



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P2

FEBRUARY/MARCH 2017

MEMORANDUM

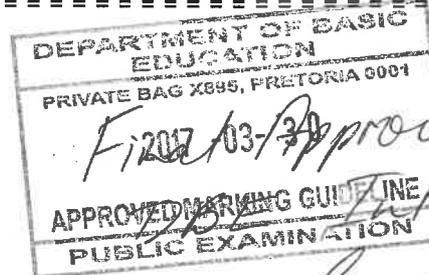
MARKS: 150

FINAL: APPROVED

UMALUSI

30/03/2017

This memorandum consists of 21 pages.



*J. Snyden*  
30/03/2017

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

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

**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.

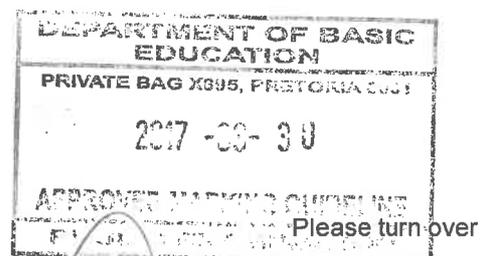
**1.3 Assessment procedures for source-based questions**

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

**Paragraph question**

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

- Read the paragraph and place a bullet (.) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.



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- At the end of the paragraph indicate the ticks (√) that the candidate has been awarded for the paragraph; as well as the level (1,2, or 3) as indicated in the holistic rubric and a brief comment e.g.

√√√√

Level 2

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the bottom margin to the right, 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.



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**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 contextualized (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 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised

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- Wrong statement

- Irrelevant statement

|  
|  
|

- Repetition

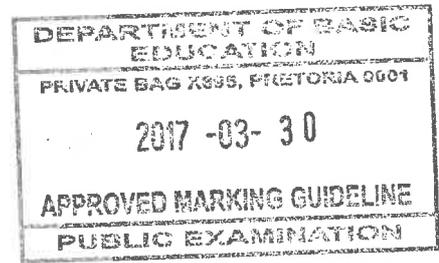
R

- Analysis

A√

- Interpretation

W



**2.5 The matrix**

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

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

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

|   |         |  |
|---|---------|--|
| C | LEVEL 4 |  |
|   |         |  |

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

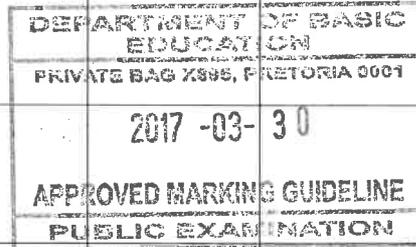
|   |         |  |
|---|---------|--|
| C | LEVEL 4 |  |
| P | LEVEL 3 |  |

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

|   |         |        |
|---|---------|--------|
| C | LEVEL 4 | }26-27 |
| P | LEVEL 3 |        |

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

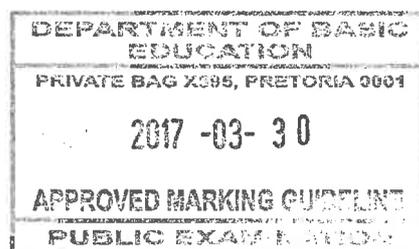
|   | <b>LEVEL 7</b>  | <b>LEVEL 6</b>   | <b>LEVEL 5</b>   | <b>LEVEL 4</b>   | <b>LEVEL 3</b>  | <b>LEVEL 2</b>  | <b>LEVEL 1</b>                               |
|---|---|--|--|--|---|---|--|
| <b>PRESENTATION</b><br><br><b>CONTENT</b><br> | Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence, 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 is 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. |
| <b>LEVEL 7</b><br>Question has been fully answered. Content selection fully relevant to line of argument.   | <b>47–50</b>  | <b>43–46</b>   |  |  |   |   |  |
| <b>LEVEL 6</b><br>Question has been answered. Content selection relevant to the line of argument.   | <b>43–46</b>  | <b>40–42</b>   | <b>38–39</b>   |  |   |   |  |
| <b>LEVEL 5</b><br>Question answered to a great extent. Content adequately covered 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><br>Question is recognisable in answer. Some omissions or irrelevant content selection.   |   |  | <b>30–33</b>   | <b>28–29</b>   | <b>26–27</b>  |   |  |
| <b>LEVEL 3</b><br>Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.  |   |  |  | <b>26–27</b>   | <b>24–25</b>  | <b>20–23</b>  |  |
| <b>LEVEL 2</b><br>Question inadequately addressed. Sparse content.  |   |  |  |  | <b>20–23</b>  | <b>18–19</b>  | <b>14–17</b>                                 |
| <b>LEVEL 1</b><br>Question inadequately addressed or not at all. Inadequate or irrelevant content.  |   |  |  |  |   | <b>14–17</b>  | <b>0–13</b>                                  |

**\*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 STUDENTS FROM SOWETO CHALLENGE THE APARTHEID REGIME IN THE 1970s?**

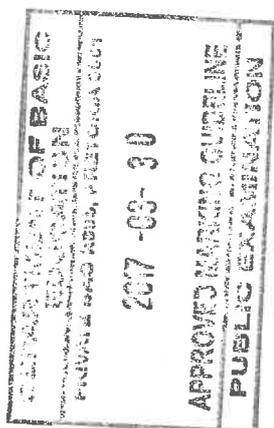
- 1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- To make life in the cities as nasty and unpleasant as possible for black people
  - To discourage urbanisation (2 x 1) (2)
- 1.1.2 *[Interpretation of evidence from Source 1A – L2]*
- They challenged the government's policies
  - They opposed the government's policies
  - They fought for liberation of all South Africans from apartheid
  - Any other relevant response (Any 1 x 2) (2)
- 1.1.3 *[Extraction of evidence from Source 1A – L1]*
- Insufficient housing
  - Poor sanitation
  - Overcrowded schools
  - Rigid enforcement of pass laws
  - Consequent destruction of family lives
  - Constant police harassment at home and on the streets (Any 4 x 1) (4)
- 1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- Mashinini wanted to see the oppressed South Africans being freed (1 x 1) (1)
- 1.2.2 *[Extraction of evidence from Source 1B – L1]*
- A student of note
  - A student who had a passion for reading (2 x 1) (2)
- 1.2.3 *[Explanation of a historical concept from Source 1B – L1]*
- A philosophy that was propagated by Steve Biko which advocated self-confidence, assertiveness and pride among black South Africans
  - A philosophy propagated by Steve Biko and other activists for black South Africans to be independent/self-reliant of other races regarding the struggle for equality and justice
  - Any other relevant response (Any 1 x 2) (2)



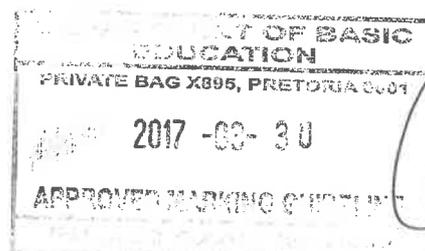
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- 1.2.4 *[Interpretation of evidence from Source 1B – L2]*
- Mashinini became an activist to fight against the injustices of apartheid
  - Mashinini at a young age became leader of the Soweto Student Representative Council
  - Mashinini was at the forefront of the march on June 16, 1976
  - Mashinini as leader propagated peaceful protest
  - Mashinini was able to attract 20 000 students to the march (4)
  - Any other relevant response (Any 2 x 2)
- 1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- Morris Isaacson High School (1 x 1) (1)
- 1.3.2 *[Extraction of evidence from Source 1C – L1]*
- The police started throwing teargas canisters
  - They released the dog
  - The police used life bullets (Any 2 x 1) (2)
- 1.3.3 *[Interpretation of evidence from Source 1C – L2]*
- The police were caught in the middle of protesting students and were scared
  - The police tried to force their way out and escape from protesting students
  - Their dog was beaten to death.
  - Any other relevant response (Any 1 x 2) (2)
- 1.3.4 *[Interpretation of evidence from Source 1C – L2]*  
Seth Mazibuko saluted the role of women because:
- They helped disguise student leaders
  - They clothed them with their dresses
  - Women gave them water after they were teargassed by the police
  - Any other relevant response (Any 2 x 2) (4)
- 1.3.5 *[Ascertaining the reliability of Source 1C – L3]*  
**To a great extent**
- It is an eye witness account by Mazibuko on how the 16 June 1976 events unfolded
  - It appeared in the *Sunday Times*, 12 June 2016
  - It can be collaborated with other sources
  - Seth was one of the leaders of the march
  - Any other relevant response (Any 2 x 2) (4)
- To a lesser extent**
- It is an eyewitness-account – is one-sided
  - It could be biased
  - The incident occurred in 1976 and is being reported in 2016 – there could be a lapse in recollection
  - Any other relevant response (Any 2 x 2) (4)



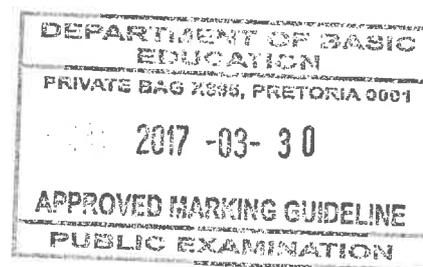
- 1.4 *[Comparison of evidence to determine similarities in Sources 1B and 1C – L3]*
- Sources 1B and 1C refer to the youth as leaders who organised the 16 June 1976 march
  - Sources 1B and 1C refer to the youth as being at the forefront of the 16 June 1976 march
  - Sources 1B and 1C refer to the youth as being responsible because they planned a peaceful march
  - Any other relevant response (Any 2 x 2) (4)
- 1.5 1.5.1 *[Interpretation of evidence from Source 1D – L2]*
- The photograph conveys the police's action against unarmed children
  - The photograph shows unarmed children showing a 'peace sign' and giving up to the police
  - It shows the peaceful/non-violent nature of the protestors (4)
  - Any other relevant response (Any 2 x 2)
- 1.5.2 *[Interpretation of evidence from Source 1D – L2]*  
**The words are effective because:**
- It reflects the initial peaceful intention of the Soweto Uprising
  - It shows the students as fearless in their challenge against the apartheid regime
  - Any other relevant response (2 x 2) (4)
- 1.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources – L3]*  
Candidates could include the following aspects in their responses:
- The youth of Soweto resisted the government's plan of grand apartheid (Source 1A)
  - The youth of Soweto protested at being taught in Afrikaans (Source 1A)
  - On 16 June 1976 the youth confronted apartheid and this was the start of the liberation struggle (Source 1A)
  - Appalling conditions in the townships (Source 1A)
  - The overall goal of the youth with the Soweto Uprising was to free the oppressed (Source 1B)
  - The Soweto Uprising of 16 June 1976, drew more than 20 000 students to protest against apartheid education (Source 1B)
  - Constant police harassment (Source 1B)
  - The students planned a peaceful protest but the police used violence to suppress them (Source 1C)
  - The first casualties of the protest were Hector Peterson and Hasting Ndlovu (Source 1C)
  - The Soweto Uprising was a watershed moment in the history of South Africa (own knowledge)
  - The Soweto Uprising soon spread to the rest of South Africa (own knowledge)
  - Any other relevant response



Use the following rubric to allocate marks:

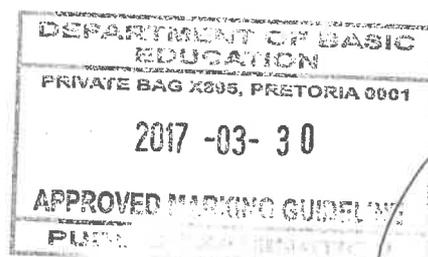
|         |  |              |
|---------|--|--------------|
| LEVEL 1 | <ul style="list-style-type: none"> <li>Use evidence in an elementary manner e.g. <b>shows little or no understanding of how the students from Soweto challenged the apartheid regime in the 1970s.</b></li> <li>Uses evidence partially or cannot write a paragraph.</li> </ul>                                      | MARKS<br>0–2 |
| LEVEL 2 | <ul style="list-style-type: none"> <li>Evidence is mostly relevant and relates to a great extent on the topic e.g. <b>shows some understanding of how the students from Soweto challenged the apartheid regime in the 1970s.</b></li> <li>Use evidence in a very basic manner to write a paragraph.</li> </ul>       | MARKS<br>3–5 |
| LEVEL 3 | <ul style="list-style-type: none"> <li>Uses relevant evidence e.g. <b>demonstrates a thorough understanding of how the students from Soweto challenged the apartheid regime in the 1970s.</b></li> <li>Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul> | MARKS<br>6–8 |

(8)  
[50]

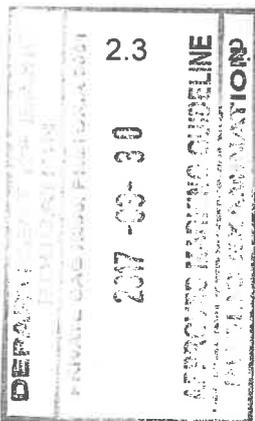


**QUESTION 2: WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCESSFUL IN RECONCILING SOUTH AFRICA WITH ITS DIVIDED PAST?**

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- To investigate human rights violations (1 x 1) (1)
- 2.1.2 *[Explanation of a historical concepts from Source 2A – L1]*
- (a)
- If perpetrators of gross human rights violation spoke the truth about their involvement in politically motivated killings then a pardon would be granted
  - Any other relevant response (1 x 2) (2)
- (b)
- To bring together victims and perpetrators for the political crimes that were committed during the apartheid era
  - For the victims and perpetrators to come face to face, apologise and seek forgiveness
  - Any other relevant response (Any 1 x 2) (2)
- 2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- There was no cross examination of victims
  - They did not probe the reasons as to why the perpetrators committed gross human rights violations against political activists
  - They did not concentrate on the details as to why these political crimes were committed
  - They relied on hearsay
  - Any other relevant response (Any 2 x 2) (4)
- 2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- (a) Vlakplaas operatives
- They were involved in the murders of the PEBCO Three; the Gugulethu Seven and other killings and atrocities
  - They wanted to avoid prosecution and imprisonment
  - They asked for amnesty for the murders of Mathew Goniwe and three friends outside Port Elizabeth
  - Vlakplaas operatives were defending the apartheid regime
  - They were afraid that they might be prosecuted
  - Any other relevant response (Any 1 x 2) (2)
- (b) ANC operatives
- Were responsible for the Church Street bombings in which 18 people were killed
  - Any other relevant response (Any 1 x 2) (2)

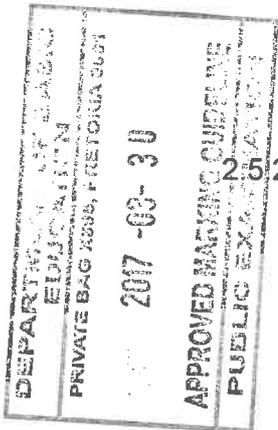


- 2.2.1 *[Extraction of evidence from Source 2B – L1]*  
 • The liberation movements (ANC and PAC) (1 x 1) (1)
- 2.2.2 *[Interpretation of evidence from Source 2B – L2]*  
 • The PAC justified its attacks on white South Africans because they were also targets  
 • The PAC acknowledged that its members were engaged in criminal activities  
 • Any other relevant response (2 x 2) (4)
- 2.2.3 *[Extraction of evidence from Source 2B – L1]*  
 • The IFP refused to co-operate (1 x 2) (2)
- 2.2.4 *[Evaluation of usefulness from Source 2B – L3]*  
**The source is USEFUL because:**  
 • It gives insight as to why political parties got involved in political motivated crimes  
 • It highlights how the NP did not accept blame for the atrocities that they committed  
 • It shows how the NP blamed the liberation movements for the political violence that was committed and were not prepared to accept any blame  
 • It reveals how the IFP refused to co-operate with the TRC  
 • It indicates how the PAC justified their attacks on white South Africans  
 • The IFP blamed the state and the ANC for the violence that was committed  
 • Any other relevant response (Any 2 x 2) (4)
- 2.3 *[Interpretation of evidence from Sources 2C – L2]*  
 3.1  
 • The NP refused to take responsibility for the crimes listed (speech bubble – WHAT'S "APARTHEID"?).  
 • The NP viewed the ANC indifferently (smiles on their faces)  
 • The NP could not recall the crimes that were committed during the apartheid era (speech bubble – WHAT'S "APARTHEID"?)  
 • The NP was not prepared to reveal those who gave the orders (speech bubble – Who Gave The Orders?)  
 • The NP denied that apartheid existed which they were responsible for (speech bubble – WHAT'S "APARTHEID"?)  
 • Any other relevant response (Any 2 x 2) (4)
- 2.3.2 *[Extraction of evidence from Source 2C – L1]*  
 • Bombings  
 • Phone tapping  
 • Theft of union funds  
 • Spying  
 • Smear campaigns  
 • Vlakplaas  
 • Third Force  
 • Hit squad (Any 4 x 1) (4)



- 2.4 *[Comparison of evidence in Sources 2B and 2C – L3]*
- In Source 2B the NP admitted the hurt that it had caused by the policies of apartheid whereas in Source 2C the NP indicated it has no knowledge about apartheid
  - In Source 2B the NP was not prepared to take blame for any crimes that were committed during its rule whereas in Source 2C the NP was presented with a list of the crimes they committed
  - In Source 2B the NP blamed the ANC for violent ideologies whereas in Source 2C the NP denied responsibility for third force activities, Vlakplaas and hit squads
  - Any other relevant response (Any 2 x 2) (4)

- 2.5 2.5.1 *[Extraction of evidence from Source 2D – L1]*
- Blamed the ANC for contributing to the spiral of violence (violation to right of life)
  - Training self-defence units in a volatile situation (violation of safety, security and life) (2 x 1) (2)



- 2.5.2 *[Interpretation of evidence from Source 2D – L2]*
- The response must include BOTH the ANC and the IFP:**
- The ANC did not want to be blamed for human rights violations/The ANC felt they were not responsible for the conflict but rather blamed the National Party
  - The IFP did not want to be blamed for political violence
  - Both wanted the final draft to be amended in their favour
  - Any other relevant response (2 x 2) (4)

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

Candidates could include the following aspects in their response.

**Candidates could take a stand and explain whether the Truth and Reconciliation Commission was successful in reconciling South Africa from its divided past OR candidates could present a mixed response that is SUCCESSFUL and NOT SUCCESSFUL**

#### **SUCCESSFUL**

- TRC was established to investigate human rights violations and authorised to grant amnesty (Source 2A)
- More than 1000 perpetrators received amnesty (Source 2A)
- The TRC performed a therapeutic role by allowing the perpetrators to tell their stories (Source 2A)
- The TRC was able to reveal the truth by allowing perpetrators to tell their stories (Source 2A)
- Political parties acknowledged the violent crimes that were committed (Source 2B)
- A list of violent crimes that were committed were presented to the NP (Source 2C)
- The ANC was regarded as hypocrites since they too committed similar crimes (own knowledge)

## NSC – Memorandum

- The TRC held the ANC accountable for human rights abuses before and after 1990 (Source 2D)
- The TRC highlighted third force activities (Source 2D)
- The credibility of the TRC was challenged when the final report was amended to include the IFPs the findings (Source 2D)
- The TRC was therefore viewed as successful as it contributed to nation building and reconciliation (own knowledge)
- Any other relevant response

OR

**NOT SUCCESSFUL**

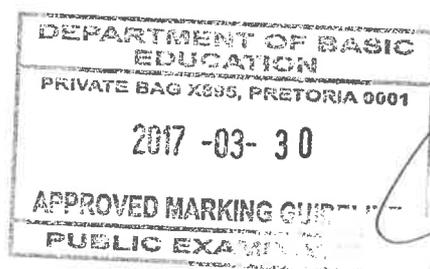
- Cross examination of victims was not allowed (Source 2A)
- The political parties were not prepared to take any blame for the violent crimes that were committed (Source 2B)
- The persons who gave the order for the crimes that were committed were still not revealed (Source 2C)
- The TRC was regarded as a 'witch hunt' that opened old wounds (own knowledge)
- Many families were still looking for answers (own knowledge)
- Perpetrators were not held accountable for the crimes that were committed (own knowledge)
- The TRC did not achieve its aims since it was unable to bring about reconciliation (own knowledge)
- Twenty years later the TRC is therefore viewed as unsuccessful in addressing the injustices of the past (own knowledge)
- Any other relevant response

Use the following rubric to allocate marks:

|         |  |              |
|---------|--|--------------|
| LEVEL 1 | <ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows no or little understanding of whether the Truth and Reconciliation Commission was successful in reconciling South Africa with its divided past.</b></li> <li>• Uses evidence partially or cannot write a paragraph.</li> </ul>                                     | MARKS<br>0–2 |
| LEVEL 2 | <ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent on the topic, e.g. <b>shows an understanding of whether the Truth and Reconciliation Commission was successful in reconciling South Africa with its divided past.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>        | MARKS<br>3–5 |
| LEVEL 3 | <ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding of whether the Truth and Reconciliation Commission was successful in reconciling South Africa with its divided past.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul> | MARKS<br>6–8 |

(8)  
[50]

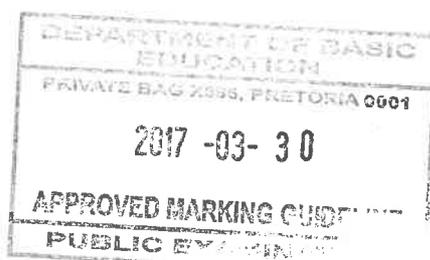
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**QUESTION 3: HOW DID THE IMPLEMENTATION OF STRUCTURAL ADJUSTMENT PROGRAMMES (SAPs) AFFECT THE ECONOMIES OF DEVELOPING COUNTRIES?**

- 3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*
- USA
  - Britain
  - France
  - Japan
  - Italy
  - Canada
  - Germany
- (Any 3 x 1) (3)
- 3.1.2 *[Extraction of evidence from Source 3A – L1]*
- Structural adjustment policies consist of loans provided by the International Monetary Fund and World Bank to countries that experience economic crises
  - To subject the countries to IMF-dictated economic regimes
- (Any 1 x 2) (2)
- 3.1.3 *[Extraction of evidence from Source 3A – L1]*
- The IMF wanted to keep African countries in debt
  - They were now able to reschedule their debt repayments
  - To obtain further aid
- (Any 1 x 2) (2)
- 3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- It interfered politically in the internal affairs of African countries
  - African governments had no say in the conditions that were laid down by the IMF
  - It did not take the political and economic realities of African countries into consideration
  - It resulted in economic hardship for ordinary Africans
  - They would not get further loans if they are non-compliant
  - African countries could only afford to pay the loan and not the interest
  - Any other relevant response
- (Any 2 x 2) (4)
- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- Between 1980 and 1990 Third World countries transferred \$178 billion to Western commercial banks as part of debt repayment
  - There was an enormous capital drain from countries situated in the south
  - It restricted government spending in favour of debt repayment
- (Any 1 x 2) (2)



- 3.2.2 *[Interpretation of evidence from Source 3B – L2]*
- It destroyed the economies of African countries
  - It contributed to hunger in Africa countries
  - It led to poverty/poor standard of living in Africa countries
  - It led to the destruction of health and education services in many Africa countries
  - Any other relevant response (Any 2 x 2) (4)
- 3.2.3 *[Extraction of evidence from Source 3B – L1]*
- Debt among African countries doubled to over \$1.5 trillion by the end of the 1980s, doubling again to \$3 trillion by the end of the 1990s (1 x 2) (2)

- 3.2.4 *[Evaluation of usefulness from Source 3B – L3]*  
**Candidates can choose either USEFUL or NOT USEFUL and substantiate their response with relevant evidence.**

**USEFUL**

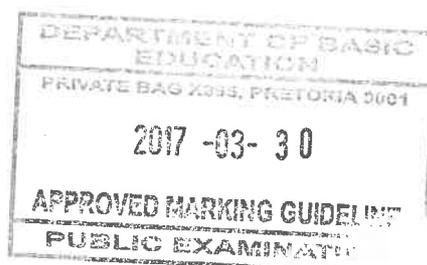
- It highlights the financial impact that structural adjustment polices had African countries
- It highlights the capital drain that African countries experienced
- It explains the effects that Structural Adjustment Polices had on the young people
- It explain the views of internationally acclaimed economists such as A Ismi; Morris Miller (Canadian former World Bank director); Perez de Cuellar (UN Secretary General) on Structural Adjustment Policies
- Any other relevant response

**NOT USEFUL**

- The source is the view of two authors on SAPs and might be biased
- The source does not give enough information on the effects of Structural Adjustment Policies on African countries
- Any other relevant response (Any 2 x 2) (4)

- 3.3 3.3.1 *[Interpretation of information from Source 3C – L2]*  
 The cartoonist portrays the International Monetary Fund's Structural Adjustment Policies in a negative way because:

- There was no improvement in the past 10 years
- There was stagnation in the economies of African countries
- Any other relevant response (Any 2 x 2) (4)



- 3.3.2 *[Interpretation and evaluation of information from Source 1C – L2]*
- The caption shows the impact that the Structural Adjustment Policies have had on developing countries/no difference
  - The caption shows that after 10 years of implementing Structural Adjustment Policies developing countries are still impoverished
  - The caption shows that Structural Adjustment Policies have benefitted only a few
  - The caption shows the Structural Adjustment Policies are a failure
  - Any other relevant response (Any 2 x 2) (4)

- 3.4 *[Comparing of evidence in Sources 3B and 3C – L3]*
- **Source 3B** refers to the restrictions that were imposed on government spending due to debt repayment while **Source 3C** shows Africans not having proper housing
  - **Source 3B** indicates that debt repayment resulted in poverty among Africans while **Source 3C** shows evidence of poverty
  - Any other relevant response (2 x 2) (4)

- 3.5 3.5.1 *[Interpretation of evidence from Source 3D – L2]*
- To a large extent**
- Privatising state enterprises, reducing inflation, and decreasing budget deficits
  - The extraction of raw materials or goods
  - Any other relevant response
- To a lesser extent**
- Economic growth is environmentally unsustainable
  - Economic growth fails to generate employment or increased income
  - Any other relevant response (2 x 2) (4)

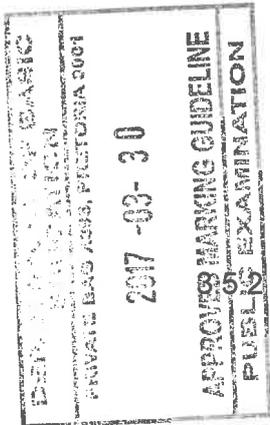
*[Extraction evidence from Source 3D – L1]*

- Layoffs of government workers
- Wage constraints
- Higher interest rates
- Reduced government spending
- The shutdown of domestic industries (Any 3 x 1) (3)

- 3.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources - L3]*

Candidates could include the following aspects in their response.

- Developing countries that implemented Structural Adjustment Policies were subjected to IMF dictated economic rules (Source 3A)
- The implementation of Structural Adjustment Policies were under obligation to privatise state assets, lower tariffs and cut subsidies on consumer goods (Source 3A)
- Developing countries suffered interference from the IMF and the World Bank in their internal affairs (Source 3A)



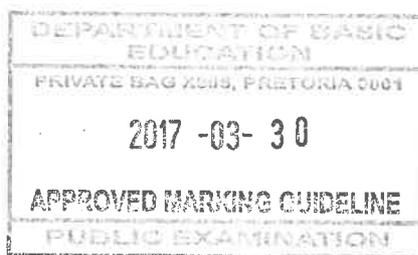
## NSC – Memorandum

- Almost \$178 billion was transferred to Western commercial banks which restricted government spending (Source 3B)
- The loan terms of the IMF and the World Bank contributed to poverty and hunger in developing countries (Source 3B)
- The loan terms of the IMF and the World Bank destroyed the health and education sectors in many developing countries (Source 3B)
- The implementation of Structural Adjustment Policies contributed to the increase in poverty among Africans (no proper housing, lack of electricity, running water) (Source 3C)
- Structural Adjustment Policies resulted in a decrease in the local buying power as imports were too expensive (Source 3D)
- The implementation of Structural Adjustment Policies resulted in government layoffs, restrictions on wages, reduced government spending and redundancy in local markets (Source 3D)
- Structural Adjustment Policies resulted in socio-economic insecurity, political instability, anti-government protest and riots over increased food prices (own knowledge)
- Any other relevant response

Use the following rubric to allocate marks:

|         |  |              |
|---------|--|--------------|
| LEVEL 1 | <ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows no or little understanding of how the implementation of Structural Adjustment Policies affected developing countries.</b></li> <li>• Uses evidence <u>partially</u> or cannot write a paragraph.</li> </ul>                              | MARKS<br>0–2 |
| LEVEL 2 | <ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent on the topic, e.g. <b>shows an understanding how the implementation of Structural Adjustment Policies affected developing countries.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>           | MARKS<br>3–5 |
| LEVEL 3 | <ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding of how the implementation of Structural Adjustment Policies affected developing countries.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul> | MARKS<br>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 indicate if they agree or disagree with the statement. They need to use relevant examples to indicate whether internal resistance organisations were successful in challenging PW Botha's apartheid regime in the 1980s.

**MAIN ASPECTS**

Candidates could include the following aspects in their response:

- Introduction: Candidates need to explain how the various internal resistance organisations were successful in challenging the apartheid government.

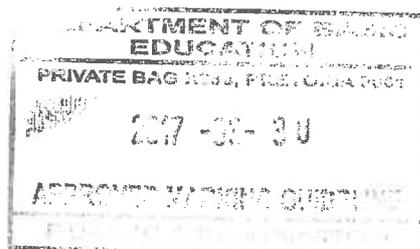
**ELABORATION**

- Botha's attempted to reform apartheid through the Tri-Cameral parliament
- The formation and response of the UDF to the Tri-Cameral parliamentary system
- The UDF embarked on campaigns such as the 'Don't Vote Campaign' and 'Million Signature' Campaigns (To persuade Coloureds and Indian South Africans from voting in the Tri-Cameral parliamentary elections)
- The intensification of the internal resistance e.g. violent protests in the Vaal Triangle and elsewhere in South Africa
- The role of Vaal Civic Association in organising rent boycotts (The Vaal Townships embarked on rolling mass action; councillors were killed; schools went on boycotts)
- PW Botha declared successive States of Emergencies in 1985 and 1986 to stem the opposition to apartheid but was unsuccessful
- The role of trade unions (The formation of COSATU in 1985 was a turning point in the struggle for freedom and democracy; the African Food Canning Workers Union called for the first national strike)
- These strikes were aimed at improving the working conditions of workers
- Consumer boycotts played a vital role in the fight against Apartheid (the economy was affected which impacted negatively on white South Africans)
- Education struggles – Education Crisis Committee, COSAS and NUSAS launched the 'Education Charter Campaign', etc. against Botha's regime
- The role of the 'End Conscription Campaign' (White South African men resisted conscription into the army; Many white South African soldiers felt it was wrong to suppress township revolts)
- The role of faith organisations
- The role of the Black Sash (They opposed Apartheid, gave humanitarian aid to victims of Apartheid)
- The role and impact of the Mass Democratic Movement (MDM) in resisting PW Botha's regime
- By the end of 1989 the country became ungovernable and the apartheid regime was forced to begin negotiations with anti-apartheid organisations
- Any other relevant response

**Conclusion:** Candidates should sum up their argument with a relevant conclusion.

**[50]**

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

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

**SYNOPSIS**

Candidates need to critically discuss how the violence that engulfed South Africa in the early 1990s nearly derailed the process of negotiations among various political organisations. They must be able to show how the process of negotiations was able to overcome the various challenges that confronted them on the path to democracy.

**MAIN ASPECTS**

Candidates could include the following aspects in their essays:

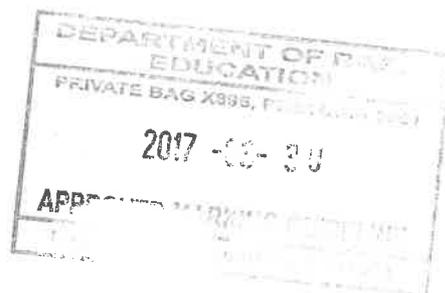
- Introduction: Candidates need to critically discuss the statement and indicate how they intend supporting their line of argument.

**ELABORATION****NEGOTIATIONS**

- De Klerk's decision to release Mandela from prison on 11 February 1990 which paved the way for negotiations.
- Groote Schuur Minute – 2 May 1990 (Talks between ANC and NP)
- Obstacles to negotiations were discussed (security legislation, troops in the townships, armed struggle and the return of exiles including Tambo)
- The ANC and NP still disagreed on the definition of political prisoners
- The Pretoria Minute – 6 August 1990 (ANC agreed to suspend the armed struggle, while the government lifted the State of Emergency)
- The 'ceasefire' between the ANC and the government did not stop the violence between the ANC and Inkatha
- The role of the 'Third Force' in perpetuating violence in South Africa
- CODESA 1 (20 December 1991, 19 political parties excluding AZAPO; PAC and CP attended, 300 delegates)
- All parties signed the Declaration of Intent (committing themselves to a multi-party democracy)
- 'White's only' referendum in 1992 (to ascertain if white South Africans supported the process of negotiations)

**VIOLENCE**

- While negotiations occurred there was on-going violence in the country
- Violence threatened to derail the process of negotiation
- Boipatong Massacre in the Vaal Triangle 17 June 1992 (ANC broke off negotiations with the government, CODESA 2 talks collapsed)
- Bhishe Massacre 7 September 1992 and its effects on the process of negotiations
- Attacks by the AWB on the World Trade Centre – an attempt to stop the process of negotiations,
- Assassination of Chris Hani on 10 April 1993 spurred on the process of negotiations for a democratic South Africa

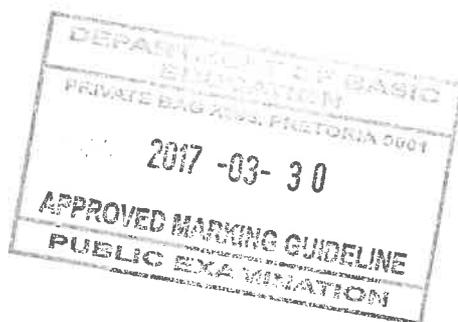


**RESULTS OF NEGOTIATIONS**

- Record of Understanding - both the ANC and the NP government realised that the Process of negotiations should continue (Role of Meyer and Ramaphosa)
- Multi-party Negotiating Forum which included the PAC and the Conservative Party
- Sunset Clause introduced by Slovo broke the negotiations deadlock and paved the way for democratic elections in South Africa
- Date for the first democratic election was set (South Africans to vote on 27 April 1994)
- 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:  
THE EVENTS OF 1989**

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

**SYNOPSIS**

Candidates need to explain to what extent the disintegration of the Soviet Union contributed to political changes that occurred in South Africa after 1989. They need to take a line of argument and support their response with relevant historical evidence.

**MAIN ASPECTS**

Candidates could include the following aspects in their response:

**ELABORATION**

Candidates could include the following aspects in their answer.

- **Introduction:** Candidates should explain to what extent the disintegration of the Soviet Union contributed to political changes in South Africa from 1989.
- Gorbachev's policies of Glasnost and Perestroika and its impact on South Africa
- By the end of 1989 the Soviet Union disintegrated
- The disintegration of the USSR affected the ANC negatively because the main source of support was curtailed
- The National Party was also affected by the disintegration of the Soviet Union – it could not continue to use communism as an excuse to invade southern Africa countries and not to talk to the ANC
- The National Party's claim that it was protecting South Africa from a communist onslaught became unrealistic
- South Africa was no longer key to the Cold War tensions in Southern Africa
- Influential National Party members started to realise that apartheid was not going to answer the needs of the white capitalist economy
- The ANC and the NP had no choice but start the process of negotiations
- Western countries were in favour of the negotiations in South Africa
- By the late 1980s the South African economy was in a state of depression
- PW Botha suffered a stroke and was succeeded by FW de Klerk
- FW de Klerk started to accept that the black South Africans struggle against apartheid was not a conspiracy directed from Moscow
- De Klerk laid the foundation for the talks
- Political prisoners were released in October 1989
- Meeting of Mandela and De Klerk in December 1989
- On 2 February 1990 De Klerk made a ground breaking speech in parliament
- This signalled the end of apartheid
- Any other relevant response

**Conclusion:** Candidates should tie up their argument with a relevant conclusion

**[50]**

**TOTAL: 150**

