Downloaded from Stanmorephysics.com

KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

PROVINCIAL STANDARDISED ASSESSMENT

GRADE 12

HISTORY P2

PREPARATORY EXAMINATION

SEPTEMBER 2026

Stanmorephysics.com

MARKS: 150

TIME: 3 hours

This question paper consists of 9 pages and an addendum of 14 pages.

Copyright Reserved

Downloaded from Stanmorephysics.com

INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework in the CAPS document.

   SECTION A: SOURCE-BASED QUESTIONS

   QUESTION 1: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA

   QUESTION 2: THE COMING OF DEMOCRACY IN SOUTH AFRICA, AND COMING TO TERMS WITH THE PAST

   QUESTION 3: THE END OF THE COLD WAR AND A NEW WORLD ORDER 1989 TO THE PRESENT

   SECTION B: ESSAY QUESTIONS

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

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

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

2. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions can be found in the ADDENDUM.

3. SECTION B consists of THREE essay questions.

4. Answer THREE questions as follow:

   4.1 At least ONE must be source-based question and at least ONE must be an essay question.

   4.2 The THIRD question can either be a source-based question or an essay question.

5. You are advised to spend at least ONE hour per question.

6. When answering questions, you should apply your knowledge, skills and insight.

7. You will be disadvantaged by merely rewriting the sources as answers.

8. Number the questions correctly according to the numbering system used in this question paper.

9. Write neatly and legibly

Copyright Reserved

Downloaded from Stanmorephysics.com

SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE question, but not more than TWO questions, in this section. Source material that is required to answer these questions is contained in the ADDENDUM.

QUESTION 1: WHAT FORMS OF INTERNAL RESISTANCE CHALLENGED THE APARTHEID REGIME IN THE LATE 1980s?

1.1 Refer to Source 1A.

1.1.1 Mention any THREE areas that were affected by the consumer boycotts from the source. (3 x 1) (3)

1.1.2 List ONE area in the Eastern Cape that experienced consumer boycotts for longer period. (1 x 1) (1)

1.1.3 Define the term *consumer boycotts* in your own words. (1 x 2) (2)

1.1.4 Using the source and your own knowledge, explain the significance of the demand for the release of Nelson Mandela and other political prisoners.' (1 x 2) (2)

1.1.5 Why, do you think, the apartheid regime declared states of emergency within the period of two years? (1 x 2) (2)

1.2 Study Source 1B.

1.2.1 What, according to the source, was the main political outcome of the COSATU conference in 1987? (1 x 2) (2)

1.2.2 Explain the significance of the call by COSATU for 'a broad alliance of democratic forces.' (1 x 2) (2)

1.2.3 How, according to the source, did the apartheid regime respond to intensified mass resistance? (2 x 1) (2)

1.2.4 Comment on the implications of the statement, 'By not constituting itself formally as an organisation, the MDM avoided being legally restricted by the government.' (2 x 2) (4)

Downloaded from Stanmorephysics.com

1.3 Read Source 1C.

1.3.1 State the decision by COSATU, from the source, in July 1989, regarding internal resistance. (1 x 2) (2)

1.3.2 What steps, according to the source, did the government of De Klerk take to deal with the national protests? (2 x 1) (2)

1.3.3 Explain the term *civil disobedience offensives* in the context of resistance in South Africa. (1 x 2) (2)

1.3.4 What is implied by the phrase, '…the organisers still felt that apartheid had not been fully eradicated in the state institutions'? (1 x 2) (2)

1.3.5 Comment on the usefulness of the source to a historian researching the mass resistance in the late 1980s. (2 x 2) (4)

1.4 Consider Sources 1A and 1C. Explain how the information in Source 1A supports the evidence in 1C regarding the forms of internal resistance in the late 1980s. (2 x 2) (4)

1.5 Use Source 1D.

1.5.1 Comment on the significance of the presence of the following people in the march:

(a) Archbishop Desmond Tutu (1 x 2) (2)

(b) Gordon Olive (1 x 2) (2)

1.5.2 Why, do you think, it was appropriate for the marches to carry the banner: 'Peace in our city. Stop the killings'? (1 x 2) (2)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 Words) explaining the forms of internal resistance that challenged the apartheid regime in the late 1980s. (8)

[50]

Downloaded from Stanmorephysics.com

QUESTION 2: HOW DID THE GRANTING OF AMNESTY TO CAPTAIN BRIAN MITCHELL PROMOTE RECONCILIATION IN TRUST FEED?

2.1 Refer to Source 2A.

2.1.1 Mention the legislation in the source that facilitated the granting of amnesty. (1 x 2) (2)

2.1.2 Define the term *amnesty* in your own words. (1 x 2) (2)

2.1.3 Quote evidence from the source that suggests that the application by Brian Mitchell met one of the requirements for amnesty. (1 x 2) (2)

2.1.4 Comment on the implications of the words, 'What happened to me, and in my life and in the lives of so many people in this country, is a tragedy.' (2 x 2) (4)

2.2 Study Source 2B.

2.2.1 What impact, according to the source, did the granting of amnesty to Brian Mitchell have on the community of Trust Feed? (2 x 1) (2)

2.2.2 Using the source and your own knowledge, explain 'the essential and necessary elements for reconciliation' in the context of the Truth and Reconciliation Commission. (2 x 2) (4)

2.2.3 Why, according to the source, was the community meeting a '… cathartic experience'? (1 x 2) (2)

2.2.4 What conclusion can be drawn from the statement, 'All efforts were made to mobilise professional expertise, including the services of mediation consultants'? (1 x 2) (2)

Downloaded from Stanmorephysics.com

2.3 Refer to Source 1C.

2.3.1 Quote evidence from the source that points to the negative impact of the Trust Feed massacre on Mavis Madondo's family. (2 x 1) (2)

2.3.2 Explain the implications of the statement, 'Brian Mitchell should tell me what he will do for me and my children.' (2 x 2) (4)

2.3.3 State evidence from source suggesting that Mavis Madondo wanted the whole community to be part of the process of reconciliation. (1 x 2) (2)

2.3.4 Comment on the reliability of this source to a historian researching the process of reconciliation by the TRC. (2 x 2) (4)

2.4 Read Source 2D.

2.4.1 Explain the term *reconciliation* in the context of the Truth and Reconciliation Commission. (1 x 2) (2)

2.4.2 Comment on the significance of the words, 'The Truth hurts but silence kills' pertaining to the work of the TRC. (2 x 2) (4)

2.5 Compare Sources 2C and 2D. Explain how the information in Source 2C supports the evidence in Source 2D regarding the process of reconciliation by the TRC. (2 x 2) (4)

2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words) explaining how the granting of amnesty to Captain Brian Mitchell promoted reconciliation in Trust Feed. (8)

[50]

Downloaded from Stanmorephysics.com

QUESTION 3: WHAT ARE THE CAUSES OF FOOD INSECURITY IN BOTH DEVELOPED AND DEVELOPING COUNTRIES IN THE 21 ST CENTURY?

3.1 Read Source 3A.

3.1.1 Why, according to the source, was the Global Food Security Summit held in November 2023? (1 x 2) (2)

3.1.2 Quote evidence in the source that indicates the level of hunger in the United Kingdom. (1 x 2) (2)

3.1.3 Comment on what is implied by the statement, 'Yet, less than 12% of the UK's military budget could end hunger worldwide for a year'. (2 x 2) (4)

3.1.4 What, according to the source, is the correlation between violent conflict and food insecurity? (1 x 2) (2)

3.1.5 Explain the importance of '… using science and technology to boost food security for people in the hardest-hit countries.' (1 x 2) (2)

3.2 Refer to Source 3B.

3.2.1 List THREE disasters from the source that have had an impact on Food security. (3 x 1) (3)

3.2.2 Define the term *imports* in your own words. (1 x 2) (2)

3.2.3 What is implied by the words, 'the latest international efforts by the United States to end hunger are only making the situation worse, especially for Africa, by globalising the system further'? (2 x 2) (4)

3.2.4 Using the information in the source and your own knowledge, explain why a 'highly industrialised food system' is unable to maintain food security in poorer countries. (1 x 2) (2)

Downloaded from Stanmorephysics.com

3.3 Refer to Source 3C.

3.3.1 Explain the implications of the statement,' GREAT NEWS YOU GUYS, THE USA SAYS WE'RE ARE NO LONGER HUNGRY JUST FOOD INSECURE' in the context of food security in the Global North. (2 x 2) (4)

3.3.2 Comment on the usefulness of the source to a historian studying food security in developed countries. (2 x 2) (4)

Stanmorephysics.com

3.4 Read Source 3D

3.4.1 Mention THREE reasons from the source for the intervention of the World Bank in food security crisis. (3 x 1) (3)

3.4.2 Using the source and your own knowledge, comment on 'an immediate and concerted response' of the World Bank and the G7 countries. (1 x 2) (2)

3.4.3 Explain the term *reform* in the context of globalisation. (1 x 2) (2)

Stanmorephysics.com

3.5 Refer to Sources 3B and 3D. Explain how the information in Source 3B supports the evidence in Source 3D regarding the responses to food insecurity in the world. (2 x 2) (4)

3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the causes of food insecurity in both developed and developing countries in the 21st century. (8)

[50]

Downloaded from Stanmorephysics.com

SECTION B: ESSAY QUESTIONS

Answer at least ONE question, but not more than TWO questions, in this section.
Your essay should be about THREE pages long.

QUESTION 4: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA

The Black Consciousness Movement introduced new forms of struggle to challenge the apartheid regime in the 1970s.

Do you agree with the statement? Support your line of argument using relevant evidence. **[50]**

QUESTION 5: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST

Explain to what extent the main political role players overcame obstacles for a new dispensation in South Africa in 1994.

Substantiate your answer with relevant historical evidence. **[50]**

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

The collapse of the Soviet Union led to negotiations between the African National Congress (ANC) and the National Party (NP) government.

Critically discuss the statement above by using the relevant historical evidence to support your line of argument. **[50]**

TOTAL MARKS: 150

Copyright Reserved

Downloaded from Stanmorephysics.com

KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

PROVINCIAL STANDARDISED ASSESSMENT

GRADE 12

HISTORY P2

ADDENDUM

PREPARATORY EXAMINATION

SEPTEMBER 2026

Stanmorephysics.com

This addendum consists of 14 pages including this page.

Copyright Reserved

Downloaded from Stanmorephysics.com

QUESTION 1: WHAT FORMS OF INTERNAL RESISTANCE CHALLENGED THE APARTHEID REGIME IN THE LATE 1980s?

SOURCE 1A

The source below is from book *South Africa in the 20th Century* by BJ Liebenberg and SBS pies (eds). It describes how the consumer boycotts of 1985 – 1986 heightened internal resistance against the apartheid regime.

During 1985-1986, there were more consumer boycotts than in any other period in South Africa's history. Consumer boycotts began in the Eastern Cape in March 1985 and spread swiftly to the PWV (Pretoria, Witwatersrand, Vaal) area, Durban, Cape Town and numerous country towns, though it was the eastern Cape which was mostly affected by this form of protest. In places such as Port Elizabeth, East London, Grahamstown, Uitenhage, and Queenstown consumer boycotts were maintained for long periods. The length of these varied from place to place. For example, Queenstown endured an eight-month boycott. Of the five boycotts in Grahamstown during 1985-1986 the longest lasted for three months.

These consumer boycotts were mostly organised by the supporters of the United Democratic Front (UDF)and directed against both white shopkeepers and those blacks regarded as collaborators. The demands that the organisers of the boycotts made in the towns were twofold in nature. On the one hand, there were local demands concerning the improvement of the living conditions in defined areas. On the other hand, there were demands of a universal nature, concerning the abolition of the apartheid system. For instance, in Port Elizabeth, protesters demanded the release of Nelson Mandela and other political prisoners, that the state of emergency be lifted, and that blacks and whites be given the same pensions. The consumer boycotts of 1985-1986, in part, led to the declaration of the states of emergency by the apartheid regime in July 1985 and June 1986. This imposed severe restrictions on the internal resistance.

[From *South Africa in the 20th century* by BJ Liebenberg and SB Spies (eds.)]

Downloaded from Stanmorephysics.com

SOURCE 1B

The source is an extract from the book *Foundations of the New South Africa* by J Pampallis. It outlines the role of the Congress of the South African Trade Unions (COSATU) in the internal resistance against the apartheid regime in the late 1980s.

COSATU, with its strong organised base in the heart of the country's economic life, was able to grow despite repression and became increasingly involved in the political issues. At its July 1987 conference, COSATU formally adopted the Freedom Charter, thereby bringing its stated social and political goals closer to the ANC and UDF. Like the UDF, COSATU called for a broader alliance of the democratic forces. The federation regularly supported national stay-aways during the whole period of the states of emergency. Each year, May Day and 16 June were marked by national stay-aways, as were the polling days of the whites-only election in May 1987 and the election for all the three chambers of tricameral parliament in September 1989.

In most of the stay-aways, COSATU was joined by other democratic organisations. These included NACTU, the BC-oriented trade union federation as well the UDF and its affiliates. The involvement of COSATU in the political struggles increased the repression on the labour movement. Hundreds of trade union activists were detained. There were police raids on union premises. COSATU's offices were bombed, and in February 1988, the emergency regulations banned COSATU from all political activities. The regulations, coming as they did at the same time as the severe restrictions on the UDF and other organisations, made the creation of a formal broad alliance linking COSATU with these organisations difficult to achieve. Subsequently, an informal alliance centred on the UDF and COSATU took on a more permanent character, and in 1989 came to be known as the Mass Democratic Movement MDM). By not constituting itself formally as an organisation, the MDM avoided being legally restricted by the government.

[From *Foundations of the New South Africa* by J Pampallis]

Downloaded from Stanmorephysics.com

SOURCE 1C

The source below is an extract from the book *Reader's Digest: Illustrated History of South Africa. The Real Story* edited by C Saunders, a Professor of History at the University of Cape Town in the 1980s. It highlights the key activities of the Mass Democratic Movement in 1989.

In July 1989, the Congress of South African Trade Unions (COSATU) acting on behalf of an alliance of anti-apartheid group known as the Mass Democratic Movement called on various opponents of the government to support a campaign of defiance against apartheid. Launched on 2 August,12 days before the resignation of State President PW Botha, the campaign took the form of a series of national protests to force the desegregation of hospitals, beaches, and public transport as well as a massive stay-away in protest against the tricameral elections of 6 September 1989.The response of the South African government under its new leader FW de Klerk was significant. In the weeks leading up to the elections, some protests were met by police dogs and squirts (spraying liquids), hundreds of activists were detained and on election night, 23 people were killed in the western Cape.

After the elections, however, the State Security Council and cabinet gave the go-ahead for tens of thousands of people to participate in a march through central Cape Town and other parts of the country. Later marches were held in all the urban major centres of the Republic. The defiance campaign of 1989 was one of the several civil disobedience offensives by the ant-apartheid groups inside South Africa. The defiance campaign suggested many parallels with the one in 1952. On both occasions, volunteers deliberately broke statutory laws deemed offensive. In the 1950s, the biggest issues were the hated Pass laws, the Group Areas Act, and the existence of separate amenities. Although many of those laws had been repealed by August, the organisers still felt that apartheid had not been fully eradicated in the state institutions. The result was six weeks of defiant activity that rocked acting President de Klerk's new regime.

[From *Reader's Digest: Illustrated History of South Africa* ed. C Saunders]

Downloaded from Stanmorephysics.com

SOURCE 1D

The photograph of the march below was taken on 13 September 1989 in Cape Town. It was one of the marches in South Africa to exert pressure on the government of FW de Klerk to end apartheid. The march was led by Archbishop Desmond Tutu, Reverend Allan Boesky, and Mayor of Cape Town, Gordon Olive.



[https://www.apartheidmuseum.org/uploads/files/Protest-and-peace-making.-In-the-streets-and-stadiums.pdf. Accessed 12 May 2026]

Downloaded from Stanmorephysics.com

QUESTION 2: HOW DID THE GRANTING OF AMNESTY TO CAPTAIN BRIAN MITCHELL PROMOTE RECONCILIATION IN TRUST FEED?

SOURCE 2A

The extract below is from an article by the South African Press Association (SAPA) on 16 October 1996. It appeared in other national newspapers in the country. The article outlined the details of the application for amnesty by Captain Brian Mitchell.

An application for amnesty by Trust Feed killer and former policeman Brian Mitchell was accepted by the Truth and Reconciliation Commission's Amnesty Committee sitting in Pietermaritzburg on Wednesday. The amnesty application was lodged in terms of Section 18 of the Promotion of National Unity and Reconciliation Act no. 34 of 1995. If granted amnesty, Mitchell will be the highest-ranking police officer pardoned for atrocities under the former apartheid government. Mitchell was sentenced to death 11 times for the murder of men, women and children during an attack on a home in Trust Feed on 3 December 1988. His sentence was commuted to life imprisonment when a moratorium was placed on the death penalty.

Brian Mitchell was repeatedly questioned by the commissioners over the events on the night of the massacre. Mitchell said he was not present at the scene of the massacre, and he could not categorically say why the special constables had targeted the house of mourners attending a vigil. Mitchell explained that he had received the order from the former head of the Pietermaritzburg police' riot unit eight, Major Deon Terblanche. Relatives of the victims of the massacre broke down and wept when Mitchell begged for forgiveness for his part in the massacre. '' What happened to me, and in my life and in the lives of so many people in this country, is a tragedy. Sympathisers comforted mainly women relatives of the victims of massacre seated in the front row directly in front of Mitchell. Asked if they had forgiven Mitchell, they replied that they were still thinking about it.

[From *Institute of Justice and Reconciliation* by F Du Toit]

Downloaded from Stanmorephysics.com

SOURCE 2B

The following source is an extract from the Final Report of the Truth and Reconciliation Commission (TRC). It focuses on the attempts to reconcile the victims and the perpetrators of the Trust Feed massacre in 1988.

After serving a prison term of about five years, Captain Mitchell was granted amnesty by the Commission in 1997. In this way, two parties, divided by negative feelings of hostility and rage (violent anger), were able to come together with the common purpose of reconciliation. For Trust Feed, polarised and divided by the destructive forces, it offered an opportunity to help restore broken relationships and create a stronger sense of community. Some of the essential and necessary elements for reconciliation were already in place when Captain Mitchell made a confession. At the same time, the community of Trust Feed was still in pain and needed time to heal its wounds. The Commission facilitated the various stages of the process. Initial contact was made with Captain Mitchell who, accompanied by a Minister from Rhema Church, once again declared his intention to reconcile with the Trust Feed community.

This was followed by a community meeting that proved to be a cathartic (emotional relief) experience. Community members were able to work through their feelings to the point where they were willing to meet Captain Mitchell. This, in turn, paved the way for a reconciliation meeting between the Trust Feed community and Captain Mitchell. The meeting presented a major challenge to the Commission and the community. All efforts were made to mobilise professional expertise, including the services of mediation consultants. The reconciliation meeting was held in July 1997 and was well attended by the Trust Feed community. The community was given enough time to express its feelings and ask direct, clarifying questions to Captain Mitchell who was also given an opportunity to express his feelings and ask for forgiveness. A process of mediation followed, focusing on Captain Mitchell's offer to participate in community reconstruction and try to meet the community's expectations of him.

[From https://sabctrc.saha.org.za/reports/volume5/chapter9/subsection21.htm&tab=report. Accessed 20 April 2026.]

Downloaded from Stanmorephysics.com

SOURCE 2C

The source below is from the Special Report of the Truth and Reconciliation Commissions on Hearings – Episode 46, Section 2. It reveals the views and sentiments expressed by the two residents of Trust Feed during the meeting with former Captain Brian Mitchell.

Mavis Madondo:

'I have eight children and he (her husband) died on the 3rd of December 1988. There is not even a cent that I am getting. I have to look after myself. I have children that have passed matric and they have not furthered their studies because their father is not here anymore, who died because of Mitchell. When we were at the TRC hearings Mitchell said that he is determined to work hand in hand with us. Where I wish for help is that he should support my children. I have no home; my house was burnt down. I have nothing. I stay in rented rooms. There is nobody who provides for me; there is nobody buying food for my family. Brian Mitchell should tell me what he will do for me and my children''.

I forgive him because he has come and asked for forgiveness because there is nothing we can do. They are dead. But all I would like to appeal for is that they should help with my eight children. If I had to say to the community exactly which path, I am taking and that path does not mature or materialize, obviously then it's a bad reflection on myself. So I would rather have the community identify the way we should go…'

Thenjiwe Mdunge:

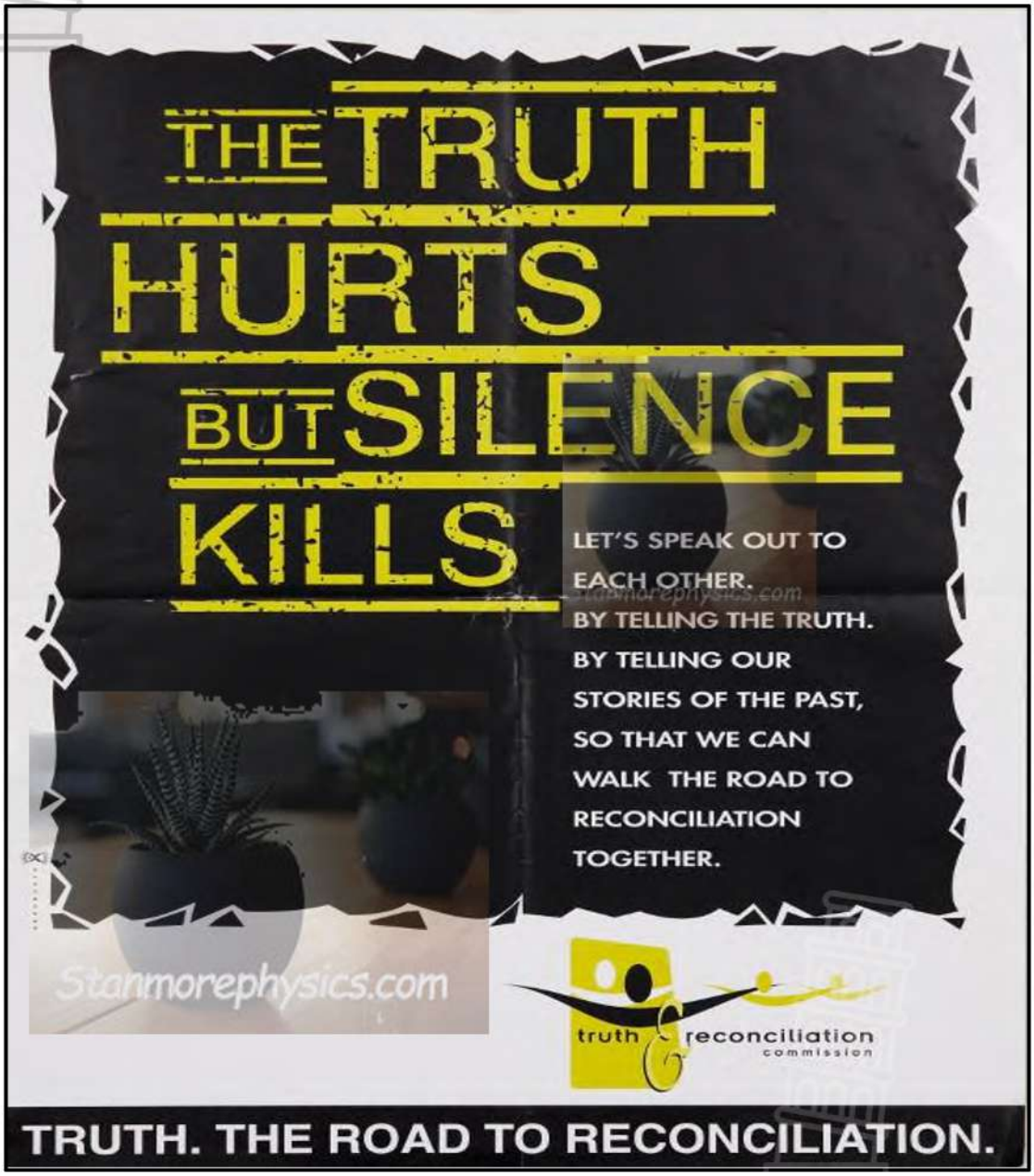
'I have nothing to say to him. I want to build my house because I am living in the mountains. I have nowhere to stay. I stay in a small house. I have no children anymore. Brian Mitchell wiped out all my children. I forgive him. Even though the Lord is watching some days I would sleep without eating because I could not eat. He has killed the children who provided for me'.

[From https://sabctrc.saha.org.za/tvseries/episode46/section2/transcript5.htm. Accessed 12 April 2026.]

Downloaded from Stanmorephysics.com

SOURCE 2D

The visual source below is one of the cartoons produced by the Truth and Reconciliation Commission encouraging people to come forward and disclose the gross violations of human rights from 1960 to 1990.



[From https://www.saha.org.za/news/2014/September/gallery_trc_posters.htm. Accessed 28 March 2026.]

Downloaded from Stanmorephysics.com

QUESTION 3: WHAT ARE THE CAUSES OF FOOD INSECURITY IN BOTH DEVELOPED AND DEVELOPING COUNTRIES IN THE 21 ST CENTURY?

SOURCE 3A

The source below is a report on the Global Food Security Summit held on 20 November 2023. It explains the deepening food security crisis and efforts by world leaders to end hunger.

The United Kingdom (UK) hosted the Global Food Security Summit on 20 November 2023, where leading experts came together to 'tackle the causes of food insecurity and malnutrition, including through cutting-edge UK-funded science and technology and it could not be happening at a more crucial time. In the UK and abroad, food insecurity is on the rise. In 2022, there were 4.7 million people, or 7% of the UK population, in food poverty. Right now, one in every 10 people on Earth is unsure where their next meal will come from and an estimated 345 million people are facing acute hunger and starvation, a rise of 119% since 2019. Yet, less than 12% of the UK's military budget could end hunger worldwide for a year. While the World Food Programme (WFP) was able to raise a record-breaking 14 billion dollars in 2022, it was still way short of the 40 billion dollars it needs annually to feed the worlds hungry. If the last year has shown anything, it is that a butterfly's wings flapping on one side of the world is capable of driving hunger on the other.

The biggest factor driving hunger is conflict. 70% of the world's hungry live in areas experiencing conflict and violence. Putin's invasion of Ukraine in 2022 caused a ripple (domino) effect around the world, raising the prices of wheat, grain, and fertiliser, as the ongoing war has limited or entirely disrupted access to these vital food-producing essentials for the rest of the world. The climate crisis is the second biggest driver of hunger in the world, undermining (reducing) people's ability to feed themselves and their families through the destruction of lives, crops, and livelihoods. The Global Food Security Summit took place against this backdrop in London and focused on new approaches to tackle preventable deaths of children, building climate-resilient (strong) and sustainable (renewable) food systems, supporting early action to prevent and reduce the impact of humanitarian crises, and using science and technology to boost food security for people in the hardest-hit countries.

[From https://www.globalcitizen.org./en/content/uk-global-food-summit-world-hunger/ Accessed on 22 April 2026.]

Stanmorephysics.com

Downloaded from Stanmorephysics.com

SOURCE 3B

This extract was taken from an article titled *Globalised food systems are making hunger worse*. It outlines how globalisation has contributed to food insecurity throughout the world.

From COVID-19 to Russian President Vladimir Putin's war in Ukraine to climate change, it seems all the calamities (disasters) afflicting (troubling) the world are converging (moving) to make hunger worse. The world has not seen hunger at these levels for years. The world's food system is interconnected and complex than ever, built upon layers of transnational (beyond national boundaries) dependencies. It is why a war in Europe can exacerbate (worsen) a famine in Somalia — a country which imports most of its wheat and saw its supply of bread all but collapse overnight when exports of Ukrainian wheat ceased. But instead of reducing the fragility (weakness) of the food system, the latest international efforts led by the United States to end hunger are only making the situation worse, especially for Africa, by globalising the system further.

US President Joe Biden has promised African leaders gathered in Washington that the United States is 'all in' on Africa. But the US needs to make sure that it is 'all in' in the right way, particularly when it comes to food. Climate change-related weather events, inflation and the Ukraine war have aggravated (upset) these stresses, rendering a complex and highly industrialised food system unable to serve the neediest people in the world even as it maintains steady supplies for the Global North. It is increasingly clear that in moments when the world is under severe stress, globalisation is not a strength but a weakness.

Today, 80 per cent of the world's population depends at least partly on food imports to eat, and the money they spend on imported food has tripled in the past 25 years. About half of the 50 countries with the highest pandemic-induced price increases are also among the countries most dependent on food imports, and about three quarters of those crops originate from the Global South.

[From: https://www.aliazeera.com/opinions/2022/12/16/american-globalisation-is-aggravatingafricas-hunqer. Accessed on 23 May 2026.]

Downloaded from Stanmorephysics.com

SOURCE 3C

The cartoon below is titled *Capitalist Hunger*. It was taken from a report of the United States Department of Agriculture. It highlights that food insecurity is a major challenge in most countries in the Global North.



[https://www.google.com/search?q=images+on+globalisation&rlz=1C1JZAP_en- +&gs. Accessed 20 March 2026.]

Downloaded from Stanmorephysics.com

SOURCE 3D

The source below was taken from an article titled *World Bank's response to rising food insecurity*. It focuses the actions taken by the international institutions and the World Bank to alleviate food insecurity in developing countries.

As part of a comprehensive (extensive), global response to the food security crisis, in April 2022, the World Bank announced that it is making up to 30 billion dollars available over a period of 15 months, including 12 billion dollars in new projects. The financing is to boost food and nutrition security, reduce risks, and strengthen food systems, support producers and consumers, facilitate increased trade in food and trade inputs, support vulnerable households and invest in sustainable food and nutrition security.

In May, the World Bank Group and the G7 presidency (Canada, France, Germany, Italy, Japan, the United Kingdom and the USA) co-convened (organised) the Global Alliance for Food Security, which aims to catalyse (activate) an immediate and concerted (combined) response to the unfolding global hunger crisis. The Alliance has developed the publicly accessible Global Food and Nutrition Security Dashboard, which provides timely information for global decision-makers to help improve coordination of the policy and financial response to the food crisis.

The heads of the IMF (International Monetary Fund), World Bank Group, WFP (World Food Programme), and WTO (World Trade Organisation) released a Third Joint Statement on February 8, 2023. The statement calls to prevent a worsening of the food and nutrition security crisis; further urgent actions are required to rescue hunger hotspots, facilitate trade, improve the functioning of markets, enhance the role of the private sector, and reform and repurpose (reuse) harmful subsidies with careful targeting and efficiency.

[From https://www.worldbank.org/en/topic/agriculture/brie/food-security-update. Accessed on 23 April 2026.]

Downloaded from Stanmorephysics.com

ACKNOWLEDGEMENTS

Visual sources and other historical evidence were taken from the following:

Du Toit, P. 2008, *Institute of Justice and Reconciliation* (Tandy Print, Cape Town)

Liebenberg, BJ. and Spies SB eds. 1993. *South Africa in the 20th century* (JL Van Schaik publishers, Pretoria)

Pampallis, J. 1991, Foundations of the New South Africa (Maskew Miller Longman, Cape Town)

Saunders, C ed. 1992 *Reader's Digest: Illustrated History of South Africa; The Real Story* (The Reader's Digest Association of South Africa, Cape Town)

https://www.worldbank.org/en/topic/agriculture/brie/food-security-update.

https://www.globalcitizen.org./en/content/uk-global-food-summit-world-hunger/

https://www.saha.org.za/news/2014/September/gallery_trc_posters.htm

https://sabctrc.saha.org.za/tvseries/episode46/section2/transcript5.htm

https://www.aliazeera.com/opinions/2022/12/16/american-globalisation-is-aggravatingafricas-hun er. www.news24.com>news24>southafrica>news>explained-

Copyright Reserved

Downloaded from Stanmorephysics.com

FINAL

KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

PROVINCIAL STANDARDISED ASSESSMENT

GRADE 12

HISTORY P2

MARKING GUIDELINES

PREPARATORY EXAMINATION

SEPTEMBER 2026

Stanmorephysics.com

MARKS: 150

These marking guidelines consist of 24 pages.

Copyright Reserved

Downloaded from Stanmorephysics.com

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% (14)**
LEVEL 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from 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% (16)**

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

- In the marking of source-based, 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 x 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 x 2) which translates to one reason and is given two marks (✓✓)
- If a question carries 4 marks then indicate by placing 4 ticks (✓✓✓✓)

Paragraph question

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

- Read the paragraph and place a bullet (•) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.

Downloaded from Stanmorephysics.com

- 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 ✓✓✓✓

COMMENT

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.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will **not** be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of an argument (planned, structured and has an independent line of argument)

Copyright Reserved

Downloaded from Stanmorephysics.com

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 (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline).
For example, in an essay where there are five (5) main points there could be about seven (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 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.

2.4.4 The following symbols **MUST** be used when assessing an essay:

- Introduction, main aspects and conclusion not properly contextualised — ∧
- Wrong statement — _____
- Irrelevant statement — |
- Repetition — R
- Analysis — A✓
- Interpretation — I✓
- Line of Argument — LOA ↕

Downloaded from Stanmorephysics.com

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 3	

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

C	LEVEL 4	} 26–27
P	LEVEL 3	

COMMENT

Some omissions in content coverage.
Attempts to sustain a line of argument.

Downloaded from Stanmorephysics.com

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 or irrelevant content selection.			**30–33**	**28–29**	**26–27**		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				**26–27**	**24–25**	**20–23**	
LEVEL 2 Question inadequately addressed. Sparse content.					**20–23**	**18–19**	**14–17**
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						**14–17**	**0–13**

Stanmorephysics.com

*Guidelines for allocating a mark for Level 1:

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- Question 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

Copyright Reserved

Downloaded from Stanmorephysics.com

SECTION A: SOURCE BASED QUESTIONS

QUESTION 1: WHAT FORMS OF INTERNAL RESISTANCE CHALLENGED THE APARTHEID REGIME IN THE 1980s?

1.1

1.1.1 [*Extraction of information from Source 1A – L1*]

- 'PWV (Pretoria, Witwatersrand, Vaal)…'
- '…Durban…'
- '…Cape Town…' (3 x 1) (3)

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

- '…Queenstown…'
- '…Grahamstown…' (any 1 x 1) (1)

1.1.3 [*Definition of a historical term from Source 1A– L1*]

- Acts of refusal to purchase or use goods and services for specific business, industry or nation
- Any other relevant response (1 x 2) (2)

Stanmorephysics.com

1.1.4 [*Interpretation of information from Source 1A – L2*

- Nelson Mandela was the prominent leader of the ANC who had become a symbol of resistance against apartheid world wide/ an inspiration for the anti-apartheid movement inside and outside South Africa
- The imprisonment of people for political reasons was unjustifiable given that apartheid had been declared a crime against humanity / by the United Nations
- Any other relevant response (2 x 2) (2)

1.1.5 [*Interpretation of information from Source 1A – L2*]

- There was an increase in acts of resistance in 1985 and 1986 due to a call by the liberation movement to make the country ungovernable
- The formation of COSATU contributed to the intensified mass resistance against apartheid
- Any other relevant response (any 1 x 2)(2)

Downloaded from Stanmorephysics.com

1.2

1.2.1 *[Extraction of evidence from Source 1B – L1]*

- '…formally adopted the Freedom Charter, thereby bringing its stated social and political goals closer to the ANC and UDF' (1 x 2) (2)

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

- Multi-sectoral/ multiracial approach was crucial in the struggle against apartheid
- There was a need for unity and solidarity among the anti- apartheid organisations in view of the increasing repressive measures by the apartheid regime
- Any other relevant response (any 1 x 2) (2)

1.2.3 *[Extraction of evidence from Source 1B – L1]*

- 'Hundreds of trade union activists were detained …'
- '… there were police raids on union premises …'
- '… COSATU's offices were bombed …'
- '… in February 1988, the emergency regulations banned COSATU from all political activities' (any 2 x 1) (2)

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

- The apartheid regime would be unable to impose the draconian restrictions on an unofficial structure
- The activists of the MDM would be able to mobilise even those activists and organisations severely affected by the emergency regulations
- Any other relevant response (2 x 2) (4)

Downloaded from Stanmorephysics.com

1.3

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

- '…called on various opponents of the government to support a campaign of defiance against apartheid' (1 x 2) (2)

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

- '…some protests were met by police dogs and squirts (spraying liquids) …'
- '… hundreds of activists were detained…'
- '… and on election night 23 people were killed in the Western Cape' (any 2 x 1) (2)

1.3.3 *[Explanation of a historical term from Source 1C – L2]*

- The acts of non-violent refusal to obey the laws in South African by the anti-apartheid activists/ organisations
- Any other relevant response (1 x 2) (2)

1.3.4 [*Interpretation of information from Source 1C – L2*]

- The anti-apartheid activists wanted meaningful changes in the country
- Drastic changes should involve the end of the apartheid state itself
- Any other relevant response (1 x 2) (2)

1.3.5 [*Ascertaining the usefulness of Source 1C – L3*]

The source is useful because:

- It provides an insight into to the role of MDM and the crucial events of resistance which led to the resignation of PW Botha
- The analogy between the 1952 defiance campaign and the one in 1989 enriches an understanding of the nature of resistance in the late 1980s
- Any other relevant response (2 x 2) (4)

Downloaded from Stanmorephysics.com

1.4 *[Ascertaining the similarities between Sources 1A and 1C – L3]*

- Source 1A refers to the nationwide increase of the consumer boycotts from 1985 and Source 1C highlights the growing mass resistance through series of national protests to end segregation in the country in 1989
- Source 1A reveals the heavy-handed response of the apartheid regime by declaring the states of emergency and Source 1C describes the suppressive measures implemented by the government of FW de Klerk to stop the forms of protest
- Any other relevant response (2 x 2) (4)

1.5

1.5.1 [*Interpretation of information from Source 1D – L2*]

- (a) The leading role that Archbishop Tutu played indicated that people wanted change through peaceful means
- Any other relevant response (1 x 2) (2)

- (b) Certain functionaries of the apartheid regime had realised that discriminatory and unjust laws against blacks had to be repealed
- Any other relevant response (1 x 2) (2)

1.5.2 [*Interpretation of information from Source 1D – L2]*

- Cape Town was one of the cities in the country which experienced unrest and sustained forms of resistance
- The demand was for the government to stop the killings and torture of the anti-apartheid activists by the security forces in response to intensified resistance
- Any other relevant response (2 x 2) (4)

Copyright Reserved

Downloaded from Stanmorephysics.com

1.6 (*Interpretation, evaluation and synthesis of evidence from the relevant sources – L3)*

Candidates could include the following aspects in their response:

- The anti-apartheid activists embarked on country wide consumer boycotts in the 1985-1986 period (Source 1A)
- The boycotts affected all the urban centres of South Africa (Source 1A)
- The boycotts were meant to conscientise the business sector of the negative impact of apartheid on the lives of blacks in South Africa (own knowledge)
- The anti-apartheid movement organised national stay- aways against the discriminatory laws (Source 1B)
- The apartheid regime responded through repression (Source 1B)
- Protests were in response to the slow pace of change/ intransigence of the Botha regime (own knowledge)
- The Mass Democratic Movement in 1989 intensified mass resistance (Source 1B)
- Anti-apartheid movement organised national protests in 1989 to end segregation (Source 1C)
- Marches were prevalent throughout the country (Source 1C)
- De Klerk's government was shaken by the six-week mass protests (Source 1C)
- Massive march organised in Cape Town in September 1989 (Source 1D)
- Marches took place also in Durban, Johannesburg, and other urban centres in the country (own knowledge)
- Any other relevant response

Use the following rubric to allocate a mark.

Level 1	• Uses evidence in an elementary manner e.g., **shows no or little understanding of the forms of internal resistance that challenged the apartheid regime in the late 1980s.** • 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 the forms of internal resistance that challenged the apartheid regime in the late1980s.** • 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 the forms of internal resistance that challenged the apartheid regime in the late 1980s.** • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.	**Marks 6 – 8**

(8)

[50]

Downloaded from Stanmorephysics.com

QUESTION 2: HOW DID THE GRANTING OF AMNESTY TO CAPTAIN BRIAN MITCHELL PROMOTE RECONCILIATION IN TRUST FEED?

2.1

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

- '…Promotion of National Unity and Reconciliation Act no. 34 of 1995' (1 x 2) (2)

2.1.2 *[Definition of a historical term from Source 2A – L1]*

- An official pardon or immunity from prosecution for the political crimes
- Any other relevant response (1 x 2) (2)

2.1.3 *[Extraction of evidence from Source 2A – L1]*

- 'Mitchell explained that he had received the order from the former head of the Pietermaritzburg police' riot unit eight, Major Deon Terblanche' (1 x 2) (2)

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

- He was remorseful of the heinous crime committed
- Political killings were not in the interest of South Africans
- Political killings destroyed the lives of people on both sides of the political spectrum
- Any other relevant response (any 2 x 2) (4)

2.2

2.2.1 [Extraction of evidence from Source 2B – L1]

- '...it offered an opportunity to help restore broken relationships…'
- '…and create a stronger sense of community' (2 x 1) (2)

2.2.2 *(Interpretation of information from Source 2B – L2*]

- Perpetrators had to make full disclosure
- Crimes must have been of a political nature
- Perpetrators were encouraged to meet with the victims or their relatives
- Any other relevant response (any 2 x 2) (4)

2.2.3 *[Extraction of evidence from Source 2B – L1*]

- 'Community members were able to work through their feelings to the point where they were willing to meet Captain Mitchell' (1 x 2) (2)

Downloaded from Stanmorephysics.com

2.2.4 *[Interpretation of information from Source 2B – L2]*

- The stakeholders were determined to achieve reconciliation between the perpetrators and the victims / relatives of the victims in Trust Feed
- Reconciliation entailed a multi-faceted approach to find common ground between the perpetrators and victims
- Any other relevant response (any 1 x 2) (2)

2.3

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

- 'There is not even a cent that I am getting'
- 'I have to look after myself'
- '…children that have passed matric and they have not furthered their studies because their father is not here anymore…'

(any 2 x 1) (2)

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

- Mavis Madondo had not forgiven Brian Mitchell for the killing of her husband and destruction of the homestead
- Mavis Madondo and her children needed the financial assistance as well to rebuild their lives
- Any other relevant response (2 x 2) (4)

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

- 'So I would rather have the community identify the way we should go…' (1 x 2) (2)

2.3.4 *[Ascertaining the reliability of Source 2C – L3]*

The source is reliable because:

- The information is from the report of the TRC, a statutory body tasked to uncover the truth about the past in South Africa
- The testimonies are of the people who witnessed the massacre/ eyewitness accounts
- Any other relevant response (2 x 2) (4)

Downloaded from Stanmorephysics.com

2.4

2.4.1 [*Explanation of a historical term from Source 2D –L2*]

- The process of restoring peace between the perpetrators and victims of human rights violations in South Africa from 1960 to 1994.
- The process that was meant to promote national unity in South Africa after apartheid through the work of the Truth and Reconciliation Commission
- Any other relevant response (any 1 x 2) (2)

2.4.2 (*Interpretation of information from Source 2D – L2)*

- The disclosure of the violations of human rights by the perpetrators would invoke painful memories on the side of the victims and relatives
- The non-disclosure of the crimes by the perpetrators and testimonies by the victims or relatives would fail the reconciliation and national unity
- Any other relevant response. (2 x 2) (4)

2.5 [*Ascertaining the similarities between Sources 2C and 2D – L3*]

- Source 2C highlights the painful experiences of Mavis Madondo and Thenjiwe Mdunge regarding their losses before they forgave Brian Mitchell and Source 2D illustrates that telling the truth was a traumatic experience for many victims and families of the violations of human rights towards the process of reconciliation.
- Source 2C refers to importance of full disclosure to facilitate forgiveness by the victims or relatives and Source 2D stresses the importance of a dialogue and full disclosure to promote reconciliation (Let's speak out to each other. By telling the truth)
- Any other relevant response (2 x 2) (4)

Downloaded from Stanmorephysics.com

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

Candidate could include the following aspects in their response:

- Brian Mitchell made full disclosure on the crime committed (Source 2A)
- Brian Mitchell asked for forgiveness from the families of the victims (Source 2A)
- Amnesty granted to Mitchell paved the way for meetings with the families and victims of the massacre (Source 2B)
- The confession by Mitchell reminded the families and victims of the painful past (Source 2B)
- A community meeting was a catalyst for the process of reconciliation (Source 2B)
- Brian Mitchell was brave enough to take full responsibility for the massacre (own knowledge)
- The meeting resulted in cordial exchanges between Mitchell and the community (Source 2B)
- Mitchell committed himself to assist in the material development of the community to show his remorse (Source 2B)
- The revelations and views expressed by Mavis Madondo and Thenjiwe Mdunge showed willingness on the part of the community to forgive despite the human and financial losses (Source 2C)
- Mitchell was finally forgiven thus leading to reconciliation between Mitchell and the Trust Feed community (Source 2C)
- The community found closure (Source 2C)
- Openness enabled the two parties to reconcile (own knowledge)
- Any other relevant response

Use the following rubric to allocate marks

Level 1	• Uses evidence in an elementary manner e.g., **shows no or little understanding of how the granting of amnesty to Captain Brian Mitchell promoted reconciliation in Trust Feed.** • 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 understanding of how the granting of amnesty to Captain Brian Mitchell promoted reconciliation in Trust Feed.** • 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 granting of amnesty to Captain Brian Mitchell promoted reconciliation in Trust Feed.** • Uses evidence very effectively in an organised paragraph that shows understanding of the topic.	**Marks 6 – 8**

(8)

[50]

Downloaded from Stanmorephysics.com

QUESTION 3: WHAT ARE THE CAUSES OF FOOD INSECUIRITY IN BOTH DEVELOPED AND DEVELOPING COUNTRIES IN THE 21ST CENTURY?

3.1

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

- '…tackle the causes of food insecurity and malnutrition…' (1 x 2) (2)

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

- 'In 2022, there were 4.7 million people, or 7% of the UK population, in food poverty' (1 x 2) (2)

3.1.3 [*Interpretation of information from Source 3A – L2*]

- The United Kingdom has enough financial resources to eradicate food insecurity for other countries as well
- Countries should prioritise food security in their budgets
- Any other relevant response (2 x 2) (4)

3.1.4 [*Extraction of evidence from Source 3A – L2*]

- '70% of the world's hungry live in areas experiencing conflict and violence' (1 x 2) (2)

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

- It increases food production as traditional methods of farming are no longer yielding enough food for the world population
- A multi-disciplinary approach is crucial to deal with climate change
- Any other relevant response (any 1 x 2) (2)

3.2

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

- '…COVID-19
- '…to Russian President Vladimir Putin's war in Ukraine…'
- '… to climate change…' (3 x 1) (3)

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

- Goods and produce brought into the country through international trade or interstate trade
- Any other relevant response (1 x 2) (2)

Downloaded from Stanmorephysics.com

3.2.3 [*Interpretation of information from Source 3B – L2*]

- Efforts to reduce levels of hunger are linked to the economic interests of the USA
- The USA takes unilateral decisions on the attempts to reduce hunger for most parts of the world
- Any other relevant response (2 x 2) (4)

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

- The introduction of chemicals that may also prove detrimental to the environment or soil
- The construction of more industries disrupts food production in some developing countries (environment emissions)
- Any other relevant response (any 1 x 2) (2)

3.3

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

- The USA is not affected by the shortage of agricultural produce
- Global hunger is linked to trade imperatives not a social problem
- Any other relevant response (2 x 2) (4)

Stanmorephysics.com

3.3.2 *[Ascertaining the usefulness of Source 3C - L3]*

The source is useful because:

- The source illustrates the dichotomy/ divide between the rich and poor countries.
- The source provides some insight into the dominance of the USA in the world economy
- Any other relevant response (2 x 2) (4)

Downloaded from Stanmorephysics.com

3.4

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

- '…food and nutrition security…'
- '…reduce risks and strengthen food systems…'
- '…support producers and consumers…'
- '… facilitate increased trade in food and trade inputs…'
- '…support vulnerable households…'
- '… invest in sustainable food and nutrition security…' (any 3 x 1) (3)

3.4.2 [*Interpretation of information from Source 3D – L2*]

- The rich countries dictate on how food insecurity can be solved
- Measures to mitigate food insecurity are driven by economic interests of the rich countries
- Any other relevant response (1 x 2) (2)

3.4.3 [*Explanation of a term from Source 3D – L2*]

- A change which is informed by economic interests of the rich countries
- A change which would not alter the economic hegemony of the rich countries
- Any other relevant response (1 x 2) (2)

Stanmorephysics.com

3.5 [*Ascertaining the similarities between Sources 3B and 3D – L3*]

- Source 3B indicates the leading role of USA in the campaign to decrease the levels of food insecurity and Source 3D indicates that the USA was part of the summit to deal with food crisis
- Source 3B reveals the unequal economic power relations between the global north and global south and Source 3D outlines measures taken by the rich countries on behalf of the developing countries
- Any other relevant response

(2 x 2) (4)

Stanmorephysics.com

Downloaded from Stanmorephysics.com

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

Candidates could include the following aspects in their response:

- Rich countries are not spending enough money on food security(Source 3A)
- Political instability hampers food production and increase dependency (Source 3A)
- Climate change contributes to food crisis (Source 3A)
- Globalisation impedes some efforts to decrease the levels of poverty particularly in the developing countries (Source 3B)
- Measures to end acute food insecurity are influenced by the economic interests the countries in global north (own knowledge)
- There is no understanding of the real impact of the food insecurity by the rich countries Source 3C)
- Economic stagnation in the developing countries contributes to food insecurity (Source 3C)
- Efforts to reduce food shortages are not inclusive of the countries affected by
- this phenomenon (Source 3D)
- Measures by the World Bank and IMF exacerbate economic dependency of the global south on the rich countries (own knowledge)
- A call to increase the role of the private sector indicates an abdication of responsibility by the global north (own knowledge)
- Any other relevant response

Stanmorephysics.com

Use the following rubric to allocate a mark

Level 1	• Uses evidence in an elementary manner e.g., **shows little or no understanding of the causes of food insecurity in both developed and developing countries in the 21st century.** • 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 the causes of food insecurity in both developed and developing countries in the 21st century.** • 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 the causes of food insecurity in both developed and developing countries in the 21st century.** • Use evidence very effectively in an organised paragraph that shows an understanding of the topic.	**Marks 6 – 8**

(8)

[50]

Downloaded from Stanmorephysics.com

SECTION B: ESSAY QUESTIONS

QUESTION 4: THE CHALLENGE OF BLACK CONSCIOUSNESS TO THE APARTHEID STATE: 1970s

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

SYNOPSIS

Candidates should take a stance indicating whether they **agree or disagree** with the assertion that the Black Consciousness Movement introduced new forms of struggle to challenge apartheid regime in the 1970s.They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates could include the following aspects in their response:

Introduction: Candidates should take a stance indicating whether the Black Consciousness Movement introduced new forms of struggle challenge the apartheid regime in the 1970s. They should also indicate how they would support their line of argument.

ELABORATION

- Reasons for the formation of the Black Consciousness Movement (BCM)
- The nature and the aims of the Black Consciousness (BC), a new renewal of the anti-apartheid struggle in the 1970s
- Ideology of Black Consciousness created black solidarity against repression
- The role of Steve Biko and SASO
- The Black Consciousness Movement (BCM) founded to spread the ideology of Black Consciousness in South Africa
- Self-reliance and black pride encouraged by the BCM
- Black Communalism as a new form of socialism
- The Black Peoples Convention (BPC),1972, political wing of the BCM
- Focus on political struggle against apartheid
- Set up branches throughout the country (more than 40 branches throughout the country)
- Black Community Programmes (BCP)/ Self-help projects set up, Zanempilo Community Health Clinic (1971-1972)
- Artists embraced Black Consciousness and included BC in their work
- A renewal in political awareness in the 1970s
- Black Consciousness's role in the reawakening of the labour movement (BAWU) and trade unionism in South Africa, escalation in strike action
- South African Student Movement (SASM)-the Black Consciousness ideology spread to schools, encouraged, and empowered pupils to challenge Bantu Education
- The response of the international community to the events of the Soweto Uprising
- Government perception and response to the Black Consciousness
- Any other relevant response

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

Downloaded from Stanmorephysics.com

QUESTION 5: NEGOTIATED SETTLEMENT AND THE GOVERNMENT OF NATIONAL UNITY 1990 – 1994

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

SYNOPSIS

Candidates need to take a stance explaining the extent to which the main political role players overcame obstacles for a democratic South Africa in 1994. They 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 explaining the extent to which the main political role players overcame obstacles for a democratic South Africa in 1994. They should also outline how they will support their line of argument.

ELABORATION

- FW de Klerk replaced PW Botha in 1989
- Speech in Parliament 02 February 1990:
  Unbanning of the ANC, the PAC and 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
- Violence in the Vaal Triangle - Sebokeng
- Pretoria Minute in August 1990 – ANC stopped armed struggle and NP ended State of Emergency
- The National Peace Accord signed by 27 political organisations - provided safety net for negotiations– Goldstone Commission
- CODESA 1 (20 December 1991) – 19 political parties except for Conservative Party (CP) and Pan Africanist Congress - Parties could not agree on power-sharing and constituent assembly – meeting collapsed
- The Declaration of Intent – parties agreed to draw up a new constitution and interim government
- Whites-only referendum (1992) – De Klerk tested white opinion after losing three by – elections to CP, Result – landslide Yes – negotiations continued
- CODESA 2 (2 May 1992) – did not last because of violence and inability of parties to agree on power-sharing
- Boipatong massacre and influence of Third Force ,17 June 1992
- Bisho massacre (September 1992) – ANC supporters who wanted to be part of negotiation process

Copyright Reserved

Downloaded from Stanmorephysics.com

- ANC called for rolling mass action against the National Party
- Record of Understanding, September 1992 – Meyer and Ramaphosa committed themselves to peace and to negotiations
- Joe Slovo's Sunset Clause - 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
- The AWB interrupted the negotiations on 25 June 1993, when they stormed the World Trade Centre with armoured vehicle
- Assassination of Chris Hani by Janus Walus(10 April 1993)
- Mandela addresses nation on TV – calming the nation down
- Obstacles (St James massacre ,25 July 1993,Heidelberg tavern shooting,
- 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
- Car bomb exploded at Jan Smuts Airport
- Elections held due to dedication and persistence
- Results of elections: ANC 62,7%, NP 20,4% and IFP 10,5%
- The formation of the Government of National Unity as agreed upon in the Sunset Clause
- 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 tie up their argument with a relevant conclusion. **[50]**

Downloaded from Stanmorephysics.com

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

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

SYNOPSIS

Candidates should critically discuss how the fall of the Soviet Union in the 1980 was a catalyst for the start of the negotiations between the apartheid government and the African National Congress.

MAIN ASPECTS

Candidates could include the following aspects in their response:

Introduction: Candidates need critically discuss how the collapse of the Soviet Union led to negotiations between the African National Congress (ANC) and the National Party (NP) government.

They should indicate how they will support their line of argument.

ELABORATION

- Gorbachev became Secretary-General of the CPSU and leader of the government in 1985, at 54 years of age. He was not a hardliner and hoped to revive Soviet Union's economy by improving both industrial output and technology, as well as expanding
- In 1985 he introduced perestroika (economic reconstruction) and glasnost (openness)
- Perestroika allowed small scale private ownership and removed government control over production
- Perestroika and glasnost led to demands for the end of communism
- The disintegration symbolised the end of the Cold War
- 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 Cuanavale in 1988 spurred the National Party to start negotiations with the African National Congress 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

Downloaded from Stanmorephysics.com

- 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' stance
- 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
- 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 due to economic challenges
- 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 tie up their argument with a relevant conclusion. **[50]**

TOTAL MARKS: 150

Copyright Reserved