



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

**HISTORY P2
FEBRUARY/MARCH 2012
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)	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)	1. Analyse historical concepts as social constructs. 2. Examine and explain the dynamics of changing power relations within the societies studied. 3. Compare and contrast interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events.
Learning Outcome 3 (Knowledge construction and communication)	1. Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data. 2. Synthesise information to construct an original argument using evidence to support the argument. 3. Sustain and defend a coherent and balanced argument 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. |
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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 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 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 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 7)

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 ANALYTICAL 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.	Well planned and structured.	Well planned and structured.	Planned and constructed an argument.	Shows some evidence of a planned and constructed argument.	Attempts to structure the answer.	Little analysis and historical explanation.
CONTENT	Good synthesis of information. Constructed an argument. Well balanced argument. Sustained and defended the argument throughout.	Synthesis of information. Constructed an original well - balanced, independent argument. Evidence used to defend the argument.	Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	Some evidence used to support argument. Conclusion not clearly supported by evidence.	Largely descriptive/ some attempt at developing an argument.	No structure in answer.
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 AN ESSAY USING SOURCES AND OWN KNOWLEDGE.
TOTAL MARKS: 30

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 and own knowledge 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 and own knowledge 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 and own knowledge 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 and own knowledge 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 and own knowledge 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 and limited use of own knowledge 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 Does not use own knowledge Completely irrelevant Copies directly from the sources Answer extremely poor

QUESTION 1: HOW DID THE FALL OF COMMUNISM IN THE SOVIET UNION INFLUENCE CHANGES IN SOUTH AFRICA AFTER 1989?

1.1

1.1.1 *[Analyse information from Source 1A – L2 – LO1 (AS3)]*

- To overcome economic stagnation
- To address the economic crisis
- Any other relevant response (any 1 x 2) (2)

1.1.2 *[Analyse information from Source 1A – L2 – LO1 (AS3)]*

- By reconstructing the economy
- It introduced more democratic principles with individual freedom and consideration of personal dignity
- Any other relevant response (2 x 2) (4)

1.1.3 *[Interpretation and evaluation of evidence from Source 1A – L3 – LO1 (AS3 and 4); LO3 (AS2)]*

- Because he was a conservative and was opposed to reforms which he considered to be radical
- Any other relevant response (any 1 x 3) (3)

1.2

1.2.1 *[Explanation of historical concepts from Sources 1A and 1B – L1 – LO2 (AS1)]*

(a) Perestroika

- The term refers to the reconstruction of the economy of the Soviet Union
- It was meant to bring about development of democracy, encouragement of initiative and being creative and the respect for individual freedom (1 x 2) (2)

(b) Glasnost

- The term means 'openness'
- Introduction of social and political reforms to bring about change in the Soviet Union
- Reduce censoring of media and allowed for freedom of expression and criticism (1 x 2) (2)

1.2.2 *[Evaluate information from Source 1B – L2 – LO1 (AS3)]*

Gorbachev

- A man who was neither a visionary nor a revolutionary
- He had thought communism could be reformed to become a kind of a social democracy
- Any other relevant response (any 1 x 2) (2)

De Klerk

- He was not radical
- It was the fall of communism that gave him the courage to introduce reforms
- Any other relevant response (any 1 x 2) (2)

1.2.3 *[Extraction of information from Source 1B – L1 – LO1 (AS3)]*

- The fall of communism
- When it was realised that communism was no longer a world force
- Any other relevant response (any 1 x 2) (2)

1.2.4 *[Examine and explain the dynamics of changing power relations from Source 1B – L3 – LO1 (AS3); LO2 (AS2)]*

- De Klerk introduced reforms to end apartheid after Gorbachev had introduced reforms on communism
- De Klerk was encouraged by the fall of communism in the Soviet Union to introduce reforms in South Africa
- Any other relevant response (2 x 2) (4)

1.2.5 *[Analysis of information from Source 1C – L2 – LO1 (AS3 and 4)]*

- They would have been opposed to Mr Mandela's release because they were opposed to Mr de Klerk's reforms
- They would not welcome him because they considered him a terrorist
- They would be angry because his release symbolised the end of apartheid which they wanted to continue
- Any other relevant response (any 1 x 2) (2)

1.3

1.3.1 *[Evaluation of whether the assessment of Source 1C is accurate – L2 – LO1 (AS3 and 4)]***ACCURATE**

- The ANC had expected Mr Mandela's release but not its unbanning
- The ANC was still thinking of using Mr Mandela for a massive campaign in order to force the government to unban it.

NOT ACCURATE

- It is the view of the author (W de Klerk)
- The author was a member of the National Party
- The author could not speak on behalf of the ANC
- Any other relevant response (2 x 2) (4)

1.3.2 *[Interpret and evaluate information from Source 1C – L3 – LO1 (AS3)]*

- As an organised underground army, it was part of the struggle
- When it was unbanned, it overnight became a public organisation
- It was no longer going to depend on foreign support for its fight against apartheid but had to start operating as a democratic political party
- Any other relevant response (any 2 x 2) (4)

- 1.4 *[Comparison of Sources 1B and 1C to judge their usefulness on the impact of the collapse of communism in South Africa – L3– LO2(AS3); LO3 (AS2)]*

SOURCE 1B is useful because of the following:

- It is based on an assessment from a neutral person (the author)
- It was written during an anniversary of the collapse of communism and the introduction of reforms in South Africa
- Any other relevant response

SOURCE 1C is useful because of the following:

- The author is FW de Klerk's brother who kept track of what was happening
- The author was involved in paving way for the new South Africa
- Any other relevant answer (any 2 x 2) (4)

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

Candidates should include the following aspects in their response:

- De Klerk introduced reforms to change the political ideology (apartheid)
- He took decisive actions to end apartheid in South Africa
- He was reacting to economic and political pressures in South Africa
- He faced internal conservative (rightwing) oppositions to dismantle apartheid
- The change was a threat to homeland leaders who did not want to lose their power
- He became a hero of change in their South Africa

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 the significance of De Klerk's reform policies 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 the significance of De Klerk's reform policies in South Africa • Uses evidence in a very basic manner 	Marks: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of the significance of De Klerk's reform policies 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: 6–8

(8)

1.6 EXTENDED WRITING

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

SYNOPSIS

Candidates should explain how the collapse of communism in the Soviet Union opened the way for De Klerk to introduce reforms in South Africa.

Candidates should include the following aspects in their response:

MAIN ASPECTS

- Introduction: Candidates should affirm the link between the collapse of communism and the introduction of reforms by De Klerk in South Africa.

ELABORATION

- The role of internal problems in the Soviet Union in the collapse of communism
 - Gorbachev's introduction of reforms – Glasnost and Perestroika
 - De Klerk declared that the collapse of communism influenced the national party to release Mr Mandela from prison and introduce reforms
 - With the fall of communism, the West no longer had reason to support the government of South Africa
 - De Klerk conceded that when it was clear that communism was no longer a world force, negotiations with prisoners on Robben Island started
 - The ANC no longer had communism to support their armed struggle
 - The ANC was forced to get into negotiations – by the collapse of communism
 - 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.

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

SYNOPSIS

Candidates should evaluate circumstances that influenced Gorbachev and De Klerk to introduce reforms in their respective countries.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should affirm or deny that Gorbachev and De Klerk were revolutionaries and indicate how they will support their argument.

ELABORATION

On Gorbachev

- Economic crisis in the Soviet Union
- Introduction of Glasnost – openness
- Glasnost opened criticism against Gorbachev himself
- Introduction of Perestroika – economic reconstruction to deal with economic crisis
- Gorbachev thought glasnost and perestroika would change communism to some kind of a social democracy
- Criticism and opposition from conservatives
- His reforms led to his down fall
- The disintegration of the Communist party

On De Klerk

- Internal economic and political pressures in the country and
- The role of International pressures – sanctions
- The impact of the collapse of communism
- The role of the National party
- De Klerk's bold steps - released Mr Mandela from prison; unbanned all liberation movements; scraped apartheid laws
- Opposition from conservatives
- The downfall of the National party
- The powerless nature of the ANC – in the absence of communist support
- Any other relevant response

- 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 2: HOW DID THE ENDING OF THE COLD WAR CONTRIBUTE TO THE RE-IMAGINING OF EGYPT DURING THE 1990s?

2.1

2.1.1 *[Extraction of evidence from Source 2A – L1 – LO2 (AS3)]*

- Achieve economic stabilisation (any 1 x 2) (2)

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

- International Monetary Fund (IMF)
- World Bank (any 2 x 1) (2)

2.1.3 *[Extract evidence from Source 2A – L1- LO2 (AS3)]*

- To improve the monetary and economic policies
- Hyper inflation
- Negative real interest rates
- Budget deficit (2 x 1) (2)

2.1.4 *[Interpretation and analyse evidence from Source 2A – L3 – LO1 (AS3); (AS4)]*

- Communism and the Cold War came to an end
- African countries could not 'play' the superpowers against each other to obtain economic aid anymore
- Russian aid to African countries came to an end, Russia was financially bankrupt
- Aid could only be obtained from Western countries and financial institutions
- Western countries and financial institutions insisted on new economic policies
- These policies were profit orientated
- Any other relevant response (any 2 x 2) (4)

2.2

2.2.1 *[Extraction of evidence from Source 2B – L1 – LO2 (AS3)]*

- To recover and transform the Egyptian economy
- Any other relevant response (1 x 1) (1)

2.2.2 *[Evaluation of information from Source 2B - L2 – LO1 (AS4)]*

- To ensure that staple goods regain their market value
- Remove food subsidies
- Misleading the market value of goods (2 x 2) (4)

2.2.3 *[Interpretation and evaluation from Source 2B – L2 – LO1 (AS3)]*

- Poverty/Unemployment (1 x 2) (2)

2.2.4 *[Interpretation of evidence from Source 2B – L2 – LO1 (AS3)]*(a) **Majority of Egyptians**

- Some of the poor did not qualify because they did not register
- High percentage of Egyptians relied on vouchers
- Vouchers an indication of disparity between rich and poor
- Majority of Egyptians relied on state for survival
- Most welcomed it
- Any other relevant response (any 1 x 2) (2)

(b) Wealthy Egyptians

- 1% of Egyptians did not need state help, they were rich
- Any other relevant response (1 x 2) (2)

2.2.5 *[Evaluate and interpret information from Source 2B – L2 – LO1 (AS3)]*

- They were unhappy with economic conditions
- Quality of staple foods has deteriorated
- Quantity of staple has become less
- Cannot feed their families properly
- Any other relevant response (any 2 x 2) (4)

2.3 *[Interpret and evaluate Source 3C - L3 - LO1(AS3)]*

Candidates should indicate whether the cartoon is accurate or inaccurate and support their response with relevant evidence.

ACCURATE

- He was politically corrupt e.g. accumulated wealth while leader of Egypt
- Economic policies only favoured a few
- More than 80% of Egyptians lived in poverty
- Cartoon show how people thought about an event
- Any other relevant response

INACCURATE

- Source uses generalisations about Mubarak
- Reliability comes into question
- It is the view of the cartoonist
- Any other relevant response (any 2 x 2) (4)

2.4 *[Comparison of Sources 2B and 2C - L2 –LO1 – (AS3 & AS4), LO2 (AS3)]***SOURCE 2B**

- Poverty of Egyptians was prevalent
- More than 80% of Egyptians made use of food vouchers to survive
- Any other relevant response (1 x 2) (2)

SOURCE 2C

- Indicate Mubarak's greed (corruption)
- Shows accumulation of wealth during his reign (period of ruling)
- Any other relevant response (1 x 2) (2)

- 2.5 [Evaluate usefulness of Sources 2A and 2B – L3 – LO1 (AS3&4)
Candidates should select either Source 2A or 2B. They should indicate why it is useful and support their response with relevant evidence.

SOURCE 2A

- Reflect on how countries adopted new economic policies based on capitalist principles
- Highlights the role of capitalist institutions (IMF and the World bank)
- The effects it had on the majority of Egyptians
- Any other relevant response

SOURCE 2B

- It reflects the effects of the adjusted economic programs (new economic policies) on majority of Egyptians
 - The source give insight into the hardship of Egyptians
 - Too many Egyptians are relying on state aid to survive
 - Egyptians started to vent their anger at the Mubarak government
 - Any relevant response
- (2 x 2) (4)

2.6 *[Interpretation, analysis and synthesis of evidence from all sources – L3 – LO1 (AS 3 and 4); LO2 (AS1, 2 and 3); LO3 (AS 1, 2, 3 and 4)]*

Candidates should include the following aspects in their response:

- After 1989 Mubarak introduced a new economic policy, to achieve stabilization
- Egypt suffered an economic crises (inflation, no economic growth, budget deficit)
- The new economic policy had negative effect on living standards of Egyptians
- Mubarak introduced food subsidy schemes
- This did not help as more than 80% of Egyptians relied on food subsidies
- Living standards dropped
- Egyptians became unhappy with the Mubarak government
- A revolution erupted (2011) and Mubarak was driven from power
- 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 Mubarak's economic reforms contributed to the poverty of Egyptians • 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 Mubarak's economic reforms contributed to the poverty of Egyptians • Uses evidence in a very basic manner 	Marks: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of how Mubarak's economic reforms contributed to the poverty of Egyptians. • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 6–8

(8)

2.7 EXTENDED WRITING

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

SYNOPSIS

Candidates should explain how the collapse of the USSR contributed to Egypt re-imagining itself in the 1990s.

MAIN ASPECTS

Candidates should include the following aspects in their response.

- Introduction: Candidates need to indicate how the fall of communism contributed to Egypt re-imagining itself in the 1990s.

ELABORATION

- Socialist economic policies were replaced with capitalism, 'free market system'
 - Global monetary institutions (World Bank and International Monetary Fund) influenced Egypt to change its economic policy
 - The effects of these financial institutions on the economy had an impact on the living standards of Egyptians.
 - The impact of the government's economy policies further encouraged disparities between the rich and poor
 - More than 80% of Egyptians relied on government subsidies to survive
 - Political and economic corruption and its impact on Egypt
 - Many Egyptians could not feed their families properly
 - Egyptians became unhappy with the Mubarak government
 - 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.

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

SYNOPSIS

Using the sources as well as their own knowledge, candidates should indicate whether they agree with the statement or not. They should clearly state a relevant line of argument and show how the political and economic policies of Hosni Mubarak contributed to the fall of Egypt.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: A relevant introduction would suffice.

ELABORATION

- Impact of the end of the Cold War on Egypt
 - New economic policies contributed to the poverty and a drop in living standards of the vast majority of Egyptians
 - The economy of Egypt was weak and could not feed the growing population
 - Poverty rampant because of uneven development that favoured the rich
 - Government did not address poverty effectively as majority of Egyptians depended on state help to survive
 - Quality and Quantity of goods was poor, became difficult to feed the nation
 - Egyptians lost faith in Mubarak's leadership
 - Uprising in 2011 (developed into a revolution)
 - Revolution a success as Mubarak's rule came to end
 - While leader of Egypt, Mubarak accumulated wealth (corruption rife during his reign)
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

If candidates disagree with the statement they need to substantiate their argument with relevant evidence.

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

[75]

QUESTION 3: HOW WAS THE PROCESS OF NEGOTIATIONS IN SOUTH AFRICA THREATENED BY CONFLICT AND TENSION IN THE EARLY 1990s?

3.1

3.1.1 *[Extraction of evidence from Source 3A – L1 – LO1 (AS3)]*

- 'A fire was lit under South Africa'
- It opened the way for negotiations
- It opened a possibility for democracy in south Africa
- Any other response (1 x 2) (2)

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

- Right-wing nationalists were determined not to accept majority rule
- Zulu nationalists wanted power in their own part of the country (any 2 x 2) (4)

3.1.3 *[Extraction of evidence from Source 3A – L1 – LO1 (AS3)]*

- Riots
- Massacres
- Violence (any 1 x 1) (1)

3.2

3.2.1 *[Extraction of evidence from Source 3B – L1 – LO1 (AS3)]*

- Zulu migrant workers (any 1 x 1) (1)

3.2.2 *[Interpretation and evaluation of evidence from Source 3B – L2 – LO1 (AS3)]*

**(a) Residents of Sebokeng
JUSTIFIED**

- To arm themselves with dangerous weapons
- Revenge for the killing of the residents
- To act as a deterrent to stop being attacked again by Zulu migrant workers
- Any other relevant response

NOT JUSTIFIED

- It contributed to violence
- It polarised the communities
- They should have allowed the rule of law to take its course
- Any other relevant response (any 1 x 2) (2)

**(b) The South African Defence Force
JUSTIFIED**

- They had duty to perform (followed orders)
- They had to maintain law and order
- They had to protect other people's lives
- Any other relevant answer

NOT JUSTIFIED

- They should have reacted in a more restrained manner
- They should have allowed the police to do their duty
- Any other relevant response (any 1 x 2) (2)

3.2.3 [Interpretation and analysing of source from Source B – L2 – LO1 (AS3)]**COMMUNITY VERSION**

- The community puts the blame on the police
- The community said that the police was ready to shoot/ cocked their guns
- Any other relevant response

POLICE VERSION

- That the residents were responsible for the violence as they were armed with dangerous weapons
- Any other relevant response (any 2 x 2) (4)

3.2.4 [Comparing of evidence from Source 3B – L3 – LO1 (AS3 and 4)]

Candidates should choose ONE of the two extracts and support their response with relevant evidence.

EXTRACT 1 (Police version)

- It's the official version of the police
- It is an eyewitness account by the police
- There was no reason to doubt or question the version of the police
- Any other relevant response

EXTRACT 2 (Residents version)

- The community were eye witnesses of the event
- Community was aware of police involvement in violence
- Community was aware of 'Third Force' involvement in violence
- Any other relevant response (any 2 x 2) (4)

3.3**3.3.1 [Analysing information in a cartoon from Source 3C – L2 – LO1 (AS4)]**

- There was a lot of ongoing violence on the trains
- There was a lot of killings on trains depicted by death riding on the train
- It depicts a very dark and bad time in the history of South Africa
- Any other relevant response (any 1 x 2) (2)

3.3.2 [Interpretation and evaluation of evidence from Source 3C – L2 – LO1 (AS3)]

- To derail the negotiation process
- ANC was to be disillusioned
- Political groups wanted to discredit the negotiation process
- Many workers made use of trains to get to work and killers were aware of that
- Any other relevant response (any 2 x 1) (2)

3.4

3.4.1 *[Extraction of evidence from a graph from Source 3D – L1 – LO1 (AS3)]*

- 1993 (1 x 1) (1)

3.4.2 *[Evaluation and interpretation of statistics from Source 3D – L3 – LO1 (AS3); LO3 (AS1)]*

- Ongoing violence between IFP and the ANC
- Boipatong massacre
- Bhishe massacre
- Assassination of Chris Hani
- Third Force involvement
- Any other relevant response (any 2 x 2) (4)

3.4.3 *[Comparing and evaluating the usefulness of different statements from Source 3D – L3 – LO1 (AS4); LO2 (AS3)]*

Candidates should indicate whether the source is useful and support their response with relevant evidence.

USEFUL

- A historian needs different sources and a graph would be very helpful
- Exact numbers are very important to a historian doing research
- The rise in the number of deaths shows that violence was increasing
- Any other relevant response

NOT USEFUL

- The statistics could be incorrect
- The information could be biased
- There is not enough information on violence
- Any other relevant response (any 2 x 2) (4)

3.5 *[Comparing of evidence from Sources 3C and 3D – L3 – LO1 (AS3 and 4); LO2 (AS2)]***SOURCE 3C**

- Shows the general trend of train violence between 1991 – 1992
- Shows the horrific nature of train violence

SOURCE 3D

- It complements Source 3C by providing figures of people killed in political violence
- Complement Source 3C by providing a more broader picture of violence
- Any other relevant response (any 2 x 2) (4)

3.6 *[Interpretation, analysis and synthesis of evidence from all sources - L3- LO1 (AS3 and 4), LO2 (AS1, 2 and 3); LO3 (AS 1, 2, 3 and 4)]*

Candidates should include the following aspects in their response:

- Ongoing violence (Natal) as the National Party and the ANC were negotiating – made many people fear that peaceful solution would not be achieved (1990)
- Support of Third Force activities – (allegedly by government), made many people question the sincerity of the government in negotiations (1990)
- Breaking off of talks during CODESA I
- Vaal Triangle violence leading to ANC breaking off talks (CODESA II) (1992)
- Killing of Chris Hani (1993)
- Right-wing nationalists trying to stop negotiations – World Trade Centre
- Right wing bombings across South Africa
- Shell House massacre
- Any other 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 outbreak of political violence threatened to derail the process of negotiation 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 some understanding of how the outbreak of political violence threatened to derail the process of negotiation in South Africa • Uses evidence in a very basic manner 	Marks: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. Uses relevant evidence that shows a thorough understanding of how the outbreak of political violence threatened to derail the process of negotiation 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: 6–8

(8)

3.7 EXTENDED WRITING

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

SYNOPSIS

In writing this essay, candidates must focus on the various challenges that confronted the process of negotiations in South Africa during the early 1990's.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should focus on the challenges that confronted the process of negotiations.

ELABORATION

Focus on the process of negotiations between 1990 and 1994:

- De Klerk's speech announcing Mandela's release was a challenge
 - Violence in Natal between the ANC and Inkatha
 - Impact of 'Third Force' activities
 - Right wing Conservative Party and left wing Pan Africanist Congress boycotted CODESA
 - IFP leader, Mangosuthu Buthelezi refused to attend
 - Whites only referendum gave De Klerk a clear mandate to negotiate which was a challenge to right-wingers
 - CODESA 11 collapsed over majority rule/power sharing/regional powers
 - Increased violence (i.e. Boipatong, Bhishe etc)
 - Record of Understanding as a result of talks between Cyril Ramaphosa and Roelf Meyer
 - Assassination of Chris Hani leads to protests and could derail the process of negotiations
 - Storming of the World Trade Centre by the right wing AWB
 - Shell House massacre
 - Right wing bombings across South Africa e.g. Jan Smuts airport
 - Final agreement was reached
 - 1994 election
 - 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.

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

SYNOPSIS

Candidates should indicate whether this is an accurate assessment and then substantiate it with relevant evidence. They need to discuss how negotiations took place with ongoing unrest and crises. If they disagree they should substantiate their answer with relevant evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate whether this is an accurate assessment and indicate how they intend supporting their argument. If they disagree they should substantiate their answer with relevant evidence.

-

ELABORATION

- Different groups reactions to the process of negotiation e.g. right-wingers, moderate whites, black radicals and Zulu nationalists
 - Trouble which occurred in townships e.g. in Natal
 - Third force involvement leading to attacks on trains
 - Funds given to the security police to finance anti-ANC activities
 - De Klerk and AWB – De Klerk has to leave meeting in Ventersburg in armoured car
 - Whites only referendum gives a clear mandate for De Klerk to continue negotiations
 - CODESA 11 collapses over majority rule / power sharing / regional powers
 - Increased violence (i.e. Boipatong, Bhishe etc)
 - Assassination of Hani leads to violent demonstrations
 - Storming of the World Trade Centre by right wingers
 - Shell House – ANC headquarters fires on IFP marchers
 - Right-wing violence – car bombs on Jan Smuts airport
 - 1994 election
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

If candidates say NO, they need to substantiate their argument with relevant historical evidence.

Use the matrix on page 7 in this document to assess this extended writing. [75]

QUESTION 4: WHAT ROLE DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) PLAY IN DEALING WITH SOUTH AFRICA'S PAST?

4.1

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

- To bring about reconciliation by persuading people to admit to their crimes
 - Healing
 - Nation building
- (any 1 x 2) (2)

4.1.2 *[Interpretation of evidence from Source 4A – L2 – LO1 (AS3)]*

- Africans who had suffered under apartheid would have wanted retribution and justice
 - Africans who had suffered for so long were not ready to forgive and forget the past so quickly
 - Any other relevant response
- (any 2 x 2) (4)

4.1.3 *[Interpretation of evidence from Source 4A – L2 – LO1 (AS3)]*

- Motives for the TRC would be viewed with suspicion by some sectors
 - Some people not sincere, honest and truthful
 - There were positive and negative criticisms
 - Any other relevant response
- (any 1 x 2) (2)

4.2

4.2.1 *[Interpretation and analysis of evidence from Source 4B – L3 – LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2 and 3)]*

- Amnesty process
 - Some people appeared before the TRC
 - Others escaped the TRC
 - Tutu is amazed/shocked that many prominent people did not appear before the TRC
 - Any other relevant response
- (any 1 x 2) (2)

4.2.2 *[Interpretation and analysis of evidence from Source 4B – L3 – LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2 and 3)]*

Candidates can either choose ACCURATE or INACCURATE and substantiate their response with valid reasons.

ACCURATE

- Some people appeared before the TRC whilst others got away
- The prominent politicians (represented by the bigger fish) did not appear before the TRC
- Many people appeared before the TRC and received amnesty
- Any other relevant response

NOT ACCURATE

- May be bias
- Many of the prominent politicians also appeared before the TRC
- By portraying the politicians as fish swimming in the sea may symbolise that at some stage they would be caught – not true – they did want to appear before the TRC
- Any other relevant response (any 2 x 2) (4)

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

Candidates can either AGREE OR DISAGREE and substantiate their response with valid reasons.

AGREE

- Because the TRC did not have the power to subpoena people, many people got away
- Especially the powerful politicians did not appear before the TRC
- Any other relevant response

DISAGREE

- Not all got away
- May be bias
- Any other relevant response (any 2 x 2) (4)

4.3

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

- Three-quarters of black South Africans approve of the work of the commission while one-quarter of blacks did not approve of the work of the commission
- One-third of whites approve of the work of the commission while two-thirds of whites did not approve of the work of the commission
- Blacks view the TRC positively while whites view the TRC negatively
- Any other relevant response (any 2 x 2) (4)
-

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

Candidates can either choose YES or NO and substantiate their response with valid reasons.

YES (ADDS VALUE)

- It gives the reader an understanding of how the different racial groups viewed the TRC
- It gives the reader an understanding of the work of the TRC
- It evaluates the TRC in terms of uncovering the truth and reparations/compensation
- Any other relevant response

NO (DOES NOT ADD VALUE)

- Could be bias
- Statistics do not provide reliable information – could be manipulated
- Sample is too small to make generalisations
- Any other relevant response (any 2 x 2) (4)

4.4

4.4.1 *[Extraction of evidence from Source 4D – L1 – LO1 (AS3)]*

- Thousands of South Africans who came to the Commission to tell us their stories
- South Africa's peaceful transition to democracy, culminating in the Truth and Reconciliation process, is spoken of almost in reverent tones, as a phenomenon (event) that is unique in the annals (records) of history,
- Any other relevant response (any 1 x 1) (1)

4.4.2 *[Interpretation of evidence from Source 4D – L2 – LO1 (AS3)]*

- They contributed to South Africa's peaceful transition to democracy
- The truth was uncovered
- History was made
- Any other relevant response (any 2 x 2) (4)

4.4.3 *[Extraction of evidence from Source 4D – L1 – LO1 (AS3)]*

- That the white community did not take advantage of the TRC
- The denial by whites that they had benefited from apartheid (2 x 1) (2)

4.4.4 *[Interpretation from Source 4D – L3 – LO1 (AS3); LO3 (AS2)]*

Candidates can either choose JUSTIFIED or NOT JUSTIFIED and substantiate their response with valid reasons.

JUSTIFIED

- The TRC was an avenue to come clean, yet they did not take advantage of it
- It is common knowledge that many whites benefited from apartheid
- The white race had an opportunity to contribute to racial harmony; to contribute to the new South Africa
- Any other relevant response

NOT JUSTIFIED

- Tutu may have been too harsh
- In the spirit of reconciliation, he should have been lenient
- Any other relevant response (2 x 2) (4)

4.5 *[Interpretation, analysis and synthesis of evidence from all sources – L3 – LO1 (AS 3 and 4), LO2 (AS1,2,3) LO3 (AS 1,2,3,4)]*

Candidates should include the following aspects in their response:

- Improved race relations between black and white South Africans
- Helped with the process of nation building and reconciliation
- Better lives and security for all established
- National unity was promoted through hearings
- Both sides of the conflict came to testify i.e. liberation movement and government
- Amnesty led to perpetrators willingness to testify
- Victims came to know what really happened during the apartheid years
- Victims could reconcile with the fact the remains of their loved ones were located and the appropriate last rites could be observed
- Many unaccounted victims were identified, graves located and exhumed and given to families for reburial
- Racial groups evaluated the TRC differently
- 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 the impact of the TRC on 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 some understanding of the impact of the TRC on South Africa • Uses evidence in a very basic manner 	Marks: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. shows a thorough understanding of the impact of the TRC on South Africa • Evidence relates well to the topic • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic 	Marks: 6–8

(8)

4.6 EXTENDED WRITING

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

SYNOPSIS

Candidates should discuss whether the TRC was successful or not in bringing an end to South Africa's divided past.

MAIN ASPECTS

The candidate should include the following points in the response.

- Introduction: Candidates need to discuss the reasons for the establishment of the TRC and indicate whether it succeeded or not in achieving its objectives or any other relevant introduction.

ELABORATION

Argument for successful:

- TRC moved across South Africa listening to stories by both victims and perpetrators
- National unity was promoted through hearings
- Causes of human rights violations identified as a result of apartheid policies
- Both sides of the conflict came to testify i.e. Liberation movement and government
- Amnesty led to perpetrators willingness to testify
- Listening to testimonies of perpetrators helped victims to reconcile and bring about healing
- Victims came to know what really happened during the apartheid years
- Many unaccounted victims were identified, graves located and bodies exhumed and given to families for reburial
- Race Relations improved
- Reparations paid to families of victims
- Amnesty granted to those that were willing to testify
- Rule of law strengthened
- Human dignity respected

Argument for not successful:

- Some families did not accept restorative justice (they wanted punitive justice), e.g. the Mxenge and Biko families.
- PW Botha, the former State President of South Africa refused to appear before the TRC
- FW de Klerk refused to accept responsibility for allegedly 'Third Force' activities

- The ANC were opposed to equating the abuse of human rights under apartheid with those committed during the liberation struggle
 - None of the main political parties made a public apology for violence committed during apartheid and the struggle against it
 - Not all victims received compensation
 - Compensation was not enough/a once off payment of ± R27 000.
 - Many perpetrators did not appear before the TRC.
 - 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 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

SYNOPSIS

Candidates should indicate whether they agree or disagree with the statement. If they agree with the statement, candidates should provide evidence as to how the TRC promoted national unity and reconciliation. If they disagree, they must substantiate their line of argument.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to explain the purpose of the TRC and its processes.

ELABORATION

AGREE

- National unity was promoted through hearings
- Causes of human rights violations identified from the implementation of apartheid policies
- Both sides of the conflict came to testify i.e. liberation movement and government
- Amnesty led to perpetrators willingness to testify
- Victims came to know what really happened during the apartheid years
- Many unaccounted victims were identified, graves located and bodies exhumed and given to families for reburial
- Any other relevant response

DISAGREE

- Some perpetrators did not appear before TRC
 - Public confessions revealed how much violence had been carried out
 - Differences of opinion - war crimes tribunals - witch hunt
 - Anger - believed that the perpetrators of gross human-rights violations escaped punishment e.g. P W Botha
 - Amnesty was controversial
 - Apartheid government did not show remorse for deeds e.g. F W De Klerk
 - Reopened painful wounds
 - Neutrality of TRC viewed suspiciously by previous leaders of the apartheid government
 - There was disagreement over the final report
 - Any other relevant response
- 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