



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P2

NOVEMBER 2018

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 26 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. $\frac{32}{50}$
- 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.

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 when assessing an essay.

P	Point: The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains 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: The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	Link: Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

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

- Introduction, main aspects and conclusion not properly contextualised

Λ

- Wrong statement
- Irrelevant statement

|
|
|

- Repetition
- Analysis
- Interpretation
- Line of Argument

R

A✓

I✓

LOA



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

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

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

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	}26–27
P	LEVEL 3	

MARKING MATRIX FOR ESSAY: TOTAL: 50

PRESENTATION  CONTENT 	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
	Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence used to support the line of argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	Little or no attempt to structure the essay.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20–23	18–19	14–17
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

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

- Question not addressed at all/totally irrelevant content/no attempt to structure the essay = 0
- 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: HOW DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS INFLUENCE SOUTH AFRICAN STUDENTS IN THE 1970s?**

1.1

1.1.1 *[Extraction of evidence from Source 1A - L1]*

- 'African National Congress (ANC)'
- 'Pan Africanist Congress (PAC)'
- 'South African Communist Party (SACP)'
- 'NUSAS'

(any 3 x 1) (3)

1.1.2 *[Extraction of evidence from Source 1A - L1]*

- 'This was a result of a political vacuum that was created by the banning and imprisonment of leaders'
- 'Increasing frustration and marginalisation that black students experienced by mostly white student leadership'

(any 1 x 2) (2)

1.1.3 *[Definition of a historical concept in Source 1A - L1]*

- A philosophy that promoted self-confidence/ assertiveness and pride among black South Africans
- A philosophy which encouraged black South Africans to be independent from other races
- A philosophy that encouraged equality, justice, pride and unity
- Any other relevant response

(any 1 x 2) (2)

1.1.4 *[Interpretation of evidence from Source 1A – L2]*

- Encouraged people to reject any form of discrimination
- Wanted people to assert themselves and resist inferiority (become politically aware and conscientised)
- Encouraged black South Africans to fight against oppression
- Any other relevant response

(any 2 x 2) (4)

1.1.5 *[Interpretation of evidence from Source 1A – L2]*

- SASO held leadership conferences to politically conscientise/unifying black South African students
- SASO taught student's critical social analysis skills
- SASO taught students' organisational skills
- The skills taught at the leadership conference helped students to spread the ideas of Black Consciousness to students at high schools
- Any other relevant response

(any 2 x 2) (4)

1.2

1.2.1 *[Extraction of evidence from Source 1B – L1]*

- 'For a fiery (powerful) speech he delivered at a graduation ceremony attacking Bantu Education'

(1 x 1) (1)

- 1.2.2 *[Interpretation of evidence from Source 1B - L2]*
- Tiro shared his knowledge about BC with Mashinini
 - Tiro encouraged Mashinini not to be subjected to inferiority/not to be treated as a second-class citizen
 - Tiro shared his vision of 'one Azania' with Mashinini
 - Tiro inspired Mashinini with his ideas and 'political thinking'/influenced him to believe that BC would bring about freedom from oppression
 - Mashinini became devoted to the philosophy of BC
 - Any other relevant response (any 2 x 2) (4)
- 1.2.3 *[Extraction of evidence from Source 1B - L1]*
- 'Mozambique in 1974'
 - 'Angola in 1976' (2 x 1) (2)
- 1.3
- 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- 'Began waving a stick and screaming: Away with you'
 - 'We give you three minutes'
 - 'We're going to shoot'
 - 'Pulled out his handgun'
 - 'Fired two shots'
 - 'He signalled and the other policemen started shooting' (any 1 x 2) (2)
- 1.3.2 *[Interpretation of evidence from Source 1C - L2]*
- Sam Nzima was a photo-journalist and reported (registered what happened) on the event as it unfolded
 - To expose the atrocities and brutality of the apartheid regime
 - A journalist ought to be impartial and report on events without emotion
 - Sam Nzima may have been shocked/afraid
 - Any other relevant response (any 2 x 2) (4)
- 1.3.3 *[Extraction of evidence from Source 1C – L1]*
- 'Many began throwing stones at the police'
 - 'Others burned cars and buildings'
 - 'Looted bottle stores' (any 2 x 1) (2)
- 1.4
- 1.4.1 *[Interpretation of evidence from Source 1D – L2]*
- To expose police brutality
 - To expose how the apartheid regime responded to mass protest action
 - To highlight the unity that students of Soweto demonstrated against the imposition of Afrikaans as a medium of instruction
 - To show how the police responded to unarmed children that were fighting for a just cause
 - The event was of national importance/newsworthy
 - To sympathise/empathise with the struggle of black South African students
 - Any other relevant response (any 2 x 2) (4)

1.4.2 *[Ascertain the usefulness of Source 1D – L3]***The source is USEFUL because:**

- It gives first-hand information on what occurred on 16 June 1976
- It contains the iconic photograph that Sam Nzima took of the slain Hector Pieterse being carried by Mbuyisa Makhubu
- It gives you insights as to how the apartheid regime responded (brutality) to protest action by black South African students
- It highlights the solidarity and unity amongst black South African students fighting against the imposition of Afrikaans as a medium of instruction
- It indicates how many students were killed and injured (statistics) during the Soweto Uprising
- Any other relevant response

(any 2 x 2)

(4)

1.5 *[Comparison of evidence in Sources 1C and 1D – L3]*

- Source 1C gives a written account of how Sam Nzima witnessed Mbuyisa Makhubu carrying Hector Pieterse and his sister, Antoinette running alongside them and Source 1D shows the photograph of what actually occurred on 16 June 1976 to Hector Pieterse
- Source 1C states that Sam Nzima took a number of photographs of what occurred on 16 June 1976 including the 'famous one' and in Source 1D we see the evidence of the famous photographs of Hector Pieterse and the crowd that were taken
- In Source 1C Sam Nzima asked the driver to rush the film to the press to be published and in Source 1D we see the photograph that was published as headlines in *The World* newspaper on 16 June 1976
- Any other relevant response

(any 2 x 2)

(4)

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

Candidates could include the following aspects in their response:

- The introduction of the philosophy of Black Consciousness filled a political vacuum that existed when political leaders from the ANC, PAC and SACP were imprisoned (Source 1A)
- SASO was formed to conscientise black South African youth (Source 1A)
- Through the philosophy of Black Consciousness people became aware of their situation and wanted to change it (Source 1A)
- The philosophy of Black Consciousness ensured that South Africans broke the 'yoke of oppression' (Source 1A)
- Black Consciousness activists ensured that black South Africans fought for their liberation (Source 1A)
- Black Consciousness taught students critical social analysis and organisational skills (Source 1A)
- The philosophy of Black Consciousness instilled a sense of unity and pride among black South Africans (own knowledge)
- Tiro was an advocate of Black Consciousness and had a strong influence on Mashinini's political thinking (Source 1B)
- The philosophy of Black Consciousness influenced students to embark on a peaceful march on 16 June 1976 against Afrikaans as a medium of instruction (Source 1B)
- Photo-journalist Sam Nzima captured the events as they unfolded on 16 June 1976 which was influenced by the philosophy of Black Consciousness (Source 1C)
- The Soweto Uprising was a turning point in South Africa's history (own knowledge)
- Outlines how students were influenced by Black Consciousness to stand up for their rights and the impact thereof (Source 1D)
- Black Consciousness promoted unity and solidarity amongst students of Soweto (Source 1D)
- 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 philosophy of Black Consciousness influenced South African students 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 how the philosophy of Black Consciousness influenced South African students 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 how the philosophy of Black Consciousness influenced South African students 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: DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) HELP VICTIMS OF POLITICAL CRIMES TO FIND CLOSURE?2.1.1 *[Extraction of evidence from Source 2A - L1]*

- 'Minister of Justice, Dullah Omar' (1 x 1) (1)

2.1.2 *[Interpretation of evidence from Source 2A – L2]***a) Afrikaners**

- It allayed their fears by mentioning that through the process of the TRC South Africans could come to terms with their past and hence advance the cause of reconciliation by not pursuing retributive justice
- The TRC stressed that its intention was not to conduct a witch-hunt
- It assured that the human rights abuses of the ANC would be investigated
- It provided a forum for the truth to be told and amnesty to be granted
- Any other relevant response (any 1 x 2) (2)

b) The ANC

- Would be afforded the opportunity to present their side of the story regarding human rights abuses
- It provided a forum for the truth to be told and amnesty to be granted
- Any other relevant response (any 1 x 2) (2)

2.1.3 *[Definition of a historical concept in Source 2A - L1]*

- To bring about friendly relations/healing between victim and perpetrator
- Any other relevant response (1 x 2) (2)

2.1.4 *[Extraction of evidence from Source 2A – L1]*

- 'Archbishop Desmond Tutu'
- 'Alex Boraine' (2 x 1) (2)

2.1.5 *[Interpretation of evidence from Source 2A – L2]***Candidates must give a response for perpetrators and victims****Perpetrators:**

- To hear their testimonies
- To make full disclosure/truth telling regarding political crimes that were committed
- Amnesty was granted if full disclosure was made (any 1 x 2)

Victims:

- To hear their stories
- To ensure restorative justice would be granted to bring about healing
- Affected families of human rights abuses were granted reparations
- Any other relevant response (any 1 x 2) (4)

- 2.1.6 *[Extraction of evidence from Source 2A - L1]*
- 'Truth-telling'
 - 'Healing'
- (2 x 1) (2)
- 2.2
- 2.2.1 *[Extraction of evidence from Source 2B - L1]*
- 'A shot rings out and Turner collapses to the floor'
 - 'Assassination'
- (any 1 x 2) (2)
- 2.2.2 *[Interpretation of evidence from Source 2B – L2]*
- Lack of a political will on the part of the present government to investigate the death of Rick Turner
 - No one appeared before the TRC to confess murdering Rick Turner/ the murderer was not identified
 - The apartheid security forces hid the truth regarding the killing of Rick Turner because they were implicated
 - Any other relevant response
- (any 1 x 2) (2)
- 2.2.3 *[Extraction of evidence from Source 2B - L1]*
- 'Biko'
 - 'Neil Aggett'
 - 'Matthew Goniwe'
 - 'Sparrow Mkhonto'
 - 'Ashley Kriel'
- (any 3 x 1) (3)
- 2.2.4 *[Interpretation of evidence from Source 2B – L2]*
- Candidates can choose either NOT SUCCESSFUL or SUCCESSFUL and substantiate their response with relevant evidence.**
- NOT SUCCESSFUL**
- Forty years later Rick Turner's killer is still walking free
 - The TRC hearings did not get any information regarding the killing of Rick Turner
 - The killer responsible for Rick Turner's murder did not appear before the TRC and apply for amnesty
 - Security forces were successful in hiding their involvement in the murder of Rick Turner
 - Any other relevant response
- SUCCESSFUL**
- Candidates must support their answer with relevant evidence** (any 2 x 2) (4)

2.3

2.3.1 *[Extraction of evidence from Source 2C – L1]*

- 'Extreme professionalism, efficiency and had the best assistance in covering up their tracks'
- 'It seems to me that the only people capable of acting in such a way were the members or handle-operatives of the then Bureau of State Security (BOSS) or security police'
- 'Up to now all investigations have led us to the wall of silence surrounding BOSS and the security police'

(any 2 x 1)

(2)

2.3.2 *[Ascertaining the usefulness of Source 2C – L3]***The source is USEFUL because:**

- It gives first-hand information about the circumstances under which Rick Turner was killed
- It mentions that Jann Turner appeared before the TRC regarding the death of her father, Rick Turner in 1996
- It informs the researcher that Jann Turner appeared before the TRC to try and find out who killed her father
- It mentions that the Durban Murder and Robbery Unit were unable to solve who killed Rick Turner
- It implicates BOSS in the assassination of Rick Turner
- It also implicates the ANC in the killing Rick Turner
- Any other relevant response

(any 2 x 2)

(4)

2.4 *[Comparison of evidence in Sources 2B and 2C - L3]*

- Sources 2B and 2C are similar because they indicate that the killers of Rick Turner were never found
- Both Sources 2B and 2C implicate BOSS and the security police in the assassination of Rick Turner
- Sources 2B and 2C are similar because they outline Jann Turner's role in trying to find out who killed her father
- Both Sources 2B and 2C indicate that the TRC was unable to identify the killers of Rick Turner
- Any other relevant response

(any 2 x 2)

(4)

2.5

2.5.1 *[Interpretation of evidence in Source 2D – L2]*

- The mandate of the TRC was to reconcile (to heal) both victims and perpetrators and not to seek retributive justice and to encourage perpetrators to tell the truth
- The mandate of the TRC was to ensure restorative justice and bring about healing and reconciliation amongst all South Africans, therefore retributive justice was left out
- Retributive Justice would lead to division and disunity among black and white South Africans
- Any other relevant response

(any 2 x 2)

(4)

2.5.2 *[Interpretation of evidence in Source 2D – L2]*

- Security police that were implicated in the assassination of Rick Turner had their headquarters at Vlakplaas
- At Vlakplaas a number of political activists were interrogated, tortured and killed
- Any other relevant response (any 1 x 2) (2)

- 2.6 *[Interpretation, evaluation and synthesis from relevant sources – L3]*
Candidates could include the following aspects in their response:

Candidates must take a stance and explain whether the TRC helped families of victims to find closure

DID NOT HELP VICTIMS TO FIND CLOSURE

- The objective of the TRC was to enable South Africans to come to terms with their past (Source 2A)
- Forty years since Rick Turner's death and no one has been held accountable for his death (Source 2B)
- The release of Section 29 hearings did not identify the killer of Rick Turner (Source 2B)
- BOSS and the security police were not brought to book and to account for Rick Turner's killing (Source 2C)
- The evidence depicted by the cartoon suggests that the family of Rick Turner did not get closure (Source 2D)
- The TRC failed families of victims because it did not have the power to subpoena perpetrators of crimes that were committed (own knowledge)
- There is a lack of political will to get perpetrators to account for the political killings that occurred (own knowledge)
- The TRC failed families of victims because there was no accountability or responsibility for the murders that occurred (own knowledge)
- Any other relevant response

OR

HELPED VICTIMS TO FIND CLOSURE

- The TRC encouraged truth telling and healing (Source 2A)
- Full disclosure of atrocities committed would bring about healing (Source 2A)
- The TRC provided a platform for victims to speak the truth as they have experienced it (Source 2A)
- The TRC emphasised that perpetrators should reveal the truth about the human rights violations that were committed (Source 2A)
- The TRC was prepared to listen to testimonies of both victims and perpetrators (Source 2A)
- The TRC helped families such as Mtimkulus' to find closure (own knowledge)
- Some families received reparations (own knowledge)
- Some families felt relieved and could find the remains of loved ones and find closure (own knowledge)
- In 2018 the Timol family was successful in hearing the truth about how Ahmed Timol died (own knowledge)
- During the TRC hearings some of the truth surfaced such as the death of Nokuthula Simelane (own knowledge)
- In some cases, perpetrators sought forgiveness and provided families with answers (own knowledge)
- The TRC led by Tutu and Boraine made an attempt to help victims of political crimes to find closure (Source 2B)
- 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 whether the Truth and Reconciliation Commission (TRC) helped victims of political crimes to find closure. • 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 whether the Truth and Reconciliation Commission (TRC) helped victims of political crimes to find closure. • 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 whether the Truth and Reconciliation Commission (TRC) helped victims of political crimes to find closure. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS 6–8

(8)
[50]

QUESTION 3: HOW DID GLOBALISATION CONTRIBUTE TO JOB LOSSES IN SOUTH AFRICA'S CLOTHING AND TEXTILE INDUSTRY AFTER 1990?**3.1.1** *[Definition of a historical concept in Source 3A - L1]*

- Globalisation means that countries are becoming more interdependent and that people all over the world are more connected to each other
- Globalisation refers to an interconnectedness amongst various economic, political, technological and cultural spheres
- Any other relevant response

(any 1 x 2) (2)

3.1.2 *[Extraction of evidence from Source 3A – L1]*

- 'It directly employs 127, 000 people'
- 'Approximately 20% more people than the automotive and component sector'
- 'The livelihoods of many working class people depended on the industry's survival'

(any 1 x 2) (2)

3.1.3 *[Interpretation of evidence from Source 3A - L2]*

- China's clothing and textile import costs are cheaper than the local manufacturers
- Local clothing and textile products were not priced competitively as compared to those that were imported from China
- Local consumers started to purchase cheaper imported products from China
- The demand for local clothing and textile products decreased over the years
- Local clothing and textile factories were forced to retrench thousands of workers because of a lack of demand
- Hundreds of local clothing and textile factories were closed because of a lack of profitability
- The removal of protective tariffs made it easy for cheap Chinese goods to enter South Africa affecting the local industries
- Any other relevant response

(any 2 x 2) (4)

3.1.4 *[Extraction of evidence from Source 3A - L1]***(a) Large firms**

- 'By attracting investment to update machinery and processes'
- 'Productivity improved'
- 'Clothing exports increased'
- 'Reduced levels of employment'

(any 1 x 1) (1)

(b) Small and Medium Enterprises

- 'Struggled the most'
- 'Unable to attract the necessary investment'
- 'Without being able to increase production'

(any 1 x 1) (1)

3.2

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

- 'rising labour' (costs)
- 'raw materials' (costs)
- 'factory rental costs'
- 'an increase of illegally imported goods' (any 3 x 1) (3)

3.2.2 *[Interpretation of evidence from Source 3B - L2]*

- Labour costs according to SACTWU have kept pace with inflation
- Labour costs have not skyrocketed and therefore did not contribute to job losses in the clothing and textile industry
- Labour costs were kept at a minimum (6% in 2000 and 1,87% in 2001)
- Any other relevant response (2 x 2) (4)

3.2.3 *[Ascertaining the usefulness of evidence from Source 3B – L3]***The source is USEFUL because:**

- It highlights the reasons for the closure of clothing and textile factories
- It outlines the impact that globalisation has had on the clothing and textile industry
- The different views of the Cape Clothing Association and SACTWU are given regarding the reasons for job losses in the clothing and textile industry
- It highlights how tariffs, trade agreements and illegal imports as well as dumping were the main reasons for job losses in the industry
- Any other relevant response (any 2 x 2) (4)

3.3

3.3.1 *[Interpretation of information from Source 3C - L2]*

- The poster conveys a message that clothing factories must be saved from closure
- The poster portrays a worker busy making clothes that were produced in South Africa
- The poster appeals to the South African consumers to buy South African clothing
- The poster shows a concerned factory worker whose job may be at risk because of the impact of globalisation
- The poster was produced by COSATU to highlight the situation in the clothing and textile industry
- Any other relevant response (any 2 x 2) (4)

3.3.2 *[Interpretation of information from Source 3C - L2]*

- COSATU wanted to show the plight of clothing and textile workers (to prevent workers from losing their jobs)
- COSATU shows its support for workers who were at risk of facing unemployment if clothing factories were closed
- COSATU states that factories should not to be closed
- COSATU highlights that clothes must be produced in South Africa
- Any other relevant response (any 2 x 2) (4)

3.4 *[Comparison of evidence in Sources 3B and 3C – L3]*

- Source 3B states that globalisation caused job losses in the clothing and textile industry and Source 3C shows how globalisation has affected the South African clothing and textile industry
- Source 3B outlines that jobs were lost in the clothing and textile industry and Source 3C depicts how COSATU responded to job losses
- Source 3B indicates how the South African clothing industry was affected by the job losses and Source 3C shows a factory worker displaying garments that are 'Made in South Africa'
- Any other relevant response

(any 2 x 2) (4)

3.5

3.5.1 *[Extraction of evidence from Source 3D- L1]*

- 'New jobs'
- 'Greater opportunities'
- 'Increased productivity'

(3 x 1) (3)

3.5.2 *[Extraction of evidence from Source 3D - L1]*

- 'Government support for the industry'
- 'The Union's active campaign for jobs'
- 'The government advocating the greening of the industry to make it more sustainable'
- 'SACTWU campaign to 'buy South African''
- 'SACTWU agreements with major companies and institutions to support the local industry'

(any 2 x 1) (2)

3.5.3 *[Interpretation of information from Source 3D - L2]*

- The campaign was an effort to prevent factories from closing its doors
- To prevent workers from being retrenched/fired
- To address the unemployment of workers in South Africa's clothing and textile industry/to uplift the local community
- To urge South Africans to buy locally produced clothing instead of cheap imports to boost the local economy
- To revive the local clothing and textile industry
- 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

- Globalisation had a negative impact on South Africa's clothing and textile industry (Source 3A)
- Large clothing and textile factories had to retrench workers because of globalisation (Source 3A)
- Small and Medium Enterprises struggled to sustain their businesses and had to close their doors (Source 3A)
- Globalisation contributed to 19 companies in Cape Town closing their doors which led to 2 249 factory workers being retrenched (Source 3B)
- The closure of clothing and textile factories led to 33 963 workers losing their jobs in South Africa (Source 3B)
- The Cape Clothing Association stated that 140 companies closed their doors (Source 3B)
- Many clothing and textile companies had to relocate to the former homelands or southern African states because of cheaper operating costs (Source 3B)
- SACTWU attributed job losses to government's tariff programmes, trade agreements, illegal imports and dumping of cheap goods (Source 3B)
- South Africa experienced falling production levels between 2000 and 2015 (Source 3D)
- Cheap Chinese imports contributed significantly to the decrease of employment of workers in the clothing and textile industry (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 in explaining how globalisation contributed to job losses in South Africa's clothing and textile industry after 1990. • 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 in explaining how globalisation contributed to job losses in South Africa's clothing and textile industry after 1990. • Uses evidence in a very basic manner to write a paragraph.	MARKS 3–5
LEVEL 3	• Uses relevant evidence e.g. demonstrates a thorough understanding in explaining how globalisation contributed to job losses in South Africa's clothing and textile industry after 1990. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS 6–8

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 critically discuss how intense pressure from international anti-apartheid organisations led to the political transformation in South Africa in the 1980s.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

- **Introduction:** Candidates need to state how the various forms of resistance by the international anti-apartheid organisations contributed to the political transformation in South Africa in the 1980s.

ELABORATION

- Reasons for the intense pressure from the Anti-Apartheid Movement (AAM) in the 1970s and 1980s in response to PW Botha's reforms in South Africa (Brief background)
- IAAM (Irish Anti-Apartheid Movement) formed by Kader Asmal
- In the 1980s the 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:** In 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/1985 USA 'Artists United against Apartheid'/refused to perform in South Africa and raised money for liberation movements/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 country to disinvest in SA / By 1984 foreign investments in South Africa dropped by 30% / By 1980 Britain already disinvested from the 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 (which implied that workers of all USA companies should be treated equally) formed the basis for the disinvestment campaign in South Africa in the 1980s / Student protests in 1980s sparked withdrawal of the USA trading companies / 1982 United Nations (UN) condemned apartheid and called for total sanctions against SA
 - In 1985 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 doing business in SA / USA threatened to stop the sale of weapons to SA / In 1986 Anti-Apartheid Law of USA led to some European countries and Japan to introduce sanctions against SA / International banks lost confidence in SA's economy
 - In 1987 Israel voted not to extend its existing defence contracts with SA / In 1988 one fifth of British and 184 American companies withdrew from SA because of pressure from its shareholders / Barclays Bank sold their shares due to pressure of the British public / The SA economy declined substantially and grew at a mere 1.1% per annum
- **The Role of International Trade Unions:** The AAM imposed a trade ban on 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** Wembley Stadium / United Nations / UN Security Council and UN General Assembly called for the release of Nelson Mandela
- **The role of Front-Line States** – provided bases for training of freedom fighters; condemned South Africa's apartheid policies at the UN
- 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 indicate whether they agree or disagree with the statement. If they agree with the statement, they need to explain how Nelson Rolihlahla Mandela was singlehandedly responsible for the birth of a free and democratic South Africa. If they disagree with the statement, they need to support their line of argument.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

- Introduction: Candidates need to take a stance and indicate whether Nelson Mandela was singlehandedly responsible for South Africa becoming a free and democratic country in 1994.

ELABORATION

- De Klerk comes to power in 1989
- De Klerk's speech in parliament on 2 February 1990
- Unbanning of the political and civic organisations, such as the ANC and SACP
- The removal of restrictions on COSATU, AZAPO, etc.
- Release of Nelson Mandela from prison in February 1990
- Groote Schuur Minute, 2 May 1990 (ANC and NP met, ANC delegation led by Nelson Mandela, NP delegation led by FW De Klerk)
- Apartheid legislation revoked, such as the Separate Reservation of Amenities Act
- Violence in the Vaal Triangle
- Pretoria Minute, 6 August 1990 (ANC agreed to suspend the armed struggle)
- Meeting of political parties - CODESA 1 (20 December 1991)
- Violence erupts in some parts of the country, such as the Witwatersrand and Natal
- The Declaration of Intent
- Whites-only referendum and its impact (March 1992)
- 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
- On-going violence on commuter trains on the Rand
- Boipatong massacre and its consequences (17 June 1992)
- Nelson Mandela's role in leading the call for rolling mass action against the National Party
- Bhishe massacre (Gqozo) and its effects on the process of negotiations (7 September 1992)
- Record of Understanding – Meyer and Ramaphosa
- Multiparty negotiating Forum
- Right-wing attack of the World Trade Centre and its consequences
- Assassination of Chris Hani (10 April 1993)
- Sunset Clause introduced by Joe Slovo broke the negotiations deadlock
- Date for the first democratic elections set (27-29 April 1994)
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

If candidates disagree with this statement, they need to support their line of argument with relevant evidence.

[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 the fall of the Berlin Wall in 1989 paved the way for the National Party and the African National Congress to begin talks. They should refer to the relevant events that transformed the political situation in South Africa between 1989 and 1990.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- Introduction: Candidates should indicate to what extent the fall of the Berlin Wall paved the way for both the National Party and the African National Congress to start talks with each other and how these talks led to political changes in South Africa.

ELABORATION

- The Soviet Union disintegrated by the end of 1989 (Glasnost and Perestroika)
- The Soviet Union no longer regarded as a super power
- Communism was no longer seen as a 'global threat'
- The fall of the Berlin Wall in 1989 and its impact
- Changes in the world politics and its impact on South Africa's apartheid reforms
- The apartheid regime could no longer use communism to justify its policy of racial segregation
- The National Party's claim that it was protecting South Africa from a communist onslaught became unrealistic
- The USA and its allies could no longer continue to support the apartheid regime
- The collapse of the USSR also influenced the ANC to change its stance
- The ANC experienced economic and ideological challenges
- The collapse of the Soviet Union put pressure on both the National Party and the ANC to begin negotiations
- External support for both the National Party and the ANC was fading and negotiations seemed like the best option for both sides
- The Battle of Cuito Cuanavale spurred the National Party to start negotiations with communist over the independence of Namibia made it easier for them to talk the ANC
- The Western world supported the move that South Africa should resolve its problems peacefully and democratically
- It became evident that the National Party government could not maintain white supremacy indefinitely
- Influential National Party members started to realise that apartheid was not the answer to the needs of white capitalist development
- There was no doubt that the continued repression of black South Africans would not ensure political stability
- The government started to believe that reform needed to include the development of a strong black middle class which would act as a 'bulwark against revolution'

- The security forces and state of emergencies had not stopped township revolts
 - 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 struggle against apartheid was not a conspiracy directed from Moscow
 - This enabled De Klerk to engage with the liberation organisations to find a lasting solution for South Africa
 - On 2 February 1990 De Klerk announced the unbanning of all anti-apartheid organisations which paved the way for talks
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

If candidates explain to a lesser extent, they need to support their line of argument with relevant evidence.

[50]

TOTAL: 150