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NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2023

HISTORY P2 MARKING GUIDELINE

MARKS: 150

This marking guideline consists of 24 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	- Extract evidence from sources. - Selection and organisation of relevant information from sources. - Define historical concepts/terms.	30% (15)
LEVEL 2	- Interpretation of evidence from sources. - Explain information gathered from sources. - Analyse evidence from the sources.	40% (20)
LEVEL 3	- 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 relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark allocation 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 right-hand bottom margin 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.
- When assessing open-ended source-based questions, learners should be credited for *any other relevant answers*.

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 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 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
- 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 (indicated by a bullet in the 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 the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will 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 a 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 candidates 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: Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

2.4.4 The following symbols **MUST** be used when assessing an essay:

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

COMMENT

Some omissions in content coverage.
Attempts to sustain a line of argument.

MARKING MATRIX FOR ESSAY: TOTAL: 50

PRESENTATION  CONTENT 	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
	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.	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.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	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
- Question 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: HOW DID THE CONGRESS OF SOUTH AFRICAN TRADE UNION (COSATU) OPPOSE THE APARTHEID GOVERNMENT DURING THE 1980s?**

- 1.1 1.1.1 *[Definition of historical concept from Source 1A – L1]*
- Is an organisation of workers who have joined to advance their common interest
 - An organisation or group of workers who join to negotiate pay, hours, benefits and working conditions
 - Any other relevant response (Any 1 x 2) (2)
- 1.1.2 *[Interpretation of evidence from Source 1A – L2]*
- Trade unions became powerful organisations which the government could not control
 - Workers realised their power and became key players in the struggle against apartheid
 - Any other relevant response (Any 1 x 2) (2)
- 1.1.3 *[Extraction Interpretation of evidence from Source 1A – L1]*
- ICU
 - FOSATU
 - GAWU
 - CNETU
 - SACTU (Any 3 x 1) (3)
- 1.1.4 *[Interpretation of evidence from Source 1A – L2]*
- The country became ungovernable
 - Political unrest was a feature of the 1980s
 - Unrest of the 1980s would change the political landscape of South Africa
 - The 1980s would lead to the demise of apartheid
 - Any other relevant response (Any 2 x 2) (4)
- 1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- Strikes
 - Boycotts
 - Stay-aways (Any 2 x 1) (2)
- 1.2.2 *[Extraction of evidence from Source 1B – L1]*
- 1,5 million workers observed the call, joined by many thousands that included school pupils, students, taxi drivers, hawkers, shopkeepers, domestic workers, self-employed and unemployed people. (1 x 2) (2)

- 1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- Black workers were receiving low wages
 - The wage gap between management and workers and skilled and unskilled workers would be reduced
 - To improve the standard of living of Blacks
 - To improve the living conditions of Blacks especially women
 - Any other relevant response (Any 2 x 2) (4)
- 1.2.4 *[Evaluate the usefulness of the evidence from Source 1B – L3]*
This source is USEFUL because:
- It succeeded to mobilise the workers to resist apartheid
 - Co-ordinated a range of protests and campaigns that was supported by millions of South Africans
 - Rolling mass action by COSATU made the country ungovernable
 - It gives insight into the role COSATU played in the struggle against apartheid
 - COSATU's action caused an economic decline in the economy, causing white business owners to put pressure on the apartheid government
 - Any other relevant response (Any 2 x 2) (4)
- 1.3 1.3.1 *[Interpretation of evidence from Source 1C – L2]*
- COSATU launched a living wage campaign
 - Wanted to improve the working and living conditions of workers
 - It indicates its vision of creating unity amongst working class people within the country
 - Any other relevant response (Any 2 x 2) (4)
- 1.3.2 *[Extraction of evidence from Source 1C – L1]*
- 40 Hour week without loss of pay
 - May Day, June 16 and Sharpeville Day as paid public holidays
 - Job security
 - No tax deductions
 - A minimum of 6 months paid maternity leave
 - An end to the hostel system and decent housing near places of work (Any 3 x 1) (3)
- 1.4 *[Comparison of evidence from Sources 1B and 1C – L3]*
- Source 1B states that COSATU fought for a living wage and Source 1C shows that COSATU launched a campaign for a living wage
 - Source 1B explains how the trade union united workers to protest against apartheid, while Source 1C shows COSATU as a powerful united body through a clenched fist protesting against apartheid
 - Source 1B states that a demand was made for 1 May to become a paid holiday and Source 1C shows that it was one of the demands during the protest
 - Any other relevant response (Any 2 x 2) (4)

- 1.5 1.5.1 *[Extraction of evidence from Source 1D – L1]*
- Arrested
 - Harassed
 - House raids
 - Detained (Any 2 x 1) (2)
- 1.5.2 *[Interpretation of evidence from Source 1D – L2]*
- The growing weight of the labour movement
 - Their ability to win victories for workers
 - COSATU was becoming a political threat to the apartheid government
 - To keep the power in the hands of the white minority
 - Any other relevant response (Any 2 x 2) (4)
- 1.5.3 *[Definition of historical concept from Source 1D – L2]*
- The police and defence force were given more power to arrest anyone believed to be a threat to the state
 - Any other relevant response (1 x 2) (2)
- 1.6 *[Interpretation, comprehension and synthesis of evidence from relevant sources – L3]*
- Candidates can include the following in their response:
- COSATU was launched in 1985 (Source 1A)
 - With nearly half a million members, it became the largest trade union ever formed in South Africa (Source 1A)
 - Revival of trade unionism (Source 1A)
 - Launched campaigns for workers' rights (Source 1B)
 - Embarked on strikes and protest to improve the working and living conditions of workers (Source 1B and Source 1C)
 - NLA amended by the government due to pressure from COSATU (own knowledge)
 - Supported rent and consumer boycotts of civic organisations (own knowledge)
 - COSATU united the workers against apartheid (Source 1C)
 - COSATU aligned to the ANC and UDF (Source 1B)
 - Vowed to represent all people and to resist exploitation of workers (own knowledge)
 - COSATU became a threat to apartheid (Source 1D)
 - Any other relevant response.

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner, e.g. show no or little understanding of how COSATU opposed the apartheid government during the 1980s. • Uses evidence partially to report on topic or cannot write a paragraph.	Marks: 0–2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of how COSATU opposed the apartheid government during the 1980s. • Uses evidence in a very basic manner to write a paragraph.	Marks: 3–5
LEVEL 3	• Uses relevant evidence, e.g. demonstrates a thorough understanding of how COSATU opposed the apartheid government during the 1980s. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	Marks: 6–8

(8)
[50]

QUESTION 2: HOW SUCCESSFUL WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) IN BRINGING ABOUT RECONCILIATION AND HEALING TO SOUTH AFRICANS?

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- Building a truly non-racial democratic South Africa (1 x 2) (2)
- 2.1.2 *[Interpretation of evidence from Source 2A – L2]*
- Apartheid took away the political rights of South Africans
 - Under apartheid South Africans endured oppression and discrimination
 - Took away the human dignity of black South Africans
 - During apartheid people were jailed and killed without remorse
 - Any other relevant response (Any 2 x 2) (4)
- 2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- Much hatred/mistrust existed between races
 - To make the new dispensation work in South Africa
 - To bring reconciliation and peace in South Africa
 - To secure the survival of the new democracy
 - To prevent further violence that plagued the country for years
 - To prevent future human rights abuses
 - Any other relevant response (Any 2 x 2) (4)
- 2.1.4 *[Extraction of evidence Source 2A – L1]*
- To establish a complete picture as possible of the cause, nature and extent of the gross violation of human rights
 - Facilitate the granting of amnesty
 - Making known the fate of victims and restoring their human and civil dignity
 - Recommending reparation measures and providing them with compensation (Any 2 x 1) (2)
- 2.2 2.2.1 *[Interpretation of evidence from Source 2B – L2]*
- The ones who were also killed by the apartheid system/police
 - Because they also sacrificed their youth for the sake of freedom
 - They never had a normal teenage life
 - So that their contribution to the liberation struggle should not be forgotten
 - Any other relevant response (Any 1 x 2) (2)
- 2.2.2 *[Explanation of historical concepts from Source 2B – L1]*
- Victims and perpetrators could be questioned on their statements at the TRC hearings
 - Questioning of activists by security police of their political activities and tortured
 - Interrogation could be verbal or physical
 - Any other relevant response (Any 1 x 2) (2)

- 2.2.3 *[Extraction of evidence from Source 2B – L1]*
- Stressed
 - Depressed
 - Angry
 - Frustrated
- (Any 2 x 1) (2)
- 2.2.4 *[Extraction of evidence from Source 2B – L1]*
- Meetings
 - Protest marches
 - Facing rubber bullets
 - Facing live ammunition
- (Any 2 x 1) (2)
- 2.2.5 *[Evaluate the reliability of the evidence from Source 2B – L3]*
This source is RELIABLE because:
- It is a primary source as Riefaat was directly involved in the liberation struggle
 - The information is the original testimony given at the TRC hearing
 - His testimony can be collaborated with other sources
 - Audience got to experience the emotional state/trauma of Riefaat
 - The TRC created a platform for victims to tell their story
 - Any other relevant response
- (Any 2 x 2) (4)
- 2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*
- Spitting in the face of people who had been oppressed
 - Impoverished and tortured by the apartheid regime
 - Resisting paying them promise reparations
- (Any 2 x 1) (2)
- 2.3.2 *[Definition of historical concept from Source 2C – L1]*
- Compensation for the loss of human life and property
 - Payment for damages that a person might have sustained
 - Any other relevant response
- (Any 1 x 2) (2)
- 2.3.3 *[Extraction of evidence from Source 2C – L1]*
- President Thabo Mbeki's government has in recent months questioned the justness of paying money to individuals for suffering
 - Activists did not struggle against apartheid for money
- (Any 1 x 2) (2)
- 2.3.4 *[Interpretation of evidence from Source 2D – L2]*
- The money could be used for counselling to heal from their past experiences
 - They are unable to work due to the psychological torture they endured while fighting for freedom
 - Any other relevant response
- (Any 1 x 2) (2)

2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*

- The South African government did not prioritise the rights of victims who experienced human rights violations
- The government was not carrying out the recommendation of the TRC regarding compensation for victims
- The government had a lot of excuses to give compensation to victims
- Any other relevant response (Any 2 x 2) (4)

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

- The government was reluctant to pay victims of apartheid
- The government made excuses not to give compensation
- The government did not want to commit itself to the timeframe to make payments
- Any other relevant response (Any 1 x 2) (2)

2.5 *[Comparison of evidence from Sources 2C and 2D – L3]*

- Source 2C indicates that nobody fought in the struggle for money and Source 2D shows the government having excuses not to compensate victims
- Both sources reveal the reluctance of the government to pay reparations
- Both sources indicate the trauma victims endured due to the non-payment of reparation
- Both sources show the effects that apartheid had on the lives on ordinary South Africans
- Any other relevant response (Any 2 x 2) (4)

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

Candidates could include some of the following:

- The reason for the establishment of the TRC was to deal with the past (Own knowledge)
- The TRC was established to investigate gross human rights violations (Source 2A)
- The TRC promoted national reconciliation and healing (Source 2A)
- The TRC offered full amnesty to those who came forward and confessed their crimes (Source 2A)
- TRC provided a platform to listen to victims' stories (Source 2B)
- Riefaat could tell his story at the TRC hearing of the torture he and fellow comrades had endured (Source 2B)
- The TRC examined the evidence presented by the victims and perpetrators (Own knowledge)
- The TRC showed compassion for victims (Source 2B)
- Victims and perpetrators were encouraged to tell the truth so that the nation could heal (Own knowledge)
- The TRC recommended reparation to victims (Sources 2A and Source 2D)

- Symbolic reparation, exhumation and reburial of the remains of victims suggested by the TRC (own knowledge)
- Victims had to wait a considerable time to get monetary reparation (Sources 2C and Source 2D)
- The government neglected the human face of reparation (Sources 2C and Source 2D)
- Any other relevant response

Use the following rubric to assess this paragraph.

LEVEL 1	• Uses evidence in an elementary manner, e.g. shows no or little understanding in explaining how successful the Truth and Reconciliation Commission was in bringing about reconciliation and healing to South Africans. • Uses evidence partially to report on topic or cannot write a paragraph.	MARKS 0–2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows an understanding in explaining how successful the Truth and Reconciliation Commission was in bringing about reconciliation and healing to South Africans. • Uses evidence in a very basic manner to write a paragraph.	MARKS 3–5
LEVEL 3	• Uses relevant evidence, e.g. demonstrates a thorough understanding in explaining how successful the Truth and Reconciliation Commission was in bringing about reconciliation and healing to South Africans. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	Marks: 6–8

(8)
[50]

QUESTION 3: WHAT IMPACT DID MULTI-NATIONAL CORPORATIONS (MNC) HAVE ON THE GLOBAL MARKET?

- 3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*
- Through travel and trade
 - Transporting products around the world in hours or days (2 x 1) (2)
- 3.1.2 *[Explanation of historical concept from Source 3A – L1]*
- Globalisation means that countries are becoming more interdependent and that people all over the world are more connected to each other
 - Globalisation has led to the monopolisation on industries by big business, which make huge profits at the expense of underdeveloped and undeveloped countries
 - Any other relevant response (Any 1 x 2) (2)
- 3.1.3 *[Interpretation of evidence Source 3A – L2]*
- People are wearing the same name brand clothes all over the world
 - People got to know about fast foods
 - Any other relevant response (Any 1 x 2) (2)
- 3.1.4 *[Interpretation of evidence Source 3A – L2]*
- The global economy is being dominated by the rich countries
 - Poor countries did not benefit from the profits made in their countries
 - Natural resources were exploited by foreigners who invested in poor countries
 - Workers of developing countries were paid little wages as most profits went to foreign countries
 - Any other relevant response (Any 1 x 2) (2)
- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- It was beyond its frontiers
 - Not subjected to its laws (2 x 1) (2)
- 3.2.2 *[Explanation of historical concept from Source 3B – L2]*
- Its big companies that open other branches in different countries across the world
 - Huge investments are made in foreign countries
 - Huge profits are made by these countries
 - Any other relevant response (Any 1 x 2) (2)

3.2.3 *[Interpretation of evidence Source 3B – L2]***Because:**

- It would leave many people unemployed
- It will lead to poverty in countries
- It will probably lead to unrest against the government
- It will cause economic instability in a country
- The government will lose an important revenue that will hamper service delivery to the people
- Any other relevant response (Any 2 x 2) (4)

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

- USA
- Germany
- Japan (Any 2 x 1) (2)

3.3 3.3.1 *[Interpretation of evidence Source 3C – L2]*

- Labour laws were relaxed
- Bad lighting (only one small light shown)
- Workers had no right to speak out about their condition (Mouths are sealed)
- Workers basic human rights to good working conditions are violated
- Any other relevant response (Any 2 x 2) (4)

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

- 'Just do it'
- 'Their mouths are sealed/taped' (Any 1 x 2) (2)

3.3.3 *[Evaluate the limitations of the evidence from Source 3C – L3]***The source is limited because:**

- It is bias as it only shows the negative impact of Multi-National Corporations
- It creates the impression that all MNC's treat their workers badly
- It does not indicate that the workers also benefitted by earning a salary
- Any other relevant response (Any 2 x 2) (4)

- 3.4 3.4.1 *[Extraction of evidence Source 3D – L1]*
- Sportswear (1 x 2) (2)
- 3.4.2 *[Interpretation of evidence Source 3D – L2]*
- They did not have to improve the living conditions of the workers
 - To make more profit
 - Children were paid less
 - Any other relevant response (Any 2 x 2) (4)
- 3.4.3 *[Extraction of evidence Source 3D – L1]*
- Workers suffered wage theft
 - Verbal abuse
 - Laboured for hours in high temperature well over the legal limit of 90 degrees (Any 2 x 1) (2)
- 3.4.4 *[Interpretation of evidence Source 3D – L2]*
- Nike was fully aware of the poor conditions in the factories
 - They would discover that workers' rights were violated
 - They will be forced to close the factory
 - The name brand Nike could be perceived in a negative light
 - It could lead to the boycott of the Nike brands
 - Any other relevant response (Any 1 x 2) (2)
- 3.5 *[Comparison of evidence from Sources 3C and 3D – L3]*
- Source 3C shows the women who are looking tired/overworked while Source 3D indicates that workers were forced to work for long hours without proper ventilation
 - Source 3C show that children were used to work in the Nike factory while Source 3D indicates the reports that it used child labour
 - Source 3C show that workers mouths were taped not to talk about the appalling conditions Source 3D indicates that the WRC were denied excess to inspect the factory
 - Any other relevant response (Any 2 x 2) (4)

3.6 *[Interpretation, comprehension and synthesis of evidence from sources – L3]*

Candidates could include some of the following:

- Globalisation led to the integration of economies and societies (Source 3A)
- People over the world start sharing each other's cultures (Source 3A)
- Introduced the world to fast food (Own knowledge)
- Have access to companies such as McDonald's and Starbucks (Source 3A)
- Created wealth in some countries (Source 3A)
- MNC established companies over the world (Source 3B)
- Countries had to relax their labour laws (Source 3B)
- Limited state control over economic activities (Source 3B)
- Produced name brand clothes that are worn world wide (Sources 3C and 3D)
- MNC's caused exploitation of workers (Source 3C and Source 3D)
- Many countries did not benefit from profits made by MNC's (Own knowledge)
- Nike did not improve working conditions of workers (Source 3C and 3D)
- Led to resistance against Nike company (Source 3D)
- Any other relevant response

Use the following rubric to assess this paragraph.

LEVEL 1	• Uses evidence in an elementary manner, e.g. shows no or little understanding of the impact that MNC's had on the global market. • Uses evidence partially to report on the topic or cannot write a paragraph.	MARKS 0–2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of the impact that MNC's had on the global market. • Uses evidence in a very basic manner to write a paragraph.	MARKS 3–5
LEVEL 3	• Uses relevant evidence, e. g. demonstrates a thorough understanding of the impact that MNC's had on the global market. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS 6–8

(8)
[50]

SECTION B: ESSAY QUESTIONS**QUESTION 4: 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 need to explain to what extent the philosophy of BC influenced students, communities and workers to challenge the apartheid regime in the 1960s and 1970s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to indicate to what extent the philosophy of BC influenced students, communities and workers to challenge the apartheid regime in the 1960s and 1970s.

ELABORATION

- Reason for the formation of the Black Consciousness Movement (BCM) (Background)

Biko's philosophy of Black Consciousness (BC)

- Conscientise black people of the evils of apartheid
- Instil a sense of self-worth and confidence in black South Africans
- Restore black pride
- Changed the way black South Africans saw themselves
- Empowered them to confront apartheid
- Biko urged black South Africans to assert themselves and to do things for themselves
- Eliminate the feeling of inferiority

Role of Steve Biko

- Formation of SASO
- SASO spread BC ideas across the campuses of the ethnically separated universities
- SASO promoted black unity and solidarity
- Made students more politically aware
- Encouraging students to liberate themselves from apartheid
- Biko promoted self-liberation
- He believed that association with whites made the liberation struggle ineffective and that blacks must liberate themselves
- Established self-help groups for black communities with other BC leaders
- BC ideas were published in SASO newsletters

Black Consciousness becomes a national movement

- 1972 the Black People's Convention was formed
- Aimed to liberate black people from both psychological and physical oppression
- Self-help projects were set up: Zanempilo Clinic, Ginsburg, and Zimele Trust Fund
- Led to the formation of the Black Allied Workers Union in 1973
- BC influenced scholars that led to the formation of SASM

Challenges posed by the ideas of BC to the state

- At first the South African government was not concerned about the BCM and seemed in line with its own policy of separate development
- BCM became stronger and posed a challenge to the state
- It became a mass movement that sought to undermine apartheid
- Biko's speeches encouraged black South Africans to reject apartheid
- BC ideas incites the workers to embark on strike action
- BCM supported disinvestment companies

1976 Soweto Uprising

- Learners at schools in Soweto were unhappy because; most government funding went to white schools, severe overcrowding in classes, curriculum was limited and education prepared learners for manual and unskilled labour.
- Introduction of Afrikaans as a medium of instruction in 1975 in black schools triggered mass protest.
- The SASM decided to hold a mass demonstration against Afrikaans as a medium of instruction.
- On 16th June 1976 thousands of Soweto learners embarked on a peaceful protest.
- Later the march turned violent and hundreds were injured and killed (Hastings Ndlovu and Hector Pietersen).
- Angered by the police actions, learners went on a rampage through the streets of Soweto and burnt symbols of apartheid like buildings and white businesses

Government's reaction to Biko's philosophy

- Banning and house arrest of Biko and other leaders
- BC leaders were banned from speaking in public
- BPC activists were detained without trial
- SASO was banned on university campuses
- Biko was arrested and interrogated
- Biko was brutally murdered by the security police in 1977
- Any other relevant response

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

QUESTION 5: THE COMING OF DEMOCRACY IN SOUTH AFRICA AND COMING TO TERMS WITH THE PAST: NEGOTIATED SETTLEMENT AND THE GNU

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

SYNOPSIS

Candidates need to indicate whether they agree or disagree with the statement. If they agree they should explain commitment and compromise by different role players that brought an end to the ongoing violence in South Africa and pave the way for a new democratic South Africa in 1994. If they disagree with the statement, they should substantiate their line with argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates need to take a stance and indicate whether they agree or disagree on whether it was through commitment and compromise by different role players that brought an end to the ongoing violence in South Africa and pave the way for a new democratic South Africa in 1994.

ELABORATION

- De Klerk comes to power in 1989 – brief background
- De Klerk's speech in parliament on 2 February 1990
- The unbanning of political and civic organisations, such as the ANC and SACP
- The removal of restrictions on COSATU, AZAPO, etc.
- Groote Schuur Minute, 2 May 1990 (ANC and NP met, ANC delegation led by Nelson Mandela, NP delegation led by FW de Klerk)
- Apartheid legislation revoked, such as the Separate Reservation of Amenities Act (Political leadership)
- Pretoria Minute, 6 August 1990 (ANC agreed to suspend the armed struggle)
- CODESA 1 (19 political parties, excluding AZAPO, CP and PAC/300 delegates met) (Political leadership and involvement of other parties)
- Violence erupts in some parts of the country, such as the Witwatersrand and Natal Whites-only referendum and its impact (March 1992) (Political leadership)
- CODESA 2 (2 May 1992) collapsed. Parties failed to agree on a new constitution making body and interim government (Political leadership)
- NP wanted minority veto while ANC wanted an interim government for no longer than 18 months and simple majority rule
- Boipatong Massacre and its consequences (17 June 1992)
- Goldstone Commission)
- Bhishe Massacre derailed the process of negotiations (7 September 1992)
- Goldstone Commission
- Record of Understanding signed on 26 September 1992 between Roelf Meyer (NP) and Cyril Ramaphosa (ANC) (Political leadership by both parties)

- Assassination of Chris Hani (10 April 1993) and its impact on South Africa (Political leadership)
- Multiparty Negotiating Forum (Political leadership by all parties)
- Right-wing (AWB) attack on World Trade Centre and its consequences
- Sunset Clause introduced by Joe Slovo broke the negotiations deadlock (Political leadership)
- Election date announced, 27 April 1994 (Political leadership)
- The ANC won the elections and Mandela became the first black South African president
- Any other relevant response.

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

**QUESTION 6: THE END OF THE COLD WAR AND A NEW WORLD ORDER:
1989 TO THE PRESENT**

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

SYNOPSIS

Candidates need to critically discuss how the reforms of Gorbachev led to the collapse of communism and brought about change in the political landscape forever in South Africa from 1989.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to take a stance and indicate how the reforms of Gorbachev led to the collapse of communism and brought about change in the political landscape forever in South Africa from 1989.

ELABORATION

- Gorbachev's policies of Glasnost and Perestroika
- By the end of 1989 the Soviet Union disintegrated and its impact
- The communist regimes in Eastern Europe collapsed
- The fall of the Berlin Wall
- Political changes in the rest of the world put pressure on the apartheid regime to embark on changes
- The collapse of communism affected both the National Party and the ANC
- The National Party was now prepared to negotiate with the ANC
- The National Party's fear of a communist-controlled ANC now seemed unfounded
- After the demise of communism in the Soviet Union; the ANC did not receive further support from the Soviet Union
- The ANC could no longer rely on the Soviet Union for economic and military support
- The National Party's claim that it was protecting South Africa from a communist onslaught became unrealistic
- Countries in the Western world supported the move that South Africa should resolve its problems peacefully and democratically
- There was no doubt that continued repression of black South Africans by the apartheid regime was not sustainable and would result in political instability
- The government started to believe that reform was needed to include the development of a strong middle class which would act as a 'bulwark against the revolution'
- PW Botha suffered a stroke and was succeeded by FW de Klerk
- FW de Klerk realised South Africa's political predicament and began to accept that the black South African struggle against apartheid was not a conspiracy directed from Moscow

- This enabled De Klerk to engage in discussions with the liberation organisations
 - On 2 February 1990 De Klerk announced 'a new and just constitutional dispensation'
 - De Klerk unbanned all anti-apartheid organisations including the ANC, PAC and South African Communist Party
 - This signalled the end of apartheid and the beginning of the process of negotiations
 - Any other relevant response.
- Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

TOTAL: 150