



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

**HISTORY P2
EXEMPLAR 2008
MEMORANDUM**

TIME: 3 hours

MARKS: 150

This memorandum consists of 27 pages.

1. SOURCE-BASED QUESTIONS

1.1 The following Learning Outcomes and Assessment Standards were used to assess candidates in this question paper:

Learning Outcomes	Assessment Standards The ability of the learner to:
Learning Outcome 1 (Historical enquiry)	1. Formulate questions to analyse concepts for investigation within the context of what is being studied. (Not for examination purpose). 2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purpose). 3. Interpret and evaluate information and data from sources. 4. Evaluate the usefulness of the sources for the task, taking into account stereotypes, subjectivity and gaps in the available evidence.
Learning Outcome 2 (Historical concepts)	1. Analyse historical concepts as social constructs. 2. Examine and explain the dynamics of changing power relations within the societies studied. 3. Compare and contrast interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events.
Learning Outcome 3 (Knowledge construction and communication)	1. Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data. 2. Synthesise information to construct an original argument using evidence to support the argument. 3. Sustain and defend a coherent and balanced argument. 4. Communicate knowledge and understanding in a written form.

1.2 The following levels of questions were used to assess source based questions.

LEVELS OF SOURCE-BASED QUESTIONS	
LEVEL 1 (L 1)	<ul style="list-style-type: none"> • Extract relevant information and data from the sources. • Organise information logically. • Explain historical concepts.
LEVEL 2 (L 2)	<ul style="list-style-type: none"> • Categorise appropriate or relevant source of information provided to answer the questions raised. • Analyse the information and data gathered from a variety of sources. • Evaluate the sources of information provided to assess the appropriateness of the sources for the task.
LEVEL 3 (L 3)	<ul style="list-style-type: none"> • Interpret and evaluate information and data from the sources • Engage with sources of information evaluating the usefulness of the sources for the task taking into account stereotypes, subjectivity and gaps in the evidence available. • Analyse historical concepts as social constructs. • Examine and explain the dynamics of changing power relations within the aspects of societies studied. • Compare and contrast interpretations and perspectives of peoples' actions or events and changes to draw independent conclusions about the actions or events. • Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data.

1.3 The following table indicates how to assess source based questions.

<ul style="list-style-type: none"> • In marking all 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 addressing the requirements of the question. • In these marking guidelines the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

2. EXTENDED WRITING

2.1 The extended writing questions focus on one of the following levels:

LEVELS OF QUESTIONS
Level 1 <ul style="list-style-type: none">• Discuss or describe according to a given line of argument set out in the extended writing question.• Plan and construct an argument based on evidence, using the evidence to reach a conclusion.
Level 2 <ul style="list-style-type: none">• Synthesise information to construct an original argument using evidence to support the argument.• Sustain and defend a coherent and balanced argument with evidence.• Write clearly and coherently in constructing the argument.

2.2 Marking of extended writing




- **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 EXTENDED WRITING MARKING GUIDELINE**
- **IN ASSESSING THE OPEN ENDED SOURCE-BASED QUESTIONS CANDIDATES SHOULD BE GIVEN CREDIT FOR ANY OTHER RELEVANT RESPONSE**

Global assessment of extended writing

The extended writing will be assessed holistically (globally). This approach requires the educator to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion through 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. It will also discourage learners to prepare "model" answers and reproduce them without taking into account the specific requirements of the question. Holistic extended writing marking credits learners' opinions. 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; and
- the learner's interpretation of the question.

Assessment procedures of extended writing

1. Keep the synopsis in mind when assessing the extended writing.
2. During the first reading of the extended writing ticks need to be awarded for a relevant introduction (indicated by a bullet in marking guideline/ memorandum) each of the main points/aspects that is properly contextualised (also indicated by bullets in marking guideline/ memorandum) and a relevant conclusion (indicated by a bullet in marking guideline/ memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.
3. The following additional symbols can also be used:
 - introduction, main aspects and conclusion not properly contextualised 
 - wrong statement 
 - irrelevant statement 
 - repetition **R**
 - analysis **A**✓
 - interpretation **1**✓

4. The first reading of an extended writing will also be to determine to what extent the main aspects have been covered and to allocate the content level (on the matrix).

C	LEVEL 4	

5. The second reading of an extended writing will relate to the level (on the matrix) of presentation.

C	LEVEL 4	
P	LEVEL 5	

6. Allocate an overall symbol and mark with the use of the matrix.

C	LEVEL 4	
P	LEVEL 5	19

The matrix

The criteria according to which the extended writing will be assessed are organised within a matrix and the matrix will be used to allocate a mark to an extended writing. Both the content and presentation axes are divided into seven competency levels. Each with criteria that will be used to assess an extended writing. (See overleaf)

Grade 12 extended writing matrix: Total Marks: 30

	LEVEL 7 Very well planned and structured. Good synthesis of information. Constructed an argument Well balanced argument. Sustained and defended the argument throughout.	LEVEL 6 Well planned and structured Synthesis of information Constructed an original argument. Well - balanced, independent argument. Sustained and defended the argument.	LEVEL 5 Writing structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	LEVEL 4 Planned and constructed an argument. Evidence used to support. Reached independent conclusion. Conclusion not clearly supported by evidence.	LEVEL 3 Plans and constructs an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	LEVEL 2 Attempts to structure the answer. Largely descriptive/ some attempt at developing an argument.	LEVEL 1 Little analysis and historical explanation. No structure.
PRESENTATION							
CONTENT							
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	27-30	24-26					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	24-26	23	21-22				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		21-22	20	18-19			
LEVEL 4 Question recognisable in answer. Some omissions/ irrelevant content selection.			18-19	17	15-16		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				15-16	14	12-13	
LEVEL 2 Sparse content. Question inadequately addressed					12-13	11	9-10
LEVEL 1 Question not answered. Inadequate content. Irrelevant						9-10	0-8

QUESTION 1: HOW DID THE COLLAPSE OF THE SOVIET UNION CONTRIBUTE TO THE ENDING OF APARTHEID IN SOUTH AFRICA?

1.1

1.1.1 *[Extraction and explanation of evidence from Source 1A – L1 – LO1, AS1; LO2, AS2]*

- They were surprised and taken aback by the suddenness of the announcements
- Relief and admiration for their courage and decisiveness (2 x 1) (2)

1.1.2 *[Compare and contrast interpretations from Source 1A – L3 – LO2; AS2, 3]***Similarities**

- De Klerk and Gorbachev both embarked on policies of reform
- In both SA and Russia there was a sense of trauma, excitement and disbelief
- In SA there was an end to apartheid, while in Europe the Berlin Wall had collapsed

Differences

- Gorbachev did not expect to lose parts of Eastern Europe
- Gorbachev did not expect reforms would lead to the collapse of communism and the breaking up of the Soviet Union while
- De Klerk did not expect black majority rule in SA
- De Klerk did not expect the end of Afrikaner nationalism (any 3 x 2) (6)

1.1.3 *[Interpretation and evaluation of evidence from Source 1A– L2- LO1, AS3,4]*

- No, both De Klerk and Gorbachev did not expect the consequences of their actions
- Both De Klerk and Gorbachev thought they would stay in power (1 x 2) (2)

1.1.4 *[Interpretation, evaluation and synthesis of evidence from Source 1A-L2-LO1, AS3,4]*

- In 1989 it brought an end to communist rule in Russia and saw the birth and development of democracy; the cold war between the USA and Russia ended
- In 1990 it brought about an end to white minority rule and apartheid in South Africa which meant international relations would be normalised
- Any other relevant point (any 2 x 2) (4)

1.2

1.2.1 *[Interpretation and evaluation of evidence from Source 1B – L1, 2 – LO1; AS3; LO2; AS2]*

- International pressure
- Gorbachev's decision to end communist rule in Russia
- Sanctions and economic pressure on South Africa
- Internal pressure (any 3 x 1) (3)

1.2.2 *[Interpretation of evidence in Source 1B – L2 –LO1, AS1; LO2, AS2, 3]*

- South Africa was facing an economic crisis and business community were concerned
- Business put pressure on De Klerk to change his government's policies
- South Africa at the crossroads i.e. change or be changed (any 1 x 2) (2)

1.3

1.3.1 *[Extract and interpret evidence from Source 1C – L1 – LO1; AS3]*

- Negative impact
- Financial and moral support from the USSR ended (1 x 2) (2)

1.3.2 *[Analysis and interpretation of evidence from Source 1C– L2, 3 – LO1; AS3; LO2; AS2]*

- De Klerk felt that the ANC was weak because of the lack of financial and moral support from the USSR
- The ANC would be crippled and will have to negotiate from a position of weakness (1 x 2) (2)

1.3.3 *[Interpretation of evidence from Source 1C – L3 – LO3; AS2]*

Yes

- ANC would not be influenced by Russia and communism
- Russia would not support the ANC
- Changes showed that communism failed therefore there was no reason to fear communism
- End of Russia's global dominance
- De Klerk felt he could now manipulate the ANC and would be able to control SA in the future
- Any other relevant answer

If a learner states No as a response - valid substantiation must be provided

(any 2 x 2)(4)

1.4

1.4.1 *[Interpretation and analysis of evidence from Source 1D – L1 – LO1; AS3]*

- Unbanned political organisations
- Scrapped offensive apartheid legislation
- Released political prisoners
- Any other relevant point (any 1 x 2) (2)

1.4.2 *[Interpretation and analysis of evidence from Source 1D – L3 – LO3; AS2]*

- De Klerk realised that the fall of communism would weaken the ANC
- Use this opportunity to work with, manipulate and control the ANC (1 x 2) (2)

1.4.3 *[Compare and contrast interpretations from Source 1D – L3 – LO2; AS2/3]*

Candidates should outline the differences between De Klerk and PW Botha separately or together

De Klerk

- Preferred to negotiate with the black majority
- Wanted to establish a system of power sharing
- Hoped to preserve white minority power in South Africa
- Wanted to ensure the perpetuation of white control and privilege
- Any other relevant response

PW Botha

- Implemented piecemeal reforms
- Tri-cam system of power sharing
- White power would be entrenched
- Did not entertain black majority rule
- Any other relevant response (any 2 x 2) (4)

1.4.4 [Analyse and interpret information from Source 1D – L2 – LO1; AS3, LO2; AS2/3]

- (a) Nelson Mandela - felt that De Klerk was not really interested in freeing black South Africans
De Klerk wanted to create a system of power sharing which would entrench white minority rule in South Africa
- (b) Van Zyl Slabbert – felt that De Klerk did not understand the magnitude of his decision
De Klerk assumed that he would influence South Africa's political future (any 2 x 2) (4)

1.5 [Interpretation, analysis and synthesis of evidence from all sources - L2 – LO1 (AS3, 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]

Candidates should focus on the following aspects in their response:

- Reasons for the end of communist rule in Eastern Europe
- Impact of this decision on world politics
- South African government reaction to the ending of communist rule in Eastern Europe
- De Klerk's reaction and response
- De Klerk's strategy and plan regarding South Africa
- Impact of the decision on South African politics
- Any other relevant point

Use the following to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Cannot extract evidence or extract evidence from the sources in a very elementary manner • Use evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic • Use evidence from sources in a very basic manner 	Marks: 2 – 4
LEVEL 3	<ul style="list-style-type: none"> • Extract relevant evidence from the sources • Extracted evidence – relates well to the topic • Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 4 - 6

(6)

1.6 EXTENDED WRITING**1.6.1** *[Analysis, synthesis and the ability to construct a coherent argument based on evidence – L1-3 – LO 2; AS 2,3; LO3; AS1,2, 3 &4]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should explain how the Soviet Union influenced De Klerk's in making that historical statement on 2 February 1990 which changed South Africa's political destiny.

MAIN ASPECTS

- Introduction: Candidates should state how De Klerk was influenced by the collapse of the Soviet Union and indicate how they intend supporting their argument.

ELABORATION

- Reasons for the collapse of the Soviet Union (broad outline)
- Influence of the Soviet collapse on De Klerk actions
- De Klerk's decision to unban political parties and release political prisoners
- Process of negotiations - bringing together adversaries (e.g. Grootte Schuur Minute, the Pretoria Minute, CODESA I & II, Whites-only referendum)
- Transitional Executive Council
- Transition not peaceful e.g. the emergence of COSAG, violence in Boipatong, Natal and elsewhere, right wing activities and the role of APLA, death of Chris Hani
- Political power play; clash of personalities (Mandela - De Klerk; Buthelezi; right-wing organisations) – impact on the process of transition
- Majority vs. minority rule – one man one vote
- Strengthening of negotiations - emergence of democracy (role of Cyril Ramaphosa and Roelf Meyer) compromise and commitment
- The first democratic election of April 1994
- Conclusion: Candidates should tie up their argument by showing how this statement by De Klerk changed South Africa's political destiny. **(30)**

Use the matrix on page 6 in this document to assess this extended writing

1.6.2 *[Interpretation, analysis and synthesis of evidence from all sources- L1- 3 – LO 2; AS 2, 3; LO3; AS1, 2, 3 &4]*

SYNOPSIS

Candidates should demonstrate how they use their own knowledge and the information from the sources to either agree or disagree with the statement. Candidates should support their line of argument with appropriate and relevant historical evidence.

MAIN ASPECTS

- Introduction: Candidates should focus on whether apartheid ended because of De Klerk or because of the collapse of the Soviet Union.

ELABORATION

- Reasons for the collapse of the Soviet Union
- Whether the collapse of the Soviet Union had an influence on the South Africa
- Focus on De Klerk's political courage, confidence and leadership in unbanning political prisoners and parties
- De Klerk's 2nd February 1990 speech – outline its significance
- Impact of his speech locally and internationally
- Role in the process of negotiations (e.g. Grootte Schuur Minute, the Pretoria Minute, CODESA I & II, Whites-only referendum)
- Established the Transitional Executive Council
- Transition not peaceful e.g. the emergence of COSAG, violence in Boipatong, Natal and elsewhere, right wing activities and the role of APLA, death of Chris Hani
- De Klerk's leadership in dealing with crisis of especially 1993
- Strengthening of negotiations - emergence of democracy (role of Cyril Ramaphosa and Roelf Meyer) compromise and commitment
- The first democratic election of April 1994 Any other relevant point
- Conclusion: Candidates should tie up their response by focusing on whether it was De Klerk who ended apartheid or was it because of the collapse of the Soviet Union. (30)

Use the matrix on page 6 in this document to assess this extended writing [75]

QUESTION 2: HOW DID THE COLLAPSE OF THE SOVIET UNION IMPACT ON THE AFRICAN STATES LIKE ZAIRE (NOW THE DEMOCRATIC REPUBLIC OF CONGO)?

2.1

2.1.1 *[Extraction of evidence from Source 2A – L1 – LO1; AS3]*

- The Cold war ended
 - Russia reduced her influence in Africa
 - Donor countries were now reluctant to grant loans to Africa
 - Heavily dependent on friendly countries e.g. Soviet Union for support
- (any 2 x 2) (4)

2.1.2 *[Analyse historical concepts from Source 2A- L1- LO2; AS1]*

- End of the Cold War impacted on Africa
 - Western countries had no vested interests in Africa
 - Financially it was not beneficial
 - Africa was no longer the focus
 - Re-building of Eastern Europe
 - Any other relevant response
- (any 2 x 2) (4)

2.1.3 *[Explanation of concepts from Source 2B – L1 – LO2; AS2, 3]*

- (a) Democracy- is a government elected by the people for the people. Elections are to be free and fair
- (b) Free market- an economic principle based on democracy which gives investors opportunities to invest in the country where there is good democratic governance and no fear of nationalisation or state control
- (2 x 2) (4)

2.1.4 *[Interpret and analyse information from Source 2A – L2 – LO1; AS3]*

- Africa should promote democracy and human rights
 - Effective and honest governance
 - Free market system
 - Liberal political and economic systems
 - Any other relevant response
- (any 2 x 2) (4)

2.1.5 *[Interpret and analyse information from Source 2A – L2 – LO1; AS3]*

- The West imposed pre-conditions on Africa's development plans
 - It made it mandatory that African governments follow a democratic model of governments and base their economies on a free market system
 - If African countries did not conform (e.g. Zimbabwe) they faced an economic and political isolation
 - Any other relevant response
- (2 x 2) (4)

2.2

2.2.1 *[Interpret and evaluate evidence from Source 2B – L1 – LO1; AS3; LO2; AS2]*

- The West and the UNO conspired in killing Lumumba
- Mobutu the new leader of Congo was a stooge of the USA
- Mobutu was a lackey of the West
- Political and economic emancipation was stifled by Western interference
- The West used Mobutu to perpetuate the Cold War against Russia
- Any other relevant point (any 1 x 2) (2)

2.2.2 *[Interpretation of evidence from Source 2B – L1 – LO1; AS3; LO2; AS2]*

- It reflected the politics of power with each new leader of Zaire
- New leaders wanted to entrench their authority
- Any other relevant point (1 x 2) (2)

2.3.1 *[Extraction of evidence from Source 2C – L1-LO1; AS3]*

- Congo contained a vast reservoir of raw materials which neighbouring countries desired/wanted (1 x 2) (2)

2.3

2.3.2 *[Interpretation and analyse evidence from Source 2C – L2 – LO1; AS 3]*

- South Africa facilitated the process of negotiations which were held at Sun City (1 x 2) (2)

2.3.3 *[Interpretation and analysis of evidence from Source 2C – L2 – LO1; AS3/4]*

- Cartoonist is accurate in the depiction of events in Africa – shows how Africa is discarding colonial rule in the 1950s (1 x 2) (2)

2.4

2.4.1 *[Extract, analyse and interpret evidence from Sources 2D-L3- LO1; AS3; LO2; AS2, 3]*

- Shows them as being stooges of the USA
- Both Mobutu and Kabila were being controlled and influenced by the USA (any 1 x 3) (3)

2.4.2 *[Interpret and analyse evidence from Source 2D – L2 – LO1; AS3]*

- To show that the USA had a controlling influence in the affairs of Africa
- To show that the leaders of Africa listened to and followed policies that were prescribed by the USA
- To highlight that African leaders cannot think for themselves (any 1 x 2) (2)

2.4.3 *[Evaluate the usefulness of Source 2D – L2 – LO1; AS4]*

- Not useful, you need written sources as well
- Other perspectives and views should also be included so that a historian gets a balanced and unbiased perspective
- Any other relevant point

The following rubric should be used in the marking of the question on the usefulness of the source/s

LEVEL 1	Does not understand or partially understands the term usefulness and does not have the ability to establish the usefulness of the source(s).	0 – 1 marks
LEVEL 2	Understands the term usefulness and is able to establish the usefulness of the source(s) to a certain extent.	2 – 3 marks
LEVEL 3	Understands how and has the ability to establish the usefulness of the source(s). The candidate uses this ability to come to a clear and sound conclusion about the usefulness of the source(s).	4 marks

(4)

2.5 [Interpretation, analysis and synthesis of evidence from all sources - L2 – LO1 (AS3, 4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]

Candidates should focus on the following aspects in their response:

- Factors leading to the Congo's independence
- Patrice Lumumba's role as Congo's first Prime Minister
- Assassination of Lumumba
- USA role and influence
- Mobutu's role as Zaire's leader
- The impact of the Cold War on Zaire
- Any other relevant point

Use the following to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Cannot extract evidence or extract evidence from the sources in a very elementary manner • Use evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic • Use evidence from sources in a very basic manner 	Marks: 2 – 4
LEVEL 3	<ul style="list-style-type: none"> • Extract relevant evidence from the sources • Extracted evidence – relates well to the topic • Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 4 - 6

(6)

(45)

2.6 EXTENDED WRITING

2.6.1 *[Analysis, synthesis and the ability to construct a coherent argument based on evidence – L1- 3 – LO 2; AS 2,3; LO3; AS1, 2, 3 &4]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should take a specific stance and support that line of argument with relevant substantiation. Responses should focus on the collapse of the USSR and how this affected the Congo between 1997 and 2003.

MAIN ASPECTS

- Introduction: Candidates should indicate their viewpoint and show how they intend supporting it.

ELABORATION

- Focus on Cold War in the Congo (USA vs. USSR) – broad outline
 - The impact of the Cold War on the Congo
 - The end of the Cold War
 - Impact of the ending of the Cold War on Congo
 - Focus on the political, social and economic consequences that the Congo faced after the Cold War
 - Change in leadership and the advent of democratic rule in the Congo
 - Focus on the positive and negative consequences of democratic rule in the Congo
 - Any other relevant point
- Conclusion: Candidates should tie up their argument by focusing on the impact of the ending of the Cold War on Congo. (30)

Use the matrix on page 6 in this document to assess this extended writing

2.6.2 *[Analysis, synthesis and the ability to construct a coherent argument based on evidence – L1- 3 – LO 2; AS 2,3; LO3; AS1,2, 3 &4]*

Candidates should include the following aspects in their response:

SYNOPSIS

In writing this article candidates need to indicate the influence the USSR had on the Congo's political and economic state of affairs. They also need to highlight how the end of the Cold War impacted on Congo's political and economic developments.

MAIN ASPECTS

Introduction: Candidates should highlight how Congo became heavily reliant on Russia for economic and military support.

ELABORATION

- Outline the USSR's economic and political influence in Congo
- Focus on Congo's reliance on the USSR for support
- The ending of the Cold War
- The impact of the end of the Cold War on Congo
- Political and economic instability in Congo
- Any other relevant point

Conclusion: Candidates should tie up their argument by highlighting how the end of the Cold War affected Congo. (30)

Use the matrix on page 6 in this document to assess this extended writing [75]

QUESTION 3: DID THE ASSASSINATION OF CHRIS HANI INFLUENCE THE PROCESS OF NEGOTIATION IN SOUTH AFRICA?

3.1

3.1.1 *[Extract and analyse information from Source 3A – L1 – LO1; AS 3,4]*

- An advocate of peace
- A man who oozed warmth
- He had a zest for life
- A man who was tender and optimistic (any 3 x 1) (3)

3.1.2 *[Interpretation of evidence from Source 3A – L2 – LO1; AS3, 4; LO2; AS2, 3]*

- The assassination of Hani was planned by the right-wing
- He was shot by a Polish immigrant in an ambush (any 1 x 2) (2)

3.1.3 *[Analysis and interpretation of evidence from Source 3A – L2 – LO1; AS2, 3]*

- Waluz was a member of the neo-Nazi right wing
- Hated communists like Hani
- Perceived Hani as a communist and a threat to white rule (any 2 x 2) (4)

3.1.4 *[Analysis and interpretation of evidence from Source 3A – L2 – LO1; AS2, 3]*

- The right wing wanted to eliminate these leaders in an attempt to derail the process of negotiations
- Wanted to cause havoc, sow chaos, confusion and dissension
- They disagreed with their progressive political ideologies (any 2 x 2) (4)

3.1.5 *[Interpretation of evidence from Source 3A – L1 – LO1; AS3, 4]*

Candidates may state Yes or No and substantiate their response with relevant evidence

Yes

- The availability of high calibre weapons demonstrated that there was collusion with security personnel and the right-wing movement
- The assassination of Hani was a deliberate attempt to undermine the process of negotiations
- To sow confusion, fear and continue with white minority rule

No

- The availability of high calibre weaponry demonstrated that the right wing wanted to prevent the imposition of black majority rule
- They wanted to prevent the imposition of communist rule
- It was an act of desperation on the part of the right-wing (any 2 x 2) (4)

3.1.6 *[Interpretation of evidence from Source 3A - L2 – LO2; AS2, 3]*

(a) ANC – Hani's death left a void in the leadership of ANC- grew in support

(b) Youth – they admired him because of his dynamic leadership style, discipline and his communist beliefs; they were angry because they were robbed of Hani's leadership (2 x 2) (4)

3.1.7 *[Draw conclusions from the evidence in Source 3A – L3 – LO2, AS3; LO3;AS1,2]*

- Hani indicated that the decision to end the armed struggle was correct so that the process of negotiations could continue until democracy was established
- The right-wing did not support the process of negotiations, they did not believe in power sharing and they were against the notion of majority rule/democracy (2 x 2) (4)

3.2

3.2.1 *[Analyse and interpret evidence from Source 3B - L2 – LO1; AS3, 4;LO2; AS2, 3]*

- It was an important / historic event
- Newsworthy – important political leader was killed (1 x 2) (2)

3.2.2 *[Interpretation and explanation of evidence from Source 3B – L3 – LO3; AS2, 3]*

Candidates may state Yes or No and substantiate their response with relevant evidence

- **Yes**, it gives both written and visual evidence and historian needs to look at both sides of the story to get a balanced account
- **No**, gives only side of the story – other opinions were not sought after to reach an accurate portrayal of events (any 1 x 2) (2)

3.3 *[Comparing evidence from Sources 3A and 3B - L2 – LO1; AS3, 4; LO2; AS2, 3]*

Candidates may select either Source 3A or 3B and support their choice with valid substantiation

Source 3A

- It gives an accurate and chronological account of Hani's character and personality
- It highlights how he was killed
- Gives a direct quotation from Hani as to why they ended the armed struggle

Source 3B

- It gives an accurate account of how Hani was killed
- Gives a perspective of who killed Hani
- It informs the public to stay calm
- Gives a visual account of Hani's dead corpse
- Any other relevant response (any 2 x 2) (4)

3.4

3.4.1 *[Extraction and interpretation of evidence from Source 3C – L1 – LO1; AS3, 4]*

- Mandela attempted to pacify the South African public not to resort to revenge killings
- Mandela and most politicians feared the outbreak of a civil war (1 x 2) (2)

3.4.2 *[Interpretation and analysis of evidence from Source 3C – L3 – LO3; AS2, 3]*

- Hani appealed to the youth of South Africa and most of them loved his leadership style
- The youth may seek revenge by embarking on indiscriminate killing of white South Africans
- They were young and believed in radical solutions in order to avenge the death of Hani (any 1 x 2) (2)

3.4.3 *[Interpretation and analysis of evidence in Sources 3C - L2 – LO2; AS2, 3]*

- Mandela's speech was successful in averting a civil war in South Africa
- The youth and other militants listened to Mandela's call and did not resort to violence to avenge the death of Hani (2 x 2) (4)

3.5 *[Comparing evidence from Sources 3A, 3B and 3C - L2 – LO1; AS3, 4; LO2; AS2, 3]*

- South Africa would have been wracked by violence, dissension and chaos
- A racial war would have broken out
- Violence and uncertainty would have been the order of the day
- Anarchy would have reigned
- Democracy would have been halted
- Any other relevant answer (any 2 x 2) (4)

3.6 *[Interpretation, analysis and synthesis of evidence from all sources - L2 – LO1,AS3; LO2,AS1, 2 &3; LO3,AS1, 2, 3 &4]*

The candidates should focus on the following aspects in their response:

- Hani was leader of the Communist Party
- Popularity of Hani amongst the youth
- Hani's killing would sow dissent and chaos in South Africa
- Right-wing favoured such a scenario
- Death of Hani would end the process of negotiations
- Right wing feared the birth of a democratic govt.
- Any other relevant point

Use the following to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Cannot extract evidence or extract evidence from the sources in a very elementary manner • Use evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic • Use evidence from sources in a very basic manner 	Marks: 2 – 4
LEVEL 3	<ul style="list-style-type: none"> • Extract relevant evidence from the sources • Extracted evidence – relates well to the topic • Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 4 - 6

(6)

3.7 EXTENDED WRITING

3.7.1 *[Analysis, synthesis and the ability to construct a coherent argument based on evidence – L1-3 – LO3; AS2, 3 & 4]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should explain whether the assassination of Chris Hani contributed to the birth of a democratic South Africa. Evidence from the sources and own knowledge must be used to substantiate their argument.

MAIN ASPECTS

Introduction: Candidates should take a viewpoint about the role and significance of Chris Hani to the mass democratic movement.

ELABORATION

- Hani's role in the process of negotiations
- Hani was a popular and likeable leader
- Right-wing organisations felt alienated by the negotiation process
- Hani was disliked by the right wing because he was a communist
- Right-wing tried to derail the negotiation process
- Right-wing responded with the assassination of Hani
- Repercussions of Hani's assassination
- Mandela's plea to the South African nation for calm
- Death of Hani forced the process of negotiations to be speeded up
- Storming of the World Trade centre by the AWB to prevent further negotiations
- De Klerk and Mandela set the date for South Africa's first democratic election
- Right wing violence in Bophuthatswana
- White conservatives decided to participate in the democratic elections
- General election of 1994
- Mandela elected as new president of SA
- Any other relevant point

Conclusion: Candidates should tie up their argument by how the assassination of Hani led to the birth of a democratic South Africa. (30)

Use the matrix on page 6 in this document to assess this extended writing

3.7.2 *[Analysis, synthesis and the ability to construct a coherent argument based on evidence – L1-3 – LO3; AS2, 3 & 4]*

Candidates should include the following aspects in their response:

SYNOPSIS

In their article candidates should outline the significance of the process of negotiations to the establishment of democracy in South Africa. Focus on the reasons as to why the right wing tried to destabilise the process of negotiations by assassinating Hani.

MAIN ASPECTS

Introduction: Candidates should introduce their article by focusing on the importance of South Africa's process of negotiations in its attempt at establishing a democracy.

ELABORATION

- Broad outline the unbanning of political parties and leaders such as Nelson Mandela
- National Party's reasons for negotiations
- Process of negotiations - bringing together adversaries (e.g. Grootte Schuur Minute, the Pretoria Minute, CODESA I & II, Whites-only Referendum)
- Transitional Executive Council
- Transition not peaceful for e.g. the emergence of COSAG, violence in Boipatong, Natal and elsewhere, right wing activities and the role of APLA, death of Chris Hani (show how this attempted to derail the process of negotiation)
- Any other relevant point

Conclusion: Candidates should tie up their argument (30)

Use the matrix on page 6 in this document to assess this extended writing

[75]

QUESTION 4: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) ATTEMPT TO HEAL SOUTH AFRICA FROM ITS DIVIDED PAST?

4.1

4.1.1 *[Extract and analyse information from Source 4A – L1 – LO1; AS 3,4]*

- Krog felt it was a miracle
- It was an important milestone
- The TRC shaped South Africa's history (any 2 x 1) (2)

4.1.2 *[Extraction of evidence from Source 4A – L2 – LO1; AS3, 4; LO2; AS3,4]*

- It was a spotlight on South Africa's past
- An opportunity for people to tell their stories about past atrocities
- Any other relevant point (2 x 1) (2)

4.1.3 *[Analysis and interpretation of evidence from Source 4A – L2 – LO1; AS3,4]*

- People now had the opportunity to voice their concerns about South Africa's political past and speak about their suffering
- People were free to speak about atrocities that were committed against their families by the apartheid govt. (any 1 x 2) (2)

4.1.4 *[Interpretation of evidence from Source 4A – L2 – LO1; AS3,4]*

- Ordinary people were allowed to tell their story
- This was an opportunity to get a balanced view of the past
- "Hidden" history and stories were given the opportunity to be aired
- Oral testimonies could for the first time be recorded
- This recorded history could now be accessed locally and internationally (any 1 x 2) (2)

4.1.5 *[Interpretation of evidence from Source 3A – L1 – LO1; AS3,4]*

Candidates may state Yes or No and substantiate their response with relevant evidence

Yes

- Some families argued that process offered them some relief to vent their feelings
- They received some form of compensation
- Any other relevant point

No

- High profile families felt that the TRC was an extremely unfair process
- They complained about the TRC to the Constitutional Court
- Any other relevant point (any 1 x 2) (2)

4.1.6 *[Draw conclusions from the evidence in Source 4A – L3 – LO3; AS1, 2]*

- They felt that the process had serious flaws
- They felt that the process was extremely unfair
- They demonstrated their frustration by taking up the matter to the constitutional court (any 2 x 2) (4)

4.1.7 *[Analysis and synthesis of evidence from Source 4A – L2 – LO1; AS 3,4, LO3; AS 2, 3, 4]*

Candidate may indicate either of the following in their responses and substantiate their choice:

'Victim- friendly'

- TRC gave people the opportunity to voice their anger/feelings/tell their stories
- It served as a process of healing
- It allowed people the opportunity to deal with the past
- It gave some people the opportunity to reconcile with the past
- Any other relevant point

'Perpetrator-friendly'

- It allowed perpetrators an opportunity to face their victims
- It allowed them an opportunity to ask for forgiveness
- If they acknowledged the atrocities committed they were given a pardon by the TRC
- Any other relevant point (any 2 x 2) (4)

4.1.8 *[Interpretation of evidence from Source 4A – L2 – LO1; AS2, 3]*

- Although Buthelezi supported the idea of the TRC - he had strong reservations that the TRC was an adequate tool to achieve its goals (1 x 2) (2)

4.1.9 *[Interpretation and analysis of evidence from Source 4A – L2 – LO1; AS3,4, LO3; AS 2, 3, 4]*

- Candidates may select any one of the three sources and marks will be awarded for their choice as well the substantiation using relevant historical knowledge (any 1 x 3) (3)

4.2

4.2.1 *[Extract and analyse information from Source 4B – L1 – LO1; AS2, 3]*

- It shows that members of the TRC are going to have a difficult task working on the wounded patient - portrayed as South Africa
- It suggests that the TRC was going to have a difficult task trying to rehabilitate South Africa

4.2.2 *[Interpretation of evidence from Source 4B – L2-LO1;AS2,3]*

- Accurate – it portrays the actual situation in South Africa when the TRC was established (1 x 2) (2)

4.2.3 *[Analysis of evidence from Source 4B- Source 4A – L2 – LO1; AS2, 3]*

Candidates may chose any of the viewpoints in Source 4A and substantiate their choice to support Source 4B with relevant historical knowledge.

- Viewpoint 2 – suggests that the TRC was unfair to the 'victims' and claims that the TRC was friendly towards the 'perpetrators'
- Viewpoint 3 – states that Buthelezi supports the process of the TRC, but he believes both these viewpoints suggest that the TRC was going to have a difficult task trying to reconcile South Africa's past (any 2 x 2) (4)

4.3

4.3.1 *[Extraction of evidence from Source 4C- L1 – LO1; AS2, 3]*

- Khotso House was used as a meeting place by the ANC and anti-apartheid organisations (1 x 2) (2)

4.3.2 *[Explanation of evidence from Source 4C- L1 – LO1; AS2, 3]*

- Vlok was ordered by PW Botha to bomb Khotso house (1 x 2) (2)

4.3.3 [Evaluation of evidence from Source 4C – L2 – LO1; AS2, 3, LO3; AS 2, 3, 4]

- Vlok outlines details as to what motivated him to bomb Khotso house
- Vlok had the courage to expose the crimes committed by the government of the day (any 1 x 2) (2)

4.3.4 [Interpretation of evidence from Source 4C – L2 – LO1; AS2, 3]

- PW Botha had a negative attitude towards the TRC
- He rejected the claims that Vlok made against him
- PW Botha displayed a defensive attitude (any 1 x 2) (2)

4.4 [Interpretation, analysis and synthesis of evidence from Sources 4A, B, and C – L3 – LO2, AS 2; LO3 AS1]

Candidates should include the following points in their response:

- Reasons for the TRC
- TRC gave both the ‘victims’ and ‘perpetrators’ equal opportunity to tell their stories
- The process of the TRC (how did it unfold throughout the country?)
- The significance of the TRC in the healing and reconciliation of South Africans
- Any other relevant point

Use the following to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Cannot extract evidence or extract evidence from the sources in a very elementary manner • Use evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic • Use evidence from sources in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Extract relevant evidence from the sources • Extracted evidence – relates well to the topic • Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 - 6

(6)

4.5.1 [Analysis, synthesis and the ability to construct a coherent argument based on evidence – L1-3 – LO 2; AS 2,3; LO3; AS1,2, 3 &4]

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should discuss the reasons for the establishment of the TRC.
Outline the role the TRC played in healing South Africa from its divided past.
Candidates should also argue the significant turning points of the TRC process.

MAIN ASPECTS

- Introduction: Candidates should discuss the reasons for the establishment of the TRC in trying to heal South Africa's past.

ELABORATION

- TRC set up in terms of the National Unity and Reconciliation Act (Act 34/1995)
- Focus on reasons and purpose of the TRC
- Role of the TRC in dealing with human rights violations from 1/3/1960 to 10/05/1994
- TRC offered amnesty to people who admitted that atrocities were committed
- Individuals who were reluctant to come forward faced prosecution
- TRC heard 21000 victims' statements which related to 3800 incidents and the killings of 14000 people
- Most of the atrocities were committed by agents of the apartheid regime
- Relevant examples of atrocities should be highlighted for eg. planting of bombs, necklacing, the death of political leaders etc.
- TRC recommended compensation of R30 000 to each family that was affected
- TRC process aimed to develop a culture of human rights and say to people that the suffering and injustices of the past will never occur again
- Any other relevant point

Conclusion: Candidates should tie up their argument with a relevant conclusion (30)

Use the matrix on page 6 in this document to assess this extended writing

4.5.2 [Analysis, synthesis and the ability to construct a coherent argument based on evidence – L1-3 – LO 2; AS 2,3; LO3; AS1,2, 3 &4]

Candidates should include the following aspects in their response:

SYNOPSIS

In writing this article candidates need to take a particular line of argument in support of the TRC. In supporting the TRC they should focus on the process, hearings, outcomes and effectiveness of the TRC on South Africa's new found democracy.

MAIN ASPECTS

- Introduction: Candidates should outline the reasons for the TRC process in post apartheid South Africa.

ELABORATION

- TRC set up in terms of the National Unity and Reconciliation Act (Act 34/1995)
- Outline the purpose of the TRC and demonstrate its effectiveness by highlighting the following
- TRC looked at human rights violations from 1/3/1960 to 10/05/1994
- People were offered amnesty if they admitted to committing atrocities
- Individuals who were reluctant to come forward faced prosecution
- TRC heard 21000 victims statements which related to 3800 incidents and the killings of 14000 people
- Most of the atrocities were committed by agents of the apartheid regime
- Relevant examples of atrocities should be highlighted for e.g. planting of bombs, necklacing, the death of political leaders etc.
- TRC recommended compensation of R30 000 to each family that was affected
- TRC process aimed to develop a culture of human rights and say to people that the suffering and injustices of the past will never occur again
- In highlighting the above
- Any other relevant point

Conclusion: Candidates should tie up their argument with a relevant conclusion (30)

Use the matrix on page 6 in this document to assess this extended writing [75]

TOTAL MARKS: 150