



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS

HISTORY P2

2018

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 23 pages.

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

Cognitive Levels	Historical skills	Weighting of questions
LEVEL 1	• Extract evidence from sources • Selection and organisation of relevant information from sources • Define historical concepts/terms	30% (15)
LEVEL 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	40% (20)
LEVEL 3	• Interpret and evaluate evidence from sources • Engage with sources to determine its usefulness, reliability, bias and limitations • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions	30% (15)

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

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.
- Learners are expected to take a stance when answering ‘to what extent’ questions in order for any marks to be awarded.

1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer.
- Pay attention to the mark 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.

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

Level 2 ✓✓✓✓✓

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the right hand bottom margin e.g.

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.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will **not** be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of an argument (planned, structured and has an independent line of argument)

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 (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline). For example in an essay where there are five (5) main points there could be about seven (7) ticks.

2.4.3 Keep the PEEL structure in mind in assessing an essay.

P	Point: The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
E	Explanation: The candidate should explain in more detail what the main point is about and how it relates to the question posed (line of argument).
E	Example: Candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	Link: Candidates should ensure that the line of argument is sustained throughout and is written coherently.

2.4.4 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised

Λ

- Wrong statement

- Irrelevant statement

|
|
|

- Repetition

R

- Analysis

A✓

- Interpretation

I✓

- Line of Argument

LOA ⇕

2.5 The matrix

2.5.1 Use of the matrix in the marking of essays

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

- (a) The first reading of 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

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PRESENTATION  CONTENT 	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.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection relevant to the line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question is recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20 –23	18–19	14–17
LEVEL 1 Question inadequately addressed or not at all. Inadequate or irrelevant content.						14 –17	0–13

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

- Question not addressed at all / totally irrelevant content / no attempt to structure the essay = 0
- Content selection 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: WHAT IMPACT DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS (BC) HAVE ON SOUTH AFRICANS IN THE 1970s?**

- 1.1.1 *[Explanation of a historical concept in Source 1A - L1]*
- A philosophy that promoted self-confidence/ assertiveness and pride among black South Africans
 - A philosophy that Steve Biko supported which stated that black South Africans be independent of other races
 - A philosophy that encouraged equality and justice
 - A philosophy that advocates that black South Africans must liberate themselves from the shackles of discrimination and oppression
 - Any other relevant response (any 1 x 2) (2)
- 1.1.2 *[Extraction of evidence from Source 1A – L1]*
- 'Biko began his search for self-identity'
 - 'Hoped to build up the pride of Black culture, a culture that was scornfully viewed by the settler regime'
 - 'Receptive (open) to the political ideas' (any 2 x 1) (2)
- 1.1.3 *[Interpretation of evidence in Source 1A – L2]*
- Black pride and culture was disrespected/undermined by white South Africans
 - During colonisation black South Africans were made to feel inferior
 - To reclaim their rightful position in society
 - To inculcate the feeling of superiority among black South Africans
 - Any other relevant response (any 2 x 2) (4)
- 1.1.4 *[Interpretation of evidence in Source 1A – L2]*
- Black South Africans were being treated poorly/classified as second class citizens by the apartheid government
 - The apartheid government discriminated against Black South Africans
 - Many of the black South African students were banned
 - Many black South African students did not have a voice at universities
 - Any other relevant response (any 2 x 2) (4)
- 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- 'Boycotts'
 - 'Protest marches' (2 x 1) (2)
- 1.2.2 *[Extraction of evidence from Source 1B – L1]*
- (a) 'Black academic staff walked out of the meeting' (1 x 2)
- (b) 'Turfloop students boycotted classes' (1 x 2) (4)

- 1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- More university students joined SASO
 - SASO had a voice which became influential
 - The university authorities had to take heed of the concerns/demands
 - SASO helped black South African students to publicly express their views on the political rights in the country of their birth
 - SASO strengthened its national links between campuses
 - Any other relevant response (any 2 x 2) (4)
- 1.2.4 *[Ascertain the usefulness of Source 1B – L3]*
The source is USEFUL because:
- It gives first-hand information (review on Tiro)
 - It gives information on how the students responded to Tiro's expulsion
 - It provides an academic's response after Tiro was expelled
 - It gives us the action that the university administrators took at the university
 - It shows how the action at Turfloop impacted on other universities
 - It shows the impact of BCM's/SASO's ideology
 - Any other relevant response (any 2 x 2) (4)
- 1.3.1 *[Interpretation of evidence in Source 1C – L2]*
- The students marched/protested/toyi-toyi
 - The students carried placards
 - Any other relevant response (any 1 x 2) (2)
- 1.3.2 *[Interpretation of evidence in Source 1C – L2]*
- The students are not fighting the authorities/apartheid government
 - The students are demanding the release of their fellow students
 - There is a tone of concern for their fellow students /showing solidarity with their fellow students
 - Any other relevant response (any 2 x 2) (4)
- 1.4 *[Comparison of evidence in Sources 1B and 1C – L3]*
- Source 1B highlights that that boycotts and protest marches became a regular feature of student life and Source 1C shows students protesting in solidarity for the release of their fellow students (Both sources highlight students protests)
 - Source 1B highlights that students in other South African universities participated in protests and boycotts and Source 1C shows students protesting for the release of their fellow students (Both sources show university students protesting for the release of their fellow students)
 - Any other relevant response (any 2 x 2) (4)
- 1.5.1 *[Extraction of evidence from Source 1D – L1]*
- 'We have diminished the element of the fear in the minds of black people' (1 x 2) (2)

1.5.2 *[Interpretation of evidence in Source 1D – L2]*

- The apartheid regime was brutal towards black South Africans
- Black South Africans were oppressed by the apartheid regime
- Black South Africans were made to feel inferior by the apartheid regime
- The apartheid regime did not promote black leadership at universities
- Black South Africans were influenced by the philosophy of Black Consciousness
- Any other relevant response (any 1 x 2) (2)

1.5.3 *[Extraction of evidence from Source 1D – L1]*

- 'Police'
- 'Saracens (armoured cars)'
- 'Dogs' (any 2 x 1) (2)

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

Candidates could include the following aspects in their response

- The aims of the philosophy of Black Consciousness (BC) encouraged black South African students to believe in their own value systems and culture (Source 1A)
- The philosophy of BC encouraged black students to become self-reliant/ assertive / independent (Source 1A)
- BC intended to restore the black culture that was previously destroyed by white South Africans (Source 1A)
- NUSAS was used to speak out on behalf of the black South African students (Source 1A)
- Many Black South African students felt that NUSAS did not do enough for them and therefore formed SASO (own knowledge)
- SASO became the organisation that was active at Turfloop campus – evident in Tiro's rousing speech (Source 1B)
- The students embarked on demonstrations on other South African campuses (Source 1B)
- The Rector was forced to close the Turfloop University (Source 1C)
- As a result of BC, many black South African students focused on leadership roles in the community (Source 1D)
- The apartheid government responded with police, armoured vehicles and dogs (Source 1D)
- The students showed no fear and did not back down from their demands (Source 1D)
- Many learners were prepared to die for this cause (own knowledge)
- The students were not afraid to challenge the apartheid regime (own knowledge)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner e.g. shows no or little understanding of explaining the impact that the philosophy of Black Consciousness (BC) had on South Africans in the 1970s. • Uses evidence partially or cannot write a paragraph.	MARKS 0 – 2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic e.g. shows some understanding of explaining the impact that the philosophy of Black Consciousness (BC) had on South Africans in the 1970s. • Uses evidence in a very basic manner to write a paragraph.	MARKS 3 – 5
LEVEL 3	• Uses relevant evidence e.g. demonstrates a thorough understanding of explaining the impact that the philosophy of Black Consciousness (BC) had on South Africans in the 1970s. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS 6 – 8

(8)
[50]

QUESTION 2: HOW DID THE AMNESTY COMMITTEE OF THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE DEATH OF BANTU STEPHEN BIKO?

- 2.1.1 *[Extraction of evidence from Source 2A - L1]*
- 'To investigate human rights violations since 1960'
 - 'To grant amnesty to those perpetrators who made full disclosure'
 - 'The commission also had to foster reconciliation and unity among South Africans'
- (any 2 x 1) (2)
- 2.1.2 *[Definition of a historical concept from Source 2A - L1]*
- Bringing together of victims and perpetrators
 - To establish the truth in order to promote forgiveness and bring about healing of political crimes that were committed after 1960
 - Any other relevant response
- (any 1 x 2) (2)
- 2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- The chairman of the TRC, Archbishop Desmond Tutu, was a patron of the United Democratic Front, the ANC's internal front
 - Most of the other members of the commission were aligned to political parties
 - Any other relevant response
- (2 x 2) (4)
- 2.1.4 *[Interpretation of evidence in Source 2A – L2]*
- The TRC:
- Focused on the perpetrator or victim of political crimes committed from 1960 to 1994
 - Was the first restorative justice process in South Africa
 - Provided space for survivors to tell their stories
 - Provided a forum for perpetrators to meet victims and their families/ to bring about closure
 - Any other relevant response
- (any 2 x 2) (4)
- 2.1.5 *[Extraction of evidence from Source 2A - L1]*
- 'After full disclosure'
- (1 x 2) (2)
- 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- 'For a string of murders'
 - 'Avoiding prosecution'
- (any 1 x 2) (2)
- 2.2.2 *[Extraction of evidence from Source 2B – L1]*
- Major Harold Snyman
 - Captain Daniel Siebert
 - Warrant Officer Johan Beneke
 - Warrant Officer Rubin Marx
 - Detective Sergeant Gideon Nieuwoudt
- (any 4 x 1) (4)

- 2.2.3 *[Interpretation of evidence from Source 2B – L2]*
- The applicants had not made a full disclosure/they avoided speaking the truth / they lied about how Biko was murdered
 - The applicants modified their statement
 - They gave false evidence
 - They did not have a political motive
 - Any other relevant response (any 2 x 2) (4)
- 2.3.1 *[Extraction of evidence from Source 2C – L1]*
- 'The killing of Biko was not an act associated with a political objective as required by the Amnesty Act'
 - 'The committee was not satisfied that the applicants had made a full disclosure as further required by the Act'
 - 'It was not satisfied that the applicants testified truthfully to the events leading to the injury of Biko'
 - 'Finally the committee said it was satisfied that the killing of Biko was wholly disproportionate to any possible objective pursued by the applicants' (any 1 x 2) (2)
- 2.3.2 *[Ascertaining the usefulness of Source 2C – L3]*
The source is USEFUL because:
- It outlines why the amnesty application for the security policemen was refused
 - It gives the names of the security policemen who applied for amnesty for the killing of Biko
 - Any other relevant response (2 x 2) (4)
- 2.4 *[Comparison of evidence in Sources 2B and 2C - L3]*
- Both sources focus on the application for amnesty by the security policemen
 - Both sources mention the names of the applicants
 - Both sources outlines why amnesty was not granted to the perpetrators
 - Any other relevant response (any 2 x 2) (4)
- 2.5.1 *[Interpretation of evidence from Source 2D – L2]*
- It shows Bizos going around in circles which implies he cannot find/difficult to find the truth (footprints and magnifying glass)
 - It shows Bizos working like a detective trying to find the truth about how Biko was killed (magnifying glass)
 - It shows Bizos trying to get to the bottom of how Biko was killed (footprints)
 - Any other relevant response (any 2 x 2) (4)
- 2.5.2 *[Interpretation of evidence from Source 2D – L2]*
- The cartoonist wants to highlight that the investigation into Biko's death has not been finalised
 - The cartoonist wants to show that the TRC was looking for evidence/answers into Biko's death
 - The investigation team was unable to close the case because perpetrators did not disclose the circumstances of Biko's death
 - Any other relevant response (any 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.

- The TRC was established to grant amnesty to those perpetrators who made full disclosure for political crimes that were committed (Source 2A)
- The TRC provided a platform for perpetrators to tell their stories (Source 2A)
- The TRC focused on the perpetrator and not the victim (Source 2A)
- Four security policemen applied for amnesty in 1997 for the murder of Biko (Source 2B)
- Bizos acted on behalf of the Biko family and he opposed the amnesty application that was brought by the perpetrators (Source 2B)
- The reason for opposing amnesty was that the applicants did not make a full disclosure of their crime (Source 2B)
- It was alleged that the applicants tampered with evidence (Source 2B)
- The TRC refused to grant amnesty to the applicants because there was no full disclosure (Source 2C)
- The investigation into Biko's death dragged on for years without resolution (Source 2D)
- The family of Biko lost faith in the TRC because the TRC took too long to resolve the case (own knowledge)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner e.g. shows no or little understanding of explaining how the Amnesty Committee of the TRC dealt with the death of Bantu Stephen Biko. • Uses evidence partially or cannot write a paragraph.	MARKS 0 – 2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic e.g. shows some understanding of explaining how the Amnesty Committee of the TRC dealt with the death of Bantu Stephen Biko. • Uses evidence in a very basic manner to write a paragraph. • Uses relevant evidence e.g. demonstrates a thorough understanding of explaining how the Amnesty Committee of the TRC dealt with the death of Bantu Stephen Biko.	MARKS 3 - 5
LEVEL 3	• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS 6 - 8

(8)
[50]

QUESTION 3: HOW WAS SOUTH AFRICA'S CLOTHING AND TEXTILE INDUSTRY AFFECTED BY GLOBALISATION?

- 3.1.1 *[Extraction of evidence from Source 3A – L1]*
- 'High tariffs that kept foreign goods out'
 - 'Low wages that kept costs down'
 - 'Financial subsidies that kept businesses alive' (any 2 x 1) (2)
- 3.1.2 *[Extraction of evidence from Source 3A – L1]*
- 'Lower tariffs'
 - 'Opening of markets across the world' (2 x 1) (2)
- 3.1.3 *[Interpretation of evidence in Source 3A – L2]*
- They wanted to prevent cheap clothing and textile products from flooding the South African market
 - They wanted to prevent the closing of clothing and textile factories
 - They wanted to prevent job losses in the clothing and textile sector
 - They wanted to protect the clothing and textile sector from foreign competition
 - Any other relevant response (any 2 x 2) (4)
- 3.1.4 *[Interpretation of evidence in Source 3A – L2]*
- Locally made clothing and textiles were being replaced with imports from China
 - Clothing and textile imports from China started to pour into South Africa in the late 1990s
 - Clothing and textile imports from China lead to the destruction of jobs in South African factories
 - Clothing and textile imports lead to the closing of a number of factories throughout South Africa
 - Any other relevant response (any 2 x 2) (4)
- 3.2.1 *[Extraction of evidence from Source 3B - L1]*
- 'A significant decline in the number of people being employed'
 - 'About 15 years ago we had approximately 200 000 people in the clothing and textile industry and we're down to about 19 000 now'
 - 'People have been retrenched'
 - 'Factories have closed down' (any 2 x 1) (2)
- 3.2.2 *[Interpretation of evidence in Source 3B – L2]*
- Four out of every five workers are women
 - Employment of women led to poverty eradication
 - The employment of women will be able to contribute to gender equity
 - Any other relevant response (any 2 x 2) (4)
- 3.2.3 *[Extraction of evidence from Source 3B - L1]*
- 'Inability to compete with countries such as China, which uses ways (low production cost) to make their products much cheaper' (1 x 2) (2)

- 3.3 *[Comparison of evidence in Sources 3A and 3B – L3]*
- Both sources show how cheap imports from China lead to job losses in the South African clothing and textile industry
 - Both sources show how cheap imports from China lead to the closure of South African clothing and textile industries
 - Both sources show how cheap imports from China contributed to high unemployment in South Africa
 - Both sources show that the South African clothing and textile producers were not competitive with their Chinese counterparts
 - Any other relevant response (any 2 x 2) (4)
- 3.4.1 *[Interpretation of evidence from Source 3C – L2]*
- To show members of SATCWU and COSATU embarking on protest action against job losses in the clothing and textile sector
 - To show that the protest action was well attended by members of SATCWU and COSATU
 - To show the demands of both SATCWU and COSATU
 - Any other relevant response (any 2 x 2) (4)
- 3.4.2 *[Interpretation of evidence in Source 3C – L2]*
- Workers demanded 'growth' in terms of more employment opportunities and an increase in wages
 - Workers in the clothing and textile industry were demanding better working conditions
 - Workers in the clothing and textile industry demanded job security
 - Any other relevant response (any 2 x 2) (4)
- 3.5.1 *[Explanation of a historical concept from Source 3D - L1]*
- Globalisation is commonly defined as the process by which the world became more integrated and connected through, for example, the use of technology
 - Any other relevant response (1 x 2) (2)
- 3.5.2 *[Extraction of evidence from Source 3D - L1]*
- 'High import duties'
 - 'Increased illegal imports'
 - 'Cheap textiles from China and Pakistan'
 - 'Insufficient investment' (any 2 x 1) (2)
- 3.5.3 *[Extraction of evidence from Source 3D - L1]*
- 'CTCP had created some 12 000 jobs'
 - 'CTCP assisted more than 400 companies' (2 x 1) (2)

3.5.4 *[Ascertaining the usefulness of Source 3D – L3]***The source is USEFUL because:**

- It shows the attempts by government to bolster the local clothing and textile industries in order to address the challenges of facing the textile and clothing industries' unemployment
- It gives new insight on the actions taken by government to tackle the problems in the clothing and textile industry
- It highlights how government turned the clothing and textile industry by increasing employment
- Any other relevant response

(any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- Before democracy the South African clothing and textile industry was protected by tariffs and high import duties (Source 3A)
- During the 1990s South Africa participated in global trade deals that set lower tariffs and opened its clothing and textile markets (Source 3A)
- Protection for the clothing and textile industry were lowered (Source 3A)
- Locally produced clothing and textiles were replaced with cheaper imports from China (Source 3A)
- Cheaper imports from China led to job losses and the closing down of South Africa's clothing and textile industries (Source 3B)
- This led to increased employment amongst workers in South Africa as four out of five workers in clothing factories are women (Source 3B)
- SACTWU decided to embark on protest action against owners to create awareness with regard to job losses in the clothing and textile industries (Source 3C)
- SACTWU demanded better working conditions and job security (Source 3C)
- The government intervened in the clothing and textile industries in an effort to create more employment in this sector (Source 3D)
- Government intervention in the clothing and textile industry were relatively successful as employment increased slightly (Source 3D)
- Fast-tracked tariff programmes, trade agreements concluded in Southern African Development Community countries, illegal imports and dumping caused the clothing and textile industry to close down (own knowledge)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner e.g. shows no or little understanding of how South Africa's clothing and textile industry was affected by globalisation. • Uses evidence partially or cannot write a paragraph. • Evidence is mostly relevant and relates to a great extent on the topic e.g. shows some understanding of how South Africa's clothing and textile industry was affected by globalisation.	MARKS 0 – 2
LEVEL 2	• Uses evidence in a very basic manner to write a paragraph. • Uses relevant evidence e.g. demonstrates a thorough understanding of how South Africa's clothing and textile industry was affected by globalisation.	MARKS 3 – 5
LEVEL 3	• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS 6 – 8

(8)
[50]

SECTION B: ESSAY QUESTIONS**QUESTION 4: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA: THE CRISIS OF APARTHEID IN THE 1980s**

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

SYNOPSIS

Candidates need to state whether they agree or disagree with the statement. In agreeing with the statement they need to explain how international anti-apartheid movements contributed to the downfall of the apartheid regime in the 1980s. If they disagree with the statement they need to substantiate their response with relevant historical evidence.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- **Introduction:** Candidates need take a stance and focus on how international anti-apartheid movements contributed to the downfall of the apartheid regime in the 1980s.

ELABORATION

- **Reasons for the formation of the Anti-Apartheid Movement (AAM) and the Irish Anti-Apartheid Movement (IAAM) in the 1970s** (Brief background)
- **In the 1980s** (International Defence and Aid Fund (IDAF) funded state of emergency detentions / smuggled R200 million into South Africa / created a network of donors who funded the release of political prisoners / From January 1985 IDAF funded 16 551 legal matters (e.g. detentions, common law prosecutions of street activists)
- **Sport Boycotts:** 1981 New Zealand protested against the 'racist' Springbok tour/ South African Council on Sport (SACOS) established political links with the UDF and COSATU / slogan 'No normal sport in an abnormal society' / By the late 1980s SA was banned from 90% of world sport
- **Cultural Boycotts:** (International artists - non-segregated audiences only / Artists against Apartheid formed in Britain by Dali Tambo and Jerry Dammers / The British Actors' Union Equity forbid the use of television programmes in SA involving its members / In 1985 the USA 'Artists United against Apartheid' refused to perform in South Africa and raised money for liberation movements / In 1986 Freedom Festival in London audience of 250 000 attended / musicians expressed their solidarity with people in SA / speakers from ANC, SWAPO and British Anti-Apartheid Movement addressed the crowd)
- **Academic Boycotts:** (Scholars refused to travel to South Africa / Publishers refused to publish SA manuscripts/No collaboration of scholars / Publishers abroad refused to grant access to information / International conferences barred South African participation/Institutions abroad denied SA academic access / overseas institutions refused to recognise SA degrees/ schools abroad refused to act as external examiners for thesis presented at SA universities / Trinity College forbade its faculties to collaborate with South African universities)

- **Consumer Boycotts:** (SA experienced a recession in 1980s / Anti-apartheid groups encouraged the public to boycott SA products / Irish workers refused to handle fruits from SA / Imports of raw materials such as coal, iron, steel from South Africa were banned)
- **Disinvestments:** (This was a consequence as a result of the Soweto Uprising and the death of Steve Biko / Sweden was the first industrial country to disinvest in SA / By 1984 foreign investments in South Africa dropped by 30% / By 1980 Britain already disinvested from Simon's Town Naval Dockyard / General Motors and Barclays Bank pulled out of SA / In the 1980s SA's economy struggled as investors left the country / The rand was devalued / the effects of AAM actions began to show results / Between 1985 and 1990 over 200 US companies pulled out of SA) / University of California withdrew investments of three billion dollars from SA
- **Sanctions:** (In the 1980s the Sullivan Principle (workers of all USA companies should be treated equally) formed the basis for the disinvestments campaign/ Students protests in 1980s sparked withdrawal of USA trading companies / 1982 United Nations (UN) condemned apartheid and called for total sanctions against SA/ In 1985 the US bank - Chase Manhattan Bank cut ties with SA / Johannesburg Stock Exchange (JSE) closed for 4 days/ The value of the rand dropped by 35% from 54 to 34 cents to the dollar/ In 1985 the European Economic Community banned new investments in SA/ In 1986 the US Congress passed a law that banned all new investments and loans in SA / Big corporations such as General Electric, Pepsi Cola, General Motors, Mobil and IBM stopped their activities in SA / The USA threatened to stop the sale of weapons to SA / In 1986 the Anti-Apartheid Law of the USA caused Europe and Japan to introduce sanctions against SA / International banks lost confidence in SA's economy/ In 1987 Israel voted not to extend existing defence contracts with SA / In 1988 one fifth of British and 184 American companies withdrew from SA because of pressure from shareholders / Barclays Bank sold their shares due to pressure of the British public / The SA economy kept stagnating and produced a growth of only 1.1%)
- **The Role of International Trade Unions:** (The AAM in Europe and Australia / Liverpool dockworkers / Finland's Transport Workers Union imposed a ban on trade with SA / Irish Congress of Trade Unions opposed apartheid regime in SA)
- Political and financial crisis in SA continued / Western nations applied enormous pressure on SA to end apartheid / The apartheid regime had no choice but to start negotiations with anti-apartheid organisations in earnest
- Release Mandela campaign
- Role of the Frontline states
- Any other relevant response
- **Conclusion:** Candidates should sum up their argument with a relevant conclusion

[50]

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 violence that erupted in various parts of South Africa during the early 1990s nearly derailed the birth of a democratic dispensation in 1994.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

- Introduction: Candidates need to indicate how violence that erupted in various parts of South Africa in the early 1990s almost derailed the birth of a democratic dispensation in 1994.

ELABORATION

- De Klerk comes to power in 1989 (brief background)
- De Klerk's speech in parliament, 2 February 1990
- The unbanning of political and civic organisations such as the ANC and SACP
- De Klerk's decision to release Mandela from prison on 11 February 1990 which paved the way for negotiations
- Violence erupts in Sebokeng township (Police open fire on protesters killing 14 people)
- ANC cancelled planned meeting with the government that was set for 11 April 1990
- ANC and National Party met in Cape Town from 2 to 4 May 1990 to begin the process of negotiations
- Challenges to the process of negotiations were discussed
- Both the ANC and National Party committed themselves to peaceful negotiations to achieve a democratic society
- This agreement became known as the Groote Schuur Minute
- Pretoria Minute, 6 August 1990 (ANC agreed to suspend the armed struggle)
- The government ended the state of emergency, released more political prisoners
- Inkathagate scandal exposed (Government was secretly funding Inkatha to commit acts of violence against the ANC)
- They hoped that this code of conduct would help end violence in South Africa
- CODESA 1 (19 political parties excluding AZAPO, CP and PAC/300 delegates)
- Delegates signed a Declaration of Intent (Peaceful and fair negotiations and free and fair elections to achieve a democratic South Africa)
- CODESA 2 (2 May 1992) collapsed. Parties failed to agree on a new constitution-making body and interim government
- NP wanted minority veto while ANC wanted an interim government for no longer than 18 months and simple majority rule
- Boipatong massacre and its consequences (17 June 1992) on the process of negotiations

- ANC called off negotiations following news of government involvement in the violence
- Bhishe massacre 28 protesters killed (7 September 1992) - consequences
- Record of Understanding signed on 26 September 1992 between Roelf Meyer (NP) and Cyril Ramaphosa (ANC)
- Assassination of Chris Hani (10 April 1993) and its impact on South Africa
- Multiparty Negotiating Forum was established
- St James Massacre and its impact (APLA opened fire on church goers killing 11 wounding 58)
- Heidelberg Tavern attack and its impact
- Right-wing (AWB) decided to attack the World Trade Centre and consequences
- Sunset Clause introduced by Joe Slovo broke the negotiations deadlock
- Shell House massacre – March 1994
- Election date announced – 27 April 1994
- ANC won 1994 elections and Nelson Mandela became the first black South African President
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

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

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

SYNOPSIS

Candidates need to explain to what extent Gorbachev's reforms in the Soviet Union during the 1980s contributed to political changes that occurred in South Africa after 1989.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- Introduction: Candidates need to indicate to what extent Gorbachev's reforms in the Soviet Union contributed to the political transformation that occurred in South Africa.

ELABORATION

- Gorbachev's reforms of Perestroika and Glasnost and its impact
- The impact of the disintegration of the Soviet Union by the end of 1989 on South Africa
- The South African government could no longer use communism to justify its policy of apartheid
- The Soviet Union was no longer a superpower and South Africa felt the effects of this
- Communism was no longer a global threat
- The West could no longer support the National Party's oppressive policies
- The collapse of the Soviet Union also presented economic and ideological challenges for the ANC
- The collapse of the USSR deprived the ANC of its main source of political and economic support
- The ANC realised it could not depend on the USSR to support it economically or militarily
- The ANC also had to rethink its economic policy of socialism
- Gorbachev was in favour of a peaceful transition of power in South Africa
- The National Party's claim that it was acting as a 'bulwark' against communist expansion in Southern Africa became unrealistic
- The National Party's claim that it was protecting South Africa from a communist take-over became a farce
- Western world powers supported the move that South Africa resolved its problems peacefully and democratically
- It became clear that the National Party could no longer maintain white rule in South Africa anymore
- The collapse of the Soviet Union put pressure on both the National Party and ANC to negotiate with one another
- The Battle of Cuito Cuanavale forced the withdrawal of SADF from Angola
- The South African government started negotiations with SWAPO which enabled Namibia to get its independence

- The National Party's negotiations with 'communists' in Namibia made it easier for them to negotiate with the ANC
- PW Botha suffered a stroke and was succeeded by FW De Klerk
- FW De Klerk started to accept that the black South African struggle against apartheid was not a conspiracy directed from Moscow
- This enabled De Klerk to engage in discussions with the liberation organisations
- On 2 February 1990 De Klerk announced 'a new and just constitutional dispensation'
- This signalled the end of apartheid rule and the beginning of democracy
- Any other relevant response

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

TOTAL: 150