



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

**HISTORY P2
PREPARATORY EXAMINATION 2008
MEMORANDUM**

MARKS: 150

TIME: 3 hours

This memorandum consists of 24 pages.

QUESTION 1: SOURCE-BASED QUESTIONS

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 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 (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 <i>italics</i>.

QUESTION 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.

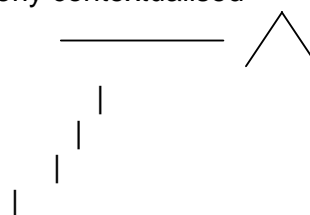
Assessment procedures of extended writing

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
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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 WHAT WAS THE IMPACT OF THE COLLAPSE OF USSR IN SA?**1.1**

1.1.1 *[Extraction of information from the source L1 L01 (AS 3)]*

- The collapse of communist ideology in USSR (1x2) (2)

1.1.2 *[Extraction relevant information from the source –L1 LO1 AS.3]*

- Financial
- Moral
- Advice (any 2) (2x1) (2)

1.1.3 *[Analysis of information from the source – L2 Lo1 AS3]*

- ANC received aid from USSR
- ANC worked together with SACP
- USSR spread Communism Ideology through aid (2x2) (4)

1.1.4 *[Interpretation and Evaluation of information from the source - L3 L01 (AS 3)]*

- Russian aid to ANC came to an end
- ANC was compelled to negotiate
- Any other relevant response (2x2) (4)

1.2

1.2.1 *[Examination and explanation of the dynamics of changing power relations - L3 LO2 AS2]*

- Political watershed in SA
- Brought about a new dispensation in SA
- Any one response (1x2) (2)

1.2.2 *[Analysis of information from the source – L2 LO1 AS3]*

- they were not aware
- De Klerk did not expect is reforms to lead to black majority rule
- Gorbachev could not have known that restructuring would lead to the collapse of communism (1x2) (2)

1.2.3 *[Comparison and contrast interpretations of perspectives L3 L02 AS3]***Similarities**

- De Klerk and Gorbachev both embarked on policies of reform.
- In both SA and Russia there was a sense of trauma, excitement
- In SA there was an end to apartheid, while in Europe the Berlin Wall had collapsed

Differences

- Gorbachev did not expect to lose parts of Eastern Europe
- Gorbachev did not expect reforms would lead to the collapse of communism and the breaking up of the Soviet Union while De Klerk did not expect black majority rule in SA
- De Klerk did not expect the end of Afrikaner nationalism (any 2 x 2) (6)

1.3.1 *[Explanation of historical concepts – L1 L02 AS1]*

- An economic policy whereby the government takes over major industries (3)

1.3.2 *[Analysis of information from the source L2 L01 AS3]*

- Stressed growth with redistribution
- Stressed mixed economy rather than nationalisation (2x2) (4)

1.3.3 *[Examination and explanation of the dynamics of changing power relations L3 L02 AS 2]*

- Nationalisation of mines was delayed
- Negotiated settlement was given chance by both ANC and apartheid govt.
- ANC settled for mixed economy
- Any relevant response (4)

1.4

1.4.1 *[Analysis of the information and data gathered from a variety of Sources L2-L01 AS3]*

When ANC negotiators signed an 850 million dollar IMF compensatory and contingency financing facility. (1x2) (2)

1.4.2 *[Analysis of information and data from the sources L2 L03 AS2].*

- To support SA's balance of payments following the decline in agricultural exports
- Increase in import caused by a prolonged drought (2x1) (2)

1.4.3 *[Synthesis of information to construct an original argument L3 L03 AS2]*

- So that the economy would be responsibly managed
- South Africa would sign the General Agreement on Tariffs and Trade (GATT)
- Any other relevant response (1x2) (2)

1.5 *[Analysis of information and data gathered from a variety of Source L2 L01 AS3]*

- Collapse of communism
- South Africa had to re-look her international position
- Dismemberment of the Soviet Union
- International organisations such as UNO
- Political pressure within and outside the country
- Any other relevant response

(6)

LEVEL 1	<ul style="list-style-type: none"> ▪ Cannot extract evidence or extract evidence from the sources in a very elementary manner ▪ 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 ▪ Use evidence from sources in a very basic manner 	Marks: 2 – 4
LEVEL 3	<ul style="list-style-type: none"> ▪ Extract relevant evidence from the sources ▪ 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: 4 – 6

1.6 EXTENDED WRITING

1.6.1 *[Interpretation, analysis and synthesis of evidence L1 & 2 L01 AS3 & 4 LO2 AS1, 2 & 3 LO3 AS1 2, 3 & 4]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should explain how the downfall of USSR contributed to the ending of apartheid in South Africa.

MAIN ASPECTS:

- Introduction: Candidates should discuss how the collapse of USSR contributed to the downfall of the apartheid regime in South Africa.

ELABORATION:

- South Africa could not use Communism as a threat to justify apartheid
- Could not rely on pro-western capitalist countries to curb liberation
- movements that sided with communist states
- Changes of leadership
- De Klerk's reaction
- Pressure from the former allies
- Unbanning of political organisation
- Allies of South Africa became her enemies.
- The position of South Africa was now strategically insignificant.

(30)

CONCLUSION: Candidates should tie up their argument by discussing how the collapse of USSR impacted on South Africa.

OR**1.6.2** *[Examination and explanation of the dynamics of changing power relations
L01 AS 3 & 4 L02 AS1, 2, 3 L03 AS 1, 2,3]*

Candidates should include the following aspects in their response

SYNOPSIS

Candidates should take a specific stance and support that line of argument with relevant substantiation. Responses should focus on the collapse of the USSR and how it contributed to the ending of apartheid regime in South Africa.

- Introduction: Candidates should indicate how the downfall of the USSR influenced the end of apartheid in South Africa.

ELABORATION:

- Pressure on South Africa to end apartheid
- South Africa could no longer rely on Western backing for “anti-communist”
- Mounting tensions within the National Party itself
- Change of National Party leadership in 1989
- ANC high expectations on nationalisation of key assets
- Shift in the balance of power
- Any other relevant information
- The NP wanted to control the pace of change and dismantle apartheid but still retain some power for itself
- The NP believed that the ANC was politically weak after being banned for 30 years
- Sanctions and disinvestments were having serious effects the economy
- The defeat of South African forces in Angola by Cuban, Angolan and SWAPO forces
- Conclusion: Candidates should tie up their argument by focusing on the events that happen in the USSR which had an impact on ending apartheid in South Africa.

(30)

[75]

QUESTION 2: HOW DID THE COLLAPSE OF THE SOVIET UNION IMPACT ON THE AFRICAN STATES LIKE ZAIRE (NOW THE DEMOCRATIC REPUBLIC OF CONGO)?

2.1

2.1.1 *[Extraction of evidence from Source 2A – L1 – LO1; AS3]*

- U.S relations with Kinshasa cooled
- Zaire no longer necessary as a Cold war ally

(any 1 x 2) (2)

2.1.2 *[Analyse historical concepts from Source 2A- L1- LO2; AS1]*

- The name had strong connotations with Mobutu's rule

(any 1 x 2) (2)

2.1.3 *[Explanation of concepts from Source 2B – L1 – LO2; AS2, 3]*

- To declare a third republic in 1990
- To pass a constitution for democratic reforms

(2 x 2) (4)

2.1.4 *[Interpret and analyse information from Source 2A – L2 – LO1; AS3]*

- Paved the way for democratic reform
- Contributed to change in name from Zaire to DRC

(any 2 x 2) (4)

2.2

2.2.1 *[Interpret and evaluate evidence from Source 2B – L1 – LO1; AS3; LO2; AS2]*

- The Civil War in the Congo was a result of the sales of arms from the US
Leaving a legacy of violence and brutality

(1 x 3) (3)

2.2.2 *[Interpretation of evidence from Source 2B – L1 – LO1; AS3; LO2; AS2]*

- They sold arms to both Mobutu and Kabila creating a division between these men.
- They supported the brutal regimes of Mobutu and Kabila
- Offered military support by developing a plan for new training operations with the armed forces
- Provided \$300 million in weapons and \$100 million in military training

(2 x 2) (4)

2.2.3 *[[Interpretation of evidence from Source 2B – L1 – LO1; AS3; LO2; AS2]*

- Use US weapons against his own people
- Destroy his country's economy

(2 x 2) (4)

2.2.4 *[[Interpretation of evidence from Source 2B – L1 – LO1; AS3; LO2; AS2]*

- It is bias
- Gives influence of US
- Does not refer to the impact of the collapse of USSR

(2 x 2) (4)

2.3.1 *[Extraction of evidence from Source 2C – L1-LO1; AS3]*

- Both sources reflect Mobutus' brutality
- Both sources reflect U.S. involvement

(2 x 2) (4)

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

- Under the direction of the CIA the Rwandan and Ugandan troops were trained to invade Zaire

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

- The Rwandan leader was trained at the U.S. army command
 - The U.S. special forces have been training the Rwandan army
 - Rwandan soldiers were trained in North Carolina
- (2 x 2) (4)

2.4 [Interpretation, analysis and synthesis of evidence from all sources - L2 – LO1 (AS3, 4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]

Candidates should focus on the following aspects in their response:

- Mobutu no longer an ally of the West
- Mobutu lost support of the U.S.
- U.S. trained personnel to overthrow Mobutu
- U.S. supports Kabila
- 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 • 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 • Use evidence from sources in a very basic manner 	Marks: 2 – 4
LEVEL 3	<ul style="list-style-type: none"> • Extract relevant evidence from the sources • 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: 4 – 6

(6)
(45)

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 should take a specific stance and support that line of argument with relevant substantiation. Responses should focus on the fall of Mobutu Sese Seko.

MAIN ASPECTS

- Introduction: Candidates should indicate their viewpoint and show how they intend supporting it.

ELABORATION

- Focus on collapse of Soviet Union Mobutu no longer deemed necessary as Cold War ally
 - The impact of the Cold War on the Congo
 - The end of the Cold War
 - Brutality of Mobutu's regime
 - U.S. relations with Zaire cools
 - U.S. supports Mobutu's overthrow
 - The fall of Mobutu
 - Any other relevant point
-
- Conclusion: Candidates should tie up their argument by focusing on the factors that contributed to the fall of Mobutu Sese Seko.
- (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 – L1- 3 – LO 2; AS 2,3; LO3; AS1,2, 3 &4]*

Candidates should include the following aspects in their response:

SYNOPSIS

In writing this article candidates need to indicate how the collapse of the Soviet Union led to the fall of Mobutu Sese Seko.

MAIN ASPECTS

Introduction: Candidates should highlight how the collapse of the Soviet Union led to the fall of Mobutu Sese Seko.

ELABORATION

- Outline the USSR's economic and political influence in Zaire
- Focus on Zaire's reliance on the USSR for support
- The ending of the Cold War
- The impact of the end of the Cold War on Zaire
- Political and economic instability in Zaire
- U.S. influence in the fall of Mobutu
- Any other relevant point

Conclusion: Candidates should tie up their argument by highlighting how the collapse of the Soviet Union led to the fall of Mobutu Sese Seko. (30)

Use the matrix on page 6 in this document to assess this extended writing [75]

QUESTION 3: HOW DID P.W. BOTHA'S TOTAL STRATEGY CONTRIBUTE TO THE CRISIS OF THE 1980's?

3.1 Refer to source 3A.

3.1.1 *[Explanation of historical concepts L1&L2 AS'S 1&2]*

(a)

- Social changes to improve living conditions / change.
- Remove unfairness.
- *Any other relevant response.*

(b)

- Political system that allows no freedom.
- To be hard-in control.
- To be cruel-control or law.
- Any other relevant answer.

Any 2 (2x1) (2)3.1.2 *[Extraction of information from the Source L1– Lo1AS3]*

- Map on the face (1x2) (2)

3.1.3 *[Interpretation of the information – a Source L3 – Lo1 AS3]*

- Angry
- Harsh
- Cruel
- Paying revenge
- Any other relevant answer

Any 3 (1x3) (3)

3.2 Refer to Source 3B

3.2.1 *[Analysing historical concepts evidence from the Source L1–Lo1 AS 3: Lo 2 AS 2]*

- Form of Parliament created after a new Constitution in 1983.
- Three chamber parliament.
- Separate Parliament for White, Coloured and Indian representatives.
- Parliament that excluded Blacks.
- Constitution which ensured that power remained in the hands of white parliament
- Any other relevant response.

Any 2 (2x2) (4)3.2.2 *[Extraction of information from the Source 3 L1-Lo1 AS1]*

- Whites
- Coloureds
- Indians (3x1) (3)

3.2.3 *[Evaluate the usefulness of the Source 3A L2-Lo1 AS4]*

- Useful because it gives information to readers.
- Show some importance.
- Gives good evidence.
- Good for background details. (2x2) (4)

3.3

3.3.1 *[Extraction of Relevant data L1 LO1 AS3]*

- She was one of the President of UDF
- Criticism of government policy reforms
- Stressed the multiracial nature
- Demanded the release of Nelson Mandela and Walter Sisulu
- Any other relevant response (any 3x2 (6))

3.3.2 *[Interpretation and evaluation of information L3 LO1 AS3]*

- UDF was the sister organisation of the ANC
- She was annoyed by the Tricameral Parliament
- Any other Relevant response 2x2 (4)

3.3.3 *[Comparison and contrasting of peoples action L3 LO2 AS3]*

- Divide and Rule policy
- Continuation of apartheid
- Any other relevant response 1x2 (2)

3.4 Study Source 3D

3.4.1 *[Extraction of relevant data l1 lo1 as3]*

- RENAMO and UNITA 2x1 (2)

3.4.2 *[Evaluation of information to assess its usefulness it is useful L3 LO1 AS4]***useful**

- There is expenditure from SADF
- Borders were raided in search of South African activists
- Many activists were killed and injured
- Any other relevant responses

Not useful

- The events in the source happened outside South Africa and it is biased in favour of the South African Government.
- The author relied on government propaganda as source.
- The candidate come up with any other relevant responses (2x2) (4)

3.4.3 *[Analyses of information L2 LO1 AS4]*

- Acted as Asylum (Refugee / protection) (1x2) (2)

3.4.4 *[Analysis interpretation of data using evidence from sources LO1 AS3 LO2 AS3]*

- Bias (1x2) (2)

3.5 *[Interpretation, analysing, evaluation and synthesizing data L3, L02 (AS2) L01 (AS 4)]*

The candidate should look at the attempts by apartheid government

- South African Government tried to prevent neighbouring countries from supporting liberation movement.
- By launching cross border raid on suspected ANC bases.
- South African political leaders in exile were targeted.
- Several were killed and injured
- SADF supported guerrilla groups

The candidates should conclude whether these were successes or failures. (6)

LEVEL 1	<ul style="list-style-type: none"> ▪ Cannot extract evidence or extract evidence from the sources in a very elementary manner ▪ 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 ▪ Use evidence from sources in a very basic manner 	Marks: 2 – 4
LEVEL 3	<ul style="list-style-type: none"> ▪ Extract relevant evidence from the sources ▪ 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: 4 – 6

3.6 EXTENDED WRITING

3.6.1 *[Analysis, synthesis and the ability to construct a coherent argument bases on evidence L1 –L3 LO2 (AS 2 & 3) LO3 (AS2 & 3)]*

SYNOPSIS

Candidates should focus on the internal and external pressure responsible for driving South African government in the 1990's to emerge as a democracy.

MAIN ASPECTS:

- Introduction: Candidates should focus on stating both external and internal pressure which forced the government and the ANC to negotiate.

ELABORATION

INTERNAL PRESSURES

- Tricameral parliament
- UDF
- Sebokeng
- Boipatong
- Business leaders – affected by sanction
- Economic crisis – values of the and
- COSATU and MDA Activities

EXTERNAL PRESSURE

- UNO
- International sanctions and boycotts
- Common wealth
- Angolan crisis Cuito – Cuanavalle

CONCLUSION: Candidates should tie their argument by showing how the latter – put pressure on South African government.

OR

3.6.2 [*Comparison and contrasting interpretations and perspectives of people's actions to draw independent conclusions* L1-3 L02 (AS3) L03 (AS1)]

Candidates should include the following aspects in their response.

SYNOPSIS

Candidates should outline the process that led to the new democratic South Africa from 1990 to 1994.

MAIN ASPECT:

- Introduction: Candidate should introduce a friend to a political process from negotiations, violence to transition.

ELABORATION:

- Broad outline the unbanning of political parties and leader such as Nelson Mandela
- NP's reasons for negotiation
- Process of negotiations, bringing together adversaries (e.g. Groote Schuur Minute, Pretoria Minute Codesa I and II, white only referendum
- Transitional Executive Council
- Transition not peaceful e.g. emergence of COSAG, Violence in Boipatong, Natal and elsewhere, right-wing activities and the role of Apla, death of Chris Hani (show how this attempted to derail the process of negotiations.)
- *Any relevant information.*

CONCLUSION: Candidates should tie up their argument with relevant conclusion.

(30)
[75]

USE MATRIX ON PAGE 7 IN THIS DOCUMENT TO ASSESS THIS EXTENDED WRITING.

QUESTION 4: WAS THE TRC (TRUTH AND RECONCILIATION COMMISSION) SUCCESSFUL IN BRINGING RECONCILIATION IN SOUTH AFRICA?

4.1

4.1.1 *[Extraction of relevant information from Source 4A – L1- L0; AS3 &4]*

- Archbishop Desmond Tutu
- Alex Boraine (2x1) (2)

4.1.2 *[Extraction of relevant information from Source 4A – L1- L0; AS 3 & 4]*

- Examine human right abuses on all sides between 1960 and 1994.
- Hear testimony from victims and perpetrators.
- Grant perpetrators amnesty from prosecution / civil action where there was full disclosure and political motivation was clearly presented
- Suggest how victims could be compensated (4x1) (4)

4.1.3 *[Analysis of data from Source 1C – L1 & 2 - L01 (AS 3); L02 (AS 3); L03 (AS2)]*

- Some believed that there should be war crimes tribunals like Nuremberg trials of Nazi was criminals.
- Others believed that a truth commission could result in a witch-hunt which would reopen old wounds that were beginning to heal.
- Perpetrators of gross human rights violations escaped punishment.
- People believed that they should have been tried in a court of law for their crimes.
- Many people found it difficult to accept that men who were guilty of appalling crimes be allowed to walk free; simply because they had made a public confession.
- Not all those who applied for amnesty displayed remorse for their action.
- Some offenders such as P. W. Botha' refused to give evidence. (2x2)(4)

4.1.4 *[Compare and contrast interpretation of events from the Source L2 L01 (AS3)]*

- TRC's aim was to overcome the past through confession and forgiveness.
- South Africans could be reconciled to each other to build a new nation.
- The new constitution supported the idea of national unity based on reconciliation and the reconstruction of society. (2x2) (4)

4.2

4.2.1 *[Interpretation and evaluation of the information provided in the Source L3-L01 (AS3)]*

- She had not heard truth about her son for many years
- All she had was some of his hair
- She had to endure pain of confronting the man who has sealed the fate of her son. (1x2) (2)

4.2.2 *[Extraction of evidence from Source 4B L01 AS 3]*

- Sphiwo Mthimkulu (victim)
- Gideon Nieuwoudt (perpetrator) (1x2) (2)

4.2.3 *[Interpretation and evaluation from Source L2 L01 (AS3)]*

- Any response from the candidate: the candidates must state what extent he/she believes healing took place and motivate the answer. (1x3) (3)

4.2.4. *[Comparison and contrast of information from 4B. L2 L01 AS 3 L02 (AS 3)]***AGREE**

- The TRC system of amnesty for those who confess is imposed (forced down victims throat)
- The government, after ten years in power, should have taken action against criminals. (2x1) (2)

DISAGREE

Any relevant motivation.

4.2.5 *[Interpretation of evidence from Source 4B. L3 L02 (AS 3) L03 (AS 1 &2)]*

- Pain and anguish and unanswered questions
- Long wait of 20 years for the truth to come out. (2x2) (4)

4.3

4.3.1 *[Extraction of evidence from Source 4C LI LOI (AS 3) LO 3 (AS 2)]*

- Albie Sachs was convinced that the TRC made an immeasurable contribution to 'humanising' South Africa. (1x2) (2)

4.3.2 *[Interpretation and evaluation of information from Source 4D]*

L 3 L01 (AS 3) L02 (AS3)]

- The TRC allowed the leading figures of apartheid government to escape the net of the TRC
- The perpetrators remained dissatisfied with amnesty system.
- Many deeds by both the apartheid government and liberation movement were unaccounted for. (2x2) (4)

4.3.3 *[Evaluation of evidence from the Source L2 L01 (AS 3) L02 (AS3)]*

- Many perpetrators could not come up with full disclosure
- The TRC was unable to equate atrocities of apartheid and atrocities of the liberation movement.
- The ANC delayed to formally respond to commissions recommendation and other relevant answers. (1x2) (2)

4.3.4 *[Comparing and contrasting interpretations of events from the Source L3 L02 (AS3)]*

- In Source 4B the stories from application show dissatisfaction over TRC.
- In Source 4C Albie Sachs show satisfaction over the work of the TRC. (2x2) (4)

4.4 *[Interpretation, analysis and synthesis of evidence from Source 4A, 4B and 4C L3-LO2 (AS2); L03 (AS1)]*

- Reason for the formation – TRC
- TRC was opened to hear both the perpetrator and the victim
- How was the TRC viewed in South Africa
- The significance of the TRC in healing the wound of the past. (6)

LEVEL 1	<ul style="list-style-type: none"> ▪ Cannot extract evidence or extract evidence from the sources in a very elementary manner ▪ 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 ▪ Use evidence from sources in a very basic manner 	Marks: 2 – 4
LEVEL 3	<ul style="list-style-type: none"> ▪ Extract relevant evidence from the sources ▪ 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: 4 – 6

4.5 EXTENDED WRITING

4.5.1 [*Analysis, synthesis and the ability to construct a coherent argument based on evidence* L1- L3 – LO2 (AS 2, 3) L03(AS1, 2, 3 & 4)]

Candidates should include the following aspect in their responses:

SYNOPSIS:

Candidates should discuss the reasons for the establishment of the TRC.
Outline the role played by the TRC in healing South Africa from its divided past.

MAIN ASPECTS:

- Introduction: Candidates should discuss the work of the TRC in trying to heal Africa's past.

ELABORATION:

The learners should focus on:

- Formation of the TRC
- Aims of the TRC
- Recommendations by TRC
- Failure to address amnesty, punishment and compensation.
- Equity between just cause and unjust cause (30)

CONCLUSION: Candidate should tie up their argument with the relevant conclusion

OR

4.5.2 [*Sustain and defend a coherent and balanced argument with evidence* L2 – L3 (AS 3 , 4)]

Candidates should include the following aspects in their response

SYNOPSIS

In writing this article candidates need to take a particular line of argument in support or against the TRC's work. They should focus outcomes of the hearing and its effectiveness.

- Introduction: Candidates should also argue the significant running points of TRC process.

ELABORATION:

Candidates should focus on:

- TRC failure to deal with many human right violations
- Activities involving apartheid government agents ignored
- TRC misleading report about the nature of gross human right violations
- TRC incapacity to punish the perpetrators of violence
- TRC failure to compensate the victims satisfaction

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

(30)
[75]

USE MATRIX ON PAGE 7 IN THIS DOCUMENT TO ASSESS THIS EXTENDED WRITING.

TOTAL MARKS: 150