CURRICULUM FET

HISTORY



LEARNER MATERIAL

2026 TERM TWO



EXAM GUIDELINES PAPER 2
(ONE question per topic will be set)

SECTION A: SOURCE-BASED QUESTIONS	SECTION B: ESSAY QUESTIONS
1. Civil Resistance, 1970s to 1980s: South Africa Question focus: The crisis of apartheid in the 1980s • Government attempts to reform apartheid (the 1982 Urban Bantu Authorities Act; the tri-cameral system) • Internal resistance to reforms • Growing power of the Trade Union Movement from 1973 • Response to Botha's 'reforms' – new methods of mobilisation (labour's 'rolling mass action', roles of civics, UDF, Mass Democratic Movement and End Conscription Campaign and Black Sash)	**1. Civil Resistance, 1970s to 1980s: South Africa** Question focus: The challenge of Black Consciousness to the apartheid state • The nature and aims of Black Consciousness • The role of Bantu Stephen Biko • Black Consciousness Movement (BCM) • The challenge posed by the ideas of Black Consciousness to the state • The 1976 Soweto uprising – briefly, relating to the influence of the BCM on the students • The legacy of Black Consciousness on South African politics
2. The coming of democracy to South Africa and coming to terms with the past Question focus: The Truth and Reconciliation Commission (TRC) • Reasons for the TRC: Establishment and formations of sub-committees • Various forms of justice (retributive and restorative) • The debates concerning the TRC o Positive aspects of the TRC o Amnesty provisions and problems with amnesty o Focus on gross human rights violations of the 1980s o Reparations • Responses of political parties to the TRC and the final report of the TRC • **Focus on various case studies, victims and perpetrators**	**2. The coming of democracy to South Africa and coming to terms with the past** Question focus: Negotiated settlement and the Government of National Unity • Beginning of negotiations 1989–1991 • Breakdown of negotiations • Multi-party negotiation process resumes • Ongoing violence: attempts to derail negotiations • Final road to democracy in 1994 • (27 April 1994 election; the Government of National Unity [GNU])
3. The end of the Cold War and a new order 1989 to the present Question focus: A new world order • What is globalisation? • Balance of power and impact on Africa • Dominance of global capitalism • Emerging economies and different forms of capitalism: BRICS • Responses to globalisation	3. **The end of the Cold War and a new world order** Question focus: The impact of Gorbachev's reforms on the Soviet Union and South Africa • Gorbachev's reforms in the Soviet Union • Eastern Europe (overview or in broad outline): (events in Poland; significance of these events on the Soviet Union's influence in Eastern Europe; Germany; the fall of the Berlin Wall) • The disintegration of the Soviet Union • Turning point in South Africa (the collapse of the Soviet Union and its impact on South Africa)

COGNITIVE LEVELS AND QUESTIONS

LEVEL 1

1. **Give** reasons, from the source, **why**…
2. **Quote**… pieces of evidence / reasons from the source…
3. **What** evidence in the source **suggests**…
4. **Name / State /Mention…** any countries/persons/powers/requests from the source…
5. According to the source**, name…**
6. **Who**, according to the source…
7. **When,** according to the source…
8. **Why**, according to the source…
9. **What**, according to the source…
10. **Which…** according to the source**…**
11. **How,** according to the source**…**
12. **Identify** in the source…
13. **Give any**…in the source…
14. **List** any… **/ Make a list** of…in the source…
15. **According to the source**…
16. **Define** (in your own words) …

LEVEL 2

1. **Comment** on the slogan/significance/meaning/implication of the statement…
2. **Comment on why…**
3. **Explain** the term/concept**…**
4. **In context of...**explain the term/concept...
5. **In context of…**what is implied…
6. **In context of…**what conclusion can be drawn from the photo/cartoon regarding…
7. **Explain why/how…**
8. **Explain** the messages/meaning…
9. **Explain what the cartoonist means with…**
10. **Why**, do you think…
11. **Why did** the…
12. **Use the information in the source** and your **own knowledge** and **comment** on the statement…
13. **Use the information in the source** and your **own knowledge**, **explain why**…
14. **To what** does the statement **refer**…
15. **What is meant** with…
16. What is the **symbolic representation**…
17. What is **inferred** (implied)

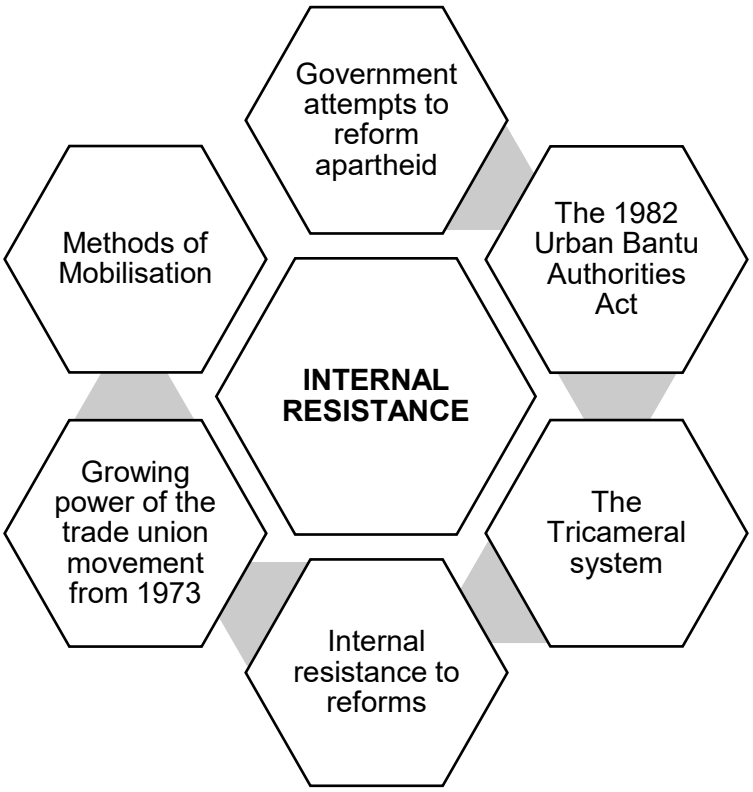
LEVEL 3

1. **Comment on the usefulness** of this source for a historian researching…
2. **Explain the reliability** of the source to a researcher studying the…
3. **Comment on the limitations** of this source for a historian researching…
4. **Study Sources # and #.** Explain how Source # **differs** from Source # regarding the…
5. **Refer to Sources # and #.** Explain how the evidence in Source # **supports** the information in Source # regarding
6. Using the information in the relevant sources and your own knowledge, **write a paragraph of about EIGHT lines (about 80 words) explaining…** [your key question must be inserted].

SCAN ME

Before and after each session

DATE	SATURDAY, 25 APRIL 2026



CONCEPT	DEFINITION
Conscription	Enforced military service.
Conscientious objector	Person who refuses to do military service because of moral and/or religious convictions.
Civics	Community based organisations which fought for basic rights.
Mobilisation	Assembling and preparing people for action.
State of Emergency	When laws are suspended, and the Police and Defence Force were given the power to arrest anyone believed to be a threat to the state.
Total Onslaught	PW Botha believed there was a communist inspired campaign to isolate South Africa to force it to accept black majority.
Total Strategy	Botha's policy to make minor reforms to apartheid system to repress all opposition.
Tri-cameral parliament	A government representing white, coloured and Indian [but not African] voters in the racially segregated houses.
Disinvestment	When international businesses/groups remove financial support from selected companies in order to promote certain behaviour and policy changes.
Sanctions	Punishments or rules designed to make people behave in a certain way. Financial sanctions against South Africa involved the banning of both investment and lending of money to the country.

QUESTION 1: HOW DID THE END CONSCRIPTION CAMPAIGN (ECC) RESIST THE UNJUST APARTHEID LAWS DURING THE 1980s?

SOURCE 1A

The source below outlines the reasons for the formation of the End Conscription Campaign (ECC) in 1983.

At the Black Sash Conference of 1983, delegates passed a resolution on conscription and conscientious objection. It was an issue of primary concern to whites for it was only whites who were subject to a compulsory conscription. The resolution was widely publicised, however, and in July 1983 the annual conference of Conscientious Objectors Support Groups, which had been formed to support young men who had gone to detention barracks or prison because, in conscience, they could not obey their call-up, took up the resolution and decided to campaign on the issue of conscription. The issue was discussed with churches and other organisations and eventually the End Conscription Campaign was formed- a co-operative grouping of some eighteen organisations brought together by a common belief in the harmful effects of military conscription, the increased militarisation of the South African society and that the South African Defence Forces were active in upholding injustice in the society.

The intention of this coalition was to educate the constituent organisations and the community at large as a necessary part of the campaign against enforced conscription. Poster demonstrations, press conferences, vigils for those who had died, public meetings and leaflet distributions were organised. The movement of the army into the townships in 1985 brought a dramatic growth in the ECC membership. A growing number of young South Africans objected to fighting those whom they regarded as their own in the black townships. The ECC's national impact and the reported low morale in the army intensified the resolve by the apartheid machinery to respond.

[From Black Sash: The beginning of a Bridge in South Africa by K Spink]

Step 1: Identify the 5 W's in the source (WHO, WHAT, WHERE, WHEN and WHY)

Step 2: Answer the following questions

1.1 Read Source 1A.

1.1.1 **According to the source**, where was the resolution on conscription and conscientious objection passed? (1 x 1) (1)

Level 1 questions
These types of questions expect **direct quotes** – what you see in the source you write. EXACTLY as you see it **('copy and paste').**

1.1.2 **Define** the concept *compulsory conscription* in your **own words.** (1 x 2) (2)

Level 1 definitions
There is ONE definition question ('define in your own words')– this MUST be **answered in your own words** (even if the meaning is in the source).

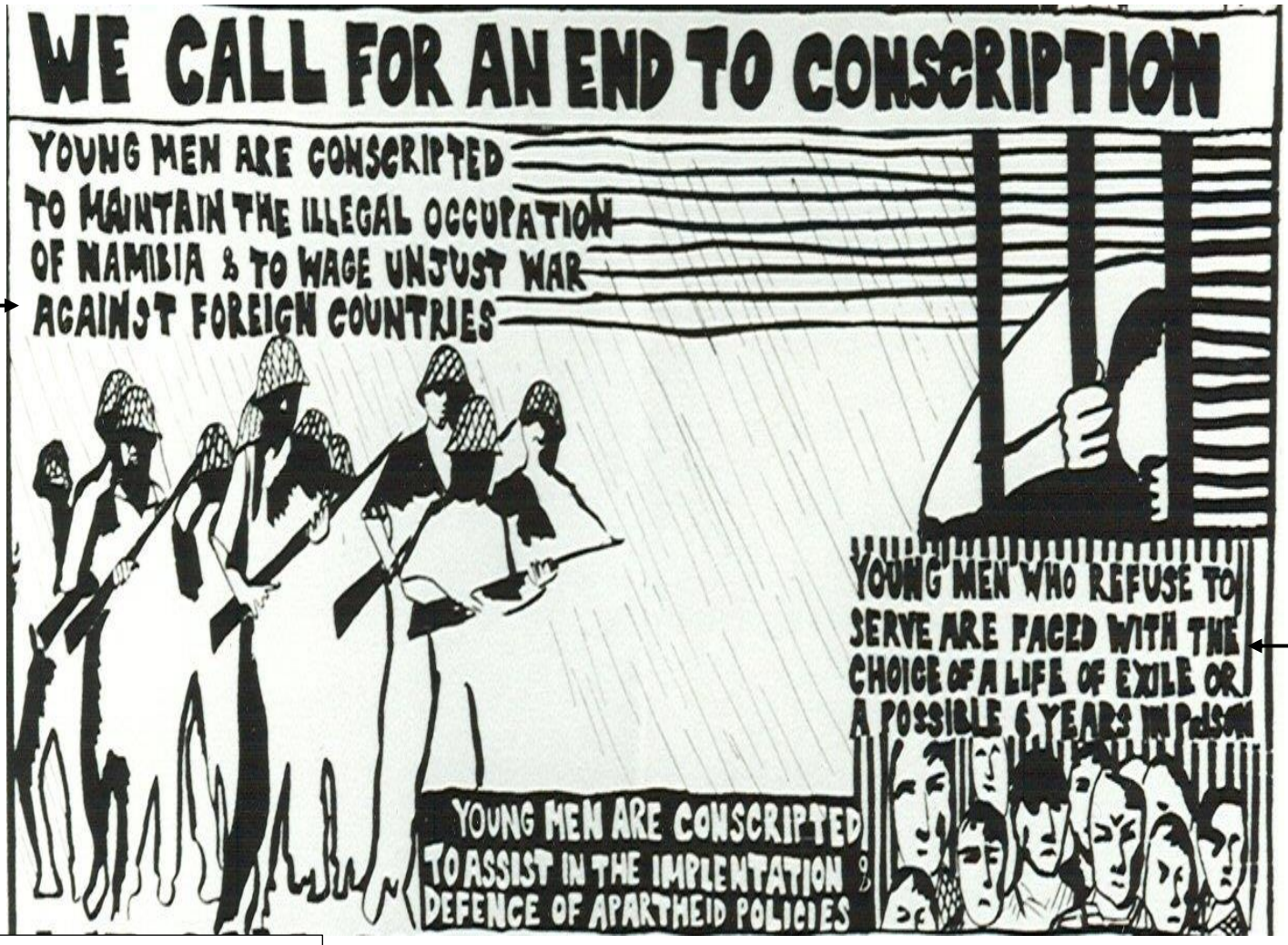
1.1.3 **What, according to the source**, were the harmful effects of military conscription? (2 x 1) (2)

1.1.4 **Using the information in the source and your own knowledge**, **comment** on the coalition's intentions in organising activities such as poster demonstrations, public meetings and leaflet distributions. (2 x 2) (4)

Level 2 questions
- One definition question asked **within context** of the source.
- Answer in your **own words**.

SOURCE 1B

This poster was designed by the End Conscription Campaign for its official launch at the Claremont Civic Centre, Cape Town, in October 1984.



Young men are conscripted to maintain the illegal occupation of Namibia and wage unjust war against foreign countries.

Young men who refuse to serve are faced with the choice of a life of exile or a possible 6 years in prison.

Young men are conscripted to assist in the implementation defence of Apartheid policies.

ANALYSING A CARTOON
Think about the following:

- **Who** drew this source?
- **Who** is this source about?
- **What** is the main idea of this source?
- **What** problems/conflicts are being suggested in this source?
- **When** was this source drawn?
- **Where** do the events of this source occur?
- **Why** do you think this source was drawn?
- **How** do the events depicted in the source take place?

1.2 Consult Source 1B.

1.2.1 **State** THREE aims of the apartheid government's conscription campaign as stated in the source. (3 x 1) (3)

1.2.2 **What conclusions** can be drawn from the statement, 'Young men who refuse to serve are faced with the choice of a life of exile or a possible six years in prison'? (2 x 2) (4)

TAKE NOTE: To draw a conclusion means to decide what the information is telling you. It is the idea you understand after looking at the statement carefully.

1.2.3 Why would a historian regard the source as **useful** when researching the ECC's opposition to conscription? (2 x 2) (4)

TAKE NOTE

Usefulness

- Does this source provide relevant information?
- Who created the source, and why?
- Was it made at the time (firsthand evidence) or later?
- Does it give insight into people's thoughts, events, or perspectives?

SOURCE 1C

The following article appeared in the Los Angeles Times on the 26 July 1988. It examines the punishment of a white male, David Bruce, who refused to perform his conscription.

'White South African Who Refused to Serve in Military Gets 6-Year Prison Term'

L.A. Times Archives July 26 1988, 12 AM PT

UNITED PRESS INTERNATIONAL

JOHANNESBURG, South Africa — David Bruce, a white South African who refused military service on the grounds that it exists "purely to maintain white supremacy," was sentenced on Monday to an unprecedented six years in prison.

In an emotional court hearing at which about 100 supporters and friends wore yellow chrysanthemums (flower symbolising optimism) in solidarity with Bruce, the 25-year-old conscientious objector received the maximum penalty for violating a law requiring young white men to serve in the South African Defence Force. The crowd broke into a strain of "Nkosi Sikeleli Afrika" (God Bless Africa), the national anthem of the black resistance moment after the sentence was handed down. Bruce remained silent but appeared shaken as he left the dock to embrace friends, who wept openly and raised clenched fists.

Bruce's lawyer said he will appeal the decision to the Supreme Court. Magistrate Pieter Bredenkamp rejected appeals for leniency, saying the state has a duty "to protect all individuals" and that military service is an obligation vital to safeguarding state security. The case has received widespread publicity in the South African media and refocused attention on demands by the End Conscription Campaign for changes in the military service law to provide alternatives for conscientious objectors.

[From: https://www.latimes.com/archives/la-xpm-1988-07-26-mn-6445 Accessed on 07 June 2024]

Step 1: Identify the 5 W's in the source (WHO, WHAT, WHERE, WHEN and WHY)

Step 2: Answer the following questions

1.3 **Study Source 1C.**

1.3.3 Explain **what is implied** by the lawyer's statement that David Bruce's sentence would be appealed to the Supreme Court. (2 x 2) (4)

TAKE NOTE

The term ***IMPLICATION*** refers to the **possible results, effects or meanings** that arise from something said or done.

When analyzing an implication, ask yourself:

- What does the statement suggest or hint at?
- How might this statement affect the situation, people, or broader context?

1.4 Use Source 1B and Source 1C. Comment on how the information in Source 1C supports the evidence in Source 1B regarding conscription and the work of the End Conscription Campaign. (2 x 2) (4)

TAKE NOTE

- Find evidence from both sources that support each other. This can be done by highlighting the information that supports each other. Make reference to both sources in your answer:
- In Source 1B it mentions …
- In Source 1C it shows …
- Both sources highlight…

SOURCE 1D

The source below explains the response of the National Party government towards the ECC in the 1980s.

By 1985, senior military officials were denouncing the ECC as a tool of the then outlawed African National Congress (ANC). ECC activists were harassed and its meetings frequently banned. Emergency regulations issued in 1986 prohibited 'subversive statements', including those that 'undermined or discredited compulsory military service': an offence that was punishable by ten years or a fine of R20 000. Along with this virtual ban on ECC activities, seventy-five ECC activists were jailed, some for a year without formal charge. ECC offices and homes were raided by the security police and more menacing (frightening), members became the targets of death threats and sabotage: homes firebombed, wheel nuts loosened and brake fluid drained

ECC activities were virtually closed during the eighteen months following the Government's declaration of a nation-wide State of Emergency in 1986 and the accompanying announcement of severe penalties for anyone advocating opposition to conscription. The number of ECC activists fell from roughly four hundred to one hundred during that period.' We had a fair idea that a crackdown was coming,' Nathan said, (Laurie Nathan was the National Organiser of the ECC) 'but we had no idea of the depth of the repression, or how many of our people were detained'. By the beginning of 1988 ECC's activists were trying to regain the initiative while carefully skirting (operating) at the edge of the prohibition imposed by the State of Emergency. They avoided direct anti-conscription advocacy, and instead focused on issues of immediate concern to prospective draftees and their families. The ECC organised campaigns to advise conscripts of their rights. In August 1988, the ECC was formally banned- the first such action taken against a 'white' organisation in a quarter-century.

[From South Africa's Other Whites: Voices for Change by RS Jaster et al]

Step 1: Identify the 5 W's in the source (WHO, WHAT, WHERE, WHEN and WHY)

Step 2: Answer the following questions

1.5 **Use Source 1D.**

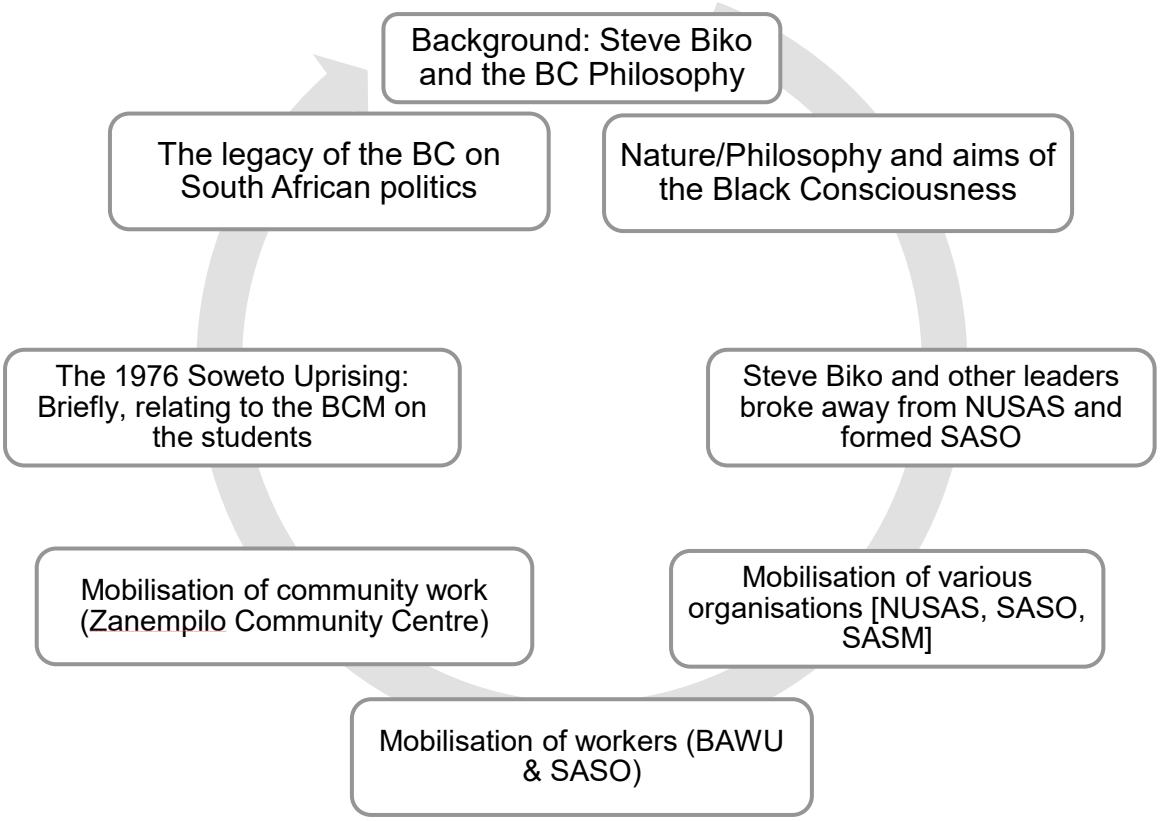
1.5.2 **Explain the concept** *state of emergency* **in the context** of apartheid South Africa. (1 x 2) (2)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about eight lines (about 80 words) explaining how the End Conscription Campaign resisted unjust apartheid laws during the 1980s. (8)

TAKE NOTE

- Write only ONE paragraph
- If you write two paragraphs, the marker only marks the first part.
- DO NOT WRITE IN POINT FORM
- Do not extract information from the Sources. Write the information from the sources in your own words.
- Read and analyse the sources and see what information / evidence they give regarding the KEY QUESTION.
- Note the KEY QUESTION is your subject line.
- Use own knowledge to add on the information that the sources give.

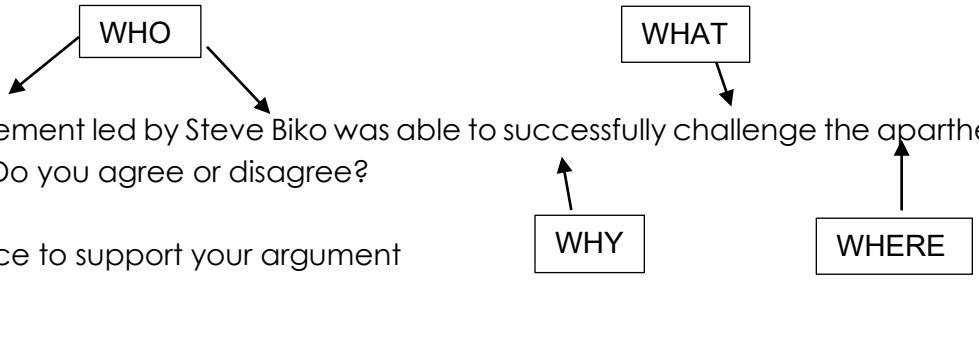
Civil Resistance, 1970s to 1980s:
The challenge of Black Consciousness to the apartheid state



WHAT

Critically discuss…	**Do you agree…**	**To what extent…**
What do you decide are the most important facts and justify/ defend/ substantiate how you came to this conclusion/ show advantages and disadvantages/ positives and negatives/ good and bad/ successes and failures?	A statement will be given/ provided. You are expected to choose one side and stick to it, hence agree/ disagree and provide evidence on why you do.	State the degree to which something is true. This question calls for the full assessment of evidence.
Critically discuss how Steve Biko and the philosophy of Black Consciousness played a major role in mobilizing black South Africans against the Apartheid regime during the 1970s Use relevant evidence to support your line of argument	`Steve Biko and the philosophy of Black Consciousness had played a major role in mobilizing black South Africans against the Apartheid regime during the 1970s` **Do you agree** with this statement? Use relevant evidence to support your line of argument	**Explain to what extent** Steve Biko and the Black Consciousness philosophy inspired black people to empower themselves against apartheid in the 1960s and 1970s. Use relevant historical evidence to support your line of argument.

Example question:



Do you agree with the statement? Support your answer with relevant historical evidence.

Identify the:

WHO	
WHAT	
WHERE	
WHEN	
WHY	

Now write your **introduction:**

Answer the question:	Yes, this essay agrees with the statement that… (use the 5Ws)
Why do you say so	Give a reason why you argue this
What are you going to discuss?	Give 2/3 examples that will be discussed in your essay

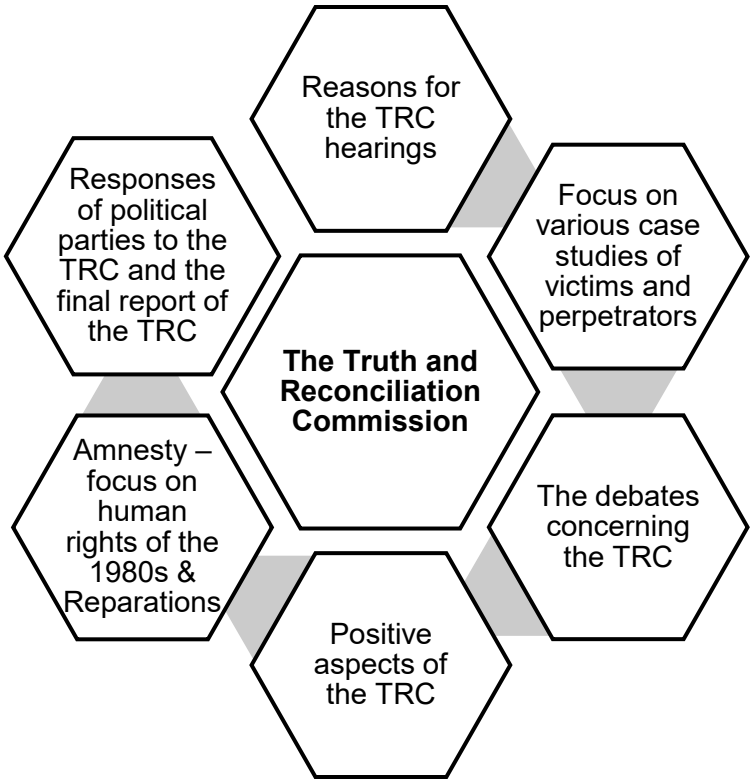
How to write my paragraphs:

P – Point	**E – Explain**	**E – Evidence**	**L – Link**
• Use What and Who • What is my main point? • Who is involved?	• Use Why and How • Why is this evidence important? • How does it support my point?	• Use When, Where, and What happened • When did this happen? • Where did it happen? • What happened that proves my point?	• Link back to the question. • Show how your point answers the question.

Conclusion:

Confirm the argument again	That is why we can argue that… (use the 5w's from your introduction again)
Give a reason	Give a reason for your argument, use one of the examples from your essay

DATE	SATURDAY, 16 MAY 2026



CONCEPT	DEFINITION
Reparations/Compensation	Payment to someone who has suffered a loss.
Pardon	Offer forgiveness for political crimes committed during the apartheid era.
Amnesty	Official pardon or forgiveness granted to those guilty of human rights offences committed during apartheid.
Reconciliation	Bringing together former enemies in a manner that promotes forgiveness and healing.
Perpetrators	Wrong doers/ people who committed the crimes
Restorative justice	A form of justice that is about healing and reconciliation (not about punishment or revenge) between the victim and perpetrator. The intention was to help South Africa move into the future as one nation [This was the approach adopted by the TRC.]
Retributive justice	A form of justice that seeks revenge - based on the phrase 'an eye for an eye'. [This approach was NOT adopted by the TRC.]
Reparations/ Compensation	Payment to someone who has suffered a loss.

QUESTION 2: WHY DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) GRANT EUGENE DE KOCK AMNESTY?

SOURCE 2A

The extract below, from SAHO (South African History Online), examines the formation and functions of the Truth and Reconciliation commission (TRC).

The Truth and Reconciliation Commission (TRC) was a court-like body assembled in South Africa after the end of Apartheid. Anybody who felt they had been a victim of violence could come forward and be heard at the TRC. Perpetrators of violence could also give testimony and request amnesty from prosecution. The hearings made international news and many sessions were broadcast on national television. The TRC was a crucial component of the transition to full and free democracy in South Africa and, despite some flaws, is generally regarded as very successful.

The mandate of the commission was to bear witness to testimonies, record and in some cases grant amnesty to the perpetrators of crimes relating to human rights violations, reparation and rehabilitation.

The work of the TRC was accomplished through three committees: Human Rights Violations (HRV) Committee investigated human rights abuses that took place between 1960 and 1994. Reparation and Rehabilitation (R&R) Committee was charged with restoring victims' dignity and formulating proposals to assist with rehabilitation. Amnesty Committee (AC) considered applications for amnesty that were requested in accordance with the provisions of the Act. In theory, the commission was empowered to grant amnesty to those charged with atrocities during Apartheid as long as two conditions were met. The crimes were politically motivated and the entire and whole truth was told by the person seeking amnesty. The commission brought forth many witnesses giving testimony about the secret and immoral acts committed by the apartheid government, the liberation forces, including the ANC, and other forces for violence that many say would not have come out into the open otherwise. On 28 October 1998, the Commission presented its report which condemned both sides for committing atrocities.

[From www.sahistory.org.za /article/reconciliation-commission Accessed on 17April 2024]

Step 1: Identify the 5 W's in the source (WHO, WHAT, WHERE, WHEN and WHY)

Step 2: Answer the following questions

2.1 Read Source 2A.

2.1.1	**Identify** who, according to the source, was allowed to testify before the Truth and Reconciliation Commission?	(1 x 1)	(1)
2.1.2	**What conclusion** can be drawn from the fact that, "the hearings made international news and many sessions were broadcast on national television…"?	(2 x 2)	(4)
2.1.3	**Quote** the mandate, from the source, for the formation of the TRC.	(3 x 1)	(3)
2.1.4	**List** THREE committees that carried out the work of the TRC.	(3 x 1)	(3)
2.1.5	Using the information in the source and your own knowledge, **explain** the conditions under which amnesty could be granted.	(1 x 2)	(2)

SOURCE 2B

The source below is an article by the British Broadcasting Corporation. It focuses on the professional career of Eugene De Kock.

Like many young Afrikaner males, Eugene De Kock first tried the army, but he was disqualified because of a stutter (speech defect). He became a policeman although his attempt to join the elite Special Task Force unit was turned down because of poor eyesight.

In 1983, the South African Police transferred De Kock to C10, a counter-insurgency unit based some 10km (six miles) from the capital, Pretoria, on a remote farm known as Vlakplaas. De Kock rose through the ranks and became the commander of Vlakplaas under a new code name of C1. This unit became the number one death squad for killing largely black anti-apartheid activists. He was arrested after South Africa's first democratic elections in 1994 when Nelson Mandela became president.

He appeared before the Truth and Reconciliation Commission, which was set up by the democratic government and chaired by Archbishop Desmond Tutu. At the TRC, De Kock confessed to crimes against humanity.

His revelations shocked South Africans and revealed the length and brutal techniques the apartheid regime was prepared to take to stay in power. He was granted amnesty for many of the crimes committed in defense of a racial segregation system. But he was sentenced to 212 years plus two life terms for the murders and crimes he committed which the commission felt went beyond the call of duty. While serving time in Pretoria's C-Max prison, De Kock conducted a radio interview in which he described the last apartheid leader FW de Klerk as a man whose hands were 'soaked in blood'. Mr De Klerk, who shared the Noble Peace Prize with Mr Mandela for ending apartheid, denied the allegations.

[https://www.bbc.cominews/world-africa-31056914. Accessed on 12 March 2024]

Step 1: Identify the 5 W's in the source (WHO, WHAT, WHERE, WHEN and WHY)

Step 2: Answer the following questions

2.2 Consult Source 2B.

2.2.1	**Why do you think** the farm known as Vlakplaas became notorious (well known) during the TRC investigations?	(2 x 2)	(4)
2.2.2	**Define the concept** *crimes against humanity* in your **own words.**	(1 x 2)	(2)
2.2.3	**Why, according to the source**, was Eugene de Kock granted amnesty?	(1 x 2)	(2)
2.2.4	Comment on the **implication** of the statement, "he was sentenced… for the murders and crimes committed which the commission felt went beyond the call of duty."	(1 x 2)	(2)

SOURCE 2C

The cartoon by Zapiro below depicts Archbishop Desmond Tutu receiving Eugene de Kock's application for amnesty. It was published in the Sowetan on 13 March 1996.



From http://www.saha.org.za/news/2013/July/galley eugene de kock.htm. Accessed on 12 February 2020.]

ANALYSING A CARTOON
Think about the following:

- **Who** drew this source?
- **Who** is this source about?
- **What** is the main idea of this source?
- **What** problems/conflicts are being suggested in this source?
- **When** was this source drawn?
- **Where** do the events of this source occur?
- **Why** do you think this source was drawn?
- **How** do the events depicted in the source take place?

2.3 Study Source 2C.

2.3.1	**Who, according to the source**, received Eugene de Kock's amnesty application?	(1 x 1)	(1)
2.3.2	**Comment** on what the cartoonist **implies** about de Kock's actions and his application for amnesty.	(1 x 2)	(2)
2.3.3	Explain why a historian would regard this source as **reliable** when researching Eugene de Kock's application for amnesty to the TRC.	(2 x 2)	(4)

TAKE NOTE
Reliability

- How accurate and trustworthy the source is?
- Who created the source, and why?
- Was it made at the time (firsthand evidence) or later?
- Does the creator have any biases?

SOURCE 2D

The source below is an extract from an article written by Antjie Krog published on 13 March 2015 in The New York Times, titled 'Can an evil man change?' It outlines how Eugene De Kock co-operated with the TRC regarding the atrocities committed by the apartheid apparatus.

After South Africa's transition to democracy in 1994, Mr. de Kock disclosed the full scope of his crimes as part of his testimony before the Truth and Reconciliation Commission as both an amnesty applicant and an expert witness. This commission was set up as an example of restorative justice — granting amnesty to perpetrators of violence after they confessed in public.

As a reporter covering the often-heart-rending hearings in the 1990s, I watched Mr de Kock calmly correct facts, expose lies and name superiors who then quickly had to apply for amnesty themselves. He became the polygraph (lie detector) machine of the commission. Without him the "truth" part of the T.R.C. would have been sorely lacking. With his intimate knowledge of apartheid-era security agencies, he began to assist victims in finding the remains of loved ones. He provided answers and pointed to places where bodies could be found. Mr. de Kock openly confessed his regret directly to victims and admitted that nothing could redeem him. This contrasted (differed) sharply with many of his commanders, who openly refused to apply for amnesty, or the politicians who denied that he had carried out their orders.

To show regret was not a requirement for amnesty, so most perpetrators simply gave their testimony and disappeared scot-free into anonymous lives. During the time of the T.R.C., an army general and 19 members of the top military brass appeared in court on charges of murder and creating hit squads to destabilize the country, but after a seven-month trial, all 20 were cleared, so Mr. de Kock, as "Prime Evil," became one of only three white men after 1994 to be jailed for atrocities committed during apartheid.

From: https:// khulumani.net. reconciliation/new-york-times. Accessed on 19 February 2024

Step 1: Identify the 5 W's in the source (WHO, WHAT, WHERE, WHEN and WHY)

Step 2: Answer the following questions

2.5 Refer to Sources 2C and 2D. **Explain how the information in Source 2D supports the message in Source 2C** regarding Eugene de Kock's application for amnesty. (2 x 2) (4)

TAKE NOTE

- Find evidence from both sources that support each other. This can be done by highlighting the information that supports each other. Make reference to both sources in your answer:
- In Source 3B it mentions …
- In Source 3C it shows …
- Both sources highlight…

2.6 Using information from the relevant sources and your own knowledge, **write a paragraph of about EIGHT lines (about 80 words) explaining why the Truth and Reconciliation Commission (TRC) granted Eugene de Kock amnesty.** (8)

Use the following rubric to award points:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of why the Truth and Reconciliation Commission (TRC) granted Eugene de Kock amnesty.** • Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
	• Sources cannot merely be rewritten; • Source information must be paraphrased. • If sources are merely rewritten, it is an immediate L1 = 0 • If in point form cannot be awarded higher than level 1	
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding of why the Truth and Reconciliation Commission (TRC) granted Eugene de Kock amnesty.** • 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 why the Truth and Reconciliation Commission (TRC) granted Eugene de Kock amnesty.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**
	• Learners MUST have both information from sources and their own knowledge (AT LEAST 2 OWN KNOWLEDGE POINTS)	

- **IF MULTIPLE PARAGRAPHS ARE WRITTEN – MARK THE FIRST PARAGRAPH (DISCARD THE REST).**
- **DO NOT PENALISE IF SOURCES NOT REFERENCED.**

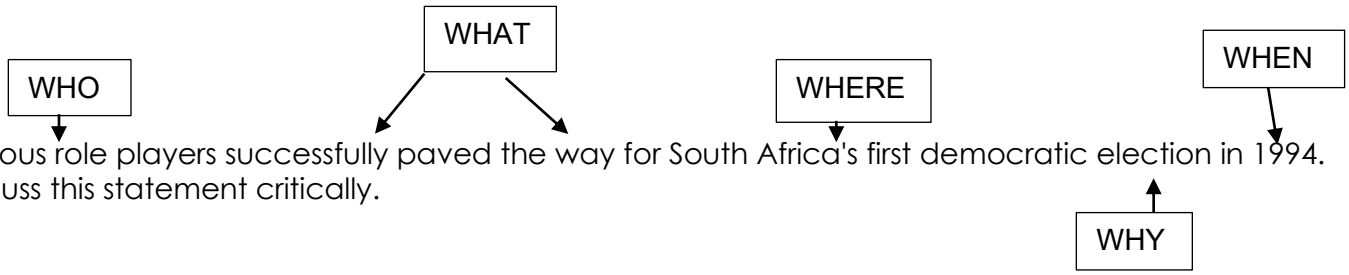
The coming of democracy to South Africa and coming to terms with the past: Negotiated settlement and the government of national unity



Critically discuss… What do you decide are the most important facts and justify/ defend/ substantiate how you came to this conclusion/ show advantages and disadvantages/ positives and negatives/ good and bad/ successes and failures?	**Do you agree…** A statement will be given/ provided. You are expected to choose one side and stick to it, hence agree/ disagree and provide evidence on why you do.	**To what extent…** State the degree to which something is true. This question calls for the full assessment of evidence.
The process of negotiations among various political parties played a significant role in the establishment of a democratic South Africa in 1994. **Critically discuss** this statement. Use relevant evidence to support your line of argument.	Although the negotiation process was plagued with violence, various political parties were willing to compromise to lay a firm foundation for a democratic South Africa in 1994. **Do you agree with this statement?** Use relevant historical evidence to support your line of argument.	**Explain to what extent** commitment and compromise played key roles in sustaining the negotiation process that ultimately led to a new democratic Republic of South Africa in 1994.

The Coming of Democracy

Example question:



Various role players successfully paved the way for South Africa's first democratic election in 1994. Discuss this statement critically.

Identify the:

WHO	
WHAT	
WHERE	
WHEN	
WHY	

Now write your **introduction:**

Answer the question:	Once can argue that (use the 5Ws)
Why do you say so	Give a reason why you argue this (remember to balance ALL aspects of the content – don't focus on one side)
What are you going to discuss?	Give 2/3 examples that will be discussed in your essay

How to write my paragraphs:

P – Point	**E – Explain**	**E – Evidence**	**L – Link**
• Use What and Who • What is my main point? • Who is involved?	• Use Why and How • Why is this evidence important? • How does it support my point?	• Use When, Where, and What happened • When did this happen? • Where did it happen? • What happened that proves my point?	• Link back to the question. • Show how your point answers the question.

Conclusion:

Confirm the argument again	That is why we can argue that… (use the 5w's from your introduction again)
Give a reason	Give a reason for your argument, use one of the examples from your essay

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DATE	SATURDAY, 30 MAY 2026

Revision for June-exam: Essays

Paper 1:

Vietnam War	
Introduction – analyse the question and write an introduction	The military tactics and strategies used by the Viet Cong in the Vietnam War between 1962 and 1975 were successful in defeating the strong US military. Do you agree with this statement? Support your argument with relevant historical evidence.
Paragraph 1: Causes	**P:** What led to the start of the Vietnam War? **E:** When was Vietnam divided in two/ Who were the leaders of North and South Vietnam/ What economic systems were established in the two parts? **E:** Where was the Viet Cong founded, who trained them and where did they launch attacks/ Why was the Viet Cong founded?/ What is the Domino Effect? **L:** Why did this encourage America to get involved in the conflict?
Paragraph 2: American involvement – advisory role	**P:** What was the role that America first took on? **E:** Who supported the Americans/ When did America get involved? **E:** What did the Safe Villages entail and was it successful?/ What was the Gulf of Tonkin incident? **L:** Why did this lead to greater American involvement?
Paragraph 3: Vietnamese reaction	**P:** What was the Guerilla-war tactic? **E:** When did the tactic begin/ What was the Ho Chi Minh Trail? **E:** What were the advantages of the tactics and route for the Viet Cong? **L:** Why was it successful against the Americans?
Paragraph 4: American involvement grows	**P:** What did the second phase of American involvement entail? **E:** When did the operations begin/Where were they carried out? **E:** What weapons and tactics were part of the operations? **L:** Why did these operations fail?
Paragraph 5: Public opinion	**P:** What was public opinion about the war? **E:** Which two incidents led to criticism of America's involvement? **E:** What did the Tet Offensive entail?/ What did the My Lai massacre entail? How did protesters react in America? **L:** Why did this contribute to the end of the war?
Paragraph 6: End of the war	**P:** What was Vietnamisation? **E:** When did the war end?/ Who was the armistice between? **E:** What happened after the ceasefire? **L:** Why does this prove that the Viet Cong was successful?
Conclusion – answer the question again	

The Congo	
Introduction – analyse the question and write an introduction	The political, economic and cultural policies implemented by Mobutu Sese Seko after independence in the 1960s were a dismal failure. Critically discuss the statement above using relevant historical evidence to support your argument.
Paragraph 1: Background	**P:** What is the topic of the paragraph? **E:** When did the Congo become independent?/ Who was the new leader? **E:** What events preceded independence? What was Belgium's role in the events? **L:** Why was this important for Seko's policies after independence?
Paragraph 2: Political policies	**P:** What is the topic of the paragraph? **E:** What is a dictator?/ What was Mobutuism? **E:** What was implemented by both?/ What were the consequences for Congolese people? What were the failures and successes of the policies? **L:** Why can we argue that it was a failure or not?
Paragraph 3: Zaireanization	**P:** What is the topic of the paragraph? **E:** What was the new name of the country?/ What was Zaireanization? **E:** What consequences did this have for the people of the Congo? **L:** Why can we argue that it was a failure or not?
Paragraph 4: Economic policies	**P:** What is the topic of the paragraph? **E:** What resources were important to the Congo?/ What did the new economic policies entail? **E:** What was the impact of the policies on the economy, companies and international trade? **L:** Why can we argue that it was a failure or not?
Paragraph 5: Cultural policies	**P:** What is the topic of the paragraph? **E:** What did anti-Westernization policies entail? What were the new educational policies? **E:** What was the impact of the policies on the people of the Congo? **L:** Why can we argue that it was a failure or not?
Conclusion – answer the question again	

Black Power Movement	
Introduction – analyse the question and write an introduction	Explain to what extent the Black Power Movement during the 1960s was successful in organizing black Americans to challenge racial discrimination and segregation in the U.S. Support your answer with relevant historical evidence.
Paragraph 1: Background	**P:** What is the focus of this paragraph? **E:** When dit the BPM begin/ Where does the philosophy come from?/ Who was part of the movement? **E:** What were the reasons for the movement? **L:** Why was the establishment of this movement important?
Paragraph 2: Philosophy	**P:** What is the focus of this paragraph? **E:** What was the slogan of Black Power? **E:** What were the ideas of Black Power? **L:** Why was this a challenge to racial discrimination and segregation?
Paragraph 3: Activists like Malcolm X and Stokely Carmichael	**P:** Which activists were part of the BPM? **E:** Who was Malcolm X?/ Who was Stokely Carmichael? **E:** What were their ideas that contributed to the BPM? **L:** Why did their ideas challenge discrimination and segregation?
Paragraph 4: Black Panther Party	**P:** What is the focus of this paragraph? **E:** When was the BPP formed?/ Where were they formed?/ Who formed the party?/ Why was the party formed? **E:** What was the 10-point plan?/ What community projects did they launch?/ What dit clashes with the police entail? **L:** Why was the BPP a challenge for segregation and discrimination?
Paragraph 5: Successes and challenges	**P:** What is the focus of this paragraph? **E:** What successes and challenges did BP have? **E:** What impact did it have on BPM? **L:** Why are successes and challenges important?
Conclusion – answer the question again	

Paper 2:

Black Consciousness Movement	
Introduction – analyse the question and write an introduction	Explain to what extent Steve Biko and the Black Consciousness philosophy inspired black people to empower themselves against apartheid in the 1960s and 1970s. Use relevant historical evidence to support your argument.
Paragraph 1: Background and philosophy	**P:** What is the topic of this paragraph? **E:** When did the BCM begin?/ Where did it?/ Who was part of the movement? **E:** Why was the banning of the ANC and PAC important in the establishment of the BCM? What did the philosophy of BC entail?

	L: Why was the BCM therefore important?
Paragraph 2: Biko and the formation of SASO	**P:** What was Biko's role in BC? **E:** Who was Biko?/ What organization did he leave? **E:** Why was SASO formed? **L:** Why did SASO inspire people to challenge apartheid?
Paragraph 3: Mobilisation of organisations	**P:** What was the role of the organisations in the anti-apartheid struggle? **E:** What organisations were established and who were the members? How did the media spread their ideas? **E:** What was the government's reaction to the members of these organisations? **L:** Why did these organisations inspire people?
Paragraph 4: Mobilisation of workers and community	**P:** What was the role of the workers and the community in the anti-apartheid struggle? **E:** What union was established?/ What community projects were established? **E:** What activities did the union launch against apartheid?/ What was the impact of the community projects? **L:** Why did this form of mobilization empower people against apartheid?
Paragraph 5: Soweto March	**P:** What is the focus of this paragraph? **E:** When did the march happen?/ Who was involved?/ What inspired them? **E:** What were the events of the march? **L:** Why is the Soweto march important as part of BC?
Paragraph 6: Legacy	**P:** What is the focus of this paragraph? **E:** What are examples of the legacy of BC? **E:** What role did BC play in terms of the banning of the ANC and PAC? **L:** Why was BC important?
Conclusion – answer the question again	

The Coming of Democracy to South Africa	
Introduction – analyse the question and write an introduction	Although the negotiation process was disrupted by violence, several political parties were willing to compromise to lay a solid foundation for a democratic South Africa in 1994. Do you agree with this statement? Use relevant historical evidence to support your argument.
Paragraph 1: Parliamentary speech and release	**P:** What is the event that made negotiations possible? **E:** When was the parliamentary speech held and by who? **E:** What announcement was made during the speech? **L:** Why does this event show willingness to settle/compromise?
Paragraph 2: Grootte Schuur and Pretoria Minute	**P:** What were the first two meetings between the ANC and NP? **E:** When and where were the minutes compiled? **E:** What did the minutes entail? **L:** Why do the minutes show willingness to compromise?

Paragraph 3: Incidents of violence and the Third Force	**P:** What was still an obstacle for negotiations? **E:** Which events of violence happened during negotiations?/ Who were involved in these incidents? **E:** What role did the Third force play?/ How was the Third force handled? **L:** Why do these incidents of violence prove that parties were still willing to negotiate?
Paragraph 4: Codesa 1 and strengthening of power	**P:** What was the first official negotiation held? **E:** When did Codesa 1 take place and where? Who was involved? **E:** What were they unable to agree about? /What was the tripartite alliance? / What did the referendum entail? **L:** What role did the referendum and tripartite alliance play in continuing negotiations?
Paragraph 5: Codesa 2	**P:** What was the second official negotiation held? **E:** When did Codesa 2 take place and where? Who was involved? **E:** What could they not agree about? **L:** Why was Codesa 2 important to the negotiation process?
Paragraph 6: Settlement is reached – Record of understanding and Sunset Clause	**P:** What helped to overcome the problems of Codesa? **E:** Who was involved in these settlements? **E:** What did the Record of Understanding and Sunset Clause entail? **L:** Why do these settlements show that the parties were willing to compromise?
Paragraph 7: Multi party negotiations and incidents of violence	**P:** What was the new form of negotiations that were still plagued by violence? **E:** When and where did the multi-party negotiations take place? Who was involved? **E:** What incidents of violence plagued negotiations?/ What impact did Chris Hani's murder have on negotiations? **L:** Why are these events important to the question?
Paragraph 8: Election	**P:** What took place after the negotiations? **E:** When did the election take place? Who could vote? **E:** Who won the election? **L:** Why are these events important to the question?
Conclusion – answer the question again	

The End of the Cold War	
Introduction – analyse the question and write an introduction	Gorbachev's political and economic reforms of the mid-1980s led to the disintegration and downfall of the Soviet Union, and ultimately the end of the Cold War in 1991. Critically discuss this statement. Support your line of argument with relevant historical evidence.
Paragraph 1: Background – weakening economy	**P:** What was a challenge for Russia? **E:** When did the Russian economy begin to weaken? /What weakened the Russian economy?

	E: What impact did this have on Gorbachev? **L:** Why is this important to the question?
Paragraph 2: Gorbachev's leadership	**P:** What political change happened during this period? **E:** When did Gorbachev become leader?/ What were his aims for the economy? **E:** Why was this a big risk for him? **L:** Why is this important to the question?
Paragraph 3: Glasnost	**P:** What was Gorbachev's first policy? **E:** What did Glasnost mean? **E:** What were the consequences of Glasnost? **L:** Why is Glasnost important to the disintegration of the Soviet union?
Paragraph 4: Perestroika	**P:** What was Gorbachev's second policy? **E:** What did Perestroika mean? **E:** What were the consequences of Perestroika? **L:** Why is Perestroika important to the disintegration of the Soviet union?
Paragraph 5: Opposition	**P:** What was the majority response to the new policies? **E:** Who reacted to his policies? **E:** What were their reactions and why did they react that way? **L:** Why would their opposition contribute to the disintegration of the Soviet Union?
Paragraph 6: Other factors	**P:** What also played a role in the disintegration of the Soviet Union? **E:** What other factors also played a role in the disintegration of the Soviet Union? **E:** What impact did these factors have on the Soviet Union? **L:** Why would these factors contribute to the disintegration of the Soviet Union?
Conclusion – answer the question again	

The End of the Cold War	
Introduction – analyse the question and write an introduction	Explain to what extent the sweeping reforms introduced by Gorbachev in the 1980s affected the Soviet Union politically and economically, and at the same time resulted in political changes in South Africa. Use relevant evidence to support your line of argument.
Paragraph 1: Background – weakening economy	**P:** What were the conditions in Russia? **E:** When did the Russian economy begin to weaken? /What weakened the Russian economy? **E:** What impact did it have on Gobachev? **L:** Why is this important to the question?
Paragraph 2: Gorbachev's policies and the end of the Cold War	**P:** What policies did Gorbachev implement? **E:** What did the policies entail? **E:** What were the consequences of the policies for Russia?/ What was the impact of the fall of the Berlin Wall on Russia? **L:** Why is this important to the question?

Paragraph 3: Impact on the NP	**P:** What was the governing party affected by Russian changes? **E:** What was the impact on the NP? **E:** What were the consequences of the impact on the NP? **L:** Why was this impact on the NP important for South Africa?
Paragraph 4: Impact on the ANC	**P:** What was the anti-apartheid organisation that was also affected by the changes in Russia? **E:** What was the impact on the ANC? **E:** What were the consequences for the ANC? **L:** Why was this impact on the ANC important for South Africa?
Paragraph 5: Role of Angola and Namibia	**P:** What were the other two countries who also had an impact on South Africa? **E:** What happened at Cuito Cuanavale?/ What happened in Namibia **E:** What was the impact of this in South Africa? **L:** Why would these events contribute to changes in South Africa?
Paragraph 6: Negotiations to election	**P:** What brought about the ending of apartheid? **E:** What were the negotiations held for?/ What happened at the election of 1994? **E:** What was the impact of Russian changes on South Africa? **L:** Why would these factors contribute to changes in South Africa?
Conclusion – answer the question again	