



# education

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Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**HISTORY P2**

**FEBRUARY/MARCH 2009**

**MEMORANDUM**

**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:
<b>Learning Outcome 1</b> <b>(Historical enquiry)</b>	1. Formulate questions to analyse concepts for investigation within the context of what is being studied. <b>(Not for examination purposes).</b> 2. Access a variety of relevant sources of information in order to carry out an investigation. <b>(Not for examination purposes).</b> 3. Interpret and evaluate information and data from sources. 4. Engage with sources of information evaluating the usefulness of the sources for the task, including stereotypes, subjectivity and gaps in the evidence available to the learners.
<b>Learning Outcome 2</b> <b>(Historical concepts)</b>	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 actions or events.
<b>Learning Outcome 3</b> <b>(Knowledge construction and communication)</b>	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 with evidence provided and independently accessed. 4. Communicate knowledge and understanding in a variety of ways including discussion (written and oral), debate, creating a piece of historical writing using a variety of genres, research assignments, graphics, oral presentation.

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

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

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

<ul style="list-style-type: none"> <li>• In the marking of source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.</li> <li>• In the allocation of marks emphasis should be placed on how the requirements of the question have been addressed.</li> <li>• 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.</li> </ul>
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## 2. EXTENDED WRITING

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

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

### 2.2 Marking of extended writing

<ul style="list-style-type: none"> <li>• <b>MARKERS MUST BE AWARE THAT THE CONTENT OF THE ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT THE PARTICULAR CENTRE.</b></li> <li>• <b>CANDIDATES MAY HAVE ANY OTHER RELEVANT INTRODUCTION AND OR CONCLUSION THAN THOSE INCLUDED IN A SPECIFIC EXTENDED WRITING MARKING GUIDELINE.</b></li> <li>• <b>IN ASSESSING THE OPEN-ENDED SOURCE-BASED QUESTIONS CANDIDATES SHOULD BE GIVEN CREDIT FOR ANY OTHER RELEVANT RESPONSE.</b></li> </ul>
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### 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 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 extended writing 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; and
- the learner's interpretation of the question.

**Assessment procedures of extended writing**

1. Keep the synopsis in mind when assessing 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 the marking guideline/ memorandum) each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline/ memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/ memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.
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 matrix

4.1 **Use of analytical matrix in the marking of extended writing (refer to page 6)**

In the marking of extended writing with reference to page 6 the given criteria shown in the matrix should be used. In assessing the extended writing note should be taken of 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.

- 4.1.1 The first reading of extended writing 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	

- 4.1.2 The second reading of extended writing will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 5	

- 4.1.3 Allocate an overall mark with the use of the matrix.

C	LEVEL 4	} 18 - 19
P	LEVEL 5	

**4.2 Use of holistic rubric in the marking of extended writing (refer to page 7)**

The given rubric, which takes into account both content and presentation, should be used in the marking of extended writing.

C & P	LEVEL 5	18 - 20
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**Grade 12 Extended Writing Matrix: Total Marks: 30**

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

**GRADE 12 HOLISTIC RUBRIC TO ASSESS EXTENDED WRITING (SUCH AS AN ESSAY USING SOURCES, REPORT, NEWSPAPER ARTICLE, ETC.)**

LEVEL	If the candidate has demonstrated <b>all or most of the skills listed in a particular level, she/he will be awarded a mark relevant to the category.</b>
<b>7</b> <b>Outstanding</b> <b>80 – 100%</b> <b>24 - 30</b>	Consistently focuses on topic – demonstrates a logical and coherent progress towards a conclusion Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Groups sources (not essential but should not merely list sources) Demonstrates a setting of sources in background understanding If appropriate, deals fully with counter-argument Refers appropriately to relevancy, bias, accuracy, limitation of sources Expresses him/herself clearly Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
<b>6</b> <b>Meritorious</b> <b>70 – 79%</b> <b>21 - 23</b>	Makes a good effort to focus consistently on the topic but, at times, argument loses some focus Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Good use of relevant evidence from the sources Good attempt to consider counter-argument Good attempt to refer to relevancy, bias, accuracy, limitation of source Expression good Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
<b>5</b> <b>Substantial</b> <b>60 – 69%</b> <b>18 - 20</b>	Makes an effort to focus on the topic but argument has lapses in focus Comprehends most of the sources Uses most of the sources Selects relevant sources Expression good but with lapses Perhaps, lacking some depth of overall-focus, or does not make reference to one or more relevant sources If appropriate, makes an attempt to consider counter-argument Rather superficial or no attempt to refer to relevancy, bias, accuracy, limitation of sources Makes an attempt to take a stand (focuses on limitations, etc.) in reaching an independent conclusion
<b>4</b> <b>Moderate</b> <b>50 – 59%</b> <b>15 - 17</b>	Makes an effort to focus on the topic but argument has many lapses in focus Moderate comprehension of most of the sources Moderate use of relevant evidence from the sources Moderate attempt to consider counter-argument Moderate attempt to refer to relevancy, bias, accuracy, limitation of sources Expression is satisfactory Makes an attempt to take a stand but there are serious inconsistencies with making links with the rest of the essay Essay might have a tendency to list sources and “tag” on focus
<b>3</b> <b>Adequate</b> <b>40 – 49%</b> <b>12 - 14</b>	Little attempt to focus on the topic Little comprehension of the sources Struggles to select relevant information from the sources No quotes – or generally irrelevant Makes little effort to consider counter-arguments Mainly characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression poor Makes a poor attempt to take a stand. (i.e. battles to reach an independent conclusion)
<b>2</b> <b>Elementary</b> <b>30 - 39%</b> <b>09 - 11</b>	Unable to focus on the topic Unable to identify relevant sources No quotes – or generally irrelevant Makes no effort to consider counter-argument Essay characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression very poor Makes a very poor attempt to take a stand – if at all
<b>1</b> <b>Not Achieved</b> <b>0 – 29%</b> <b>0 - 8</b>	No attempt to focus on the topic Uses no sources Completely irrelevant Copies directly from the sources Answer extremely poor

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

- 1.
- 1.1.1 *[Extraction and interpretation of evidence from Source 1A - L1 - LO1 (AS3)]*
- The Soviet Union under Gorbachev had embarked on a new foreign policy
  - Gorbachev's policy no longer wanted the Soviet Union to become involved in regional conflicts (any 1 x 2) (2)
- 1.1.2 *[Interpretation and analysis of evidence from Source 1A - L2 - LO2 (AS2)]*
- The change in USSR's policy forced both Cuba and South Africa to change their stance
  - Both Cuba and South Africa wanted to end hostilities because of a waste of resources (2 x 2) (4)
- 1.1.3 *[Definition of concepts from Source 1A - L2 - LO2 (AS1)]*
- (a) Marxism – Leninism
- Philosophy of Marx and Lenin: a combination of communist ideology based on the theory of Marx and the practice of Lenin
  - This philosophy was based on the means of production being controlled by the state
  - Free enterprise and profiteering was outlawed
  - Any other relevant point
- (b) Total Onslaught
- Strategy conceived by Botha to continue white rule and carry out military attacks on freedom fighters based in neighbouring countries
  - PW Botha used the policy of 'total onslaught' to invade neighbouring countries under the guise of protecting South Africa from a communist invasion
  - Any other relevant point (any 2 x 2) (4)
- 1.1.4 *[Extraction and interpretation of evidence from Source 1A – L2 - LO1 (AS3)]*
- MPLA was becoming tired of war
  - MPLA realised the continuation of war impacted negatively on its economy, political stability and drained its resources
  - Wanted to focus on Angola's development: multi-party democracy
  - SA saw political change encouraging – fear of communist threat and takeover abated
  - Angola no longer seen as a puppet of the Communist forces
  - Any other relevant point (any 1 x 2) (2)
- 1.1.5 *[Interpretation of evidence from Source 1A - L2 - LO1 (AS3); LO2 (AS2); LO3 (AS2)]*
- Depended on the socialist government in Eastern Europe for military and financial support
  - Dealt a severe blow on the ANC in exile was a huge setback to its liberation struggle
  - The ANC had to re-define itself as a liberation organisation
  - The ANC was forced to begin a process of negotiation with the apartheid government (any 1 x 2) (2)



## 1.2

1.2.1 *[Extraction of evidence from Source 1B – L2 - LO1 (AS3)]*

- The end of communism in the Soviet Union prompted De Klerk to bring about change
- To transform South Africa's political scenario
- To bring an end to South Africa's political, economic and social challenges
- To begin a process of negotiations to end South Africa's challenges
- With the ending of the Cold War and the weakening of the ANC time was now opportune for reform (any 1 x 2) (2)

1.2.2 *[Interpretation of evidence using Source 1B – L3 - LO1 (AS3); LO2 (AS2); LO3 (AS3)]*

Candidates need to state either Yes or No and should support their answer with valid reasons:

**Yes**

- De Klerk received political advice that he should embark on South Africa's political transformation
- With reform South Africa's political tensions would be reduced
- Change would bring about economic prosperity and political stability
- Any other relevant point

**No**

- Most white South Africans would argue that De Klerk's road to transformation would lead to a loss of their privileges
- Political changes would impact negatively on South Africa's economic investments and development
- Any other relevant point (any 2 x 2) (4)

1.2.3 *[Interpretation of evidence using Source 1B – L1- LO1 (AS3); LO2 (AS2)]*

- De Klerk noted that the lack of political negotiations in Zimbabwe lead to years of violence and uncertainty
- De Klerk wanted to avoid a Zimbabwean type situation to repeat itself in South Africa
- Business - supported De Klerk's move towards a negotiated settlement
- Western governments - encouraged De Klerk to pursue a negotiated settlement (2 x 1) (2)

1.2.4 *[Extraction of evidence from Source 1C – L2 - LO1 (AS3)]*

- (a) Ardent nationalists-in strong opposition to major changes being implemented by De Klerk : rejected change
- (b) Bantu homeland leaders – rejected De Klerk's proposal because it would have left them powerless and without authority (2 x 1) (2)

## 1.3

1.3.1 *[Extraction of evidence from Sources 1C – L 1 - LO1 (AS3)]*

- To thank De Klerk for releasing the eight political prisoners
- To support De Klerk in his endeavours to bring about constitutional negotiations
- Any other relevant point (any 2 x 1) (2)

1.3.2 *[Interpretation of evidence from Source 1C –L3 - LO1 (AS3); LO3 (AS2)]*

- Only one road to peace and justice- road of reconciliation
- Solutions must be mutually agreed upon
- Old enemies must together discuss the new South Africa and negotiate a new constitution  
(any 2 x 2) (4)

1.3.3 *[Interpretation and evaluation of evidence from Source 1C – L3 - LO1 (AS3)]*

- To highlight the release of ANC leaders
- To capture this historic moment at the 'Welcome Home' rally
- To highlight the popularity of these leaders  
(any 1 x 3) (3)

1.3.4 *[Extraction of evidence from Sources 1C -L 2 - LO1 (AS3)]*

- These ANC leaders were very popular
- The ANC was an organisation that had great support  
(2 x 1) (2)

1.3.5 *[Selection, analysis and synthesis of evidence from Sources 1C- L3 LO2 (AS3); LO3 (AS2&3)]*

Candidates can select either the Written Source or the Visual Source and support their point of view with valid reasons.

**Written Source is USEFUL** because it highlights the following:

- Gives accurate details regarding the release of political prisoners and De Klerk's inaugural speech
- More reliable source because it was written by Mandela
- It is a primary source by Mandela outlining his support for De Klerk's intention for a negotiated settlement
- Any other relevant response

**Visual Source is USEFUL** because it highlights the following:

- The photograph gives a vivid description of the welcome rally
- The photograph captures the mood and of the crowd at the welcome home rally of the ANC's leaders
- Any other relevant response  
(any 2 x 2) (4)

1.4 *[Interpretation, analysis and synthesis of evidence from all sources - L3 - LO1 (AS3); LO2(AS2&3); LO3 (AS2)]*

Candidates should include the following aspects in their response:

- De Klerk decision to release political prisoners hailed as ground breaking
- Congratulated by Mandela for his bold initiative
- De Klerk's decision received local and international acclaim
- The photograph gives the impression that ordinary South Africans welcomed home their authentic leaders
- Any other relevant response

Use the following rubric to allocate a mark:

<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 the impact of De Klerk's decision to release political prisoners</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic</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 to the topic, e.g. <b>Shows an understanding of the impact of De Klerk's decision to release political prisoners</b></li> <li>• Uses evidence in a very basic manner</li> </ul>	<b>Marks: 3 – 4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>Demonstrates a thorough understanding of the impact of De Klerk's decision to release political prisoners</b></li> <li>• Evidence relates well to the topic</li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic</li> </ul>	<b>Marks: 5 – 6</b>

(6)

## 1.5 EXTENDED WRITING

1.5.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills - L 1 - LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]*

Candidates should include the following aspects in their response:

### SYNOPSIS

Candidates should outline how the ending of communism in the Soviet Union and in Europe contributed to the National Party changing its stance and policies towards resistance organisations. The process of De Klerk's road map to a negotiated settlement and future plans should be highlighted.

### MAIN ASPECTS

- Introduction: Candidates should outline how Gorbachev's ending of communism influenced De Klerk's thinking.

### ELABORATION

- Gorbachev's role in ending communism
- The introduction of Glasnost and Perestroika in Russia
- The impact of Glasnost and Perestroika on South Africa
- De Klerk could no longer use the argument that apartheid was stemming the tide of communism
- Banned political organisations could no longer be termed as communist inspired terrorists
- De Klerk was forced to negotiate with previously banned political organisations like the ANC
- Opened the way for engagement with the ANC leading to the democratisation process in South Africa
- Process of negotiations were initiated for the ending of apartheid
- Any other relevant response
- Conclusion: Candidates should tie up their argument with relevant evidence.

(30)

**OR**

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

1.5.2 [*Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument L2 – LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)*]

Candidates should include the following aspects in their response:

**SYNOPSIS**

Candidates should focus on how the position of the ANC was weakened with the ending of the Cold War. Candidates should focus on how the end of the Cold war affected the functioning of the ANC. Against this backdrop the ANC had to re-define its strategies. Relevant examples should be given to back up candidates responses.

**MAIN ASPECTS**

- Introduction: Candidates should demonstrate how the ending of the Cold War forced the ANC and the apartheid government to begin a process of negotiations.

**ELABORATION**

- Firstly, the ANC was forced to negotiate with the apartheid government because it had no military, revolutionary and economic support from the Soviet Union – ending of the Cold War
- The end of communism meant the removal of Cuban troops and MK soldiers from Angola
- Independence of Namibia seen as a forerunner to a negotiated settlement
- The ANC was left to fend for itself because of the changing international scenario
- The ANC and the apartheid government under pressure to find a peaceful and workable solution
- Secondly, the apartheid government was forced to negotiate with the ANC because of external and internal factors
- External factors (collapse of the Soviet Union, Gorbachev's process of reform, the removal of Cuban troops from Angola, pressure from Britain, USA and other democratic countries to change, etc)
- The low intensity war that took place before Zimbabwe got its independence served as a catalyst for De Klerk to begin a process of talking to black political organisations
- Internal factors (economic stagnation, racial unrest, financial crisis, the cycle of black opposition, etc)
- Any other relevant response
- Conclusion: Candidates should end the report with a relevant conclusion. (30)

**Use the matrix on page 7 in this document to assess this extended writing**

**[75]**

**QUESTION 2: DID THE ENDING OF THE COLD WAR CONTRIBUTE TO THE RE-IMAGINING OF ZAIRE (DEMOCRATIC REPUBLIC OF THE CONGO) AS A NATION IN THE 1990s?**

- 2.1
- 2.1.1 *[Extraction of evidence from Source 2A – L1 – LO1 (AS3); LO2 (AS2)]*
- Wanted to keep Soviet influence out of the Congo
  - Wanted to strengthen and maintain US influence in the Congo
  - US installed a puppet government to ensure easy access to the Congo's mineral wealth and other resources
  - Lumumba was pro-Soviet Union
  - Any other relevant response (any 1 x 2) (2)
- 2.1.2 *[Interpretation of evidence from Sources 2A – L2 – LO2 (AS2); LO3 (AS2&3)]*
- The US was largely instrumental in installing Mobutu
  - The US had vested interests in installing as the new leader of the Congo
  - US strengthened Mobutu militarily to keep him as a ruler
  - Any other relevant response (2 x 2) (4)
- 2.1.3 *[Interpretation of evidence from Sources 2A – L2 – LO2 (AS2); LO3 (AS2&3)]*
- By providing financial and military support
  - The US patronised Mobutu by inviting him on several occasions to the USA
  - Any other relevant response (2 x 2) (4)
- 2.1.4 *[Interpretation and analysis of evidence from Sources 2A – L2 – LO2 (AS2); LO3 (AS2&3)]*
- The Congo offered the US easy access to its vast mineral resources
  - Provided access to use the Congo as a base to monitor and counter Soviet activity in Africa (1 x 2) (2)
- 2.2
- 2.2.1 *[Analysis of historical concepts from Source 2A – L1 – LO2 (AS1)]*
- (a) Perestroika
- Restructuring/reform
  - Rebuild Soviet economy
  - Reform communist system – not replace it with capitalism
  - Political reappraisal of the system of government in Russia (any 1 x 2) (2)
- (b) Glasnost
- Openness – people speak freely
  - Able to criticise government
  - Due course leads to democratic institutions and free elections
  - Reforms so that communist system works more efficiently and democratically (any 1 x 2) (2)
- 2.2.2 *[Interpretation and analysis of evidence from Sources 2B – L2 – LO2 (AS2); LO3 (AS2&3)]*
- Russia's economy was ailing
  - Could not keep up with international competitiveness
  - Wanted to focus on Russia's resources in developing Russia (any 1 x 3) (3)

2.2.3 *[Extraction and explanation of evidence from Sources 2B – L2 – LO2 (AS2); LO3 (AS2&3)]*

- Saw this as a set back
- African countries decided to find new ways of getting assistance
- Many began to democratise their countries
- African leaders had to look to the west for assistance
- Any other relevant response (any 1 x 2) (2)

2.2.4 *[Interpretation and analysis of evidence from Sources 2B – L2 – LO2 (AS2); LO3 (AS2&3)]*

- Russia had decide to end communism
- Cold War has ended
- The USA has won the Cold War and they the undisputed champions
- Any other relevant response (any 1 x 2) (2)

2.2.5 *[Interpretation and analysis of evidence from Sources 2B – L3 – LO2 (AS2); LO3 (AS2&3)]*

Candidates could either say Yes or No and should support their response with valid reasons

**Yes** - gives an accurate portrayal of events because:

- It captures exactly what happened when Russia decided to end the Cold War
- Gives the impression that Russia was defeated in the Cold War

**No** gives an inaccurate portrayal of events because:

- Based on an American view
- One-sided claim of superiority (any 2 x 2) (4)

2.3

2.3.1 *[Extraction and Interpretation of evidence from Source 2C – L2 – LO2 (AS2)]*

Despite US support the following still prevailed in the Congo:

- Congo's economy was in a state of recession
- Life expectancy was reduced
- Illiteracy increased
- AIDS and other diseases were rampant
- Corruption was endemic
- Mismanagement was rife in government departments
- Any other relevant response (any 1 x 2) (2)

2.3.2 *[Interpretation and analysis of evidence from Sources 2C – L3 – LO3 (AS2&3)]*

- Crocker states that if the US applied pressure on Mobutu the country would have been destroyed via a coup
- Fearing instability and chaos the US continued to support him
- Any other relevant response (any 2 x 2) (4)

2.3.3 *[Extraction of evidence from Source 2C – L2 – LO1 (AS3)]*

- The USA decided to stop supporting Mobutu
- Social ills (such as poverty, unemployment, mismanagement) were now unmanageable
- People were tired of Mobutu's dictatorship and one party rule
- People wanted change
- Any other relevant response (1 x 2) (2)

2.3.4 *[Interpretation and analysis of evidence from Source 2C – L2 – LO1 (AS3)]*  
*LO3 (AS2&3)]*

- The written source adequately supports what is being portrayed in the visual source
- The visual source shows how Mobutu was removed from power-
- Out with the old leader in with the new leader - this demonstrated a change in the Congo's leadership (2 x 2) (4)

2.4 *[Interpretation, analysis and synthesis of evidence from all sources - L3 – LO1 (AS3&4); LO2 (AS2 &3); LO3 (AS2, 3 &4)]*

Candidates should include the following aspects in their response:

- USA responsible for Mobutu's installation as a ruler
- Wholly dependent on the USA for military and financial support
- Allowed the Congo to become exploited by the USA
- Used the Congo as a base for its military activities in Africa
- As a replacement to Lumumba – Mobutu used to advance capitalism and the interests of the West
- Any other relevant point

Use the following rubric to allocate a mark:

<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 Mobutu became a pawn of the USA</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic</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 to the topic, e.g. <b>Shows an understanding of how Mobutu became a pawn of the USA</b></li> <li>• Uses evidence in a very basic manner</li> </ul>	<b>Marks: 3 – 4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>Demonstrates a thorough understanding of how Mobutu became a pawn of the USA</b></li> <li>• Evidence relates well to the topic</li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic</li> </ul>	<b>Marks: 5 – 6</b>

(6)

## 2.5 EXTENDED WRITING

### 2.5.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]*

Candidates should include the following aspects in their response:

#### SYNOPSIS

Candidates need to state whether they agree or disagree with the statement. Candidates need to demonstrate how they will support their given line of argument. They need to indicate which case study of Central, West or North Africa they will use. In disagreeing with the statement candidates need to substantiate their argument.

#### MAIN ASPECTS

- Introduction: Candidates need to explain whether the collapse of the USSR had a profound impact on Africa or not. Candidates need to indicate which case study of Central, West or North Africa they intend to use to demonstrate their point of view.

#### ELABORATION

##### **The collapse of the USSR had a profound impact on Africa**

- Changes in Soviet Union and Eastern Europe forced the USSR to change its role in Africa
- Gorbachev's Glasnost and Perestroika – USSR forced to retreat from Africa
- Downfall of Marxism – Leninism
- End of Cold War – changed West's attitude to Africa
- West no longer needed allies in Africa to counter USSR's influence
- Democracy and capitalism more popular than communism
- Good governance and accountability replaced repression and state control
- Economic growth based on democratic system of government which later became evident
- Any other relevant response
- Conclusion: Candidates should tie up their argument by explaining whether the collapse of the USSR did in fact have a profound impact on Africa or not.

(30)

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

**OR**



2.5.2 *[Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]*

Candidates should include the following aspects in their response:

**SYNOPSIS**

In writing the report candidates need to explain how selfish interests contributed to Congo's underdevelopment. Relevant examples of Mobutu's rule/misrule should be highlighted and discussed.

**MAIN ASPECTS**

- Introduction: Candidates need to focus on the reasons for greed and corruption in the Congo.

**ELABORATION**

- US role in installing Mobutu as leader of the Congo
- Mobutu loyal to the US and allows the resources of the Congo to be siphoned by the US
- US supports Mobutu militarily and financially
- Mobutu's rule is a dictatorship
- Siphoning of Congo's resources
- Mismanagement
- Corruption
- Underdevelopment of the Congo and the associated increase in social ills
- Removal of Mobutu as leader
- Any other relevant response

- Conclusion: Candidates should tie up their argument by explaining whether the country was able to re-imagine itself.

(30)

**Use the matrix on page 7 in this document to assess this extended writing.**

**[75]**

**QUESTION 3: WHY WAS SOUTH AFRICA'S FIRST DEMOCRATIC ELECTIONS REGARDED AS A TURNING POINT IN THE COUNTRY'S HISTORY?**

- 3.1
- 3.1.1 *[Extraction and interpretation of evidence using Source 3A – L2 – LO1 (AS3); LO2 (AS2)]*
- Unforgettable moment
  - Jubilation-historic day (realisation of dreams and hopes)
  - Relief-birth of democracy achieved in a relative peaceful manner
  - Any other relevant response
- (any 2 x 1) (2)
- 3.1.2 *[Interpretation of evidence from Source 3A – L2 – LO1 (AS3)]*
- To pay respect and homage to the first leader of the ANC John Dube
  - To provide support to the province affected by violence
- (1 x 2) (2)
- 3.1.3 *[Extraction and interpretation of evidence using Source 3A – L2 – LO1 (AS3); LO2 (AS2)]*
- (a)
- Relief-that the elections were not accompanied by violence and bloodshed.
  - Pleased-done the right thing and saved South Africa from civil war
  - Concerned-opponents think that he has 'sold out' South Africa
  - Any other relevant response
- (any 1 x 2) (2)
- (b)
- Excited – great feeling to vote for the first time
  - Pleased at the birth of democracy
  - Any other relevant response
- (1 x 2) (2)
- 3.1.4 (a) *[Explanation of concept – L1 – LO2 (AS1)]*
- A system of government in a country where freedom of speech, religion and assembly is enshrined in the constitution
  - Government elected by the people – elections free and fair
- (any 1 x 2) (2)
- (b) *[Explanation of concept – L1 – LO2 (AS1)]*
- It is a system where the people are not given an opportunity to exercise their freedom and basic human rights by the government
  - Any other relevant response
- (any 1 x 2) (2)
- 3.2
- 3.2.1 *[Interpretation of evidence from Source 3B – L2 – LO1 (AS3); LO2 (AS2)]*
- Large number of voters that turned out to vote – indication of privilege to vote
  - Symbolic end to a system that had dehumanised people
  - Despite large number of voters- elections were relatively peaceful
  - Any other relevant response
- (1 x 2) (2)
- 3.2.2 *[Interpretation of evidence using Source 3B – L2&3 – LO1 (AS3); LO3 (AS2)]*
- Happy and satisfied
  - Sad and grieved for the many who did not live to see the day
  - Any other relevant response
- (1 x 3) (3)

3.2.3 *[Comparing evidence in Sources 3A and 3B – L3 – LO2 (AS3); LO3 (AS2)]*

Candidates should substantiate the usefulness of the source to a historian

**USEFUL**

- They provide photographic evidence of the event
- Large numbers show support for first democratic elections
- The photos were not supplied by the government so there is no bias
- Photograph 2 especially demonstrate the enthusiasm of the people
- Photograph 2 shows the human side of history of ordinary South Africans casting their vote
- Any other relevant response (any 2 x 2) (4)

3.2.4 *[Comparing evidence in Source 3A and 3B – L2 – LO1 (AS3); LO3 (AS3)]*

- The long queues demonstrates people's patience to cast their ballot
- The old and frail were willing to wait to cast their ballot
- Voter turn out positive/overwhelming
- Any other relevant response (any 2 x 2) (4)

## 3.3

3.3.1 *[Extraction from Source 3A – L1 – LO1 (AS3); LO3 (AS2)]*

- African National Congress (ANC) (1 x 1) (1)

3.3.2 *[Extraction from Source 3C – L1 – LO1 (AS3); LO3 (AS2)]*

- African Christian Democratic Party (ACDP) (1 x 1) (1)

3.3.3 *[Interpretation of evidence using Source 3C – L2&3 – LO1 (AS3); LO3 (AS2)]*

Candidates should indicate Yes or No and support their responses with valid reasons:

**Yes**

- They thought they were responsible for bringing change
- Had hoped for greater number of seats
- Felt betrayed by the voters
- Expected support from the former subject 'states' (homelands)
- Any other relevant response

**No**

- Realised that black South Africans were in the majority
- Elections were a numbers game
- The NP did not anticipate the support of the ANC (any 2 x 2) (4)

3.3.4 *[Interpretation of evidence using Source 3C – L2 – LO2 (AS2); LO3 (AS2 &3)]*

Candidates should indicate Yes or No and support their responses with valid reasons:

(a) **IFP: Yes**

- Last minute decision to join the election.
- Regionally based political party
- Violence in Natal
- Any other relevant response

**IFP: No**

- Split vote
- In-fighting for power
- Was seen as an ethnic party i.e. Zulu nationalism (any 1 x 2) (2)

**(b) FF:Yes**

- Saw itself as the only representative of the white South Africans especially the Afrikaners
- Represented conservative rule – peace; law and order
- Vanguard of white security in Black South Africa

**FF:No**

- Alienated itself from the NP
- Associated with right wing violence and against transition
- Symbolic of South Africa's past
- Any other relevant response (any 1 x 2) (2)

3.3.5 *[Interpretation of evidence to determine usefulness of source-L3 – LO1 (AS4); LO3 (AS1)]*

Candidates should indicate whether statistics are useful or not useful to a historian. They should support their choice with valid reasons:

**USEFUL**

- Reliable – accurate account of first democratic elections
- Statistics used to determine voting patterns
- Indication of South Africa's response to the end of apartheid and birth of democracy
- Any relevant response

**NOT USEFUL**

- Analyst needs to consult more sources
- 1994 election launched from very symbolic and optimistic platform-political reality might reveal very different results (any 2 x 2) (4)

3.4 *[Interpretation, analysis and synthesis of evidence from all sources– L1-3 – LO1 (AS1); LO2 (AS1, 2&3; LO3 (AS1, 2, 3)]*

Candidates should include the following aspects in their response:

- Surprised the world about the peaceful transition to democracy
- Respect-end of human rights violations
- Problems could be solved peacefully through negotiations
- Victory for peace and democracy
- Any other relevant response

Use the following rubric to allocate a mark:

<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 what the 1994 elections had to say to the world about South Africa</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic</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 to the topic, e.g. <b>Shows an understanding of what the 1994 elections had to say to the world about South Africa</b></li> <li>• Uses evidence in a very basic manner</li> </ul>	<b>Marks: 3 – 4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>Demonstrates a thorough understanding of what the 1994 elections had to say to the world about South Africa</b></li> <li>• Evidence relates well to the topic</li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic</li> </ul>	<b>Marks: 5 – 6</b>

(6)

### 3.5 EXTENDED WRITING

3.5.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]*

Candidates should include the following aspects in their response:

#### SYNOPSIS

Candidates should take a line of argument and discuss this statement. The statement must be addressed in the light of South Africa's first democratic elections

#### MAIN ASPECTS

- Introduction: Candidates need to refer to the road to South Africa's first democratic elections.

#### ELABORATION

- Release of Mandela – Process of negotiation between various political parties
- Groote Schuur, Pretoria Minute, Whites only referendum
- CODESA, Record of Understanding
- Assassination of Hani- Mandela appeals to nation to remain calm
- Election date set
- White conservatives participate in elections
- New Constitution
- Mandela President of South Africa
- 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.**  
**OR**

3.5.2 *[Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]*

Candidates should include the following aspects in their response:

#### SYNOPSIS

Candidates should explain why South Africa's first democratic election could be regarded as turning point in the country's history. Candidates should use salient examples to back-up their argument.

#### MAIN ASPECTS

- Introduction: Candidates must give reasons why exiles should return to South Africa. Mention must be made of new optimism and opportunities.

#### ELABORATION

- Significance of De Klerk's speech (background)
- Release of Mandela
- Reforms introduced/ free political activity
- The process of negotiations – CODESA 1,2
- Response Hani's assassination
- 1994 elections - Democracy at work/stability
- Government of national unity
- Any other relevant point

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

(30)

**Use the matrix on page 7 in this document to assess this extended writing.**

**[75]**

**QUESTION 4: DID THE TRUTH AND RECONCILIATION COMMISSION (TRC)  
HEAL THE WOUNDS OF SOUTH AFRICA'S PAST?**

- 4.1
- 4.1.1 *[Extraction from Source 4A – L1 – LO1 (AS3); LO3 (AS2)]*
- It served to expose human rights violations and crimes committed by the apartheid regime
  - It provided a platform for ordinary people to reveal their stories of how they were affected by the apartheid regime
  - Granting of amnesty in some instances for crimes committed (3 x 1) (3)
- 4.1.2 *[Extraction of evidence from Source 4A – L1 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*
- Clear and open confession of the wrongs committed
  - Remorse for the crimes committed
  - Serve as an exercise in reconciliation
  - Fear of prosecution
  - Would not bring about the desired hope for reconciliation
  - Did not like to open old wounds
  - It would have exposed the apartheid regimes violation of human rights
  - Any other relevant response (any 2 x 1) (2)
- 4.1.3 *[Interpretation and explanation – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*
- The TRC did not have the power to prosecute
  - TRC was to help the victims as well perpetrators of crime to undergo a cleansing experience
  - It could not mete out punishment to the culprits/offenders
  - Any other relevant response (any 1 x 2) (2)
- 4.1.4 *[Explanation of evidence from Source 4A – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*
- They were involved in the murders of the Pebco three, the Gugulethu seven and other killings and atrocities
  - Wanted to avoid prosecution and imprisonment
  - Any other relevant response (any 2 x 2) (4)
- 4.2
- 4.2.1 *[Interpretation of evidence from Source 4B – L3 – LO1 (AS3); LO3 (AS2)]*
- Opponents captured and tortured
  - Flimsy excuses given for the deaths
  - Life of opponents viewed cheaply and worthless
  - Any other relevant response (any 1 x 2) (2)
- 4.2.2 *[Interpretation of evidence from Source 4B – L3 – LO1 (AS3); LO3 (AS2)]*
- Death was the method used to eliminate opponents of the regime
  - Survival from the hands of the apartheid perpetrators appeared slim
  - Flagrant violation of human dignity and human rights
  - Any other relevant response (any 2 x 2) (4)

4.2.3 *[Interpretation of evidence from Source 4B – L3 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

Candidates should indicate Yes or No and support their choice with valid reasons:

**Yes**, partly successful

- Promote reconciliation
- Shows that the TRC was committed to a process of healing the nation
- Provided an open forum for perpetrators of apartheid crimes to come forward
- Any other relevant response

**No**

- Not every perpetrator of apartheid crimes came forward to make open confessions
- There was resistance from some sectors to the TRC
- Reconciliation and nation building was not fully supported by all (any 2 x 2) (4)

4.2.4 *[Interpretation of evidence from Source 4B – L3 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

Source is useful because of the following reasons:

- It gives information on how anti-apartheid activists died
- Shows the brutality of the apartheid regime and its agents
- Gives useful information on how the apartheid regime tried to cover up its 'nasty' deeds
- People were made aware of the crimes committed during the apartheid regimes rule
- Was a form of catharsis
- In many cases closure resulted – process of forgiveness, reconciliation and healing occurred
- Any other relevant response (any 2 x 2) (4)

4.3

4.3.1 *[Interpretation and evaluation of evidence from Source 4B – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

- Work of the TRC is not going to be easy
- Many challenges and hurdles to be faced
- Readiness to confess does not seem apparent
- Any other relevant response (any 1 x 2) (2)

4.3.2 *[Interpretation and evaluation of evidence from Source 4B – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

- All were not fully committed to the TRC
- Not willing to present the truth for the sake of reconciliation-feared consequences
- Time gap between the events and the TRC was vast
- Any other relevant response (any 2 x 2) (4)



4.3.3 *[Interpretation and evaluation of evidence from Source 4B – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

- Victim of apartheid serves as a symbol to be willing to forgive for the sake of conciliation
  - Journalists keen to see how suffering and forgiveness are going to be achieved
  - Road to reconciliation not easy
  - Any other relevant response
- (2 x 2) (4)

4.3.4 *[Interpretation and evaluation of evidence from Source 4B – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

- Submission made by the NP is not the whole truth nor the complete truth
  - NP had something to hide
- (1 x 2) (2)

4.3.5 *[Interpretation and evaluation of evidence from Source 4B – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

- Critical of the TRC
  - Uncertain whether the TRC would achieve its aims
  - Saw the work of the TRC as enormously challenging
  - Quest for the truth in the religious mode (Archbishop Tutu) and political double speak (FW de Klerk) were difficult to attain
- (1 x 2) (2)

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

Candidates should include the following aspects in their response:

- TRC had to find tangible solutions for the victims of apartheid atrocities
- TRC had to listen to crimes that were committed
- TRC had to grant amnesty
- Difficult to reach consensus regarding the process of healing and reconciliation
- Unable to satisfy all parties
- Any other relevant point

Use the following to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Cannot extract evidence or extract evidence from the sources in a very elementary manner, e.g. <b>Shows no or little understanding of the why the work of the TRC was an unenviable (unpopular) task.</b></li> <li>• Use evidence partially to report on topic or cannot report on topic</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic, e.g. <b>Shows an understanding of the why the work of the TRC was an unenviable (unpopular) task.</b></li> <li>• Use evidence from sources in a very basic manner</li> </ul>	<b>Marks: 3 – 4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Extract relevant evidence from the sources, e.g. <b>Demonstrates a thorough understanding of the why the work of the TRC was an unenviable (unpopular) task.</b></li> <li>• Extracted evidence – relates well to the topic</li> <li>• Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic</li> </ul>	<b>Marks: 5 – 6</b>

(6)

**4.5 EXTENDED WRITING****4.5.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]**

Candidates should include the following aspects in their response:

**SYNOPSIS**

Candidates should critically discuss whether the TRC was successful or not in healing the wounds of a divided South Africa. Candidates should back up their argument with relevant case studies/examples.

**MAIN ASPECTS**

Introduction: Candidates should take a specific line of argument and indicate how they intend supporting it.

**ELABORATION**

Candidates can mention either that the TRC was successful or it was a failure

**SUCCESSFUL**

- People came forth to present their cases
- In some cases there was genuine commitment to reconciliation
- In some cases there was closure
- Families were able to forgive
- Others were angry - believed that the perpetrators of gross human rights violations escaped punishment
- Amnesty was controversial
- However when the report was presented - the belief was that it laid the foundation for reconciliation
- New constitution supported the idea of national unity based on reconciliation and the reconstruction of society

**UNSUCCESSFUL**

- Some perpetrators did not appear before the TRC
- Others were angry - believed that the perpetrators of gross human rights violations escaped punishment
- Political tension prevailed during its operations
- Many saw the TRC investigating aspects of the past that might damage their political credibility
- Parties accused the TRC of being a "witch-hunt" rather than a genuine tool for national reconciliation, and frustrated the Commission's work by [bringing about] frequent legal actions against the TRC
- For restorative justice to succeed, victims need to see offenders express remorse [regret]. That this was not forthcoming from the political party that governed the country under apartheid
- Any other relevant response
- 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**

**OR**

4.5.2 *[Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]*

Candidates should include the following aspects in their response:

#### SYNOPSIS

In writing a report candidates need to indicate reasons for the TRC. Information and evidence regarding how the TRC attempted to build a unified and reconciled South Africa should be discussed. Relevant case studies/examples should be used to back up the report.

#### MAIN ASPECTS

Introduction: Candidates should assess the work done by the TRC.

#### ELABORATION

- Candidates should evaluate whether the TRC was successful or not in helping the process of reconciliation, justice and forgiveness
  - TRC provided a forum for people to rid themselves of their bottled emotions of guilt, suffering and hatred
  - Provided a structured platform for relief in the way of amnesty or financial compensation
  - The first is that it has achieved a remarkable and far-ranging public exposure of the human rights violations and crimes committed under the apartheid regime
  - It has forced a previously reluctant population (though, of course, there is still denial at one level) to see that apartheid was morally indefensible; that it's a crime against humanity
  - It has allowed ordinary people to find expression for the suffering under the apartheid regime
  - It has had a completely cathartic (therapeutic or healing) function for many of the victims
  - It is in this sense that some form of reconciliation has already taken place.
  - Desire to free themselves from the burdens of the past and look ahead to a better and brighter future
  - To look ahead rather than be trapped in the past
  - TRC was to change the mindset of people from division and hate to togetherness and love
  - Any other relevant point
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

**Use the matrix on page 7 in this document to assess this extended writing**

**[75]**

**TOTAL: 150**