



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

HISTORY P2

FEBRUARY/MARCH 2010

MEMORANDUM

MARKS: 150

This memorandum consists of 31 pages.

1. SOURCE-BASED QUESTIONS

1.1 The following Learning Outcomes and Assessment Standards will be assessed in this question paper:

LEARNING OUTCOMES	ASSESSMENT STANDARDS THE ABILITY OF THE LEARNER TO:
Learning Outcome 1 (Historical enquiry)	<ol style="list-style-type: none"> 1. Formulate questions to analyse concepts for investigation within the context of what is being studied. (Not for examination purpose). 2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purpose). 3. Interpret and evaluate information and data from sources. 4. 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.
Learning Outcome 2 (Historical concepts)	<ol style="list-style-type: none"> 1. Analyse historical concepts as social constructs. 2. Examine and explain the dynamics of changing power relations within the societies studied. 3. Compare and contrast interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events.
Learning Outcome 3 (Knowledge construction and communication)	<ol style="list-style-type: none"> 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.

LEVELS OF SOURCE-BASED QUESTIONS	
LEVEL 1 (L1)	<ul style="list-style-type: none"> • Extract relevant information and data from the sources. • Organise information logically. • Explain historical concepts.
LEVEL 2 (L2)	<ul style="list-style-type: none"> • Categorise appropriate or relevant source of information provided to answer the questions raised. • Analyse the information and data gathered from a variety of sources. • Evaluate the sources of information provided to assess the appropriateness of the sources for the task.
LEVEL 3 (L3)	<ul style="list-style-type: none"> • Interpret and evaluate information and data from the sources. • Engage with sources of information evaluating the usefulness of the sources for the task taking into account stereotypes, subjectivity and gaps in the evidence available. • Analyse historical concepts as social constructs. • Examine and explain the dynamics of changing power relations within the aspects of societies studied. • Compare and contrast interpretations and perspectives of peoples' actions or events and changes to draw independent conclusions about the actions or events. • Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data.

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

<ul style="list-style-type: none"> • In the marking of source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples. • In the allocation of marks emphasis should be placed on how the requirements of the question have been addressed. • In the marking guideline the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
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2. EXTENDED WRITING

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

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

2.2 Marking of extended writing

<ul style="list-style-type: none"> • MARKERS MUST BE AWARE THAT THE CONTENT OF THE ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT THE PARTICULAR CENTRE. • CANDIDATES MAY HAVE ANY OTHER RELEVANT INTRODUCTION AND/OR CONCLUSION THAN THOSE INCLUDED IN A SPECIFIC EXTENDED WRITING MARKING GUIDELINE FOR A SPECIFIC ESSAY. • WHEN ASSESSING OPEN-ENDED SOURCE-BASED QUESTIONS, LEARNERS SHOULD BE CREDITED FOR ANY OTHER RELEVANT ANSWERS.

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 of 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 extended writing marking 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 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 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 7)**

In the marking of extended writing with reference to page 7 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 determine 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 8)**

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

C and P	LEVEL 5	18 - 20
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GRADE 12 ANALITICAL MATRIX FOR EXTENDED WRITING: TOTAL MARKS: 30

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PRESENTATION	Very well planned and structured. Good synthesis of information. Constructed an argument	Well planned and structured. Synthesis of information. Constructed an original well - balanced, independent argument.	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.	Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	Shows some evidence of a planned and constructed argument. Some evidence used to support argument. Conclusion not clearly supported by evidence.	Attempts to structure the answer. Largely descriptive/ some attempt at developing an argument.	Little analysis and historical explanation. No structure in answer.
CONTENT	Well balanced argument. Sustained and defended the argument throughout.	Evidence used to defend the argument.					
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	27-30	24-26					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	24-26	23	21-22				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		21-22	20	18-19			
LEVEL 4 Question recognisable in answer. Some omissions/ irrelevant content selection.			18-19	17	15-16		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				15-16	14	12-13	
LEVEL 2 Sparse content. Question inadequately addressed.					12-13	11	9-10
LEVEL 1 Question not answered. Inadequate content. 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 all or most of the skills listed in a particular level, she/he will be awarded a mark relevant to the category.
7 Outstanding 80 – 100% 24 – 30 [Excellent]	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)
6 Meritorious 70 – 79% 21 – 23 [Very good]	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)
5 Substantial 60 – 69% 18 – 20 [Good]	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
4 Moderate 50 – 59% 15 – 17 [Satisfactory]	Makes some 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
3 Adequate 40 – 49% 12 – 14 [Fair]	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)
2 Elementary 30 – 39% 09 – 11 [Weak]	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
1 Not achieved 0 – 29% 0 – 8 [Poor]	No attempt to focus on the topic Uses no sources Completely irrelevant Copies directly from the sources Answer extremely poor

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

1.1

1.1.1 *[Interpretation of evidence from Source 1A – L1 – LO1 (AS3)]*

- South Africa left exposed – could no longer use communism as a shield for apartheid
- The days of apartheid government became numbered
- Awakened the Nationalist government to commence with the process of political reform in South Africa
- Any other relevant response (any 2 x 2) (4)

1.1.2 *[Interpretation of evidence from Source 1A – L2 – LO1 (AS3)]*

- South Africa aware of the Cold War tussle between the USA and USSR – appeared as the bastion of western interests in Africa
- To the west South Africa was their agent to stop the spread of communism
- Any other relevant response (any 1 x 2) (2)

1.1.3 *[Interpretation of evidence from Source 1A – L3 – LO1 (AS3)]*

- South Africa was relieved of the threat of communism
- Socialist revolution of the worker's struggle was ended
- Influence of the Soviet Union as an agent of revolutionary change came to an end
- The west (USA) South Africa's ally was now viewed as the only superpower
- The fear of the SACP as a revolutionary force was longer a threat (any 2x 2) (4)

1.1.4 *[Interpretation and synthesis of evidence from Source 1A – L2 – LO1 (AS3); LO3 (AS2)]*

- Information is not based on primary evidence
- Information may be biased and lacking authenticity
- Coverage of period inadequate
- Content not convincing
- Source may lack intensity and extensiveness in terms of the time period
- Any other relevant response (any 1 x 3) (3)

1.2

1.2.1 *[Interpretation of evidence from Source 1B – L2 – LO1 (AS3); LO2 (AS2)]*

- De Klerk believed ANC was weakened since it depended for financial, military and logistical support on the socialist governments
- ANC would not be able to muster required support to pose a challenge to De Klerk's government (any 1 x 2) (2)

- 1.2.2 *[Interpretation of evidence from Source 1B – L3 – LO1 (AS3); LO2 (AS2)]*
- De Klerk was very intuitive and able to see the opportunities that arose for South Africa as a result of the swiftly changing international political scenario
 - De Klerk had the capacity to take advantage of the changing scenario to the best interests of South Africa (any 1 x 3) (3)
- 1.2.3 *[Interpretation and analysis of evidence from Source 1B – L3 – LO1 (AS3); LO2 (AS2)]*
- The sudden changes in Soviet foreign policy left the ANC napping
 - ANC leaders in prison and exile adequately ready for peaceful process
 - As a banned organisation the ANC was disjointed both internally and externally
 - ANC did not appear as a well marshalled and a united and disciplined organisation for any peace process (any 1 x 2) (2)
- 1.2.4 *[Interpretation and analysis of evidence from Sources 1B – L2 – LO2 (AS2); LO3 (AS2)]*
- The speech on 2 February 1990 was the first big chip on the granite of apartheid
 - The release of Mandela from prison would have an infectious impact on all political prisoners in the country
 - Opened up major demands for political change and transformation in the country
 - The inevitability of black majority rule was to become a factor
 - Any other relevant response (any 2 x 2) (4)
- 1.2.5 *[Interpretation and analysis of evidence from Sources 1B – L2 – LO2 (AS2); LO3 (AS2)]*
- The collapse of communism left De Klerk with no choice since apartheid was seen as the weapon to stop the spread of communism
 - De Klerk no longer had a foil for the preservation of apartheid
 - The collapse of communism had to become synonymous with the collapse of apartheid (any 2 x 2) (4)
- 1.3
- 1.3.1 *[Interpretation and analysis of evidence from Sources 1C – L3 – LO2 (AS2); LO3 (AS2)]*
- Level the playing field before the start of negotiations
 - Process of negotiations required all political prisoners to be released
 - Negotiations cannot commence whilst some are in prison
 - Any other relevant response (any 1 x 2) (2)
- 1.3.2 *[Interpretation of evidence from Sources 1C – L1 – LO2 (AS2); LO3 (AS2)]*
- Country opened up for the process of peace and negotiations
 - Anger of the masses addressed
 - Any other relevant response (any 1 x 2) (2)
- 1.3.3 *[Extraction of information from Source 1C – L1 – LO1 (AS3)]*
- Deeply appreciate your decisions
 - Advising me of the fact in advance
 - Important statement which must have had a formidable impact inside and outside the country (3 x 1) (3)

1.3.4 *[Interpretation and analysis of evidence from Sources 1C – L2 – LO2 (AS2); LO3 (AS2)]*

- Kobie Coetsee as Minister of Justice in De Klerk's cabinet assisted with the process of freeing political prisoners and for the on-going communication with the leader of the ANC
- Gerrit Viljoen Minister of Constitutional Affairs in De Klerk's cabinet assisted with the constitutional process in the peace settlement

(2 x 2) (4)

1.4 *[Interpretation, analysis and synthesis of evidence from all sources – L2&3 – LO1 (AS2&3); LO2 (AS2&3); LO3 (AS2&3&4)]*

- Mandela embodiment of Black struggle for liberation in South Africa and release meant a new dawn in the history of the country
- Release – the beginning of political change and a moment of great expectation
- South Africa's political image appeared brighter and more positive nationally and internationally
- South Africa no longer seen as the polecat of the West
- Release brought a feeling of hope and stability for the future political landscape transformed from a future of violence, division and oppression to a future of peace and prosperity
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how the release of Mandela changed the political scenario in South Africa • Uses evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows an understanding of how the release of Mandela changed the political scenario in South Africa • Uses evidence in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of how the release of Mandela changed the political scenario in South Africa • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

(6)

1.5 EXTENDED WRITING

1.5.1 *[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)]*

SYNOPSIS

Candidates should discuss how the collapse of the Soviet Union opened the way for reforms in South Africa.

Candidates should include the following aspects in their response:

MAIN ASPECTS

- Introduction: Candidates should discuss how the collapse of the Soviet Union paved the way for reforms.

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)

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)]*

SYNOPSIS

Candidates should write a report explaining how the collapse of the Soviet Union left the ANC and the apartheid government with no choice but to agree to a negotiated settlement.

Candidates should include the following aspects in their response:

MAIN ASPECTS

- Introduction: Candidates should demonstrate how Gorbachev's reforms were instrumental in getting both the ANC and the apartheid government to negotiate.

ELABORATION

- The ANC was forced to negotiate with the apartheid government because it had no military, revolutionary and economic support from the Soviet Union
- 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
- Pressure from major powers to work towards a peaceful settlement
- The ANC and the apartheid government had to find a peaceful and workable solution
- The apartheid government took the opportunity to negotiate with the ANC because it appeared weakened without Soviet revolutionary support
- The desire for vengeance and overthrow by the ANC had to be sacrificed for sharing and nation building
- Cognisance had to be taken of internal factors (economic stagnation, racial unrest, financial crisis, etc) to save the country's future
- 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: HOW DID THE COLLAPSE OF THE USSR CAUSE ANGOLA (CENTRAL AFRICA) TO RE-IMAGINE ITSELF IN THE 1990s?

2.1

2.1.1 *[Extraction of information from Source 2A – L1 – LO1 (AS3)]*

- USA and USSR (2 x 1) (2)

2.1.2 *[Explanation of evidence from Source 2A – L3 – LO1 (AS3)]*

- Interested in the natural resources of the country for their own economic welfare
- Territorial struggle for control through support for political factions
- USA supported rebel UNITA movement and USSR supported MPLA- funding and weapons
- Africa (Angola) open to exploitation by rival superpowers
- Extension of the Cold War to the African continent (Angola)
- Any other relevant response (any 2 x 2) (4)

2.1.3 *[Extraction and Interpretation of evidence from Source 2A – L2 – LO1 (AS3); LO2 (AS2)]*

- USSR no longer had the will or means to continue funding MPLA
- MPLA ended Marxist- Leninist policies
- MPLA called for elections
- USA switched sides- abandoned UNITA - supported MPLA
- UNITA refused to accept election result- war resumed
- UNITA lost support outside Angola (any 2 x 2) (4)

2.1.4 *[Interpretation and explanation of evidence from Sources 2A – L3 – LO2 (AS2); LO3 (AS2&3)]*

- Believed election results were rigged
- Believed that he represented USA's interests and would get support to continue the war
- Through destabilisation the MPLA government would not be able to govern Angola peacefully
- Any other relevant response (any 1 x 2) (2)

2.1.5 *[Interpretation and explanation of evidence from Source 2A – L2- LO2 (AS2) LO3 (AS2&3)]*

- Ensured country moved forward towards elections
- USA ditched UNITA and supported MPLA to ensure access to oil
- Invited foreign intervention into Angola for a peaceful political settlement
- Any other relevant response (any 1 x 2) (2)

2.1.6 *[Extraction of evidence from Source 2A – L1- LO1 (AS3)]*

- Abandoned by Americans
- Lost support outside Angola
- Main ally, Sese Seko , Congo , overthrown (any 1 x 2) (2)

- 2.1.7 *[Interpretation and evaluation of evidence from Source 2A – L2- LO1 (AS3); LO2 (AS2); LO3 (AS2)]*
- Could be biased
 - Western perspective
 - Evidence selective – need for further historical evaluation
 - Any other relevant response (any 1 x 2) (2)

2.2

- 2.2.1 *[Analysis of historical concepts from Source 2B- L1- LO2 (AS1)]*
- (a) Civil War
- Internal war or strife between factions in the country emanating from religious differences, class, ethnic, etc.
 - Any other relevant response (any 1 x 2) (2)

(b) Multiparty System

- More than one party participates in election and represented in parliament
- Cornerstone of democracy (any 1 x 2) (2)

- 2.2.2 *[Extract relevant information from Source 2B – L2 – LO1 (AS3)]*
- Colonial power wanted to ensure peace and stability
 - Bicesse Agreement signed in capital of Portugal (Lisbon) (any 1 x 2) (2)

- 2.2.3 *[Extraction and Interpretation of information from Source 2B – L2 – LO1 (AS3); LO2 (AS2)]*
- Called for multiparty system
 - Called for cease fire
 - Called for demobilisation of armed forces of both MPLA and UNITA
 - Paved way for Angola's first democratic elections (any 1 x 2) (2)

- 2.2.4 *[Extract relevant information from Source 2B – L1 – LO1 (AS3); LO3 (AS 2)]*
- Emergence of new political parties
 - Roads opened for travel
 - Free press
 - Date set for first democratic elections
 - Any other relevant response (any 2 x 1) (2)

2.3

- 2.3.1 *[Interpretation and analysis of evidence from Source 2C – L2 – LO1 (AS3)]*
- Hunger for political power and control superceded everything else
 - Intensity and extensiveness of civil war fought for total control of country irrespective of human losses and suffering
 - More landmines than people – chance of being victim very high
 - Any other relevant response (any 1 x 2) (2)

2.3.2 *[Extraction and interpretation of evidence from Sources 2C – L2 – LO1 (AS3); LO3 (AS2)]*

- Angola became an open and recognised country on the road to re-imagining
- Draw world attention to the presence of landmines and the destruction caused in Angola
- Call for international support for demining
- Call for an end to the use of landmines
- Alert the international community of the suffering in Angola and the need for aid
- Any other relevant response (any 1 x 2) (2)

2.3.3 *[Extract relevant information from Sources 2C – L1 – LO1 (AS3)]*

- Presence of Red Cross - provided humanitarian aid
- Overseas agencies and NGO's provide humanitarian aid
- People given artificial limbs and a new hope in life
- Through involvement people given an opportunity to become mobile and help themselves
- Any other relevant response (any 2 x 1) (2)

2.3.4 *[Comparison of sources to show support of evidence using Source 2C - L3 - LO2 (AS2); LO 3(AS2)]*

- Visual Source: Provides evidence of victims of landmine accidents, while the written source refers to the evil and danger of landmines. (1 x 2) (2)

2.3.5 *[Interpretation and analysis of evidence from Source 2C- L3- LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

- Destroyed infrastructure
- Innocent civilians victims and casualties of war
- Derailed peace process
- Dismantling of landmines placed huge strain on government
- Land not free of danger and instability
- Any other relevant response (any 1 x 3) (3)

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:

- Diana, Princess of Wales, visit to Angola, focused world attention on the danger of landmines and the need to dismantle mines
- Involvement of Red Cross
- Involvement of overseas companies
- International funding
- USA abandoned aid to UNITA - supported MPLA
- Bicesse Agreement paved way for democratic elections
- UN supervised elections

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how the international community contributed to Angola's progress • Uses evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows an understanding of how the international community contributed to Angola's progress • Uses evidence in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of how the international community contributed to Angola's progress • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

(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 with the statement 'the collapse of the USSR provided Angola a window for hope and stability'. In disagreeing with the statement candidates need to substantiate their argument.

MAIN ASPECTS

- Introduction: Candidates need to explain whether the collapse of the USSR provided Angola a window for hope and stability.

ELABORATION

The collapse of the USSR provided Angola a window for hope and stability.

- End of Cold War – USSR withdrew from Angola
 - MPLA abandoned Marxism- Leninism
 - US Secretary of State paved way for end of civil war
 - Cease fire and elections set for 1992
 - MPLA adopted multiparty system
 - Multiparty elections
 - Uphold democratic principles- free and fair elections
 - Settlement of domestic conflict- death of Savimbi
 - Democracy and capitalism more popular than communism
 - Moved to market orientated economic policies
 - End of war- focus on Angola's mineral assets- oil and diamonds to restore economy
 - Any other relevant response
-
- Conclusion: Candidates should tie up their argument by explaining whether the collapse of the USSR did in fact provide Angola hope and stability. (30)

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

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)]*

The candidate should include the following points in the response.

SYNOPSIS

In writing the report candidates need to focus on how Angola became a victim of the vested interests of the superpowers.

MAIN ASPECTS

- Introduction: Candidates need to explain how Angola became a victim of the vested interests of the superpowers.

ELABORATION

- Cold War Era- involvement of USSR and USA
 - Angola trapped between communism and democracy
 - Russia and Cuba supported MPLA
 - USA and South Africa supported UNITA
 - Angolan oil saw USA switch sides- opted to support MPLA
 - Angola's mineral wealth e.g. diamonds and oil- invited foreign power intervention - not always to the benefit of Angola
 - Any other relevant response
-
- Conclusion: Candidates should tie up their argument by explaining how Angola became a victim of the vested interests of the superpowers.

(30)

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

[75]

QUESTION 3: WHY WAS THE 1994 ELECTION A SPECIAL HISTORICAL EVENT IN SOUTH AFRICA'S POLITICAL HISTORY?

3.1

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

- People in a mood of celebration
- Joyous occasion - voting for many first time
- Symbolically end of apartheid – 1ST democratic election
- Spirit of goodwill among all races
- Occasion a new dawn in South Africa's political era

(any 1 x 2) (2)

3.1.2 *[Interpretation of evidence from Source 3A – L2 – LO1 (AS3)]*

(a) Black voter

- Exciting
- Sense of relief
- Sense of joy
- Sense of amazement
- Sense of pride
- Hope about the future
- Any other relevant response

(b) White voter

- Sense of joy – hopeful about future
- Pride
- Fearful about future
- Indifferent
- Fear – outcome of Black majority rule
- Miraculous occasion
- Any other relevant response

(any 2 x 2) (4)

3.1.3 *[Compare Sources 3A & 3B – L3 – LO1 (AS3); LO2 (AS2); LO3 (AS3)]*

- Both reflect joy and exhilaration at being able to vote for the first time
- Both reflect the joyous sense of South Africa sharing the birth of a new nation
- Both reflect spirit of reconciliation
- Both reflect the 'miracle' of transition to democracy
- Any other relevant response

(any 1 x 2) (2)

3.1.4 *[Interpretation and analysis of evidence using Source 3A – L3 – LO1 (AS3); LO2 (AS2); LO3 (AS3)]***ACCURACY**

- Apartheid afforded whites privileges while black people had to suffer the consequences of oppression and lack opportunities
- Any other relevant response

(1 x 2) (2)

3.1.5 *[Interpretation and explanation L1– LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

- Equal opportunities for both
- Both were South Africans
- Birth of a new South Africa – free from oppression
- Death of apartheid
- South Africa no longer pariah state
- New era in South African politics
- Freed a feeling of inferiority (black) and superiority (white)
- Any other relevant response

(any 1 x 2) (2)

3.2

3.2.1 *[Explanation and interpretation – L3 – LO2 (AS2); LO3 (AS2 & 3)]*

- Reforms led to dismantling of apartheid and the end of White minority rule
- Political pressure for change inside and outside the country
- Increasing international isolation
- Increasing economic sanctions crippled economy
- Any other relevant response

(any 2 x 2) (4)

3.2.2 *[Explanation of evidence – comparing written and visual sources – L2&3 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

- Symbolic dismantling of apartheid and end of white minority rule
- Spirit of goodwill and reconciliation
- Miracle transition of power – new era in South African politics
- Any other relevant response

(any 2 x 2) (4)

3.2.3 *[Interpretation and evaluation of evidence using Source 3B – L2 – LO1 (AS3); LO3 (AS2)]*

- After years of resisting apartheid and imprisonment Mandela is able to enjoy the benefits and challenges of a new South Africa
- As first president of a new democratic South Africa, Mandela needs to bridge the bitterness of the past with the challenges of the future
- With the country at his command and his vision he should be the one to map out South Africa's future
- Mandela was able to work with his enemies to build a better South Africa
- Any other relevant response

(any 1 x 3) (3)

3.2.4 *[Interpretation and analysis of evidence from Source 3B - L3 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

- DE KLERK: Pensive- end of an era of white minority rule
- MANDELA: Joyous sense of achievement- death of apartheid
- Any other relevant response

(any 2 x 2) (4)

3.2.5 *[Interpretation and analysis of evidence from Source 3B - L2- LO1(AS3); LO2 (AS2); LO3 (AS3)]*

JUSTIFIED

- DE KLERK: Realised apartheid had to be dismantled and Mandela released. Led to end of white minority rule and human rights violations
- MANDELA: Forgiveness and reconciliation with agents of apartheid for the sake of a better South Africa
- Any other relevant response

NOT JUSTIFIED

Candidates to provide relevant evidence

(any 2 x 2) (4)

3.3

3.3.1 *[Interpretation of evidence using Source 3C – L2 – LO1 (AS3); LO2 (AS3)]*

- Apartheid had disastrous implications for South Africa - human rights violations
- Apartheid divided South Africa and caused much pain and suffering
- Apartheid led to isolation of South Africa
- Apartheid reduced South Africa to a ticking time-bomb
- Any other relevant response

(any 1 x 2) (2)

3.3.2 *[Extraction of evidence using Source 3C – L1 – LO1(AS3)]*

- Society where everyone is treated with human dignity
- Society where everyone will be equal
- Opportunity open to all citizens
- Society where South Africa's diverse population and cultures can live in harmony
- Any other relevant response

(any 1 x 2) (2)

3.3.3 *[Interpretation and explanation of evidence from Source 3C- L3- LO1 (AS3); LO2 (AS2)]*

- South Africa has diverse culture and population- White, Coloured, Indian, Black
- Flag's multi-colours depict diverse cultures and landscape
- Multi colours of flag depict richness of South Africa's land and resources
- Merging of colours reflects South Africa's landscape: people, culture and environment
- New flag a new beginning for a new South Africa – previously divided and demonised
- Old flag symbolised division and hatred
- Any other relevant response

(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 &4)]*

Candidates should include the following aspects in their response:

- Sense of joy, wonder, and pride
- Expectations of better future
- Uncertain about future
- End of an era oppression and exploitation
- Excited about challenges facing a new South Africa
- Excited about new opportunities awaiting South Africa
- Joy at peaceful transition to democracy
- Relief no violence- rather a sense of brotherhood
- Optimism for new South Africa
- Any relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of thoughts and emotions on voting day 27 April 1994 • Uses evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows an understanding of thoughts and emotions re voting day 27 April 1994 • Uses evidence in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of the thoughts and emotions re voting day 27 April 1994 • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

(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. In agreeing they should discuss why the 1994 general election was a special and historic event in South Africa's political history. In disagreeing with the statement, they should explain why they disagree.

MAIN ASPECTS

- Introduction: Candidates should take a line of argument, i.e. either agree or disagree with the statement.

ELABORATION

- De Klerk announcement- Release of Mandela and political prisoners
- Talks began: Pretoria Minute, Groote Schuur Minute pave way
- CODESA
- Dismantle apartheid and end to white minority rule
- Election date set: 27 April 1994
- Fears of civil war and violence did not happen
- Transition to democracy peaceful
- While waiting to vote South Africans found one another
- Despite differences all had same concerns and aspirations
- Hope for future South Africa- no longer pariah state
- Mandela first Black President of democratic South Africa
- Many international dignitaries attended inauguration of Mandel as President

- 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

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

Candidate's report should focus on the 1994 elections and inauguration ceremony of Mandela as the first Black President of a democratic South Africa.

MAIN ASPECTS

- Introduction: Candidates should highlight aspects of the elections and the inauguration ceremony.

ELABORATION

- First democratic election 27 April 1994
- Amazing spectacle of voting day - festival atmosphere
- Miracle of rainbow nation
- Despite fears- transition to democracy peaceful and without violence
- De Klerk earns respect of world
- Inauguration of Mandela, First Black President of democratic South Africa
- Largest gathering of international heads of state and foreign dignitaries-
- 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) SUCCEED IN UNCOVERING THE TRUTH OF SOUTH AFRICA'S PAINFUL PAST?

4.1

4.1.1 *[Extraction from Source 4A – L1 – LO1 (AS3); LO3 (AS2)]*

- To join Umkhonto weSizwe (1 x 2) (2)

4.1.2 *[Interpretation and evaluation of evidence from Source 4A – L3 – LO1 (AS3); LO3 (AS2)]*

- Umkhonto weSizwe: military wing of the ANC, to challenge apartheid government; refusal to listen and its serious violation of human rights
- ANC, no choice but to found Umkhonto weSizwe – bring the apartheid government to its senses
- White minority rule – form of dictatorship had to be resisted through Umkhonto weSizwe
- Any other relevant response (any 2 x 1) (2)

4.1.3 *[Extraction of evidence from Source 4A – L1 – LO1 (AS3)]*

- Exemplary, highly intelligent, committed and hard working
- Promoted to MK commander for Natal operations (2 x 1) (2)

4.1.4 *[Extraction of evidence from Source 4A – L1 – LO1 (AS3)]*

- Phila was abducted by her former comrades from Swaziland
- Any other relevant response (any 1 x 2) (2)

4.1.5 *[Interpretation and evaluation of evidence from Source 4A – L3- LO1 (AS3); LO2 (AS2)]*

- To get rid of her
- To convert her to an informer
- Any other relevant response (any 1 x 2) (2)

4.1.6 *[Analysis and interpretation of evidence from Source 4A - L3- LO1 (AS3); LO3 (AS3)]*

- Former MK soldiers who became police informers
- Any other relevant response (any 1 x 2) (2)

4.1.7 *[Interpretation and analysis of evidence using Source 4A - L3- LO3 (AS2,3)]*

- She refused to cooperate with the police and betray the struggle
- Any other relevant response (any 1 x 2) (2)

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

JUSTIFIED

- TRC was a mechanism established by law for people to come forward with information
- The police were exercising their right to amnesty
- They were safeguarding themselves against prosecution should someone decide to talk

NOT JUSTIFIED

- Their act was not politically motivated
- They acted outside of the law
- They testified that they were not prepared to prosecute her (any 2 x 2) (4)

4.2

4.2.1 *[Interpretation and explanation of evidence from Source 4B – L3 – LO1 (AS3);
LO3 (AS2)]*

. NECESSARY

- Many people were killed in the political violence
- He was morally responsible as some people were killing in his organisation and others killed for belonging to his organisation
- As Christian he understood forgiveness was important
- Any other relevant response

NOT NECESSARY

- He denied ever sending people to kill
- People continued to die in political violence
- Any other relevant response (any 1 x 2) (2)

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

- Humility, compassion and remorse
- Shrewd statesman and committed politician
- Morally upright leader
- Concerned about his people and the country
- Ability to make confessions and seek forgiveness
- Any other relevant response (any 1 x 2) (2)

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

- Peace was achieved
- Negotiations given a chance
- Nation came together for peaceful co existence
- No more violence in addressing political differences
- Any other relevant response (any 1 x 2) (2)

- 4.2.4 *[Interpretation of evidence from Source 4B – L3 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*
- Reconciliatory
 - Sincere
 - Remorse
 - Any other relevant response (any 1 x 2) (2)
- 4.3 *[Interpretation and evaluation of evidence from Source 4B – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*
- USEFUL**
- It is an acknowledgement from the leader of the IFP
 - Many leaders within the Party would have drafted the submission
 - Historian can cross check by conducting oral interviews of the people involved
 - Documents which are primary sources of the TRC are available
 - Any other relevant response (any 1 x 2) (2)
- 4.4
- 4.4.1 *[Interpretation of evidence from Sources 4C – L2 – LO1 (AS3); LO3 (AS2&3)]*
- NP was a ruling National Party
 - Responsible for wrong doings during apartheid
 - Party responsible for covering up its past violations
 - Any other relevant response (any 1 x 3) (3)
- 4.4.2 *[Interpretation of evidence from Sources 4C – L2 – LO1 (AS3); LO3 (AS2&3)]*
- Evil deeds committed by the NP
 - Bad people
 - Witches
 - Any other relevant response (any 1 x 2) (2)
- 4.4.3 *[Interpretation and evaluation of evidence from Sources 4C - L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*
- Strategy was to outwit the ANC and the TRC
 - The ANC always made themselves victims and received sympathy
 - If we also shout we will receive sympathy
 - Attention will be directed elsewhere
 - Any other relevant response (any 1 x 2) (2)
- 4.4.4 *[Interpretation of evidence from Sources 4C - L2 – LO1 (AS3); LO3 (AS2&3)]*
- YES**
- Dirty tricks used by NP is exposed
 - NP responsible for destabilizing the country
 - Any other relevant response
- NO**
- Perceived to be biased
 - Impression that the TRC was a witch hunt (any 1 x 2) (2)

4.4.5 *[Interpretation of evidence from Sources 4C L2 – LO1 (AS3); LO3 (AS2&3)]*

(a) Detainees murdered

- Activists who never returned home after arrest and or imprisonment

(b) Hit Squads

- Police unit tasked with eliminating identified activists who were troublesome
- Any other relevant response

(2 x 1) (2)

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

- The National Party suspected TRC was biased towards the ANC
- The TRC was set up to uncover wrong doings on both sides
- National Party maintained it was defending the citizens of the country
- TRC did not grant amnesty to many security police
- Hearings of the TRC did not give opportunity for the state to prove otherwise
- The process was quick and often prolonged by amnesty hearing and testimony by victims
- To date some graves are still being discovered
- The state of emergency declared by NP was to conceal abuses and death squads
- Any other relevant point

Use the following to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Cannot extract evidence or extract evidence from the sources in a very elementary manner e.g. shows no or little understanding of the suspicion levelled against the TRC • Use evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic e.g. shows an understanding of the suspicion levelled against the TRC • Use evidence from sources in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Extract relevant evidence from the sources e.g. demonstrates a thorough understanding and knowledge of the suspicion levelled against the TRC • Extracted evidence – relates well to the topic • Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

(6)

4.6 EXTENDED WRITING

4.6.1 *[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 discuss whether they agree or disagree that the TRC was a success

MAIN ASPECTS

- Introduction: Candidates should introduce their essay with a relevant introduction and state whether they agree or disagree

ELABORATION

AGREE

- In some cases there was genuine commitment to reconciliation
- In some cases victims were prepared to forgive
- People came forward to narrate about what they knew
- Perpetrators came forward with evidence which could have been difficult in a court of law
- Other victims decided to challenge the TRC
- TRC managed to uncover what could not be uncovered in a normal court of law
- Reconciliation was achieved
- Catastrophe was avoided
- Country was given a new lease of life

DISAGREE

- Many high ranking government officials did not come forward to testify
- Many atrocities left uncovered
- Many victims felt short changed by TRC hearings and instituted criminal charges
- P.W.Botha indifferent to the desire for peace, reconciliation and nation building
- Many people still not accounted for
- 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

4.6.2 *[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 write a report about the work of the TRC.

MAIN ASPECTS

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

ELABORATION

Candidates should evaluate the following:

- Workings of the TRC
 - Failure by high ranking officials to come forward and give testimony
 - Collective responsibility stance taken by ANC made it difficult to identify individuals responsible for human rights abuses
 - The nature of hearings made it difficult to cross examine witnesses or victims
 - The lack of judicial powers by the TRC was the main challenge at the end
 - The scope of the TRC investigation was wide enough
 - Many families still in the dark about what happened to family members not accounted for.
 - Any other relevant point
-
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

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

TOTAL: 150