Province of the
EASTERN CAPE
EDUCATION

Iphondo leMpuma Kapa: Isebe leMfundo
Provinsie van die Oos Kaap: Department van Onderwys
Porafensie Ya Kapa Botjahabela: Lefapha la Thuto

NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2026

HISTORY P2
MARKING GUIDELINE

MARKS: 150

This marking guideline consists of 29 pages.

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1. SOURCE-BASED QUESTIONS

1.1 The following cognitive levels were used to develop source-based questions:

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1	• Extract evidence from sources. • Selection and organisation of relevant information from sources. • Define historical concepts/terms.	**30% (15)**
LEVEL 2	• Interpretation of evidence from the sources. • Explain information gathered from the sources. • Analyse evidence from the sources.	**40% (20)**
LEVEL 3	• Interpret and evaluate evidence from sources. • Engage with sources to determine its usefulness, reliability, bias and limitations. • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions.	**30% (15)**

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

- In the marking of source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded

1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2 × 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 × 2) which translates to one reason and is given two marks (✓✓)
- If a question carries 4 marks then indicate by placing 4 ticks (✓✓✓✓)

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Paragraph question
Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- Read the paragraph and place a bullet (.) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.
- At the end of the paragraph indicate the ticks (√) that the candidate has been awarded for the paragraph; as well as the level (1, 2 or 3) as indicated in the holistic rubric and a brief comment e.g.

_____ • _____ • _____
_____ • _____ • _____
√√√√
Level 2

Used mostly relevant evidence to write a basic paragraph

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

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

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

2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.

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2.3 **Global assessment of the essay**

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

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

2.4 **Assessment procedures of the essay**

2.4.1 Keep the synopsis in mind when assessing the essay.

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

2.4.3 Keep the **PEEL** structure in mind when assessing an essay.

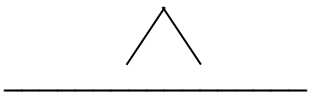
P: POINT	The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
E: EXPLANATION	The candidate should explain in more detail what the main point is all about and how it relates to the question posed (line of argument)
E: EXAMPLE	The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L: LINK	Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

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2.4.4 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 I √
- Line of argument **LOA**



2.5 **The matrix**

2.5.1 Use of the matrix in the marking of essays.

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

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

C	**LEVEL 4**	

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

C	**LEVEL 4**	
P	**LEVEL 5**	

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

C	**LEVEL 4**	**}30 – 33**
P	**LEVEL 5**	

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MARKING MATRIX FOR ESSAY – TOTAL: 50

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

*Guidelines for allocating a mark for Level 1:

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

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SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID THE MASS DEMOCRATIC MOVEMENT (MDM) CHALLENGE THE SEGREGATORY LAWS OF THE APARTHEID GOVERNMENT IN THE 1980s?

1.1 1.1.1 *[Definition of a historical concept from Source 1A – L1]*

- Organisations/groups that opposed the apartheid government
- Organisations/groups that wanted to overthrow the apartheid government
- Organisations/groups that committed themselves to end the unfair apartheid laws
- Any other relevant response (any 1 x 2) (2)

1.1.2 *[Extraction of evidence from Source 1A – L1]*

- 'Mass Democratic Movement (MDM)' (1 x 2) (2)

1.1.3 *[Extraction of evidence from Source 1A – L1]*

- 'Should strengthen grassroots structures'
- 'Bring in all those organisations on the periphery (sidelines)'
- 'Thus involving them in the struggle' (any 2 x 1) (2)

1.1.4 *[Interpretation of evidence from Source 1A – L2]*

- The MDM ensured that all affiliates shared a common vision of a democratic, non-racial South Africa
- All organisations wanting to be part of the MDM should adopt the demands of the ANC's Freedom Charter
- Resistance was not only about dismantling apartheid but also about building a new South Africa based on the Freedom Charter's vision of justice, equality and democracy.
- The struggle for liberation waged by the MDM was aimed at the realisation of the fundamental principles of the Freedom Charter
- Organisations joining MDM must be anti-apartheid
- Any other relevant response (any 2 x 2) (4)

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1.2 1.2.1 *[Interpretation of evidence from Source 1B – L2]*

- It shows the rejection of apartheid's attempt to control even the most basic human right access to healthcare
- Apartheid laws promoting discrimination in hospitals are condemned/challenged by groups affiliated to MDM e.g. NUSAS
- MDM rejected health provisioning and treatment of people based on apartheid discrimination – desegregate hospitals
- A call is made by MDM to desegregate and open all hospitals to all racial groups
- Protestors belonged to different racial groups – inclusion of NUSAS
- Apartheid's segregation was unjust, healthcare was a human right and unity in defiance could erode the legitimacy of the regime.
- Any other relevant response (any 2 x 2) (4)

1.2.2 *[Interpretation of evidence from Source 1B – L2]*

- A coalition of all races united against apartheid's injustices.
- The protest comprised a multiracial group of protestors (blacks and whites)
- It conveyed that healthcare segregation was unacceptable to South Africans across racial lines.
- Dismantling apartheid required collective resistance.
- Any other relevant response (any 1 x 2) (2)

1.3 *[Comparison of evidence from Sources 1A and 1B to ascertain how they support each other – L3]*

- Source 1A refers to MDM protestors against only whites hospitals and Source 1B depicts MDM multiracial protestors against segregation at the whites-only Addington Hospital in Durban
- Both sources highlight civil disobedience/peaceful campaigns organised by the MDM against segregatory laws
- Both sources show multiracial protest
- Any other relevant response (any 2 x 2) (4)

1.4 1.4.1 *[Extraction of evidence from Source 1C – L1]*

- 'Tutu'
- 'Boesak' (2 x 1) (2)

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1.4.2 *[Interpretation of evidence from Source 1C – L2]*

- Tutu was emphasising that this was not a minor clash but a deliberate act of mass killing by police
- Tutu condemns the brutal killing of protestors by police on the election day
- Tutu portrayed the police as perpetrators of violence against citizens
- Police had no respect for the lives of protestors
- Tutu believes there is no justification for any loss of life of peaceful protestors, irrespective of numbers killed/it is a crime
- It was a scandal because the incident was a cover up
- The lives of people who were killed is reduced to statistics by the government
- Any other relevant response (any 2 x 2) (4)

1.4.3 *[Extraction of evidence from Source 1C – L1]*

- 'the march would be non-violent' (1 x 1) (1)

1.4.4 *[Interpretation of evidence in Source 1C – L2]*

- De Klerk wanted to assure South Africans that the apartheid government was prepared to negotiate
- Any other relevant response (1 x 2) (2)

1.4.5 *[Determine the usefulness of the evidence in Source 1D – L3]*

The source is USEFUL because:

- It is from a book written by an academic and renowned author of History books Anthea Jeffery
- The date of the peace march (13 September 1989) was on the day Parliament had to reconvene after police brutality on election day
- It explains the actual events that took place during the peace march to the Cape Town City Hall on 13 September 1989 organised by the MDM
- Boesak and Tutu who were well-known leaders of the MDM were instrumental in organising the march to challenge the apartheid regime
- Any other relevant response (any 2 x 2) (4)

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1.5 1.5.1 *[Extraction of evidence from Source 1D – L1]*

- 'clamped (blocked) down'
- 'arresting'
- 'detaining'
- 'Tutu's wife was twice arrested during illegal protests'
- 'while both Boesak and Tutu were all taken into custody'

(any 3 x 1) (3)

1.5.2 *[Explanation of a historical term from Source 1D – L2]*

- Peaceful protest/non-violent action aimed at disobeying unjust laws in September 1989 by the MDM
- Peaceful protest campaigns directed at undermining unjust legislation in September 1989 by the MDM
- Any other relevant response (any 1 x 2) (2)

1.5.3 *[Extraction of evidence from Source 1D – L1]*

- 'police laid into protest marchers with batons and quirts (sjamboks)'
- '… his colleagues had acted like 'wild dogs with a killer instinct'

(any 1 x 2) (2)

1.5.4 *[Interpretation of evidence from Source 1D – L2]*

- Rockman was emphasising that their behavior had lost all sense of discipline, restraint, or humanity
- It shows that Rockman was against police brutality
- He was feeling sorry for the protesters
- Any other relevant response (any 1 x 2) (2)

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1.6 *[Interpretation, comprehension and synthesis of evidence from relevant sources – L3]*
Candidates can include the following aspects in their answers:

- The MDM was formed (after the UDF was banned in 1988) as a coalition of anti-apartheid groups from grassroots community organisations engaging in the struggle (Source 1A)
- The MDM (as loose coalition with no permanent organisational structure drawing support from black communities) used the Freedom Charter as condition for affiliation (Source 1A)
- It organised civil disobedience campaigns through defying the state of emergency and apartheid legislation such as whites-only hospitals and beaches through peaceful marches
  (Sources 1A and 1D)
- It defied the state of emergency regulations effective at the time (Source 1A)
- It organised defiance campaigns involving multiracial groups against the apartheid government's hospital and health segregation policies (Source 1B)
- It organised peace march protest campaigns against the apartheid government's killings of people and apartheid legislation (Source 1C)
- It staged protest campaigns putting the last nail in the coffin of apartheid forcing De Klerk to relax emergency regulations and paving the way for talks with the liberation movement (Source 1C)
- It displays ANC slogans/flags/banners openly (Source 1C)
- Its activities exposed police brutality (Source 1D)
- Defiance campaigns organised by the MDM throughout SA during 1989 to put pressure on the South African government to relinquish power (own knowledge)
- Police brutality during the 1989 peace march and other various defiance campaigns organised by the MDM was condemned internationally by US and UK and made the apartheid government unpopular (Source 1D and own knowledge)
- The campaign strategies of the MDM galvanised massive support from the masses forcing the apartheid government to eventually change its policies (own knowledge)
- Any other relevant response

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Use the following rubric to allocate a marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of how the MDM challenged the segregatory laws of the apartheid government in the 1980s.** • Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and related to a great extent to the topic, e.g. **shows some understanding of how the MDM challenged the segregatory laws of the apartheid government in the 1980s.** • Uses evidence in a basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of how the MDM challenged the segregatory laws of the apartheid government in the 1980s.** • Uses evidence very effectively in an organised paragraph that shoes an understanding of the topic.	**MARKS 6–8**

(8)
[50]

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QUESTION 2 HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE MURDER OF THE PEBCO THREE?

2.1 2.1.1 *[Extraction of evidence in Source 2A – L1]*

- 'To fight for the rights of the people through mass protest and participation'
- 'focused on trying to help better the living situations of the masses'
- 'also end discriminatory laws in the Eastern Cape' (any 1 x 1) (1)

2.1.2 *[Extraction of evidence in Source 2A – L1*)

- 'rallying'
- 'boycotting certain products' (2 x 1) (2)

2.1.3 *[Extraction of evidence from Source 2A – L])*

- 'The Freedom Charter, created in the 1950s' (1 x 2) (2)

2.1.4 *[Interpretation of information from Source 2A – L2]*

- To weaken PEBCO as an organisation
- To suppress any movement that threatened the stability of the apartheid government
- To kill or eliminate them
- To end the political violence/stop them from inciting communities in the Eastern Cape
- Their disappearance and murder sent a chilling message to other activists, discouraging further opposition by instilling fear.
- To acquire information about political activities in the township/weaken the ANC and Communist influence
- Any other relevant response (any 2 x 2) (4)

2.2 2.2.1 *[Interpretation of evidence in Source 2B – L2]*

- It was a newsworthy event at the time because the PEBCO Three were well-known, influential, and prominent leaders in Port Elizabeth
- To seek sympathy from the public while exposing the activities of the state
- To raise awareness of the disappearance of the PEBCO Three
- To expose the dirty tricks of the police
- To show that the families of PEBCO Three appealed to the public for information or help in relation to their disappearance
- Any other relevant response (any 2 x 2) (4)

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2.2.2. *[Interpretation of evidence from Source 2B – L2]*

- They wanted to know the truth about the disappearance of their family members
- Even if the worst had happened, they wanted to reclaim dignity by knowing the fate of their loved ones
- The search was not just personal – it was political, demanding accountability from a system built on repression
- They wanted the culprits to come forward and disclose what happened to PEBCO Three
- They would not find closure until the men were found, dead or alive
- They suspected that the security police could have killed them
- Any other relevant response (any 2 x 2) (4)

2.3 *[Comparison of information in Sources 2A and 2B – L3]*

- Source 2A states that the leaders of PEBCO Three were abducted and in Source 2B the headlines are about the missing PEBCO men
- Both sources mention that the three men abducted were Sipho Hashe, Champion Galela, and Qaqawuli Godolozi
- Both sources indicates that the three men were in leadership. Source 2A (refers to them as leadership) and in Source 2B (executive members)
- Any other relevant response (any 2 x 2) (4)

2.4 2.4.1 *[Definition of a historical concept from Source 2C – L 1]*

- A former guerilla that turned into a police spy
- A former political activist who is recruited by security forces
- Any other relevant response (any 1 x 2) (2)

2.4.2 *[Extraction of evidence from Source 2C – L1]*

- 'to deal with a problem police were having with activists trying to make the townships ungovernable' (1 x 1) (1)

2.4.3 *[Interpretation of evidence from Source 2C – L2]*

- The braai symbolised how routine and casual violence had become for the security forces
- Holding a braai during interrogation was a way of reducing the activists suffering to background noise while the perpetrators enjoyed themselves
- It shows that police can commit atrocities without moral conflict
- Any other relevant response (any 1 x 2) (2)

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2.4.4. *[Ascertaining the reliability of Source 2C – L3]*
The source is RELIABLE because:
- The source contains the original testimony of Joe Mamasela before the amnesty committee of the TRC
- Mamasela was an eyewitness of how the Pebco Three were killed
- It is a testimony that Mamasela presented to the TRC Amnesty Committee held in Port Elizabeth in 1997
- The information is from the website of the Justice Department in the Republic of South Africa
- Any other relevant response (any 2 x 2) (4)

2.4.5 [*Extraction of evidence from Source 2C – 1*]
- 'kicked'
- 'Punched'
- 'struck with a stick and a steel pipe' (any 2 x 1) (2)

2.5 2.5.1 *[Extraction of evidence from Source 2D – L1]*
- Port Elizabeth Airport (any 1 x 1) (1)

2.5.2 *[Interpretation of evidence from Source 2D – L2]*
- There were gaps in their testimonies
- They were not honest in their applications
- Their testimony did not meet the requirements of the amnesty process
- Any other relevant response (any 2 x 2) (4)

2.5.3 *[Explanation of a historical concept from Source 2D – L2]*
- The unlawful kidnapping of three anti-apartheid activists by the South African security police in 1985
- The secret, illegal removal of the three activists to suppress resistance by the security police in 1985
- Any other relevant response (any 1 x 2) (2)

2.5.4. *[Extraction of evidence from source 2D – L1]*
- 'Van Zyl'
- 'Niewoudt'
- 'Lotz' (3 x 1) (3)

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2.6 *[Interpretation evaluation and synthesis of evidence from relevant Sources – L3]*
Candidate could include the following aspects in their response:

- Families approached the newspaper to find out the truth about the disappearance of the PEBCO Three leaders (Source 2B)
- The TRC set up the amnesty process complying with the Promotion of National Unity Reconciliation Act (own knowledge)
- The TRC heard testimonies of the perpetrators / killers of the PEBCO Three (Source 2C)
- The perpetrators were given opportunity to make full disclosure (Source 2C)
- The TRC allowed the perpetrators to present their cases because the killing of the Pebco Three occurred within the period stipulated by the Act. (Source 2C)
- The amnesty hearings held in Port Elizabeth in November 1997 were opened to public scrutiny (Source 2C and Source 2D)
- The TRC provided a platfom to Mamasela to tell the truth on how the Pebco Three was killed (Source 2C)
- The perpetrators and witnesses had different versions on how the Pebco Three were killed (own knowledge)
- The amnesty application of the security police was rejected by the widows (Source 2D)
- Amnesty was not granted as full disclosure were not made by the security police (Source 2D)
- Four Security Police were denied amnesty (Source 2D)
- The TRC enabled the families and relatives of the PEBCO Three to find out how their loved ones were killed / to find some closure. (Source 2D)
- Any other relevant response.

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Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding in explaining of how the Truth and Reconciliation Commission (TRC) dealt with the murder of the Pebco Three.** • Uses evidence partially to report on topic or cannot write a paragraph.	**Marks 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g**. shows an understanding in of how the TRC dealt with the murder of the Pebco Three.** • Uses evidence in a very basic manner to write a paragraph.	**Marks 3–5**
LEVEL 3	• Uses relevant evidence, e.g., **demonstrates a thorough understanding in explaining of how the TRC dealt with the murder of the Pebco Three** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**Marks 6–8**

(8)
[50]

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QUESTION 3: HOW DOES GLOBALISATION AFFECT THE ECONOMIES OF DEVELOPED AND DEVELOPING COUNTRIES?

3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*

- 'To provide organisations a superior competitive position with lower operation costs'
- 'To gain greater numbers of products, services and consumers'

(2 x 1) (2)

3.1.2 *[Interpretation of evidence from Source 3A – L2]*

- It suggests that competitiveness is enhanced by reaching new customers and reducing reliance on existing markets
- Creating new investment opportunities through the opening of additional markets
- Pursuing new raw materials and resources underscores the importance of securing supply chains and mitigating risk
- It suggests that competition is not confined to outperforming rivals within existing boundaries but is achieved by reshaping the economic landscape through innovation, market expansion, and resources.
- Any other relevant response (any 2 x 2) (4)

3.1.3 *[Extraction of evidence from Source 3A – L1]*

- 'Lowering organisational risk factors'
- 'Spreading interests in different areas'
- 'Taking advantage of market opportunities'
- 'Acquiring companies both horizontal and vertical in nature'

(any 3 x 1) (3)

3.1.4 *[Extraction of evidence from Source 3A – L1]*

- 'Norway'
- 'Ireland'
- 'Switzerland'
- 'Iceland'
- 'Hong Kong (China)'
- 'Germany'
- 'Sweden'
- 'Australia'
- 'Netherlands'
- 'Denmark' (any 1 x 1) (1)

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3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*

- 'resulted in increased international trade'
- 'a company operating in more than one country'
- 'greater dependence on the global economy'
- 'freer movement of capital, goods and services'
- 'recognition such as McDonald's and Starbucks in less economically developed countries (LEDC)' (any 2 x 1) (2)

3.2.2 *[Definition of a historical concept from Source 3B – L1]*

- A developed country is a nation that has achieved a high level of economic growth, industrialisation, and overall standard of living.
- These countries are often referred to as advanced economies or high-income nations.
- Any other relevant response (any 1 x 2) (2)

3.2.3 *[Extraction of evidence from Source 3B – L1]*

To provide the North and West with:

- 'Cheap labour' and
- 'Raw materials' (2 x 1) (2)

3.2.4 *[Interpretation of evidence from Source 3B – L2]*

- Multinational corporations often send profits back to their home country rather than reinvesting locally.
- Investments may focus on capital-intensive industries that don't generate many jobs for local workers.
- Even when jobs are created, they may be low-paying or lack benefits, limiting real improvements in living standards.
- If locals don't have the skills required, companies may bring in foreign workers instead of hiring locally.
- Any other relevant response (any 2 x 2) (4)

3.3 3.3.1 *[Interpretation of evidence from Source 3C – L2]*

- Leaders are seen as guardians of balance between developed and developing nations.
- They represent the effort to level the playing field, giving smaller economies a voice in global trade negotiations.
- It shows the idea that prosperity is achieved through cooperation, open markets, and shared rules
- Any other relevant response (any 2 x 2) (4)

3.3.2 *[Interpretation of evidence from Source 3C – L2]*

- Poor or developing countries did not want to eradicate poverty in their countries
- Poor or developing countries wanted to maintain division between the rich and the poor
- Poor countries want to use globalisation for the privileged to integrate or conform to the standards of the developed countries
- Any other relevant response (any 2 x 2) (4)

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3.4 *[Comparison of evidence in Sources 3B and 3C – L3]*

- Source 3B states that the US McDonald's, is one of the companies that operates in various countries, it has nearly 30 000 restaurants in 119 countries, but keeping all the profit which is shown in Source C when America states the poor will not benefit in developing countries.
- Source 3B also states that globalisation operates in the interest of the richest countries, which dominate trade at the expense of developing countries which can be observed in Source C developing countries seem to be struggling when it comes to economic growth whilst the developed (USA) seems to be relaxing.
- Any other relevant response (2 x 2) (4)

3.5 3.5.1 *[Explanation of a historical concept from Source 3D – L2]*

- A multinational corporation is a company that operates in its home country as well as in countries around the world.
- It maintains a central office located in one country, which co-ordinates the management of all its other offices, such as administrative branches or factories.
- Any other relevant response (any 1 x 2) (2)

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

- The jobs at risk are lower-skilled or routine roles that can be replaced more easily.
- Globalisation can bring prosperity, but it also creates vulnerabilities in the labor market, and millions of American workers could be affected if the U.S. doesn't adapt.
- 14 million jobs will disappear, they could be outsourced, automated, or fundamentally changed by global competition.
- This demand for certain U.S. jobs, especially in manufacturing and routine service work, can be reduced.
- Any other relevant response (any 1 x 2) (2)

3.5.3 *[Extraction of evidence from Source 3D – L1]*

- 'It takes jobs away from Americans'
- 'Increasing the imbalance of trade' (2 x 1) (2)

3.5.4 *[Ascertaining the limitations of Source 3D – L3]*

The source is LIMITED because:

- It does not portray multinational corporations as intending to uplift the development of poor countries
- It is biased against multinational corporations
- It highlights how multinational corporations are meant to benefit only the developed countries
- It is anti-workers worldwide
- Any other relevant response (any 2 x 2) (4)

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3.6 *[Interpretation, evaluation and synthesis from relevant sources – L3]*

Candidates could include the following aspects in their response:

- Globalisation brings reorganisation at the international, national and subnational levels (Source 3A)
- The goal of globalisation is to provide organisations with superior competitive position with lower operation costs (Source 3A)
- Globalisation has resulted in increased international trade (Source 3A)
- It helps in creating more wealth in developed countries (Source 3B)
- Operates in the interest of the richest countries, which continue to dominate at the expense of the poor (Source 3B)
- WTO is not concerned of the poor in the developing countries (Source 3C)
- Globalisation marginalises less educated and low-skilled workers (Source 3D)
- MNC's can avoid labour negotiations in developing countries (Source 3D)
- National and international labour unions have expressed concerns about Multinational Corporations (Source 3D)
- Economic growth between developed and developing countries increases with globalisation (own knowledge)
- Any other relevant response

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Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g **shows little or no understanding of how globalisation affects the economies of developed and developing countries**. • Uses evidence partially or cannot write a paragraph.	**Marks 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g **shows some understanding of how globalisation affects the economies developed and developing countries.** • Uses evidence in a basic manner to write a paragraph.	**Marks 3–5**
LEVEL 3	• Uses relevant evidence e.g **demonstrates a thorough understanding of how globalisation affects the economies of developed and developing countries**. • Use evidence very effectively in an organised paragraph that shows an understanding of the topic.	**Marks 6–8**

(8)
[50]

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SECTION B: ESSAY QUESTIONS

QUESTION 4: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA: THE CRISIS OF APARTHEID IN THE 1980s

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

SYNOPSIS

Candidates need to agree or disagree with the statement that the Black Consciousness Movement believed that black people should liberate themselves psychologically and be self-reliant in their struggle to challenge the apartheid government from the 1960s to the1970s. Candidates need to substantiate their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to take a stance by either agreeing or disagreeing with the statement that the Black Consciousness Movement believed that black people should liberate themselves psychologically and be self-reliant in their struggle to challenge the apartheid government from the 1960s to the 1970s. If candidates disagree with the statement, they should support their argument with relevant historical evidence.

ELABORATION

- Reason for the formation of the Black Consciousness Movement (BCM)
- Infused blacks South Africans with a sense of pride
- To accept themselves/have self-confidence/self-reliance/sense of identity
- Empowered black South Africans to reject the spirit of self-pity, inferiority complex; self-alienation, and domination by external forces
- The formation of Black Consciousness (BC) was welcomed by the apartheid government as an extension of separate development
- Black students started to organise themselves to resist white domination by breaking away from NUSAS and formed SASO (1968) (self-reliant)
- Black students adopted the philosophy of Black Consciousness (Role of Biko/SASO) (psychological freedom)
- SASO was for university students and SASM for schools
- BC led to the formation of the Black Peoples Convention (BPC) in 1972 which involved students, churches, communities and trade unions (self-reliant)
- Aimed to free black South African psychologically and physically
- Unions aligned to the BC philosophy included Black Parents' Association and Black Allied Workers Union (BAWU)

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- The South African Students' Movement was formed in 1972, and exposed black South Africans to the ideals of BC (self-reliant and psychological freedom)
- The expulsion of Tiro, which led to student protests
- BCM and SASO organised FRELIMO Rallies (1974)
- Expulsion of students from universities
- The arrests of BC leaders heightened political activism
- BC promoted independence from whites through Black Community Programmes to support black South Africans without white assistance. (Zanempilo Health Clinic/Ginsburg Educational Trust/Zimele Trust Fund/Solempilo Community Health Centre/Ithuseng Community Health Programme and Winter School Projects) (self-reliant)
- Mobilised workers to form trade unions
- BC led to the formation of the Black Allied Workers Union (BAWU) (self-reliant)
- Strikes in Durban in 1973 (self-reliant and psychological freedom)
- South African Students Movement formed in 1972 which exposed black South Africans to the ideals of BC (psychological freedom)
- Bantu Education introduced Afrikaans as a medium of instruction in schools (1975)
- SASO and SASM influenced the formation of the Soweto Students Representative Council (SSRC)
- Both black teachers and students rejected Afrikaans as the language of the oppressor
- Some teachers and learners were already exposed to the ideas of Biko and the BC philosophy through SASO student teachers from universities
- The departmental circular on Afrikaans (50/50) was the trigger for the Soweto uprising
- On 16 of June 1976, students protested peacefully against the implementation of the circular
- Police response to student protests (Hector Petersen, a 13-year-old boy was one of the first casualties of this uprising)
- Many people went into exile (self-reliant and psychological freedom)
- Killing of Biko (1977) in police custody
- 19 October 1977, 19 organisations aligned to BC were banned
- Role of media that was sympathetic to the BC philosophy, e.g. *The World* and *The Weekend World* newspapers were closed
- Legacy of Biko
- Any other relevant response

- Conclusion: Candidates should sum up their argument with a relevant conclusion. **[50]**

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QUESTION 5: THE COMING OF DEMOCRACY IN SOUTH AFRICA AND COMING TO TERMS WITH THE PAST: NEGOTIATED SETTLEMENT AND THE GNU

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

SYNOPSIS

Candidates should give a balance view in that the road to democracy was characterised by the continuous emergence of violence and conflicts that failed to stop the first democratic elections in South Africa in 1994 but at the same time the political leaders use non-violent strategies to ensure that democracy is attained. Candidates need to substantiate their argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to take a critical stance by indicating that it was not only violence and conflicts that failed to stop the first democratic elections in South Africa in 1994. They should also provide examples of content and how they would use it to support their line of argument.

ELABORATION

- FW de Klerk replaced PW Botha in 1989
- Speech in parliament 2nd of February 1990: Unbanning of the political parties (ANC, the PAC, the SACP), and other banned organisations, release of Nelson Mandela on 11 February 1990, and other banned political leaders in 1990
- Groote Schuur Minute, 2 May 1990 – NP released political prisoners and both parties committed themselves to end violence and to negotiate (non-violent)
- Violence in the Vaal Triangle – Sebokeng (violence)
- Pretoria Minute in August 1990 – ANC stopped armed struggle, and NP lifted the state of emergency (non-violent)
- The National Peace Accord signed by 27 political organisations – provided safety net for negotiations
- CODESA 1 (20 December 1991) – 19 political parties except for Conservative Party (CP) and Pan-Africanist Congress
- The Declaration of Intent – political parties agreed to draw up a new constitution and an interim government (non-violent)
- Whites-only referendum – De Klerk tested white opinion to continue with negotiations after losing three by-elections to CP. Referendum results – landslide Yes – negotiations continued
- CODESA 2 (2 May 1992) – did not last because of violence and inability of parties to agree on power-sharing (conflict)
- Boipatong massacre and influence of Third Force, (June 1992) (violence)
- Bisho massacre, (September 1992) (violence) ANC supporters who wanted to be part of negotiation process (violence)
- ANC called for rolling mass action against the National Party

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- Record of Understanding (September 1992) – Meyer and Ramaphosa committed themselves to peace and to negotiations (non-violent)
- Joe Slovo's Sunset Clause (non-violent)
- Parties winning more that 5% of vote will form a government of national unity to govern the new SA and whites could retain their jobs for 5 years
- Multi-party negotiations resumed at the World Trade Centre but did not last (non-violence)
- The AWB interrupted the negotiations on 25 June 1993, when they stormed the World Trade Centre with armoured vehicle (violence)
- Assassination of Chris Hani 10 April 1993 – Janus Walus.
- Mandela addresses nation on TV – calming the nation down (non-violent)
- St James Church massacre, 25 July 1993,
- Heidelberg tavern massacre (30 December 1993)
- Shell House massacre, 28 March 1994
- Date for the first democratic elections set (27–29 April 1994)
- Continued violence throughout elections
- Car bomb outside ANC head offices
- A car bomb exploded at Jan Smuts Airport
- Elections held in 1994
- Results of election: ANC 62,7%, NP 20,4% and IFP 10,5%
- Mandela became first black state president of the new democratic Republic of South Africa with Thabo Mbeki and FW de Klerk as his deputies
- Any other relevant response

Conclusion: Candidates should sum up their argument with a relevant conclusion. **[50]**

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QUESTION 6: THE END OF THE COLD WAR AND A NEW WORLD ORDER: 1989 TO THE PRESENT

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

SYNOPSIS

Candidates need to indicate whether it was to a greater or lesser extent that Gorbachev's reforms in the Soviet Union in the mid-1980s influenced FW de Klerk to introduce political reforms that paved the way for negotiations for a democratic South Africa. Candidates need to substantiate their argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to take a stance, indicating to what extent Gorbachev's reforms in the Soviet Union in the mid-1980s influenced FW de Klerk to introduce political reforms that paved the way for negotiations for a democratic South Africa.They should also provide examples of content and how they would use it to support their line of argument.

ELABORATION

- Soviet Union in economic hardship (background information)
- The Soviet Union was involved in a Cold War with the USA for ideological domination
- The competition with arms and the space race weakened the Soviet economy
- The Soviet Union was also involved in the Afghanistan war, which also crippled the Soviet economy
- Gorbachev became Secretary-General of the CPSU and leader of the government in 1985 at 54 years of age.
- He hoped to revive the Soviet Union’s economy by improving both industrial output and technology, as well as expanding its markets
- He inherited an inefficient and corrupt bureaucratic system and an economically weakened Soviet Union
- He took a big risk of effecting political change, especially for the Soviet Union, known for its hard-line Communist stance.
- In 1985, he introduced Perestroika (economic reconstruction) and Glasnost (openness)
- Perestroika meant reconstruction of the economy
- Perestroika allowed small-scale private ownership and removed government control over production
- Glasnost was a policy of openness and encouraged people to openly criticised the government
- Perestroika and Glasnost led to demands for the end of communism and full democracy
- Glasnost led to criticism of the policy of perestroika and Gorbachev himself
- Many hard-line communists were discontent with policies that became unpopular

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- At home he had two types of opponents: hardliners who were opposed to the reforms and liberals who criticised him for not moving fast enough
- The two policies led to devastating results as they did not support each other
- He lost support at home – Unity of the Soviet Union was at risk, and socialism became threatened
- The collapse of the Berlin Wall (1989) meant the end of communism
- Many underlying differences always existed among the 15 Republics
- Civil unrests broke out between various groups
- Old form of nationalism emerged and led to new demand for independence
- He tried to stop the disintegration by proposing the establishment of a Federation of States – which failed
- In 1990, several Soviet states including Russia under Gorbachev's bitter rival, Boris Yeltsin, declared their independence
- On 25 Dec.1991, the USSR was dissolved, and the Communist Party was disbanded
- Each of the 15 Republics became independent and became members of the Commonwealth of Independent States
- The disintegration symbolised the end of the Cold War

Political reforms in South Africa

- Talks between the NP and the ANC in exile
- The collapse of the Soviet Union put pressure on both the National Party government and the ANC to begin negotiations
- The defeat of the SADF during the Battle of Cuito Caunavale in 1988 spurred the National Party to start negotiations with communists over the independence of South West Africa
- FW de Klerk introduced reforms that led to negotiations between the National Party and the ANC
- South Africa withdrew from South West Africa – SWAPO won the elections (1990) and renamed it Namibia
- This peaceful transition from white minority rule to Black majority rule in Namibia served as a blueprint for SA to do the same
- It became evident that the National Party government could not maintain white supremacy rule indefinitely
- Influential National Party members started to realise that apartheid was not the answer for the development of 'white' economic interests
- The government started to believe that reforms needed to include the development of a strong black middle class which would act as a 'bulwark against revolution'
- The South African government could no longer use the threat of communism to generate Western support
- South Africa could no longer rely on Western backing for its 'anti-communist' stanc
- World politics changed and this had an impact on South Africa's apartheid policies
- The apartheid regime could no longer use communism to justify its policy of racial segregation

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- The National Party's claim that it was protecting South Africa from a communist onslaught became unrealistic
- De Klerk thought that the ANC would be weak and showed his willingness to negotiate with it
- The USSR could no longer support the ANC financially as it was bankrupt
- The USSR would not support the ANC with weapons anymore as it favoured peaceful negotiations
- The ANC was unable to continue the armed struggle against the NP without this military and financial support
- The ANC now also showed willingness to negotiate with NP as an alternative to the armed struggle
- FW de Klerk started to accept that the black struggle against apartheid was not a conspiracy directed from Moscow
- This enabled De Klerk to engage with the liberation organisations to find a lasting solution for South Africa
- On 2 February 1990 De Klerk announced the unbanning of all anti-apartheid organisations and this paved the way for multi-party talks
- These talks ultimately led to democratic elections that were held in 1994
- Any other relevant response

- Conclusion: Candidates should sum up their argument with a relevant conclusion. **[50]**

TOTAL: 150

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