



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

HISTORY P2

ADDITIONAL EXEMPLAR 2008

MEMORANDUM

MARKS: 150

This memorandum consists of 24 pages.

1. SOURCE-BASED QUESTIONS

1.1 The following Learning Outcomes and Assessment Standards were used to assess candidates 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 purposes). 2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purposes). 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 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 (L 1)	<ul style="list-style-type: none"> • Extract relevant information and data from the sources. • Organise information logically. • Explain historical concepts.
LEVEL 2 (L 2)	<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 (L 3)	<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.
--

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**
- **IN ASSESSING THE OPEN-ENDED SOURCE-BASED QUESTIONS CANDIDATES SHOULD BE GIVEN CREDIT FOR ANY OTHER RELEVANT RESPONSE**

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 selected factual evidence to support an argument. The learner will not be required to simply regurgitate "facts" in order to achieve a high mark. This approach discourages learners from preparing "model" answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of extended writing 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

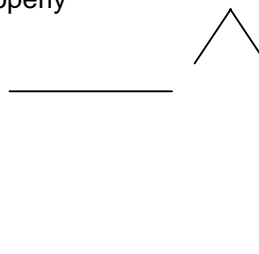
- wrong statement

- irrelevant statement

- repetition

- analysis

- interpretation

**R****A**✓**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 allocate 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 & P	LEVEL 5	18 - 20
-------	---------	---------

Grade 12 extended writing analytic matrix: Total Marks: 30

	LEVEL 7 Very well planned and structured. Good synthesis of information. Constructed an argument. Well balanced argument. Sustained and defended the argument throughout.	LEVEL 6 Well planned and structured. Synthesis of information. Constructed an original argument. Well - balanced, independent argument. Sustained and defended the argument.	LEVEL 5 Writing structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	LEVEL 4 Planned and constructed an argument. Evidence used to support. Reached independent conclusion. Conclusion not clearly supported by evidence.	LEVEL 3 Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	LEVEL 2 Attempted to structure the answer. Largely descriptive/ some attempt at developing an argument.	LEVEL 1 Little analysis and historical explanation. No structure.
PRESENTATION							
CONTENT							
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 extended writing (such as report, newspaper article, etc.)

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	Consistently focuses on topic – demonstrates a logical and coherent progress towards a conclusion Clearly comprehends the sources Uses all or most of the sources 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	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 Selects relevant sources Quotes selectively Perhaps, lacking some depth of overall-focus, or does not make reference to one or more relevant source. If appropriate, makes an attempt to consider counter-argument Rather superficial or no attempt to refer to relevancy, bias, accuracy, limitation of sources Expression good Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
5 Substantial 60 – 69% 18 - 20	Makes an effort to focus on the topic but argument has lapses in focus Comprehends most of the sources Uses most of the sources Selects relevant sources 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 but with lapses. Makes a not altogether convincing attempt to take a stand (i.e. limitations in reaching an independent conclusion)
4 Moderate 50 – 59% 15 - 17	Makes an effort to focus on the topic but argument has many lapses in focus Adequate comprehension of most of the sources Adequate use of relevant evidence from the sources Adequate attempt to consider counter-argument Adequate attempt to refer to relevancy, bias, accuracy, limitation of sources Expression adequate 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	Poor attempt to focus on the topic Little comprehension of the sources Struggles to select relevant information from the sources No quotes – or generally irrelevant Makes no effort to consider counter-argument – or exceptionally weak attempt Easily characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression poor Makes a very poor attempt to take a stand. (i.e. battles to reach an independent conclusion)
2 Elementary 30 - 39% 09 - 11	Uses only one or two sources Unable to identify relevant sources 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	No attempt to focus on the topic Uses no sources Completely irrelevant Answer extremely poor

QUESTION 1: HOW DID THE COLLAPSE OF THE SOVIET UNION HELP TO SPEED UP POLITICAL CHANGE IN SOUTH AFRICA?

1.1

1.1.1 *[Extraction and explanation of evidence from Source 1A – L1 – LO1, AS3; LO2, AS2]*

- There were talks at the level of leadership and the elite and greater awareness of ideological divide between the two parties
- More inclined to consider negotiations on their own terms (2 x 2) (4)

1.1.2 *[Interpretations of evidence from Source 1A – L2 – LO2; AS2, 3]*

- The ANC sought support and assistance from the Soviet Union
- The ANC together with the SACP was seen as a communist revolutionary force by the government (1 x 2) (2)

1.1.3 *[Interpretation and evaluation of evidence from Source 1A– L2- LO1, AS3, 4]*

- The ANC was weakened because of a lack of support from the Soviets
- De Klerk could control the pace and scope of negotiations
- Communism was no longer seen as a threat in S.A. (2 x 2) (4)

1.1.4 *[Interpretation, evaluation and synthesis of evidence from Source 1A-L2-LO1, AS3,4]*

Candidates may indicate whether it is reliable or not reliable and support their answer with valid reasons. (5)

1.2

1.2.1 *[Interpretation and evaluation of evidence from Source 1B – L 2 – LO1; AS3; LO2; AS2]*

- National Party government felt exposed-it could no longer use communism as a scapegoat
- Could no longer receive the support from the West (2 x 2) (4)

1.2.2 *[Interpretation of evidence in Source 1B – L2 –LO1, AS1; LO2, AS2, 3]*

Candidates may state Yes or No and support their response with relevant evidence:

Yes

- It could no longer bolster the ANC's dreams for the total destruction of apartheid
- It could no longer create a socialist order in South Africa
- Any other relevant point

No

- The ANC did not need the Soviet for assistance
- The ANC had other sources of support
- Any other relevant point (1 x 2) (2)

1.2.3 *[Interpretation of evidence from Source 1B- L1- LO1 (AS3)]*

- Thatcher is an ally of apartheid (1 x 2) (2)

1.2.4 *[Interpretation and evaluation of evidence from Source 1B- L2- LO1 (AS3)]*

- The capitalist view or western view (1 x 2) (2)

1.2.5 *[Compare and contrast evidence from 1B- L3- LO2 (AS3); LO3 (AS4)]*

- The visual source supports the belief that Thatcher (West) kept apartheid alive in South Africa (2 x 2) (4)

1.3

1.3.1 *[Extract and interpret evidence from Source 1C – L1 – LO1; AS3]*

- Comrades were located both in the ANC and the SACP
- Played a significant role in all major decisions (1 x 2) (2)

1.3.2 *[Analysis and interpretation of evidence from Source 1C– L2, 3 – LO1; AS3; LO2;AS2]*

- Around half of the central committee had resigned from the SACP
- Serious crisis for the SACP (2 x 2) (4)

1.3.3 *[Interpretation of evidence from Source 1C – L3 – LO3; AS2]*

- Senior comrades grouped around Slovo and Hani
- Deeply committed to sustaining the SACP and the socialist project (2 x 2) (4)

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

Candidates should focus on the following aspects in their response:

- Communism no longer seen as a threat
- Could no longer expect support from the West
- Believed that the ANC was weak
- Found it easier to get the support of the hardline white South Africans
- Any other relevant point

Use the following to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> Cannot extract evidence or extract evidence from the sources in a very elementary manner e.g. makes no or little reference to why it took the collapse of communism to make the NP to abandon its hardline attitude towards the ANC Use evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic makes reference to why it took the collapse of communism to make the NP to abandon its hardline attitude towards the ANC Use evidence in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> Extract relevant evidence from the sources e.g. demonstrates a thorough understanding of why it took the collapse of communism to make the NP to abandon its hardline attitude towards the ANC Evidence relates well to the topic Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

(6)

1.5 EXTENDED WRITING**1.5.1** *[Analysis, synthesis and the ability to construct a coherent argument based on evidence – L1-3 – LO 2; AS 2,3; LO3; AS1, 2, 3 &4]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should explain how the collapse of communism speeded up political change in South Africa.

MAIN ASPECTS

- Introduction: Candidates should state how De Klerk was influenced by the collapse of the Soviet Union to speed up political change in South Africa

ELABORATION

- Reasons for the collapse of the Soviet Union (broad outline)
- Fall of the Berlin Wall
- Impact of the above factors on the ANC, NP and SACP
- Changes in NP thinking regarding their opponents - NP no longer bulwark against Communist expansion
- US and Britain support no longer necessary
- NP embarks on process of reform in the belief that they could control the process of transition
- FW de Klerk's decision to follow a new policy for South Africa was a result of Gorbachev's reforms
- Move towards democracy takes root
- Conclusion: Candidates should tie up their argument by showing how the collapse of Communism led to a negotiated settlement in South Africa. **(30)**

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

1.5.2 *[Interpretation, analysis and synthesis of evidence from all sources- L2- 3 – LO 2; AS 2, 3; LO3; AS1, 2, 3 &4]***SYNOPSIS**

In the newspaper editorial to the local newspaper candidates should focus on the impact of the collapse of the Soviet Union on South African politics. Candidates should use all sources and their own knowledge to support their line of argument with appropriate and relevant historical evidence.

MAIN ASPECTS

- Introduction: Candidates should write an editorial to their local newspaper analysing the impact of the collapse of the Soviet Union on South African politics.

ELABORATION

- Reasons for the collapse of the Soviet Union in broad outline.
 - Whether the collapse of the Soviet Union had an influence on the South Africa viz. NP, SACP and ANC
 - Changes in NP thinking – NP no longer bulwark against Communism
 - NP embarks on process of reform
 - Analysis of Soviet reform
 - Move towards democracy
 - Candidate must support their viewpoint with sufficient evidence.
-
- Conclusion: Candidates should tie up their response by focusing on the impact of the collapse of Communism on South African politics. (30)

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

QUESTION 2: HOW DID THE COLLAPSE OF THE SOVIET UNION CONTRIBUTE TO ANGOLA RE-IMAGINING ITSELF AS A NATION?**2.1****2.1.1** *[Extraction of evidence from Source 2A – L1 – LO1; AS3]*

- Portugal (any 1 x 1) (1)

2.1.2 *[Interpret of information from Source 2A - L1- LO1; AS3]*

- To provide a transitional, coalition government made up of the MPLA, UNITA and FNLA
- To fix a date, 11 November 1975, for the final independence (any 1 x 2) (2)

2.1.3 *[Interpret and evaluation of evidence Source 2A – L2 – LO2; AS3]*

- The USA and the Soviet Union both wanted influence in Africa because they were rivals during the Cold War
- Angola has strategic resources like oil that both super powers wanted access to (2 x 2) (4)

2.1.4 *[Interpret and analyse information from Source 2A – L3 – LO1; AS3; LO2; AS2]]*

Candidates may state Justified or Not Justified and support their response with relevant evidence:

Justified

- Soviet Union had sent Cuban troops into Angola
- Communism in Angola a threat to South African interests in Namibia
- Communism seemed poised to expand throughout South Africa
- South Africa helped the USA contain communist expansion

Justified

- No right to invade a sovereign state
- South Africa in Namibia illegally in the first place
- USSR had not intension to gain control of South\ Africa (any 2 x 2) (4)

2.2**2.2.1** *[Interpret and evaluate evidence from Source 2B – L2 – LO1; AS2]*

- Political settlement only possible once superpowers disengaged from conflict
- End of the Cold War created a space for peace and political settlement in Angola (1 x 2) (2)

2.2.2 *[Interpretation of evidence from Source 2B – L2 – LO1; AS3; LO3; AS2]*

- Once the Cuban troops and the ANC withdrew from Angola the South African government had no excuse but to allow an election to be held in Namibian
- Namibia gained independence in 1990 because of the above agreement - this set the tone for negotiations in S.A. (1 x 3) (3)

2.2.3 *[Definition of terms from Source 2B – L2-LO2; AS1]*

(a)

- One-party regime is a government/dictatorship in which only one political party rules – opposition not allowed

(b)

- A democratic system of government where various political parties are allowed to participate in elections (2 x 2) (4)

2.2.4 *Interpretation and analyse evidence from Source 2C – L2 – LO1; AS 3]*

- Not really useful as it is secondary; has a Western bias or
- Can be useful in giving a historian an overview of political change in Angola, 1988 to 1991, but primary source would be more useful (2 x 2) (4)

2.3

2.3.1 *[Interpretation and analysis Source 2C – L2-LO2; AS2]*

- The Bicesse Accord, signed between the MPLA and UNITA in 1991 brought about a ceasefire.
- Savimbi and Dos Santos wanted to end hostilities and bring about change in Angola (1 x 3) (3)

2.3.2 *[Explanation of evidence from Source 2C – L2 – LO1; AS 3]*

- Angolan voters would feel confident about participating in the elections
- Elections more likely to be free and fair if leaders co-operate with each other
- Any other relevant response (1 x 2) (2)

2.3.3 *[Interpretation and analysis of evidence from Source 2C – L2 – LO1; AS3/4]*

- Posters show that there is campaigning by parties
- Youth seem happy and excited
- Air of expectancy and anticipation for a better future
- Any other relevant point (any 1 x 2) (2)

2.3.4 *[Interpretation reliability of evidence from Source 2C – L3 – LO1; AS3/4]*

Photographs are first-hand evidence, taken during events but are not very reliable because they:

- Show very small slice of reality
- Are often deliberately posed for e.g. Photograph 1
- Show only what the photographer wants us to see
- Any other relevant point (any 2 x 2) (4)

2.3.5 *[Compare and contrast evidence from Source 2C – L2 – LO2; AS3]*

- Source 2C has photographs relating to the election which was agreed at the negotiations process which is found in the Bicesse Accord mentioned in Source 2B
- The political reforms and the MPLA's decision to allow multi-party democracy are evident in the photographs
- Photographs show changes in Angola mentioned in Source 2B (2 x 2) (4)

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

Candidates should focus on the following aspects in their response:

- Civil war between MPLA, FNLA and UNITA
- USA, with the help of Zaire and South Africa, assisted the FNLA and UNITA
- Cuba and the USSR trained MPLA guerillas
- Cuban combat troops sent into Angola to help the MPLA
- South African motorised force entered Angola to assist the MPLA and UNITA
- Conflict escalated because of the Cold War
- Any other relevant point.

Use the following to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Cannot extract evidence or extract evidence from the sources in a very elementary manner e.g. makes no or little reference on how Angola became a victim of the Cold War. • Use evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic makes reference on how Angola became a victim of the Cold War. • Use evidence from sources in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Extract relevant evidence from the sources demonstrates a thorough understanding of how Angola became a victim of the Cold War. • Extracted evidence – relates well to the topic • Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

(6)

2.5 EXTENDED WRITING

2.5.1 *[Analysis, synthesis and the ability to construct a coherent argument based on evidence – L1- 3 – LO 2; AS 2,3; LO3; AS1, 2, 3 &4]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates need to state whether they agree or disagree with the statement. Candidates need to demonstrate how they will support their given line of argument. They need to indicate which case study from Central, West or North Africa they will use. In disagreeing with the statement candidates need to substantiate their argument.

MAIN ASPECTS

- Introduction: Candidates need to explain whether the ending of the Cold War had brought significant changes to Africa or not. Candidates need to indicate which case study from Central, West or North Africa they intend to use to demonstrate their point of view.

ELABORATION**The collapse of the USSR had a profound impact on Africa**

- Changes in Soviet Union and Eastern Europe forced the USSR to change its role in Africa
- Gorbachev's Glasnost and Perestroika – USSR forced to retreat from Africa
- Downfall of Marxism – Leninism
- End of Cold War – changed West's attitude to Africa
- West no longer needed allies in Africa to counter USSR's influence
- Democracy and capitalism more popular than communism
- Good governance and accountability replaced repression and state control
- Economic growth based on democratic system of government which later became evident
- Any other relevant response
- Conclusion: Candidates should tie up their argument by explaining whether the ending of the Cold War brought significant changes to Africa or not.

(30)

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

2.5.2 *[Analysis, synthesis and the ability to construct a coherent argument based on evidence – L2- 3 – LO 2; AS 2,3; LO3; AS1,2, 3 &4]*

Candidates should include the following aspects in their response:

SYNOPSIS

In writing this report candidates need to indicate how the ending of the Cold War helped Angola to re-imagine itself as a nation in the 1990s.

MAIN ASPECTS

Introduction: Candidates should highlight how the ending of the Cold War helped Angola re-imagine itself.

ELABORATION

- Brief outline on the political and economic impact that both the USA and USSR had on Angola development
- Focus on the various challenges that foreign interference had on Angola's development
- The ending of the Cold War
- The impact of the end of the Cold War on Angola
- Political negotiations between the MPLA and UNITA
- The 1992 democratic elections and its impact
- Any other relevant point

Conclusion: Candidates should tie up their argument.

(30)

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

[75]

**QUESTION 3: WHAT WERE THE CHALLENGES THAT FACED SOUTH AFRICA
PRIOR TO THE FIRST DEMOCRATIC ELECTION IN 1994?**

3.1

3.1.1 *[Interpretation of Source 3A – L 2- LO1 (AS3)]*

- South Africans were disillusioned about the ongoing violence
- The future looked gloomy
- Negotiations and talks between the various political parties had stopped (any 2 x 1) (2)

3.1.2 *[Evaluation of evidence in Source 3A - L 3-LO2 (AS3)]*

Candidates may take a particular position and should support their response with relevant evidence:

Yes

- Slovo's proposal ended the deadlock with regard to political negotiations
- Proposals that were put forward made the National Party comfortable to want to negotiate South Africa's future
- Negotiations led to the gradual end to violence and political intolerance

No

- Slovo's proposal of power sharing meant working with the National Party and its allies
- Activists involved in the struggle felt that it would compromise everything that they fought for
- Activists fought for freedom and their vision of a one party state would be compromised
- Were not happy to share South Africa and its resources with its former enemies (National Party) (any 2 x 2) (4)

3.1.3 *[Extraction of evidence from Source 3A- L1-LO1 (AS3)]*

- To bring an end to the stalemate between the National Party and the ANC
- The ANC compromised on issue of complete transfer of power to sharing of power with the National Party
- They wanted to co-govern South Africa after the elections
- Believed in the concept of governance based on co-operation
- Promised amnesty to soldiers and police
- Guaranteed the jobs of public servants
- Promised the payments of pensions and other associated payments (any 2 x 1) (2)

3.1.4 *[Analysis and interpretation of evidence in Source 3A- L2-LO2 (AS2);LO3(AS3/4)]*

- The ANC informed its membership about the significant decision that it had taken to begin with the process of negotiation
- It was a marked break in its thinking from the armed struggle to start with process of negotiation and power sharing with the National Party
- Informing its constituency because they wanted their undivided support (any 1 x 3) (3)

3.2

3.2.1 *[Analysis of evidence from Source 3B – L2-LO1 (AS3)]*

- Winnie Mandela felt that the process of negotiation did not involve the masses in the decision making process
- The process of negotiation may only focus on the interests of the few elite
- Negotiations may benefit a few
- This may lead to violence, resistance and protest action
- Lead to the creation of a new class of elites who would have similar interests as the National Party (any 2 x 2) (4)

3.2.2 *[Evaluation and analysis of evidence from Source 3B – L2-LO3 (AS2,3)]*

Candidates may state Yes or No and support their response with relevant evidence:

Yes

- Winnie Mandela's words are seen a prophetic (correct) by many political Analysts.
- She has predicted correctly that new (presently the ANC) ruling elite will only serve the interests of a few and the masses will be left unassisted.
- Presently South Africa is experiencing increased unemployment and related social problems
- There has been civil disobedience with regard to the lack of service delivery
- Any other relevant point.

No

- Winnie Mandela's words are based on untruths and conjecture
- She makes these allegations because she was marginalised by the ANC
- She has no evidence to back up her argument
- Her statement suggests that its still too early to be critical of the ANC (any 1 x 3) (3)

3.3

3.3.1 *[Comparing evidence in Sources 3A and 3B – L3-LO2 (AS3)]*

- Joe Slovo stated that process of negotiations was a compromise position taken so that democracy could be given a chance in South Africa

While

- Winnie Mandela felt that power sharing without adequate consultation with the masses would lead to an elitist government that will only serve the interests of a few (2 x 2) (4)

3.3.2 *[Comparing evidence in Sources 3A and 3B – L3-LO2 (AS3)]*

- Candidates may select either Source 3A or 3B and justify their answer with valid historical knowledge (1 x 3) (3)

3.4

3.4.1 *[Extraction of evidence from Source 3C – L1-LO1(AS3)]*

- The 1994 election ushered in a new era of democracy in South Africa
- The election put an end to the apartheid regime and brought about freedom
- It gave South Africa a sense of hope and optimism (any 2 x 1) (2)

3.4.2 *[Interpretation of evidence from Source 3C – L2-LO1(AS3)]*

- South Africa belongs to all who live in it both black and white
 - After 1994 there was a sense of unity and nationhood prevalent in South Africa
- (any 1 x 2) (2)

3.4.3 *[Interpretation and extrapolation of evidence from Source 3C – L2-LO1(AS3)]*

- Mandela chose Ohlange because the first president of the ANC – JL Dube built this school and is buried there
 - KwaZulu-Natal was engulfed by political instability and third force violence and Mandela cast his vote here for the sake of peace
 - To boost the election fortunes of the ANC
- (any 1 x 2) (2)

3.5

3.5.1 *[Interpreting the reliability of Source 3D – L1 - LO1(AS4)]*

- Source 3D is reliable because most South Africans both black and white were excited and emotional about the first democratic election
 - Source 3D echoed the feelings of most freedom loving South Africans and led to the birth of a democratic dispensation
- (2 x 2) (4)

3.5.2 *[Comparing the evidence between Sources 3C and 3D – L3- LO2 (AS3)]*

Both Sources 3C and 3D complement each other very well:

- Source 3C focuses on Mandela casting his ballot for the first time and he stated that this first democratic election heralded a new beginning for all South Africans
 - In Source 3D Makhanya states that he was overcome with joy when he cast his ballot for the first time and voted for Mandela
 - Both Sources 3C and 3D focus on the voting experience and why it was a turning point for both Mandela and Makhanya
 - Any other relevant answer
- (any 2 x 2) (4)

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

The candidate's response should focus on the following aspects:

- Violence and pessimism that prevailed in 1993 subsided with the election process
- South Africa though a divided and a fragmented nation was working together for a better future
- The stalling and derailment of the negotiation process came to an end
- Slovo's intervention regarding power sharing vs. Winnie Mandela's viewpoint
- Process of negotiations and power sharing
- 1994 elections changed South Africa's future irrevocably
- Any other relevant point

Use the following to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> Cannot extract evidence or extract evidence from sources in a very elementary manner e.g. makes no or little reference to why the 1994 democratic election was a significant turning point in South Africa's history Use evidence partially to report on topic or cannot report on topic. 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> Extract evidence from sources that is mostly relevant and relates to a great extent to the topic e.g. makes reference to why the 1994 democratic election was a significant turning point in South Africa's history Use evidence from sources in a very basic manner. 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> Extract relevant evidence from sources demonstrates a thorough understanding of why the 1994 democratic election was a significant turning point in South Africa's history Extracted evidence - relates very well to the topic. Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic. 	Marks: 5 – 6

(6)**3.7 EXTENDED WRITING****3.7.1** *[Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should discuss how the challenges were overcome by a process of negotiations between 1990 and 1994.

MAIN ASPECTS

Introduction: Candidates should discuss the challenges that confronted South Africa between 1990 and 1994.

ELABORATION

- The process of negotiations (i.e. Pretoria Minute, Groote Schuur Minute)
- CODESA1 and 11
- Record of Understanding
- Increased violence (i.e. Biapotong, Bhisho etc)
- Death of Hani, storming of the World Trade Centre etc
- 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 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should indicate why the 1994 election was regarded as an unforgettable occasion in the history of South Africa.

MAIN ASPECTS

Introduction: Candidates should give some background to the run up to the 1994 elections.

ELABORATION

- Brief background-conditions in South Africa leading to the 1994 elections
- Focus on the sacrifices made to reach the 1994 elections e.g. (Negotiations, CODESA1 and 11, Record of Understanding, assassination of Hani, Mandela appeal to the nation for calm etc)
- De Klerk and Mandela set date for first democratic elections
- General election of 1994- Mandela casts ballot
- South Africans' response to the first democratic election
- Any other relevant point

- 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 4: WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCESSFUL IN DEALING WITH THE PAST AND FACING THE FUTURE?

4.1

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

- Open to anybody to give evidence regarding atrocities committed during apartheid (1 x 2) (2)

4.1.2 *[Interpretation and comparison of evidence from Source 4A – L3 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

- TRC – involved hearings
- Do not need legal representation
- No retribution involved a process of healing
- Any other relevant response (any 2 x 2) (4)

4.1.3 *[Interpretation and explanation of evidence from Source 4A – L3 – LO3 (AS3)]*

- Occurred over a long period of time
- Evidence was largely untested
- Flawed or false evidence could be given (any 3 x 2) (6)

4.1.4 *[Evaluation of evidence from Source 4A – L3 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

Candidates may state Yes or No and support their response with relevant evidence:

Yes

- Oral evidence cannot be backed up with tangible evidence
- Only reliant on people's memories
- Claims and testimony was untested – lack of evidence
- No rigorous cross examination
- Any other relevant response

No

- Oral evidence is presently used as an important source of history and hence can be reliable
- The TRC allowed people to tell their stories
- By allowing people the opportunity to face each other (victims and perpetrators) a process of healing was achieved
- Any other relevant response (any 2 x 2) (4)

4.2

4.2.1 *[Interpretation of evidence from Source 4B – L3 – LO1 (AS3); LO3 (AS2)]*

- Justice was blinded
- Too much of violence
- True reconciliation was seen to be impossible
- Any other relevant response (any 1 x 2) (2)

4.2.2 *[Comparing evidence in Sources 4A and 4B – L3 – LO2 (AS3)]*

- Source 4A and 4B are similar in terms of atrocities committed
- Source 4A gives a written version of events while Source 4B provides visual information of the atrocities committed.
- Any other relevant response (any 2 x 2) (4)

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

- Source reliable – gives information regarding the victims of apartheid
- Illustrates that justice could not be achieved
- Any other relevant response (any 2 x 2) (4)

4.3

4.3.1 *[Extraction of from Source 4C – L2 – LO1 (AS3)]*

- Antonette was an eyewitness when Hector was killed (any 1 x 3) (3)

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

- No closure for Antonette
- Lack of reconciliation
- Lack of progress by the TRC
- Any other relevant response (any 2 x 1) (2)

4.3.3 *[Analysis of evidence from Source 4C – L3 – LO2 (AS2)]*

- Yes – Antonette gives evidence that TRC was supposed to support the victims of apartheid but instead it was not victim friendly
- Any other relevant point (any 2 x 2) (4)

4.3.4 *[Usefulness of evidence from Source 4C – L3 – LO1 (AS4)]*

- Both Lodge and Antonette are critical of the TRC
- Hearings were not based on hard evidence – was anecdotal
- Closure was not attained
- Any other relevant point (any 2 x 2) (4)

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

- Ordinary South Africans did not understand the working of the TRC
- Many perpetrators were not brought to book
- No trials were held for the guilty
- Many refused to testify
- Many gave appeared at the TRC without adequate evidence
- Process was not all inclusive
- Amnesty received without full disclosure
- Any other relevant point

Use the following to allocate a mark

LEVEL 1	<ul style="list-style-type: none"> Cannot extract evidence or extract evidence from sources in a very elementary manner e.g. makes no or little reference to the shortcomings of the TRC Use evidence partially to report on topic or cannot report on topic. 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> Extract evidence from sources that is mostly relevant and relates to a great extent to the topic e.g. makes reference to the shortcomings of the TRC Use evidence from sources in a very basic manner. 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> Extract relevant evidence from sources demonstrates a thorough understanding of the shortcomings of the TRC. Evidence relates well to the topic Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	Marks: 5 – 6

(6)

4.5 EXTENDED WRITING

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

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should discuss how the TRC healed the wounds of the past and prepared the country for a better future.

MAIN ASPECTS

Introduction: Candidates should indicate how they intend discussing the question.

ELABORATION

- Reasons for the TRC
- Aims of the TRC
- Hearings held by the TRC (was it justified?)
- Success and limitations of the TRC
- TRC brought closure to some and disappointment to others (provide relevant examples)
- Any other relevant response
- Conclusion: Candidates should tie up their argument.

(30)

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

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

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should indicate whether the TRC was the only mechanism that South Africa had to deal with its past.

MAIN ASPECTS

Introduction: Candidates should take a line of argument and indicate how they intend supporting their argument.

ELABORATION

- Reasons for the TRC
- Aims and workings of the TRC (process of healing and reconciliation)
- Opportunity for amnesty
- National building and reconciliation
- Offered perpetrators and victims to reach closure
- TRC promoted reconciliation, national healing etc (give relevant examples)
- Any other relevant point
- Conclusion: Candidates should tie up their argument. (30)

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

TOTAL: 150