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# **RE ARATORY E AM NATION 2023**

## **MARK NG GUIDEL NES**

**HISTORY (PAPER 2) (1079 )**

**6 page**

## 1. SOURCE-BASED QUESTIONS

1.1 The following cognitive levels are used to analyze source-based questions.

Cognitive levels	Historical skills	Weight of questions
<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>Extract evidence from sources</li> <li>Selection and organization of relevant information from sources</li> <li>Define historical concepts/terms</li> </ul>	<b>30%</b> <b>(15 points)</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>Interpretation of evidence from sources</li> <li>Explain information gathered from sources</li> <li>Analyze evidence from sources</li> </ul>	<b>40%</b> <b>(20 points)</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>Interpret and evaluate information and evidence from sources</li> <li>Engage with sources to determine usefulness, reliability, one-sidedness, and limitations</li> <li>Compare and contrast interpretations and perspectives in the sources and come to independent conclusions</li> </ul>	<b>30%</b> <b>(15 points)</b>

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

- In marking source-based questions, credit must be given to any other valid and relevant points of view, arguments, evidence or examples.
- In awarding marks emphasis must be placed on how the requirements of the question have been addressed.
- In these marking guidelines, the requirements of the question (skills that must be addressed) as well as the level of the question are indicated in *italics*.

1.3 Assessment procedure for source-based questions:

- Use a check mark (✓) for each correct answer.
- Pay attention to the points scheme e.g. (2 x 2) which refers to two reasons which each get two marks (✓✓✓✓); (1 x 2) which refers to one reason and gets two marks (✓✓).
- If a question carries 4 marks, indicate by placing 4 ticks (✓✓✓✓).

**Paragraph question**

Paragraphs must 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 an answer 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.
- Read the paragraph again to evaluate the extent to which the candidate was able to use relevant evidence to write a paragraph.
- At the end of the paragraph, indicate the number of ticks (✓) to what the candidate received for the paragraph; as well as the level (1, 2 or 3) as indicated in the holistic rubric and make a short comment, e.g.

\_\_\_\_\_ - \_\_\_\_\_  
 \_\_\_\_\_ - \_\_\_\_\_ ✓✓✓✓

LEVEL 2 = 4

*Mostly use relevant evidence to write a basic paragraph*

- Add up all the ticks for the source-based question and then write the point on the bottom right margin, e.g.  $\left(\frac{32}{50}\right)$
- Ensure that the total mark is accurately transferred to the front/back page of the answer book next to the correct question number.

**2. ESSAY QUESTIONS****2.1 The essay questions require candidates to:**

- Will be able to structure their argument in a logical and coherent manner. They must select, organize and combine the relevant information so that they can present a reasonable series of facts or an effective argument to answer the question being asked. 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 should be aware that the content of the answer will be guided by the marking guidelines provided.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.

### 2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires that the teacher will mark the essay as a whole, without marking the parts separately. This approach encourages the learner to offer an individual opinion using selected factual evidence to support an argument. There will **not** the learner is expected to simply reconsider 'facts' in order to achieve a high mark **not**. This approach discourages learners from preparing 'model' answers and reproducing them without considering the specific requirements of the question. Holistic assessment of the essay gives credit to learners' opinions that are supported by evidence. Holistic assessment, in contrast to content-based assessment, does not penalize language deficiencies but places emphasis on the following:

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

### 2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when marking the essay.

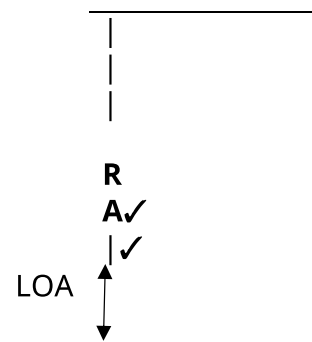
2.4.2 During the first reading of the essay, ticks must be allocated for a relevant introduction (indicated by a dot in the marking guideline), the most important aspects/body of the essay indicating the line of argument (also indicated by dots in the marking guideline) and a relevant conclusion also indicated by dots in the marking guideline. For example, in an essay where there are five (5) main points, there may be approximately seven (7) tick marks.

2.4.3 Keep the **PEEL structure** in mind the marking of an essay.

<b>P</b>	<b>Point:</b> The candidate introduces the essay by clearly stating a line of argument/making an important point. Each paragraph must include a point that maintains the main idea (line of argument) introduced in the introduction.
<b>E</b>	<b>Explanation:</b> The candidate must explain in more detail what the main point is about and how it relates to the question being asked (line of argument).
<b>E</b>	<b>Example:</b> Candidates must answer the question by selecting content relevant to the line of argument. Relevant examples should be given to support the line of argument.
<b>L</b>	<b>Link:</b> Candidates must ensure that the argument is sustained throughout the essay and written coherently.

2.4.4 The following symbols **MUST** be used in the assessment of an essay:

- Introduction, main points and conclusion not properly contextualized
- Wrong statement
- Irrelevant information
- repetition
- Analysis
- Interpretation
- Line of argument



## 2.5 The matrix

2.5.1 Use of the analytical matrix in the marking of essays:

In marking essays, the criteria as provided in the matrix must be used. When evaluating the essay, pay attention to the content and presentation. At the intersection of the content and presentation based on the seven competency levels, a point must be awarded.

- (a) The first reading of essays will be to determine the extent to which the main aspects are covered and to **content level** (on the matrix) to assign.

I	LEVEL 4	

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

I	LEVEL 4	
A	LEVEL 3	



- (c) Award an overall mark using the matrix.

I	LEVEL 4	} 26 - 27
A	LEVEL 3	

### COMMENT

Some omissions in content coverage  
Attempts to maintain an argument

**GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50**

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
<b>PRESENTATION</b>   <b>CONTENTS</b> 	Very well planned and structured set. Good synthesis of information. Have a good balanced, original argument developed with evidence. Argument throughout sustained and defend. Independent deduction made from evidence to support the argument.	Very good planned and structured set. A relevant argument was followed. Evidence used to the argument too defend. Strive to be an independent conclusion from the to make evidence to the argument support.	Well planned and structured set. Attempt to a clear argument too develop. Deduction made out evidence to the argument too support.	Argument plan and structured. Evidence to a certain extent used to argument too support. Conclusion reached on grounds of proof.	Shows sometimes proof of a structured and planned argument. Attempt to an argument to hold on. Deduction not clear supported by no evidence.	Attempt used to answer too structure. Largely descriptive or attempt to argument too develop. No attempt to a conclusion too don't make	Little or no effort to the essay to structure not.
<b>LEVEL 7</b> Question has been fully answered. Content selection in full relevant to argument which followed.	<b>47 – 50</b>	<b>43 – 46</b>					
<b>LEVEL 6</b> Question has been answered. Content selection relevant to argument which followed.	<b>43 – 46</b>	<b>40 – 42</b>	<b>38 – 39</b>				
<b>LEVEL 5</b> Question for the most part answer. Contents adequate and relevant.	<b>38 – 39</b>	<b>36 – 37</b>	<b>34 – 35</b>	<b>30 – 33</b>	<b>28 – 29</b>		
<b>LEVEL 4</b> Question recognizable in answer. Some omissions or irrelevant choice of contents.			<b>30 – 33</b>	<b>28 – 29</b>	<b>26 – 27</b>		
<b>LEVEL 3</b> Choice of content is related to demand, but answer it not. Sometimes not related to the question. Omissions.				<b>26 – 27</b>	<b>24 – 25</b>	<b>20 – 23</b>	
<b>LEVEL 2</b> Question insufficient answer. Content thin.					<b>20 – 23</b>	<b>18 – 19</b>	<b>14 – 17</b>
<b>LEVEL 1*</b> Question insufficient answered or smooth not. Inadequate or irrelevant content.						<b>14 – 17</b>	<b>0 – 13</b>

**Guidelines for awarding a mark for Level 1:**

- Question not addressed at all/completely irrelevant content; no attempt to structure the essay = 0
- Answer includes basic and generally irrelevant information; in no attempt to structure the essay. = 1 – 6
- Question insufficiently addressed and vague; little attempt to structure the essay = 7 – 13

**QUESTION 1: HOW DID THE UNIONS CHALLENGE APARTHEID LAWS IN THE 1980s?**1.1 1.1.1.1 *[Extraction of evidence from Source 1A – Q1]*

- To look for similarities between the alignment of the labor movement with the political struggle of the majority. (1 x 2) (2)

1.1.2 *[Extraction of evidence from Source 1A – Q1]*

- The death in custody of Neil Aggett (1 x 1) (1)

1.1.3 *[Extraction of evidence from Source 1A – Q1]*

- Food and Canning Workers Union (FCWU)
- Federation of South African Trade Unions (FOSATU) (2 x 1) (2)

1.1.4 *[Interpretation of evidence from Source 1A – Q2]*

- FOSATU, GAWU and the UDF worked together to highlight students' grievances.
- (Any other relevant answer.) (1 x 2) (2)

1.1.5 *[Definition of a historical concept in Source 1C – V1]*

- A method of protest by not supporting certain stores/buying from certain stores/Refuse to buy from certain stores.
  - Communities do not support/buy from identified white-owned businesses.
- (Any other relevant answer.) (any 1 x 2) (2)

1.2 1.2.1 *[Interpretation of evidence from Source 1B – Q2]*

- This means the trade union is prepared to fight against the injustices and evils of society created by apartheid.
  - The trade union is prepared to fight for liberation/equality/freedom of South Africa.
  - The trade union is prepared to fight for better living and working conditions.
- (Any other relevant answer.) (any 1 x 2) (2)

## 1.2.2[Interpretation of evidence from Source 1B – Q2]

- It refers to the Tricameral Parliament/constitution
- Koornhoff Laws/New Dispensation
- Reforms/changes introduced by Botha as a way to give Coloreds and Indians representation in parliament.
- Constitution of 1983 which excluded blacks from the Tricameral Parliament
- Black people were unhappy with the Black Local Authorities Act - gave black people the impression that they were in control of their own affairs.

(Any other relevant answer.)

(any 1 x 2)

(2)

## 1.2.3[Extraction of evidence from Source 1B – Q1]

- Shooting incidents
- Banishments
- Jail time

(3 x 1)

(3)

## 1.2.4[Extraction of evidence from Source 1B – Q1]

- Pay high rent
- Paying unrealistic electricity bills
- Pay dearly for transportation
- Live in overcrowded houses
- Not enough houses

(any 2 x 1)

(2)

## 1.2.5[Evaluation of the reliability of information from Source 1B – Q3]

**THE SOURCE IS USEFUL BECAUSE:**

- This is a direct speech (primary source) by Samson Ndou, the Union representative/mediator who knows the plight of workers.
- This is a speech from a worker who has first-hand experience of the working conditions in the factories.
- The speaker in the source is a black community member who experienced first-hand the social injustices of low wages and a lack of housing in townships.
- The source gives the date, August 20, 1983, the date the speech was delivered making it a primary source.
- The source is supported by Source 1C which mentions the grievances of workers in the 1980s.

(Any other relevant answer.)

(any 2 x 2)

(4)

## 1.3 1.3.1 [Interpretation of evidence from Source 1D – Q2]

- To inform members about their campaign to fight for workers' rights.
- To make the public aware of the campaigns they led in the 1980s.
- To list their concerns so that members and the public know what they stand for.
- To show the public their demands, thereby trying to encourage them to join the campaign.
- To show that workers/different unions stand united under COSATU/solidarity/strength in the fight for workers' rights (Any other relevant answer.) (any 2 x 2) (4)

## 1.3.2 [Interpretation of evidence from Source 1D – Q2]

- That they, as a trade union, have the power to bring about change to labor and South African politics.
- To encourage unity between different political and labor organizations.
- To show the power of unions to fight for better living and working conditions.
- Clenched fists were used as a symbol against the injustices of apartheid in the workforce (Any other relevant answer.) (any 2 x 2) (4)

## 1.4 [Comparison of information from Sources 1B and 1C – Q3]

- Source 1B states that workers were dissatisfied with overcrowded houses and in Source 1C demands are made for decent houses/ Both sources show that workers face overcrowding or housing challenges.
- The speaker in source 1B says that wages are low and the poster in 1C makes a demand for a viable wage/ Both sources show workers received poor or low wages.
- Source 1B refers to workers experiencing problems in the factories and Source 1C lists a variety of problems faced by workers in the factories/ Both sources show that workers experienced a variety of problems in the factories. (Any other relevant answer.) (any 2 x 2) (4)

## 1.5 1.5.1 [Extraction of evidence from Source 1D – Q1]

- United Workers' Union of South Africa/UWUSA (1 x 1) (1)

## 1.5.2 [Definition of a historical concept in Source 1D – Q2]

- When the apartheid government had the power to make unacceptable policies for the protection of the government and the oppression of black South Africans.
- Laws to suspend any protests/assembly/rights of workers.

- These laws were intended to oppress black workers.
  - Union activity was made illegal.
- (Any other relevant answer.) (any 1 x 2) (2)

1.5.3[Extraction of evidence from Source 1D – Q1]

- Jay Naidoo (1 x 1) (1)

1.5.4[Interpretation of information from Source 1D – V2]

- They wanted to see all the activities of COSATU/ keep track of people going in and out of COSATU offices.
  - So that the security forces can suppress their activities.
  - To dampen the efforts of the Unions/ threaten the union/ instill fear in the unions
  - To enforce the state of emergency
- (Any other relevant answer.) (any 1 x 2) (2)

1.5.5[Interpretation of evidence from Source 1D – Q2]

- Business preferred to negotiate with organized union representatives.
  - Business opposed the arrest of union leaders.
  - Business was awkward to negotiate with common people/members.
- (Any other relevant answer.) (any 1 x 2) (2)

1.6[Interpretation, evaluation and synthesis from relevant sources – P3]

Candidates can include the following aspects in their answer:

- Trade unions came together to unite against unjust apartheid laws (Source 1A)
- Unions became involved in political struggles (Source 1A, Source 1C)
- Some unions such as FOSATU concentrated only on labor issues (Source 1A)
- Trade union movements organized sit-ins and work stoppages as a way to show their grievances to the government (Source 1A, Source 1D)
- Unions support student grievances (Source 1A)
- They worked with the UDF to resist apartheid laws (Source 1A)
- They organized strikes and walkouts (Source 1A)
- Trade union movement fought for May Day to be recognized as a Workers' Day (Source 1A, Source 1D)
- Unions faced state repression such as detention, murder, shooting and banishment and many restrictions (Sources 1A, 1B, 1D)
- Individual unions supported each other's schools of thought such as FOSATU supporting the FCWU
- Unions also fought for job security and better working conditions (Source 1B and 1C)

- Workers faced the problem of poor wages which affected their financial status and campaigns were undertaken to demand a living wage (Source 1B and 1C)
  - Sometimes trade unions stuck on different principles (Source 1D)
  - Members retaliated/protected when their leaders were arrested (Source 1D)
- (Any other relevant answer.)

Use the following rubric to award points:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>Use evidence in an elementary way, e.g. show no or little understanding to explain <b>how the unions challenged apartheid laws in the 1980s.</b></li> <li>Use evidence partially or cannot write a paragraph on the topic.</li> </ul>	<b>MARKS 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>Evidence is mostly relevant and largely related to the subject, e.g. shows some understanding by explaining <b>how the unions challenged apartheid laws in the 1980s.</b></li> <li>Use evidence in a very basic way to write a paragraph.</li> </ul>	<b>MARKS 3 – 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>Use relevant evidence, e.g. demonstrate a thorough understanding in the explanation of <b>when the unions challenged apartheid laws in the 1980s.</b></li> <li>Use evidence very effectively in an organized paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS 6 – 8</b>

(8)  
[50]

**QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) HANDLE THE MURDER OF POLITICAL ACTIVISTS LIKE THE COSAS 4?**

2.1 2.1.1 [Extraction of evidence from Source 2A – Q1]

- "the country's transition from oppressive rule to democracy in 1994."  
(1 x 2) (2)

2.1.2 [Extraction of evidence from Source 2A – Q1]

- To combat impunity (exemption from punishment).
  - To recreate a culture of accountability (responsibility).
  - To uncover the truth about gross human rights violations
  - To help the families of the victims find closure (healing).
- (any 3 x 1) (3)

2.1.3 [Definition of a historical concept in Source 2A – Q2]

- An official pardon/forgiveness for people who during apartheid/1960 – 1994 committed political offences/atrocities.
- An exclusion from prosecution for perpetrators of political crimes (provided they reveal the whole truth and prove political motive).

(Any other relevant answer.) (any 1 x 2) (2)

2.1.4[Extraction of evidence from Source 2A – Q1]

- Apartheid state
- Liberation movements
- Members and leaders of groups such as the ANC, IVP and PAC (any 2 x 1) (2)

2.1.5[Interpretation of evidence from Source 2A – Q2]

- An important characteristic of the TRC was its openness and transparency.
- The TRC ensured that South Africans were made aware of the atrocities committed during the apartheid years on both sides of the political spectrum.
- TRC leaders persuaded them to participate in the amnesty process.
- Because the ANC, IVP and PAC also lost members while in exile
- They wanted to prove that their actions were politically motivated (Any other relevant answer.) (any 1 x 2) (2)

2.2 2.2.1[Extraction of evidence from Source 2B – Q1]

- Those responsible for the deaths of three of the COSAS 4 who were killed by the Security Branch in February 1982, more than 40 years ago, will finally be prosecuted. (1 x 1) (1)

2.2.2[Extraction of evidence from Source 2B – Q1]

- Joe Mamasela/Mamasela
- Thlamedi Ephraim Mfalapitsa/Mfalapitsa (2 x 1) (2)

2.2.3[Interpretation of evidence from Source 2B – Q2]

- They did not want to implicate themselves.
- They did not think that the bodies would be found.
- To prevent the post-mortem examination of bodies which could produce a different conclusion/revealing/true cause of death.

- The cause of death would then be used for further investigations into the prosecution of those responsible for the murders of the deceased.
- (Any other relevant answer.) (any 1 x 2) (2)

2.2.4 [Explanation of a historical concept in own words from Source 2B – Q1]

- The restoration of friendly relations.
  - An act of making peace between former enemies.
  - Strive for unity between black and white/perpetrator and victim (Any other relevant answer.)
- (any1 x 2) (2)

2.2.5 [Interpretation of evidence from Source 2B – Q2]

- Didn't tell the whole truth/Lied about how the three members of COSAS 4 died
  - Covered up the murder
  - Could not prove political motive
- (any 1 x 2) (2)

2.3 2.3.1 [Extraction of evidence from Source 2B – Q1]

- Eustice "Bimbo" Madikela/Madikela
  - Ntshingo Mataboge/Mataboge
  - Fanyana Nhlapo/Nhlapo
  - Zandisile Musi/Musi
- (any 2 x 1) (2)

2.3.2 [Interpretation of evidence from Source 2C – V2]

- To deflect the blame from himself.
  - He did not order them to be killed, therefore he could not be held responsible.
- (Any other relevant answer.) (any 1 x 2) (2)

2.3.3 [Interpretation of evidence from Source 2C – V2]

- To provide for forensic tests that would lead to the prosecution of murderers.
  - To obtain post-mortem results so families can find reassurance.
  - Because the corpses were buried quickly to make sure that no one tampered with them in a way that would imply the askaris.
- (Any other relevant answer.) (any 1 x 2) (2)

2.3.4 [Determining the usefulness of evidence from Source 2C – Q3]

**The source is USEFUL/USEFUL because:**

- It contains evidence from a TRC hearing held in May 1999 about the murders of the COSAS 4.

- This is a testimony of Coetzee during the Amnesty hearings where he admitted that he did not give a legal order to have the members of the COSAS 4 killed.
  - The trial took place in May 1999, the exact date on which the amnesty hearings were held.
  - The source gives insight into who was involved in the murder of the COSAS 4, namely Coetzee and Mfalapitsa.
  - The source gives the names of the 3 members who were killed, namely Eustice "Bimbo" Madikela, Ntshingo Mataboge and Fanyana Nhlapo.
- (Any other relevant answer.) (any 2 x 2) (4)

#### 2.4.2.4.1 [Interpretation of evidence from Source 2D – Q2]

- To indicate that the case of the COSAS 4 has finally gone to court.
  - The family and friends of the COSAS 4 can finally seek justice.
  - To show the public who the perpetrators were.
  - To show that the NPA acts in outstanding TRC cases.
  - To show that family members can still find closure after 40 years.
- (Any other relevant answer.) (any 2 x 2) (4)

#### 2.4.2 [Interpretation of evidence from Source 2D – Q2]

- 40 years later, some family members have passed away.
- The person in the photo (Mfalapitsa) is one of two surviving perpetrators.
- Some family members may have come to terms with what happened.
- Not such a high profile matter anymore (Any other relevant answer.) (any 2 x 2) (4)

#### 2.5 [Comparison of evidence in Sources 2C and 2D – Q3]

- Source 2C states that families knew who the policemen/murderers were and Source 2D shows the photo of the former askari/policemen, Thlamedi Ephraim Mfalapitsa appearing in court for the murder of the three COSAS 4 members.
  - Source 2C states that families submitted an application to the Krugersdorp Magistrate's Court to have the bodies of their loved ones exhumed for possible later prosecution of the killers and Source 2D shows family members attending a trial following the murder of the members of COSAS 4 in the Krugersdorp attend magistrates' court.
  - Source 2C states that Mfalapitsa applied to the TRC for amnesty and that it was refused and Source 2D shows Mfalapitsa appearing before the Krugersdorp Magistrate's Court in connection with the murder of the COSAS 4.
- (Any other relevant answer.) (Any 2 x 2) (4)

#### 2.6 [Interpretation, evaluation and synthesis from relevant sources – P3]

Candidates can include the following aspects in their answer:

- The TRC was established to investigate human rights violations committed during the period between 1 March 1960 and 10 May 1994 (Source 2A)
  - The TRC held public hearings where both victims and perpetrators of politically motivated crimes had a chance to tell their stories, to facilitate reconciliation (Source 2A)
  - The TRC identified torture, murders, disappearances, kidnappings and severe ill-treatment as some of the human rights abuses (Source 2A)
  - The TRC also identified liberation movements to testify about their involvement in human rights abuses (Source 2A)
  - Carel Coetzee, Willem Frederick Schoon, Abraham Grobbelaar, Christiaan Siebert Rorich and Mfalapitsa have all applied for amnesty for their involvement in the murder of the COSAS 4 (Source 2B)
  - The TRC did not grant them amnesty for the murder of the COSAS 4 (Source 2B)
  - Brigadier Cliffy Marion was instrumental in the TRC not granting amnesty on the assumption that they were not telling the truth (Source 2B)
  - Family members were happy that amnesty was refused and the case was referred to the NPA for further investigation and prosecution (Source 2B)
  - Senior government officials leaned on the NPA and violently suppressed the prosecution of all 300 TRC cases (Source 2C)
  - Families of the COSAS 4 are still not satisfied with the process, as Coetzee still did not tell the truth about what happened to the COSAS 4 (Source 2C)
  - Police lied to the TRC that the COSAS 4 "blew themselves up" (Source 2C)
  - Families wanted the bodies exhumed for further investigation to get to the truth for closure (Source 2C)
  - Families wanted retributive justice as they felt the police were heartless towards them with constant lies (Own knowledge)
  - The TRC referred the case to the NPA for further investigation after more human rights abuses were uncovered (Source 2C)
  - The NPA is in the process of prosecuting perpetrators for the murder of the COSAS 4 (Source 2D)
  - Other perpetrators have since died (Own knowledge)
  - Only Mfalapitsa and Rorich are alive. Mfalapitsa is still appearing before the NPA in connection with the murders (Sources 2C and 2D)
  - As a result, the whole truth will never be established in the matter (Own knowledge)
- (Any other relevant answer.)

**Use the following rubric to award points:**

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Use evidence in an elementary way e.g. shows no or little understanding of <b>how the TRC handled the killing of political activists such as the COSAS 4.</b></li> <li>• Use evidence partially or cannot write a paragraph.</li> </ul>	<b>MARKS 0 – 2</b>
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<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>Evidence is mostly relevant and largely related to the subject, e.g. shows an understanding of <b>how the TRC handled the killing of political activists such as the COSAS 4.</b></li> <li>Use evidence in a very basic way to write a paragraph.</li> </ul>	<b>MARKS 3 – 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>Use relevant evidence, e.g. demonstrate a thorough understanding of <b>how the TRC handled the killing of political activists such as the COSAS 4.</b></li> <li>Use evidence very effectively in an organized paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS 6 – 8</b>

(8)  
[50]**QUESTION 3: HOW HAS SOUTH AFRICA'S MEMBERSHIP OF BRICS AFFECTED THE SOUTH AFRICAN ECONOMY?***3.1.1 [Extraction of evidence from Source 3A – Q1]*

- Brazil
  - Russia
  - In the
  - China
  - South Africa
- (any 3 x 1) (3)

*3.1.2 [Extraction of evidence from Source 3A – Q1]*

- Jim O'Neill
- (1 x 2) (2)

*3.1.3 [Definition of a historical concept in Source 3A – Q1]*

- A disease that occurs all over a country or the world.
  - Outbreak of a disease all over the world/over a wide geographical area
  - A highly contagious disease spread by a virus that affects people around the world like COVID-19.
- (Any other relevant answer.) (any 1 x 2) (2)

*3.1.4 [Interpretation of evidence from Source 3A – Q2]*

- The Ukraine crisis led to a rise in food prices.
  - Increase in fuel/petrol prices.
  - Extreme price shocks and supply chain disruption for wheat and sunflower oil.
  - Cooking oil prices have risen.
  - Eskom is finding it difficult to secure diesel to burn turbines because of the crisis.
  - Led to unemployment and lower GDP.
  - Increased inflation.
- (Any other relevant answer.) (any 1 x 2) (2)

## 3.1.5[Interpretation of information from Source 3A – Q2]

- It will provide a platform for developing countries to express their concerns.
  - It will provide a voice in world transformation regarding the global economic system/stopping Western powers from monopolizing the global economy.
  - Enable developing countries to have a greater say in decisions regarding their destiny (eg decisions about energy resources).
  - So that BRICS can be seen as competitive player (taken seriously) in the global economy.
- (Any other relevant answer.) (any 1 x 2) (2)

## 3.2 3.2.1[Extraction of evidence from Source 3B – Q1]

- South Africa (1 x 1) (1)

## 3.2.2[Explanation of concept from Source 3B– V2]

- A meeting between heads of state of countries belonging to BRICS/Brazil, Russia, India, China and South Africa (Any other relevant answer.) (1 x 2) (2)

## 3.2.3[Interpretation of information from Source 3B –V2]

- Increased access to each other's markets allows members to trade with each other easily
  - Members can invest in each other's economies
  - Partnership creates a business-friendly environment for investors in BRICS countries
- (Any other relevant answer.) (any 1 x 2) (2)

## 3.2.4[Interpretation of information from Source 3B – Q2]

- Membership improves competitiveness with other countries
  - Improve SA's trade with other countries
  - Lead to economic growth
  - Increase investment in infrastructure
- (Any other relevant answer.) (any 1 x 2) (2)

## 3.2.5[Extraction of evidence from Source 3B – Q1]

- New Development Bank (1 x 2) (2)

## 3.3 3.3.1[Interpretation of information from Source 3C – V2]

- The BRICS Development Bank opens doors to emerging economies to access funds (money inside the walls) for infrastructure development.
  - The Development Bank will help developing countries to overcome infrastructure problems (build wall with brick and mortar/cement) to enable sustainable development.
  - The New Development Bank will focus on infrastructure construction that has hindered economic and social development in emerging economies.
  - The infrastructure projects that the bank has funded will then create jobs in the construction sector (building industry).
  - The Development Bank will also provide funds to educate the population (trolley full of books) to prepare them for work in the manufacturing sector.
- (Any other relevant answer.) (any 2 x 2) (4)

3.3.2[Interpretation of information from Source 3C – V2]

- Provide loans/funding for emerging economies.
  - Provide capital for investment in poor countries.
  - Fund infrastructure development in emerging economies.
  - Aiming to improve the lives of people in poorer countries.
  - Will create jobs in the construction sector for the unemployed in these countries.
  - Will create jobs in the manufacturing sector. (Any other relevant answer.)
- (any 1 x 2) (2)

3 3.3[Explanation of limitations from Source 3C – V3]

- The source is one-sided from a Chinese newspaper and China is a partner in BRICS.
  - It is unilaterally in support of the objectives of the bank for its members.
  - The source does not highlight other infrastructure projects such as the Medupi Thermal Power Plant and South Africa's Lesotho Highland Water Projects to improve living standards.
  - Repayment plans of loans provided for infrastructure development are not mentioned in the source.
  - The source does not specify for which other projects (apart from infrastructure and education) the money is intended.
- (Any other relevant answer.) (any 2 x 2) (4)

3.4[Comparing evidence from Source 3B and 3C to determine how sources support each other – Q3]

- Source 3B states that BRICS member countries, e.g. South Africa received 5.4 billion dollars from the New Development Bank and Source 3C shows how the BRICS development bank provides funds aimed at alleviating poverty in emerging economies.

- Source 3B states that BRICS Development Bank provides funds aimed at improving infrastructure and Source 3C depicts how the bank makes funds available for infrastructure development.  
(Any other relevant answer.) (2 x 2) (4)

### 3.5 3.5.1 [Extraction of evidence from Source 3D – Q1]

- BRICS could erode South Africa's domestic economy.
- Products from BRICS countries compete directly with those from South Africa.
- BRICS and industrialized countries are targeting Africa's resources which pose a direct threat to SA's economy. (any 1 x 1) (1)

### 3.5.2 [Extraction of evidence from Source 3D – Q1]

- Stoves
- Refrigerators
- Trains (any 1 x 1) (1)

### 3.5.3 [Extraction of evidence from Source 3D – Q1]

- Structural barriers
- Weak economic and political policies
- Unimaginative leadership (any 2 x 1) (2)

### 3.5.4 [Interpretation of information from Source 3D – V2]

- BRICS countries already export their manufactured goods to Africa, thus taking SA's ideal market.
- The manufacturing industry in South Africa is declining, as a result certain manufacturing areas such as the East Rand have become abandoned.
- Unemployment rose as manufacturing plants closed.
- Job creation has declined.
- High tariffs make it difficult for South African manufactured goods to enter BRICS markets.  
(Any other relevant answer.) (any 2 x 2) (4)

### 3.6 [Interpretation, evaluation and synthesis from relevant sources – P3]

Candidates can include the following aspects in their answer:

- BRICS provided socio-economic recovery from the pandemic (Source 3A)
- BRICS has built resilient and self-sufficient supply chains for South African products (Source 3A)
- The Ukraine crisis led to high food and fuel prices and a sharp increase in inflation (Source 3A)

- The South African economy benefits from increased trade with other BRICS countries which has had a positive impact on the poor (Source 3B)
  - BRICS promotes investment for infrastructure development (Source 3B)
  - Imports and exports between member states improve economic growth (Source 3B)
  - BRICS offers opportunities in terms of food security, sustainable development and technological cooperation (Own knowledge)
  - Create a business-friendly environment for investment in South Africa (Source 3B)
  - The New Development Bank opens doors to access funds for sustainable infrastructure development (Source 3C)
  - The Development Bank provides funds/loans to alleviate poverty. (Source 3C and own knowledge)
  - BRICS can erode (eat away) South Africa's domestic economy. (Source 3D)
  - BRICS countries target Africa's resources and thereby threaten South Africa's economy.
  - BRICS exports manufactured goods to Africa which is South Africa's ideal market. (Source 3D)
  - Interest rates that South Africa has to pay for loans to the bank are high. (Own knowledge)
  - High tariffs make it difficult for South African goods to enter BRICS markets. (Own knowledge)
- (Any other relevant answer.)

Use the following rubric to award points:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Use evidence in an elementary way, e.g. shows little understanding of <b>how South Africa's membership of BRICS has affected the South African economy.</b></li> <li>• Use evidence partially or cannot write a paragraph on the topic.</li> </ul>	<b>MARKS 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and largely related to the subject, e.g. show some understanding about <b>how South Africa's membership of BRICS has affected the South African economy.</b></li> <li>• Use evidence in a very basic way to write a paragraph.</li> </ul>	<b>MARKS 3 – 4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Use relevant evidence, e.g. shows a thorough understanding of <b>how South Africa's membership of BRICS has affected the South African economy.</b></li> <li>• Use evidence very effectively in an organized paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS 5 – 8</b>

(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 interpretive skills.]*

**SYNOPSIS**

Candidates must critically discuss how Steve Biko and the philosophy of Black Consciousness empowered black people in South Africa to stand up against apartheid in the 1970s.

**MAIN ASPECTS**

Candidates must include the following aspects in their essays:

**Introduction:** Candidates must critically discuss how Steve Biko and the philosophy of Black Consciousness empowered black people in South Africa to stand up against apartheid in the 1970s. They must also indicate how they will support their argument.

**EXPANSION**

- Background on political vacuum created by exiled and exiled ANC and PAC leadership
- Empowerment of blacks for self-realization
- To accept themselves/have confidence/independence/sense of identity
- Empowering blacks to reject the spirit of self-pity; inferiority complex; self-alienation and domination by external forces.

**Political empowerment**

- Black students began to organize themselves to resist white dominance by breaking away from NUSAS and founded SASO (1968).
- Black students adopted the philosophy of Black Consciousness (Role of Biko/SASO).
- SASO was for university students and SASM for schools.
- SB led to the formation of the Black People's Convention (BPC) in 1972 involving students, churches, communities and trade unions.
- Unions aligned with the SB philosophy included Black Parents' Association and Black Allied Workers Union (BAWU).
- South African Student Movement (SASM) founded in 1972 which exposed Blacks to the ideals of SB.
- SBB and SASO organized FRELIMO meetings (1974).
- The arrests of SB leaders increased political activism.

**Student empowerment**

- Bantu education introduced Afrikaans as a medium of instruction in schools (1975).
- SASO and SASM influenced the formation of Soweto Student Representative Council (SSRC).
- Both black teachers and students rejected Afrikaans - as the language of the oppressor.
- Some teachers and learners have already been exposed to the ideas of Biko and the SB philosophy through SASO student teachers from universities.
- The departmental circular on Afrikaans (50/50) was the trigger for the Soweto uprisings.  
On June 16, 1976, students peacefully protested against the implementation of the circular.
- Police responded to the student protests (Hector Petersen, a 13-year-old boy was one of the first victims of this uprising.)

**Empowerment through community programs**

- Biko's exile (government response) to King Williams Town led to a shifted focus to community programs. Dr Mamphela Ramphele was banned.
- SB promoted independence from whites through Black Community Projects Programs to support blacks without white assistance. (Zanempilo Health Centre/Ginsburg Educational Trust/Zimele Trust Fund/Solempilo Community Health Centre/Njwaqa Learning Works, Mhloti Black Theatre/Ithuseng Community Health Program and Winter School Projects)

**Empowerment through labor**

- Workers were mobilized to form trade unions.
- SB led to the formation of the Black Allied Workers Union (BAWU) - workers' strikes in Durban in 1973).

**Empowerment through media**

- Role of media sympathetic to the SB philosophy, e.g. *The World* newspaper.
- Government banned all media that were aligned or marketed SB. (Any other relevant answer.)

**Government's reaction**

- All 17 organizations linked to SB have been banned
- Biko was killed in police custody in 1977
- The government introduced more repressive laws

**Deduction:** Candidates must summarize their arguments with a relevant conclusion.

**[50]**

**QUESTION 5: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND ACCEPTANCE OF THE PAST**

*[Plan and construct an original argument based on relevant evidence using analytical and interpretive skills.]*

**SYNOPSIS**

Candidates must indicate whether they agree or disagree with the statement that the transition to democracy in South Africa in the 1990s was not easy. They should outline the negotiation process and challenges of 1990 – 1994. If they disagree with the statement, they must support their argument with relevant historical evidence.

Candidates must include the following aspects in their answer:

**Introduction:** Candidates must take a position and explain why the transition to democracy in South Africa in the 1990s was not an easy process.

**EXPANSION**

- FW De Klerk came to power in 1989
- Mandela was released from prison
- Unbanning the political and civil organizations
- Groote Schuur Minutes (Discussions between ANC and NP)
- Violence in the Vaal Triangle
- Pretoria Minute
- Meeting of political parties – KODESA 1 (20 December 1991)
- Declaration of Intent
- Ongoing violence on commuter trains on the Rand
- Whites Only Referendum (1992)
- KODESA 2 (May 2, 1992) and challenges of majority rule vs power sharing
- Boipatong massacre and its aftermath (June 17, 1992) violence
- Rolling mass action by anti-apartheid organizations to force De Klerk's government to negotiate with integrity throughout the country
- Bhisho massacre (Gqozo) and its effect on the process of negotiations (September 7, 1992) violence complicates negotiations
- Record of understanding – Meyer and Ramaphosa
- 1993 Multiparty Negotiating Forum – Right-Wing Attack on the World Trade Center
- Sunset clause suggested by Slovo
- Assassination of Chris Hani (10 April 1993) and the impact on South Africa
- Violence by liberation movements APLA (Heidelberg, St James Church, Amy Biehl) Violence did not make the transition to democracy easy
- Date set for first democratic elections
- Elections on 27 April 1994 and results.
- Violence in Bophuthatswana on the eve of elections has complicated transition to democracy
- Bombing of airport
- Shell House Massacre
- Mandela elected as the first black president of a democratic South Africa

- Government of National Unity established (Any other relevant answer.)

**Deduction:** Candidates must connect their argument with a relevant conclusion.

[50]

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

*[Plan and construct an original argument based on relevant evidence using analytical and interpretive skills.]*

**SYNOPSIS:** Candidates must explain to what extent Mikhail Gorbachev's policies of perestroika and glasnost were responsible for the political changes that took place in South Africa in the 1990s. They should explain how Gorbachev's policies paved the way for the National Party and the African National Congress to start talks. They must refer to the relevant events that transformed the political landscape in South Africa between 1989 and 1990.

**MAIN ASPECTS:** Candidates can include the following aspects in their answer:

- **Introduction:** Candidates must take a position and indicate to what extent Gorbachev's policy of perestroika and glasnost was responsible for the political changes that took place in South Africa in the 1990s. They must support their argument with relevant evidence.

**EXPANSION**

- Gorbachev wanted to modernize the Soviet economy (perestroika), allow 'openness' (glasnost) – in short.
- These reforms will have a profound effect on the Soviet Union, Eastern Europe and South Africa.
- Many communist regimes in Eastern European countries were overthrown in 1989 as a result of Gorbachev's reform.
- The fall of the Berlin Wall in November 1989.
- The Soviet Union disintegrates.
- Communism was no longer seen as a 'global threat'.
- The collapse of the Soviet Union also affected South Africa.
- The apartheid regime could no longer use communism to justify its policy of apartheid.
- The National Party's claim that it is protecting South Africa against a communist attack has become unrealistic.
- The National Party's claim that it was protecting the Cape sea route against a communist takeover was no longer plausible.
- After the ANC had been banned for so long (30 years), the NP believed that the ANC would find it difficult to switch from a liberation movement to a political party.
- The NP viewed the ANC as weak and thought they could manipulate them.
- The NP believed they could control the pace of change.
- The USA and its allies could no longer continue to support the oppressive apartheid regime.

- The collapse of the USSR also influenced the ANC to change its stance against the leaders of the apartheid regime.
- The Soviet Union could no longer support the ANC economically and militarily.
- In light of this, the ANC had to review its economic and political policy.
- They moved away from Nationalization and wanted to choose a mixed economy.
- They abandoned armed struggle.
- They sought recognition from Western powers.
- They sought support from the West.
- MK was flown by the US from Angola to Uganda.
- The collapse of the Soviet Union put pressure on both the National Party and the ANC to start negotiations.
- External support for both the National Party and the ANC was fading and negotiations were the best option for both sides.
- The defeat of the SAW in the Battle of Cuito Cuanavale led to the National Party starting negotiations with communists about the independence of Namibia.
- Cuba withdrew from Angola, SAW withdrew from Namibia.
- Since the National Party was able to negotiate with communists in Namibia, it was made easier for them to talk to the ANC.
- The peaceful Namibian transition convinced De Klerk that negotiations would not be a suicidal strategy.
- The Western world supported a negotiated settlement in South Africa so that its challenges could be resolved peacefully and democratically.
- It has become clear that the National Party government cannot maintain white supremacy indefinitely.
- The continued oppression of black South Africans would eventually lead to political instability and economic ruin.
- By the late 1980s, the South African economy was in a state of depression and the NP had no choice but to start a process of negotiation with the ANC.
- Business people called for reform, internal unrest increased and a financial crisis caused the economy in SA to tumble.
- PW Botha had a stroke and was succeeded by FW de Klerk.
- FW de Klerk began to accept that the black struggle against apartheid was not a conspiracy directed from Moscow.
- He acknowledged that the fall of communism had the '*monkey off his back*'.
- That he would be foolish not to take advantage of the opportunity created by the fall of communism.
- This enabled De Klerk to enter into dialogue with the liberation organizations to find a lasting solution for South Africa.
- On 2 February 1990 De Klerk announced the unbanning of all anti-apartheid organizations which included the ANC, PAC and SACP and the release of political prisoners which could pave the way for talks and the birth of a democratic South Africa.

(Any other relevant answer.)

**Deduction:** Candidates must conclude their argument with a relevant conclusion. **[50]**

**TOTAL: 150**