:
- The Apartheid government reacted by 'policy of destabilisation' (cross-border raids)
- MK operated from neighbouring countries
- South Africa's economy was extremely vulnerable because of protest marches, boycotts sanctions, boycotts and disinvestment
- Rate of unemployment increased
- By 1986 South Africa was effectively cut from the international capital markets
- NP was forced to rethink its policies and enter into negotiations with black resistance organisations: Thus the beginning of negotiations
- Any other relevant response

- Conclusion: Candidates should sum up their arguments with relevant response **[50]**

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

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

SYNOPSIS

Candidates need to indicate whether or not they agree with the statement. They need to indicate whether it was leadership, negotiations, and compromise amongst the leaders of various political organisations that ensured South Africa attained democracy in 1994. They must use relevant historical evidence between 1990 and 1994 to support their line of argument.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a stance by indicating whether or not they agree with the statement. They should briefly indicate how they will support their line of argument using historical evidence between 1990 and 1994.

ELABORATION

- De Klerk comes to power in 1989 . brief background
- De Klerk' s speech in parliament . 2 February 1990
- The unbanning of political and civic organisations such as the ANC and SACP
- The removal of restrictions on COSATU and AZAPO
- De Klerk's decision to release Mandela from prison on 11 February 1990 which paved the way for negotiations
- Ongoing attacks on commuter trains on the Rand by marked gunman: an estimated 573 deaths: Third Force and NP were rumoured to be involved.
- Groote Schuur Minute . 2 May 1990 (ANC and NP met, ANC delegation led by Nelson Mandela, NP delegation led by FW De Klerk)
- Operation Vula: 40 members of the ANC who were accused of plotting to overthrow the government were detained, including Mac Maharaj and Billy Nair
- Violence that erupted in Sebokeng - July 1990
- Pretoria Minute . 6 August 1990: ANC agreed to suspend the armed struggle
- November 1990: Alleged Third force violence attacks on informal settlement at Zonkesizwe township outside Germiston
- October 1991: 92 anti-apartheid organisations met in Durban and formed the Patriotic Front, calling for an interim government
- CODESA 1 (19 political parties/300 delegates)
- PAC, AZAPO and Conservative Party withdrew from CODESA 1, bringing an end to Patriotic Front
- Violence erupts in some parts of the country such as the Transvaal and Natal
- White' s only referendum and its impact: Continuation of negotiations (March 1992)

- CODESA 2 (2 May 1992) collapsed.
- Parties failed to agree on a new constitution-making body and interim government
- NP wanted minority veto while ANC wanted an interim government for no longer than 18 months and simple majority rule
- Rolling Mass Action initiated by resistance organisations (strikes, boycotts, etc-to speed process of negotiations)
- Boipatong massacre and its consequences (17 June 1992): Alleged work of the Third Force
- ANC walked out of negotiations, but later returned (obstacle and challenge)
- Bisho massacre derailed the process of negotiations (7 September)
- Record of Understanding signed on 26 September 1992 between Roelf Meyer (NP) and Cyril Ramaphosa (ANC)
- Concerned South Group (COSAG) formed: Homeland leaders and the far right wing groups: Demanded Federal government
- 2 April 1993: Multi-Party Negotiating Process: PAC joined negotiations, Sunset Clause introduced suggested by Joe Slovo as compromise broke the negotiations deadlock, date of elections set as 27 April 1994
- Assassination of Chris Hani (10 April 1993) and its impact on South Africa
- Right-wing (AWB) attack on World Trade Centre and its consequences . June 1993
- St James massacre by APLA . July 1993
- Heidelberg tavern massacre by APLA . December 1993
- November 1993: An Interim Constitution for South Africa was agreed upon
- Shell House massacre and its consequences . March 1994
- 27 April 1994: Election held: ANC won and Mandela became the first black South African President
- Any other relevant response

- Conclusion: Candidates should sum up their argument with a relevant conclusion. **[50]**

QUESTION 6: THE END OF THE COLD WAR AND A NEW WORLD ORDER: THE EVENTS OF 1989

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

SYNOPSIS

Candidates are expected to critically discuss the impact of the collapse of the Soviet Union in 1989 under Mikhail Gorbachev's government on the political transformation that occurred in South Africa. They must refer to how the collapse of the Soviet Union led to political transformations in South Africa between 1989 and 1990.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a stance. They should briefly indicate how they will support their line of argument by referring to how the collapse of the Soviet Union significantly contributed to the political changes in South Africa between 1989 and 1990.

ELABORATION

- The impact of the collapse of Soviet Union in 1989 on South Africa
- Gorbachev's reform policies: Glasnost and Perestroika
- Reforms set scenes for Gorbachev's downfall
- Impact of reforms on Soviet Union: End of communism
- The collapse of Soviet Union affected the reform process in South Africa
- The National Party's claim that it was protecting South Africa from a communist onslaught became unrealistic
- The National Party (South Africa) could no longer rely of Western support for its 'anti-communist' stance
- Western Powers supported the request that South Africa should resolve its problems peacefully and democratically
- Some members of National Party government began to realize that apartheid was not the answer to the needs of the white capitalist development
- The National Party's fear for a communist-controlled ANC also disappeared
- Influential South Africans began to believe that talks with the ANC were necessary in order to end the turmoil in South Africa
- The National Party was now prepared to negotiate with the ANC
- The collapse of the Soviet Union also affected the ANC
- After the demise of communism the Soviet Union was no longer prepared to support the ANC : financial, military and moral support)
- This forced the ANC to negotiate with the National Party
- After the withdrawal of Cuban troops from Angola the ANC could no longer operate from there
- The ANC had to redefine its position and began to seek recognition from Western countries
- Granting of independence to Namibia also encouraged both the NP and ANC to pursue peaceful negotiations
- FW de Klerk realized that there had to be reforms

- FW de Klerk started to accept that the black struggle against apartheid was not a conspiracy directed from Moscow
- 2 February 1990: De Klerk made a speech with a number of concessions: lifting the ban of ANC and other political organisations, release of political prisoners, and the imminent release of Nelson Mandela
- This signalled the beginning of the end of apartheid in South Africa
- Any other relevant response

- Conclusion: Candidates should sum up their argument with a relevant conclusion. **[50]**

TOTAL: 150

COGNITIVE ANALYSIS TABLE

CAPS: GRADE 12											ANALYSIS GRID									
QUESTION NUMBER	SKILLS										COGNITIVE LEVELS			CHALLENGES						
	EXTRACT EVIDENCE FROM SOURCES	SELECTION OF RELEVANT INFORMATION	EXPLANATION OF HISTORICAL CONCEPTS	EXPLAIN INFORMATION GATHERED FROM SOURCES	INTERPRETATION	ANALYSE EVIDENCE FROM SOURCES	INTERPRETATION AND EVALUATION	EVALUATE USEFULNESS; BIAS AND RELIABILITY	COMPARE AND CONTRAST DIFFERENT INTERPRETATIONS	ORGANISE EVIDENCE TO SUBSTANTIATE ARGUMENT	LEVEL 1	LEVEL 2	LEVEL 3	TOTAL	EASY	MEDIUM	DIFFICULT	PERCENTAGE %	PERCENTAGE %	PERCENTAGE %
TICKS INDICATE APPLICATION OF SKILLS											MARKS						LEVEL 1	LEVEL 2	LEVEL 3	
1.1.1			✓								2				E					
1.1.2	✓										2				E					
1.1.3	✓										2				E					
1.1.4					✓							4			M					
1.1.5	✓										3				E					
1.2.1					✓							4			M					
1.2.2					✓							2			M					
1.3								✓					4			D				
1.4.1	✓										2				E					
1.4.2	✓										1				E					
1.4.3					✓							2			M					
1.4.4					✓							4			M					
																D				
1.5.1	✓										2				E					
1.5.2					✓							4				D				
1.5.3					✓							4								
1.6									✓				8		E	M	D			
Question 1	TOTAL										14	20	16	50				14	20	16

QUESTION NUMBER	SKILLS									COGNITIVE LEVELS			CHALLENGES							
	EXTRACT EVIDENCE FROM SOURCES	SELECTION OF RELEVANT INFORMATION	EXPLANATION OF HISTORICAL CONCEPTS	EXPLAIN INFORMATION GATHERED FROM SOURCES	INTERPRETATION	ANALYSE EVIDENCE FROM SOURCES	INTERPRETATION AND EVALUATION	EVALUATE USEFULNESS; BIAS AND RELIABILITY	COMPARE AND CONTRAST DIFFERENT INTERPRETATIONS	ORGANISE EVIDENCE TO SUBSTANTIATE ARGUMENT	LEVEL 1	LEVEL 2	LEVEL 3	TOTAL	EASY	MEDIUM	DIFFICULT	PERCENTAGE %	PERCENTAGE %	PERCENTAGE %
TICKS INDICATE APPLICATION OF SKILLS										MARKS						LEVEL 1	LEVEL 2	LEVEL 3		
2.1.1	✓										1				E					
2.1.2	✓										2				E					
2.1.3			✓								2				E					
2.1.4						✓						4			M					
2.1.5	✓										4				E					
2.1.6								✓					4			D				
2.2.1					✓							4			M					
2.2.2					✓						2	4			E					
															M					
2.3.1	✓										2				E					
2.3.2					✓							4			E					
2.3.3			✓								2				E					
2.4.1	✓										2					M				
2.4.2					✓							4			M					
2.5								✓					4				D			
2.6									✓				8		E	M	D			
Question 2											14	20	16	50				14	20	16
TOTAL																				

CAPS: GRADE 12											ANALYSIS GRID									
QUESTION NUMBER	SKILLS									COGNITIVE LEVELS			CHALLENGES							
	EXTRACT EVIDENCE FROM SOURCES	SELECTION OF RELEVANT INFORMATION	EXPLANATION OF HISTORICAL CONCEPTS	EXPLAIN INFORMATION GATHERED FROM SOURCES	INTERPRETATION	ANALYSE EVIDENCE FROM SOURCES	INTERPRETATION AND EVALUATION	EVALUATE USEFULNESS; BIAS AND RELIABILITY	COMPARE AND CONTRAST DIFFERENT INTERPRETATIONS	ORGANISE EVIDENCE TO SUBSTANTIATE ARGUMENT	LEVEL 1	LEVEL 2	LEVEL 3	TOTAL	EASY	MEDIUM	DIFFICULT	PERCENTAGE %	PERCENTAGE %	PERCENTAGE %
TICKS INDICATE APPLICATION OF SKILLS										MARKS						LEVEL 1	LEVEL 2	LEVEL 3		
3.1.1			✓								2				E					
3.1.2	✓										3				E					
3.1.3					✓							4			M					
3.2.1	✓										1				E					
3.2.2					✓							4			M					
3.2.3	✓										2				E					
3.2.4	✓										2				E					
3.3.1					✓							4			M					
3.3.2	✓										2				E					
3.4								✓				4				D				
3.5.1	✓										2				E					
3.5.2					✓							4			M					
3.5.3					✓							4			M					
3.5.4							✓					4				D				
3.6									✓			8			E	M	D			
Question 3											14	20	16	50				14	20	16
TOTAL																				