



# basic education

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

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**HISTORY P2  
NOVEMBER 2017  
MARKING GUIDELINES**

**MARKS: 150**

**These marking guidelines consist of 22 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
<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>Extract evidence from sources</li> <li>Selection and organisation of relevant information from sources</li> <li>Define historical concepts/terms</li> </ul>	<b>30% (15)</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>Interpretation of evidence from sources</li> <li>Explain information gathered from sources</li> <li>Analyse evidence from sources</li> </ul>	<b>40% (20)</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>Interpret and evaluate evidence from sources</li> <li>Engage with sources to determine its usefulness, reliability, bias and limitations</li> <li>Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions</li> </ul>	<b>30% (15)</b>

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

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

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√√√√

Level 2

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the bottom margin to the right, e.g.  $\frac{32}{50}$
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

## 2. ESSAY QUESTIONS

### 2.1 The essay questions require candidates to:

- Be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion.

### 2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

### 2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will not be required to simply regurgitate 'facts' in order to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

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

**2.4 Assessment procedures of the essay**

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualized (also indicated by bullets in the marking guidelines) and a relevant conclusion (indicated by a bullet in the marking guidelines) e.g. in an answer where there are 5 main points there will be 7 ticks.

2.4.3 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised

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- Wrong statement

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- Irrelevant statement

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- Repetition

R

- Analysis

A√

- Interpretation

I√

**2.5 The matrix**

2.5.1 Use of the matrix in the marking of essays

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

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

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	}26–27
P	LEVEL 3	

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

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

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

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- Content selection includes basic and generally irrelevant information; no attempt to structure the essay = 1–6
- Question inadequately addressed and vague; little attempt to structure the essay = 7–13

**SECTION A: SOURCE-BASED QUESTIONS****QUESTION 1: WHAT LESSONS CAN SOUTH AFRICANS LEARN FROM BANTU STEPHEN BIKO WHO DIED FORTY YEARS AGO?**

- 1.1.1 *[Definition of a historical concept from Source 1A - L1]*
- Accepting oneself as black/self-value/self-esteem/self-worth/assertiveness
  - To be proud of who you are/black pride
  - It is not about the colour black but rather about mental emancipation
  - Black South Africans should be self-reliant and not dependent on whites
  - Any other relevant response (any 1 x 2) (2)
- 1.1.2 *[Extraction of evidence from Source 1A – L1]*
- Psychological liberation/enabling blacks to purge themselves of negative conceptions
  - Weaning of blacks from their dependence on whites
  - To unite all the black people in South Africa (3 x 1) (3)
- 1.1.3 *[Interpretation of evidence from Source 1A – L2]*
- Rid themselves of negative ideas/feelings of inferiority/equal to whites
  - To develop a positive self-awareness/self-belief/self-reliance
  - To show pride in black culture, history and heritage
  - To be proud of being black
  - Any other relevant response (any 1 x 2) (2)
- 1.1.4 *[Evaluation of the usefulness of Source 1A – L3]*  
**The source is USEFUL because:**
- It gives insight on the values of Black Consciousness
  - It mentions the organisations that supported the values of black consciousness
  - Identifies the three components of Black Consciousness namely: psychological liberation, independence and unity
  - It defines the notion of the all-encompassing term of being black
  - Black Consciousness rejects the notion of divide and rule and focuses on unity among Black South Africans
  - Black Consciousness rejects ethnic divisions
  - The influence by Black Power Movements and writers/authors
  - It explains why there was a mood of assertiveness that prevailed in the 1960s
  - Any other relevant response (any 2 x 2) (4)
- 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- Biko was an influential leader
  - Biko had eluded police for a year
  - Biko distributed pamphlets inciting blacks to cause riots
  - Inciting blacks to overthrow the government
  - He was arrested in terms of Section 6 of the Terrorism Act
  - He was placed in leg irons (any 2 x 1) (2)

- 1.2.2 *[Extraction of evidence from Source 1B – L1]*
- Steve Biko was distributing pamphlets to conscientise black South Africans about the struggle for emancipation
  - 'Inciting blacks to cause riots'
  - 'Overthrow the government' (any 1 x 2) (2)
- 1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- The state doctors lied to protect the apartheid police interrogators
  - The state doctors wanted to protect Gideon Nieuwoudt
  - The state doctors wanted to protect the actions of the state
  - The state doctors lied to prevent an uprising against the apartheid government
  - The state doctors wanted to protect the apartheid regime from local and international embarrassment
  - The state doctors feared for their lives
  - Any other relevant responses (any 2 x 2) (4)
- 1.2.4 *[Extraction of evidence from Source 1B – L1]*
- Miserable
  - Brutal
  - Lonely (3 x 1) (3)
- 1.3.1 *[Interpretation of evidence from Source 1C - L2]*
- The poster was a reminder of who Steve Biko was and what he did for the struggle against oppression/ paid tribute/to honour/salute
  - The poster revealed how brutal the apartheid regime was when it interrogated and murdered Biko in police custody
  - The poster led to the condemnation of the apartheid government and increased solidarity in the struggle against oppression
  - The poster encouraged followers to continue the fight against oppression
  - To promote the philosophy of Black Consciousness
  - Biko is seen on the poster as a martyr in the struggle against apartheid
  - Any other relevant response (any 1 x 2) (2)
- 1.3.2 *[Interpretation of evidence from Source 1C - L2]*
- (a) Clenched fist:
- Demonstrates power to the people/Amandla
  - Symbolises strength/determination as a group/unity
  - A sign of resistance/defiance
  - Any other relevant response (any 1 x 2)
- (b) Broken chains:
- Symbolises freedom from oppression
  - Breaking free from discrimination/bondage/shackles of inferiority of the apartheid regime
  - Any other relevant response (any 1 x 2) (4)

## NSC – Marking Guidelines

- 1.4.1 *[Interpretation of evidence from Source 1D – L2]*
- Allister Sparks felt it was their duty as journalists to inform the public of how Steve Biko was murdered
  - Allister Sparks knew that Biko was regarded as a threat to the government and questioned the way in which he was murdered
  - Allister Sparks did not believe Minister Jimmy Kruger's statement about how Steve Biko was murdered
  - Allister Sparks wanted to expose the apartheid government for the atrocities it committed against anti-apartheid activists
  - Allister Sparks felt that the truth behind Steve Biko's death was of national importance
  - Any other relevant response (any 2 x 2) (4)
- 1.4.2 *[Extraction of evidence from Source 1D – L1]*
- Helen Zille obtained the pathologist's report
  - Helen Zille was sent to Port Elizabeth to **contact** anyone who might have had contact with Steve Biko in his final days
  - Helen Zille was sent to Port Elizabeth to **interview** anyone who might have had contact with Steve Biko in his final days (2 x 1) (2)
- 1.4.3 *[Interpretation of evidence from Source 1D – L2]*
- Jimmy Kruger implied that Steve Biko starved himself to death
  - Dr Hersch stated that Steve Biko was not thin when he died and therefore could not have starved himself to death
  - Any other relevant response (any 2 x 2) (4)
- 1.5 *[Comparison of evidence from Sources 1B and 1D – L3]*
- In Source 1B Steve Biko sustained a brain injury that killed him and in Source 1D the pathologists confirmed the cause of death to be brain damage
  - Source 1B states that Steve Biko died from brain injuries and Source 1D states that the minister lied about how Steve Biko died
  - Any other relevant response (any 2 x 2) (4)



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

Candidates could include the following aspects in their response

- Steve Biko's philosophy of Black Consciousness inspired black pride and self-confidence (Source 1A)
- Steve Biko encouraged black South Africans to liberate their minds (own knowledge)
- Steve Biko encouraged black South Africans to determine their own freedom (Source 1A)
- Steve Biko taught the 'black man' to see himself as a complete being – independence (Source 1A)
- Steve Biko's death exposed the brutality of the apartheid government (Source 1B)
- Stephen Bantu Biko was an influential leader (leadership) (Source 1B)
- Steve Biko inspired black South African students to act independently of white people (own knowledge)
- Steve Biko inspired unity and solidarity amongst Black South Africans (Source 1C)
- The media/newspapers played an important role in exposing the brutality of the apartheid government (Source 1D)
- Black South Africans were inspired by Steve Biko and challenged the apartheid regime (own knowledge)
- The right to a fair trial (own knowledge)
- Protection of human rights and human dignity (own knowledge)
- Any other relevant response

Use the following rubric to allocate marks:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows no or little understanding of explaining the lessons South Africans can learn from Bantu Stephen Biko who died forty years ago.</b></li> <li>• Uses evidence partially or cannot write a paragraph.</li> </ul>	<b>MARKS 0–2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent on the topic, e.g. <b>shows some understanding of explaining the lessons South Africans can learn from Bantu Stephen Biko who died forty years ago.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>	<b>MARKS 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding of explaining the lessons South Africans can learn from Bantu Stephen Biko who died forty years ago.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS 6–8</b>

(8)  
[50]

**QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE MURDER OF POLITICAL ACTIVISTS, SUCH AS AHMED TIMOL?**

- 2.1.1 *[Extraction of evidence from Source 2A - L1]*  
 • He was stopped at a police roadblock (1 x 1) (1)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*  
 • Copies of *Inkululeku*  
 • The 50<sup>th</sup> anniversary address of the SACP  
 • Lists of names and addresses (any 2 x 1) (2)
- 2.1.3 *[Extraction of evidence from Source 2A – L1]*  
 • His body was covered with bruises  
 • His body had cuts/abrasions  
 • His body had scabs  
 • His left eye was sunk back in its socket and gouged underneath the lid (any 3 x 1) (3)
- 2.1.4 *[Interpretation of evidence from Source 2A – L2]*  
**Candidates can choose either RELIABLE TO A GREATER EXTENT or RELIABLE TO A LESSER EXTENT and substantiate their response with relevant evidence.**
- RELIABLE TO A GREATER EXTENT**
- The police's evidence is the only evidence of how Timol died
  - The police's evidence is an eyewitness account given by one of their own
  - Any other relevant response
- RELIABLE TO A LESSER EXTENT**
- The police had a history of giving false evidence regarding the treatment of detainees
  - The police had a history of interrogating detainees violently
  - The police had a history of physically abusing detainees/torture
  - The police version of events cannot be corroborated
  - Any other relevant response (any 2 x 2) (4)
- 2.2.1 *[Extraction of evidence from Source 2B – L1]*  
 • To investigate politically motivated gross human rights violations perpetrated between 1960 and 1994  
 • To prevent such atrocities from re-occurring  
 • To unify a divided nation scarred by past conflicts  
 • To offer amnesty (any 1 x 2) (2)
- 2.2.2 *[Definition of a concept in Source 2B – L1]*  
 • The granting of official pardon for people that committed politically related crimes  
 • The granting of official pardon to perpetrators who gave full disclosure of atrocities they had committed for political reasons  
 • Any other relevant response (any 1 x 2) (2)

- 2.2.3 *[Extraction of evidence from Source 2B – L1]*
- (a) The Chairperson
- Archbishop Desmond Tutu (1 x 1)
- (b) The Deputy Chairperson
- Alex Borrairie (1 x 1) (2)
- 2.2.4 *[Interpretation and synthesis of evidence from Source 2B – L2]*  
**Embarked on restorative justice because:**
- It wanted to correct imbalances
  - It wanted to restore broken relationships with healing and harmony
  - It wanted reconciliation/closure
  - It wanted to encourage perpetrators to speak the truth
  - It wanted to find out about political killings and the disappearance of activists, such as Timol
  - To promote nation building
  - Any other relevant response (any 2 x 2) (4)
- 2.3.1 *[Interpretation of evidence from Source 2C – L2]*
- To show that Hawa Timol gave evidence at the TRC on the murder of her son, Ahmed Timol
  - To show grief, heartache that Hawa Timol endured while giving evidence
  - To show that Hawa Timol was still searching for the truth
  - Any other relevant response (any 2 x 2) (4)
- 2.3.2 *[Interpretation of evidence from Source 2C – L2]*
- She wanted to know who was responsible for the murder of her son
  - She wanted to know the truth about the murder of her son
  - To find closure
  - Any other relevant response (any 2 x 2) (4)
- 2.4 *[Comparison of evidence from Sources 2B and 2C – L3]*
- Source 2B states that the TRC was established to find out about political killings and Source 2C shows that Hawa Timol appeared before the TRC to find out about the murder of her son
  - Source 2B states that Hawa Timol appeared before the TRC in search of truth about the killing of her son and Source 2C shows evidence of Hawa Timol appearing before the TRC
  - Source 2B makes reference to Hawa Timol being ‘frail and bewildered’ and in Source 2C she is assisted at the hearing showing how frail she was
  - Any other relevant response (2 x 2) (4)

- 2.5.1 *[Extraction of evidence from Source 2D – L1]*
- Because of family and political pressure (1 x 2) (2)
- 2.5.2 *[Interpretation of evidence from Source 2D – L2]*
- Because Hawa Timol, despite being old and fragile, appeared before the TRC to plead for her son's case to be reopened
  - After so many years had passed Hawa Timol was determined to appear before the TRC to search for the truth regarding the murder of her son
  - Because appearing before the TRC was traumatic for her
  - To restore Hawa Timol's dignity
  - Any other relevant response (any 2 x 2) (4)
- 2.5.3 *[Interpretation of evidence from Source 2D – L2]*
- Other families whose family members disappeared or were killed by the police during the apartheid regime must continue searching for the truth
  - Other families should never give up hope – they should pressurise the NPA to reopen cases where the truth about the death of their loved ones was not revealed
  - Any other relevant response (any 2 x 2) (4)
- 2.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources – L3]*

Candidates could include the following aspects in their responses:

- The aim of the TRC was to find out about the political killings and disappearance of activists, such as Ahmed Timol (Source 2A)
- Hawa Timol appeared before the TRC to give evidence in the hope of finding closure regarding her son's murder (Source 2B)
- Hawa Timol, although frail and old, gave evidence in the hope that the perpetrators would come forward to disclose their involvement in her son's murder (Source 2C)
- The purpose of the TRC was to prevent such atrocities from reoccurring and to unify a divided nation after the scars of apartheid (Source 2B)
- Many of the policemen who interrogated and tortured Timol had died or left the police force which meant that the TRC was unable to complete its investigation into how Timol was murdered (Source 2A)
- Hawa Timol pleaded with the TRC to reopen her son's case (Source 2D)
- The NPA finally agreed to reopen the Timol case (Source 2D)
- The TRC provided a useful platform to reveal the truth about the disappearance of activists, such as Timol (own knowledge)
- If truth was revealed at the TRC hearings then it provided closure for affected families (own knowledge)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows no or little understanding in explaining how the TRC dealt with the murder of political activists, such as Ahmed Timol.</b></li> <li>• Uses evidence partially or cannot write a paragraph.</li> </ul>	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent on the topic, e.g. <b>shows some understanding in explaining how the TRC dealt with the murder of political activists, such as Ahmed Timol.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding in explaining how the TRC dealt with the murder of political activists, such as Ahmed Timol.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	MARKS 6–8

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[50]

**QUESTION 3: HOW WAS SOUTH AFRICA'S POULTRY INDUSTRY AFFECTED BY GLOBALISATION?**

- 3.1.1 *[Definition of a historical concept from Source 3A – L1]*
- Globalisation refers to the technological, political and economic changes, which have resulted in the world functioning in a different way from what it did 20 years ago
  - Any other relevant response (any 1 x 2) (2)
- 3.1.2 *[Extraction of evidence from Source 3A – L1]*
- Environment
  - Culture
  - Political systems
  - Economic development and prosperity (any 3 x 1) (3)
- 3.1.3 *[Interpretation of evidence from Source 3A – L2]*
- Internationalism allowed for greater economic cooperation between countries
  - Internationalism allowed for greater political cooperation between countries
  - Internationalism allowed for mutual agreements between countries
  - Internationalism allowed for greater support between countries
  - Any other relevant response (any 2 x 2) (4)
- 3.1.4 *[Extraction of evidence from Source 3A – L1]*
- World Bank
  - International Monetary Fund (2 x 1) (2)
- 3.1.5 *[Extraction of evidence from Source 3A – L1]*
- To ensure cross border flow of capital
  - To ensure cross border flow of products (2 x 1) (2)
- 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- They accused countries in the EU of selling chicken pieces at below cost price (1 x 1) (1)
- 3.2.2 *[Interpretation of evidence from Source 3B – L2]*
- They said that the South African poultry farmers were not on top of their game
  - They said that the farmers in EU were more efficient
  - They said that the South African poultry farmers cheat consumers by injecting birds (chickens) with water or brine to increase their weight
  - Any other relevant response (any 2 x 2) (4)
- 3.2.3 *[Extraction of evidence from Source 3B – L1]*
- To combat unemployment in the poultry industry
  - Elections are looming
  - To give local producers the upper hand in the fight for the domestic market share (2 x 1) (2)

- 3.3.1 *[Interpretation of evidence from Source 3C – L2]*
- The Minister of Trade and Industries was trying to broker (Rob Davies as a match referee) a trade deal between the European Union poultry farmers and their South African counterparts
  - It seems as if the minister is begging (he is on his knees) the poultry farmers of both the European Union and South Africa for trade compromises
  - The poultry farmers in the EU were responsible for cheap poultry imports
  - The Minister of Trade and Industries seems to be helpless in solving the challenges that were encountered by the local poultry producers
  - The Minister of Trade and Industries seems to be begging the local producers to show some understanding for the impact of imports on local producers (he wants a clean fight)
  - The Minister of Trade and Industries seems stressed because of the impact of imports of poultry that has flooded the local market
  - The Minister of Trade and Industries is under pressure to negotiate a trade deal that would satisfy both local producers and the European Union producers
  - Any other relevant response (any 2 x 2) (4)
- 3.3.2 *[Interpretation of evidence from Source 3C – L2]*
- 'CHEAP IMPORTS' represent countries in the EU who are developed countries in contrast to 'LOCAL PRODUCERS' (South Africa) which is a developing country
  - It seems as if 'CHEAP IMPORTS' from EU poultry farmers have the upper hand in the 'trade war' with 'LOCAL PRODUCERS' (South African poultry farmers)
  - The 'CHEAP IMPORTS' (European Union) is financially stronger than the 'LOCAL PRODUCERS' (South Africa) and can afford to sell their products at lower prices
  - Any other relevant response (any 2 x 2) (4)
- 3.4 *[Comparison of evidence from Sources 3B and 3C - L3]*
- Source 3B states that the South African poultry industry is in a crisis because farmers from the EU were allowed to sell their poultry at below cost price and Source 3C indicates that farmers from the EU had a bigger share of the market because of their low prices
  - Source 3B states that the South African Trade Minister Rob Davies is worried about the impact of cheap poultry imports on South Africa and Source 3C indicates that he is trying to broker a trade deal that would satisfy both the South African as well as the European Union poultry farmers
  - Any other relevant response (any 2 x 2) (4)
- 3.5.1 *[Extraction of evidence from Source 3D – L1]*
- Food and Allied Workers' Union (FAWU) (1 x 1) (1)
- 3.5.2 *[Extraction of evidence from Source 3D – L1]*
- Britain (1 x 1) (1)

3.5.3 *[Interpretation of evidence from Source 3D – L2]*

- The DTI and DAFF have initiated measures to protect poultry producers against unfair competition
- The DTI stated that the South African government was working with local poultry producers to address the challenges in the industry
- The DTI and DAFF have increased tariffs
- The DTI and DAFF have imposed trade remedies
- The DTI responded to FAWU's request to tighten regulations on the importation of poultry
- DTI suggested that it had taken a number of actions against the industry to address these challenges
- Any other relevant response (any 2 x 2) (4)

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

- It highlights the impact that poultry imports had on the South African market
- It highlights the determination of the trade union FAWU to save the jobs of its members
- It highlights the methods that government has implemented to save the South African poultry industry from international competition
- 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

- The IMF and World Bank have pressurised the South African government to remove trade barriers (Source 3A)
- The removal of trade barriers has resulted in the cross border flow of products (Source 3A)
- The South African poultry producers have developed an anti- globalisation and protectionist sentiment (Source 3B)
- The South African poultry farmers accused European Union farmers of dumping (Sources 3B and 3D)
- The European Union have accused South African poultry farmers of cheating regarding production (Source 3B)
- The South African government imposed tariffs on import of poultry (Sources 3B and 3D)
- The Minister of Trade and Industries is under pressure to negotiate a trade deal that would satisfy both local producers of poultry and the European Union producers (Source 3C)
- FAWU stepped in to protect its members jobs by putting pressure on the government to take steps in order to save South Africa's poultry industry (Source 3D)
- Cheap importation of poultry has led to job losses among thousands of workers at Rainbow Chickens in KwaZulu-Natal (own knowledge)
- Any other relevant response



Use the following rubric to allocate marks:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows no or little understanding of how South Africa's poultry industry was affected by globalisation.</b></li> <li>• Uses evidence partially or cannot write a paragraph.</li> </ul>	<b>MARKS 0–2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent on the topic, e.g. <b>shows some understanding of how South Africa's poultry industry was affected by globalisation.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>	<b>MARKS 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding of how South Africa's poultry industry was affected by globalisation.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS 6–8</b>

(8)  
[50]

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

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

**SYNOPSIS**

Candidates need to explain how PW Botha's attempts at reforming apartheid were met with intense international resistance from anti-apartheid movements. Candidates need to argue how the international resistance led to the ultimate downfall of the apartheid regime in the 1980s.

**MAIN ASPECTS**

Candidates could include the following aspects in their response:

- Introduction: Candidates need to take a stance and demonstrate how international anti-apartheid movements challenged PW Botha's regime in the 1980s.

**ELABORATION**

- Formation and role of the Anti-Apartheid Movement (AAM) in the United Kingdom/Irish Anti-Apartheid Movement
- The role of the International Defence Aid Fund (made funds available for anti-apartheid activities)
- PW Botha's attempts at reforming apartheid by introducing the Tri-Cameral parliamentary system in 1983
- PW Botha's Rubicon Speech of in 1985 forced the international community into action which embarked on various forms of boycotts, sanctions and disinvestments against the apartheid regime
- **Sport Boycotts** The role of the South African Non- Racial Olympic Committee (SANROC) (campaigns against discrimination in sport/against participants of whites only South African teams in international sporting events)
- The role of Halt All Racial Tours (HART) (staged protest action against the 'racist' Springbok rugby tour in New Zealand in 1981)
- The role of the South African Council on Sport (SACOS) (established political links with the UDF and COSATU and they insisted that sports boycotts be maintained until apartheid ended/their slogan 'No normal sport in an abnormal society')
- By the late 1980s South Africa was banned from 90% of world sport
- **Cultural Boycotts** In 1985 US artists protested against apartheid and refused to perform in South Africa and raised money for liberation movements
- In 1986 the Freedom Festival in London
- Musicians expressed their solidarity with freedom loving South Africans
- **Academic Boycotts** International scholars refused to travel to South Africa/ International publishers refused to publish South Africa manuscripts and grant access to information/International conferences barred South African scholars/ Institutions abroad denied South Africa academic access and refused to recognise South African degrees
- **Consumer Boycotts** OPEC placed an embargo on oil sales to South Africa (South Africa experienced a recession in 1980s)/Irish workers refused to handle fruits from SA/Imports of raw materials from South Africa – coal, iron, steel – were banned

- **Disinvestments** In 1980s foreign investments dropped by 30%; by 1980 Britain already disinvested from Simon's Town naval dockyard; General Motors and Barclays Bank pulled out of SA / In the 1980s SAs economy struggled as investors left the country/The effects of AAM protests had a negative on the South African government
- Between 1985 and 1990 over 200 US companies pulled out of South African University of California withdrew investments of three billion dollars from South Africa
- **Sanctions** (In 1980s the Sullivan Principle, workers of all USA companies should be treated equally) In 1985 the US Bank - Chase Manhattan Bank cut ties with South Africa; the 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 1986 the US Congress passed a law that banned all new investments and loans in SA; big corporations such as General Electric, Pepsi Cola, General Motors, Mobil and IBM stopped their activities in South Africa; USA threatened to stop weapon sales to countries which provided weapons to South Africa; in 1986 the Anti-Apartheid Law of the USA caused Europe and Japan to introduce sanctions against South Africa/ International banks lost confidence in South Africa's economy)
- In 1982 United Nations (UN) condemned apartheid and called for total sanctions against South Africa
- In 1985 the European Economic Community banned new investments in South Africa
- In 1988 one fifth of British companies withdrew their businesses from South Africa because of pressure from shareholders/Barclays Bank, sold their shares due to pressure of the British public/The South African economy kept stagnating and produced a growth of only 1.1%
- **Release Mandela Campaign** (Wembley Stadium/United Nations/UN Security Council and UN General Assembly called for the release of Nelson Mandela)
- **The Role of International Trade Unions** (The AAM in Europe and Australia; Liverpool dockworkers; Finland's Transport Workers Union imposed a ban on trade with South Africa)
- This resulted in SA experiencing great economic difficulties and they were forced to begin negotiations with liberation organisations in South Africa
- The role of the front line states
- Any other relevant response
- Conclusion: Candidates should tie 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 explain to what extent political leadership and commitment of key South African role players paved the way for the birth of a non-racial democratic South Africa in 1994.

**MAIN ASPECTS**

Candidates could include the following aspects in their response:

- Introduction: Candidates need to indicate how political leadership and commitment of key South African role players paved the way for the birth of a non-racial democratic South Africa in 1994

**ELABORATION**

- De Klerk comes to power in 1989 – brief background
- De Klerk's speech in parliament on 2 February 1990 (Political leadership)
- The unbanning of political and civic organisations, such as the ANC and SACP
- The removal of restrictions on COSATU, AZAPO, etc. (Political leadership)
- De Klerk's decision to release Mandela from prison on 11 February 1990 which paved the way for negotiations (Political leadership and commitment)
- Groote Schuur Minute, 2 May 1990 (ANC and NP met, ANC delegation led by Nelson Mandela, NP delegation led by FW De Klerk) (Political leadership and commitment)
- Apartheid legislation revoked, such as the Separate Reservation of Amenities Act (Political leadership and commitment)
- Pretoria Minute, 6 August 1990 (ANC agreed to suspend the armed struggle) (Political leadership and commitment)
- CODESA 1 (19 political parties, excluding AZAPO, CP and PAC/300 delegates met) (Political leadership and commitment)
- Violence erupts in some parts of the country, such as the Witwatersrand and Natal
- Whites-only referendum and its impact (March 1992) (Political leadership)
- CODESA 2 (2 May 1992) collapsed. Parties failed to agree on a new constitution-making body and interim government (Political leadership and commitment)
- NP wanted minority veto while ANC wanted an interim government for no longer than 18 months and simple majority rule
- Boipatong massacre and its consequences (17 June 1992)
- Bhishe massacre derailed the process of negotiations (7 September 1992)
- Record of Understanding signed on 26 September 1992 between Roelf Meyer (NP) and Cyril Ramaphosa (ANC) (Political leadership and commitment)
- Assassination of Chris Hani (10 April 1993) and its impact on South Africa (Political leadership)
- Multiparty Negotiating Forum (Political leadership and commitment)
- Right-wing (AWB) attack on World Trade Centre and its consequences
- Sunset Clause introduced by Joe Slovo broke the negotiations deadlock (Political leadership and commitment)
- Election date announced, 27 April 1994 (Political leadership)
- ANC won elections and Mandela became the first black South African President
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

**[50]**

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

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

**SYNOPSIS**

Candidates need to indicate if they agree with the statement or not. They need to indicate how Gorbachev's policies of Glasnost and Perestroika led to the disintegration of the Soviet Union and how it had a direct impact on South African politics.

**MAIN ASPECTS**

Candidates could include the following aspects in their response:

- Introduction: Candidates should state how the disintegration of the Soviet Union paved the way for change in South Africa. They should support their line of argument with relevant evidence.

**ELABORATION**

- Gorbachev's policies of Glasnost and Perestroika
- By the end of 1989 the Soviet Union disintegrated and its impact
- The communist regimes in Eastern Europe collapsed
- Political changes in the rest of the world put pressure on the apartheid regime to embark on changes
- The collapse of communism affected both the National Party and the ANC
- The National Party's fear of a communist-controlled ANC now seemed unfounded
- The National Party was now prepared to negotiate with the ANC
- After the demise of communism in the Soviet Union; the ANC did not receive further support from the Soviet Union
- The ANC could no longer rely on the Soviet Union for economic and military support
- The National Party's claim that it was protecting South Africa from a communist onslaught became unrealistic
- Countries in the western world supported the move that South Africa should resolve its problems peacefully and democratically
- There was no doubt that continued repression of black South Africans by the apartheid regime was not sustainable and would result in political instability
- The government started to believe that reform was needed to include the development of a strong black middle class which would act as a 'bulwark against the revolution'
- PW Botha suffered a stroke and was succeeded by FW de Klerk
- FW de Klerk realised South Africa's political predicament and began to accept that the black South African struggle against apartheid was not a conspiracy directed from Moscow
- This enabled De Klerk to engage in discussions with the liberation organisations
- On 2 February 1990 De Klerk announced 'a new and just constitutional dispensation'
- De Klerk unbanned all anti-apartheid organisations including the ANC, PAC and South African Communist Party
- This signalled the end of apartheid and the beginning of the process of negotiations
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

**If candidates should disagree they need to substantiate their answer with relevant evidence.**

**TOTAL: [50]  
150**