CURRICULUM FET
HISTORY

LEARNER MATERIAL
TERM 3 2026

‘BACK ON TRACK’ PROGRAMME
GRADE 12

Western Cape Government
Education
FOR YOU

SESSION: 01 AUGUST 2026

TOPIC: PAPER 1 ESSAYS

INSTRUCTIONS AND INFORMATION

1. These revision sessions require your participation and attention.

2. The exam skills in this booklet are not new. They have been taught throughout the year during:
    - Classroom teaching
    - BOT sessions
    - Extra Classes
    - Telematics lessons

3. Trust the skills you have learnt. These same skills are used in BOTH Paper 1 and Paper 2. During the sessions:
    - Follow the tutor carefully
    - Answer the activities
    - Participate and ask questions

Remember:

- History is not only about memorising facts. It is about understanding, interpreting and explaining sources using evidence.
- The more you participate, the more confident you will become.

WHAT WILL WE DO TODAY?

In today's session, **we will revise key content from the Vietnam War, Mobutu's Congo and the Black Power Movement.** We will then focus on essay-writing skills using the Black Power Movement as our example.

By the end of the session, you should be able to:

- Recall key content using mind maps
- Analyse an essay question using the 5Ws
- Write a clear introduction
- Create a line of argument (LOA)
- Write a PEEL paragraph
- Write an effective conclusion
- Plan and structure an essay response

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My Paper 1 Topics and Targets

Use the space below to write down:

1. The **topics** you will be answering in Paper 1
2. A **realistic targe**t that you would like to achieve in History this year.

Remember:
A realistic target should motivate you to improve and encourage you to work consistently throughout the revision programme.

SOURCE – BASED TOPIC(S):	ESSAY TOPIC(S):
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ACTIVITY 1: WHAT DO YOU REMEMBER?

- Before we revise, let's see how much content you already know.
- Without using your notes, write down any facts, people, events or ideas that you remember about each topic.
- Write down as much as you can, as quickly as you can, in the essays you have been taught.
- Once done, share what you have remembered with your teacher or the person sitting next to you.
- See if you have similar or different information.

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The Vietnam War

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Mobutu's Congo

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T**he Black Power Movement**

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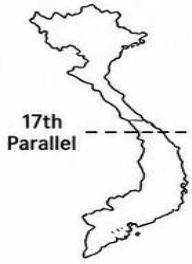
ACTIVITY 2: BUILDING CONTENT FOR ESSAY WRITING

- You are expected to complete **2 mind maps**.
- Spend approximately **15 minutes completing each mind map** using the knowledge you already have.
- After completing the mind map, **share and discuss your answers with your teacher and/or peers** (5 minutes per mind map).
- Use the discussion and feedback session to add any missing information and improve your responses.
- A **5-minute recap** will follow each mind map.

VIETNAM WAR (1955–1975) – MIND MAP

★ USE THESE 8 AREAS TO PLAN YOUR ESSAY ★

1 BACKGROUND / DIVISION OF VIETNAM



- _____
- _____
- _____
- _____
- _____

2 USA GETS INVOLVED



- _____
- _____
- _____
- _____
- _____

3 USA TACTICS



- _____
- _____
- _____
- _____
- _____
- _____

4 VIETCONG TACTICS



- _____
- _____
- _____
- _____
- _____

8 KEY AREAS TO STRUCTURE YOUR ESSAY

5 IMPORTANT EVENTS



- _____
- _____
- _____
- _____
- _____

6 OPPOSITION TO THE WAR



- _____
- _____
- _____
- _____
- _____

7 USA WITHDRAWS



- _____
- _____
- _____
- _____

8 IMPACT / OUTCOME



- _____
- _____
- _____
- _____

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MOBUTU'S CONGO (1965–1997)

★ USE THESE 8 AREAS TO PLAN YOUR ESSAY ★

1 BACKGROUND



- _____
- _____
- _____
- _____
- _____

2 POLITICAL SUCCESSES



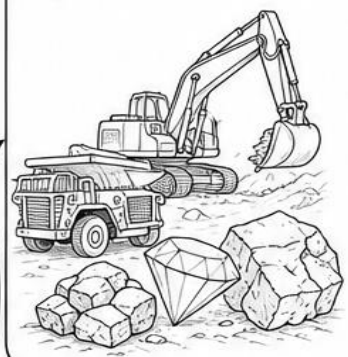
- _____
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3 POLITICAL CHALLENGES



- _____
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4 ECONOMIC SUCCESSES



- _____
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- _____
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8 KEY AREAS TO STRUCTURE YOUR ESSAY

5 ECONOMIC CHALLENGES



- _____
- _____
- _____
- _____

6 SOCIAL & CULTURAL SUCCESSES



- _____
- _____
- _____
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- _____

7 SOCIAL & CULTURAL CHALLENGES



- _____
- _____
- _____
- _____
- _____

8 OVERALL IMPACT / LEGACY



- _____
- _____
- _____
- _____
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THE BLACK POWER MOVEMENT

MIND MAP

1 REASONS FOR THE MOVEMENT



- _____
- _____
- _____
- _____
- _____

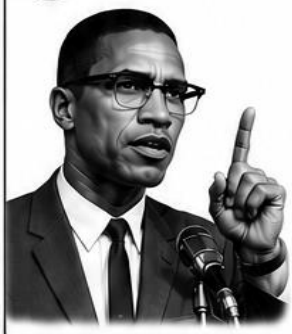
2 PHILOSOPHY OF BLACK POWER



BLACK
POWER

- _____
- _____
- _____
- _____
- _____

3 MALCOLM X



- _____
- _____
- _____
- _____
- _____

4 STOKELY CARMICHAEL



- _____
- _____
- _____
- _____
- _____

THE BLACK POWER MOVEMENT

8 KEY AREAS

5 BLACK PANTHER PARTY



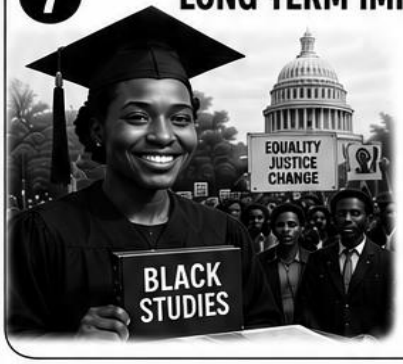
- _____
- _____
- _____
- _____

6 SHORT-TERM IMPACT



- _____
- _____
- _____
- _____

7 LONG-TERM IMPACT



- _____
- _____
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- _____

8 OVERALL IMPACT / LEGACY



- _____
- _____
- _____
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- _____

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ACTIVITY 3: ANALYSING YOUR ESSAY QUESTIONS

- Before writing an essay, you must understand what the question is asking.
- Use the 5Ws to help you identify the focus of the question and the content you need to include in your response.

STEP 1: Read the essay question carefully.
STEP 2: Identify the 5Ws
STEP 3: Identify the command word.

See the example below:

QUESTION:
Explain to what extent the Black Power Movement was successful in organizing African Americans to challenge racial discrimination and segregation in the USA during the 1960s.

Substantiate your answer with relevant historical evidence.

WHO **are the people/organisations involved?**	• Black Power Movement • African Americans *Leaders connected to the movement: Malcolm X, Stokely Carmichael and the Black Panther Party.*
WHAT **is the topic?**	• The success of the Black Power Movement • How African Americans were organised and mobilised • Challenging racial discrimination and segregation
WHEN **(time period)?**	• During the 1960s
WHERE **did it happen (place)?**	• USA (United States of America)
WHY **(purpose)?**	• To fight inequality and improve the lives of African Americans. • While not in the question this was the goal: *To challenge racial discrimination and segregation*
COMMAND WORDS (how to answer the question)? • Explain" = give reasons and discuss in detail • "To what extent" = provide BOTH successes and limitations/failures	

Now analyse <u>both</u> of the essay questions below

QUESTION:
The withdrawal of soldiers from Vietnam signaled the defeat of the Americas policy of containment.

Do you agree with the statement? Substantiate your answer using relevant evidence from the period 1965 to 1975.

WHO?	
WHAT?	
WHEN?	
WHERE?	
WHY?	
COMMAND WORDS (how to answer the question)?	

QUESTION:
Mobutu Sese Seko's political and economic policies, introduced by the newly independent Congo in the early 1960s, were welcomed by all the Congolese.

Critically discuss this statement by using relevant evidence to support your response

WHO?	
WHAT?	
WHEN?	
WHERE?	
WHY?	
COMMAND WORDS (how to answer the question)?	

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ACTIVITY 4: WRITING AN INTRODUCTION USING A.R.T

Many learners find introductions difficult because they are unsure how to begin an essay.

The good news is that a History introduction follows a simple structure. If you can answer the essay question, you can write an introduction.

A = ANSWER THE QUESTION
- Take a clear stance/argument
- Rewrite the statement/question in your own words

R = GIVE A REASON
- Explain WHY you agree/disagree or what your argument is based on

T = GIVE TOPICS/EXAMPLES
- Mention 2–3 main topics/examples that will be discussed in your essay

REMEMBER: Your introduction is a roadmap. It tells the examiner what your argument is and what you will discuss in your essay.

See the example below:

QUESTION:
Explain to what extent the Black Power Movement was successful in organizing African Americans to challenge racial discrimination and segregation in the USA during the 1960s.

Substantiate your answer with relevant historical evidence.

ART	EXAMPLE
A	The Black Power Movement was **successful to a greater extent** in organising African Americans to challenge racial discrimination and segregation in the USA during the 1960s.
R	The movement promoted black pride, self-respect and self-defence among African Americans.
T	This essay will discuss Malcolm X, Stokely Carmichael and the Black Panther Party.

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PUTTING IT TOGETHER:

The Black Power Movement was **successful to a greater extent** in organising African Americans to challenge racial discrimination and segregation in the USA during the 1960s. The movement promoted black pride, self-respect and self-defence among African Americans. This essay will discuss Malcolm X, Stokely Carmichael and the Black Panther Party.

Now analyse and write an introduction for either the Vietnam or Congo essay.

QUESTION:
The withdrawal of soldiers from Vietnam signaled the defeat of the Americas policy of containment.

Do you agree with the statement? Substantiate your answer using relevant evidence from the period 1965 to 1975.

ART	EXAMPLE
A	
R	
T	

PUTTING IT TOGETHER:

QUESTION:
Mobutu Sese Seko's political and economic policies, introduced by the newly independent Congo in the early 1960s, were welcomed by all the Congolese.

Critically discuss this statement by using relevant evidence to support your response

ART	EXAMPLE
A	
R	
T	

PUTTING IT TOGETHER:

ACTIVITY 5: WRITING A PARAGRAPH USING PEEL

A good essay is made up of well-structured paragraphs. One of the easiest ways to write a good History paragraph is to use the PEEL method.

P – POINT	E – EXPLAIN	E - EVIDENCE	L – LINK/LOA
WHAT is the main idea/topic of the paragraph	• Explain your point clearly, using the 5Ws.	• Give examples • Use names, events, policies or organisations.	Link your paragraph back to the essay question/argument

The example below focuses on the REASONS for the Black Power Movement:

QUESTION:
Explain to what extent the Black Power Movement was successful in organizing African Americans to challenge racial discrimination and segregation in the USA during the 1960s.

Substantiate your answer with relevant historical evidence.

P – POINT	The Black Power Movement started because of various reasons.
E – EXPLAIN	Many African Americans still faced poverty, unemployment and police brutality.
E – EVIDENCE	African Americans attended poor schools, lived in poor housing areas and were often treated violently by the police.

TIPS TO CREATING AN LOA:

A line of argument (LOA) is your overall answer to the essay question. It tells the examiner what you are arguing and helps guide the direction of your essay. Below we look at how we put it together by using the Black Power Movement essay question on the previous page.

LINKING WORD:	Therefore,
POINT (main idea of the paragraph):	to a great extent the **reasons** for the Black Power Movement
ANSWER THE QUESTION:	led to African Americans fighting against racial discrimination.

LINKING PHRASE FOR YOUR LINE OF ARGUMENTS
"Therefore", "This shows that…", "Thus…", "Overall…", "As a result…". "Consequently…","For this reason…", "It is clear that…"

L – LINK/LOA	Therefore, to a great extent the reasons for the Black Power Movement led to African Americans fighting against racial discrimination.

PUTTING IT TOGETHER:

The Black Power Movement started because of various **reasons**. Many African Americans still faced poverty, unemployment and police brutality. African Americans attended poor schools, lived in poor housing areas and were often treated violently by the police. Therefore, to a great extent the **reasons** for the Black Power Movement led to African Americans fighting against racial discrimination.

Now write a paragraph about the TACTICS used by the Viet Cong.

QUESTION:
The withdrawal of soldiers from Vietnam signaled the defeat of the Americas policy of containment.

Do you agree with the statement? Substantiate your answer using relevant evidence from the period 1965 to 1975.

P – POINT	
E – EXPLAIN	
E – EVIDENCE	
L – LINK/LOA	

PUTTING IT TOGETHER:

Now write a paragraph about the ECONOMIC FAILURES of Mobutu.

QUESTION:
Mobutu Sese Seko's political and economic policies, introduced by the newly independent Congo in the early 1960s, were welcomed by all the Congolese.

Critically discuss this statement by using relevant evidence to support your response

P – POINT	
E – EXPLAIN	
E – EVIDENCE	
L – LINK/LOA	

PUTTING IT TOGETHER:

ACTIVITY 6: WRITING A CONCLUSION

Many learners find conclusions difficult because they are unsure how to end an essay. However, a good conclusion is simply a summary of your argument.

A History conclusion should:

1. **CONFIRM YOUR ARGUMENT**
   Restate your answer to the essay question.

   Example:
   That is why we can argue that...

2. **GIVE A REASON**
   Use one of the main points from your essay to support your argument.

REMEMBER:

- ✓ Do not introduce new information.
- ✓ Do not write a long paragraph.
- ✓ Keep your conclusion clear and focused.

A good conclusion reminds the examiner of your argument and leaves a strong final impression.

See the example below:

QUESTION: **Explain to what extent** the Black Power Movement was successful in organizing African Americans to challenge racial discrimination and segregation in the USA during the 1960s.	
CONFIRM YOUR ARGUMENT	Therefore, the Black Power Movement was **successful to a greater extent** in organising African Americans to challenge racial discrimination and segregation in the USA during the 1960s.
GIVE A REASON	Leaders such as Malcolm X, Stokely Carmichael and the Black Panther Party played an important role in challenging discrimination and segregation.

PUTTING IT TOGETHER:

Therefore, the Black Power Movement was **successful to a greater extent** in organising African Americans to challenge racial discrimination and segregation in the USA during the 1960s. Leaders such as Malcolm X, Stokely Carmichael and the Black Panther Party played an important role in challenging discrimination and segregation.

Now write a conclusion for either the Vietnam or Congo essay.

QUESTION:

The withdrawal of soldiers from Vietnam signaled the defeat of the Americas policy of containment.

Do you agree with the statement? Substantiate your answer using relevant evidence from the period 1965 to 1975.

CONFIRM YOUR ARGUMENT	
GIVE A REASON	

PUTTING IT TOGETHER:

QUESTION:
Mobutu Sese Seko's political and economic policies, introduced by the newly independent Congo in the early 1960s, were welcomed by all the Congolese.

Critically discuss this statement by using relevant evidence to support your response

CONFIRM YOUR ARGUMENT	
GIVE A REASON	

PUTTING IT TOGETHER:

ACTIVITY 7: PUTTING IT ALL TOGETHER

You have now learnt how to:

- ✓ Analyse an essay question
- ✓ Write an introduction
- ✓ Create a line of argument (LOA)
- ✓ Write a PEEL paragraph
- ✓ Write a conclusion

Use the space below to ***plan an essay***.

Choose **ONE** of the essay questions and complete the planning template.

Indicate the question you have chosen:

Explain to what extent the Black Power Movement was successful in organizing African Americans to challenge racial discrimination and segregation in the USA during the 1960s. Substantiate your answer with relevant historical evidence.	The withdrawal of soldiers from Vietnam signaled the defeat of the Americas policy of containment. **Do you agree** with the statement? Substantiate your answer using relevant evidence from the period 1965 to 1975	Mobutu Sese Seko's political and economic policies, introduced by the newly independent Congo in the early 1960s, were welcomed by all the Congolese. **Critically discuss** this statement by using relevant evidence to support your response.

LINE OF ARGUMENT (LOA)
INTRODUCTION
PARAGRAPH 1 TOPIC: EVIDENCE:

PARAGRAPH 2
TOPIC:
EVIDENCE:

PARAGRAPH 3
TOPIC:
EVIDENCE:

PARAGRAPH 4
TOPIC:
EVIDENCE:

CONCLUSION

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SESSION: 15 AUGUST 2026

TOPIC: PAPER 2 ESSAYS

INSTRUCTIONS AND INFORMATION

1. These revision sessions require your participation and attention.

2. The exam skills in this booklet are not new. They have been taught throughout the year during:
    - Classroom teaching
    - BOT sessions
    - Extra Classes
    - Telematics lessons

3. Trust the skills you have learnt. These same skills are used in BOTH Paper 1 and Paper 2. During the sessions:
    - Follow the tutor carefully
    - Answer the activities
    - Participate and ask questions

Remember:

- History is not only about memorising facts. It is about understanding, interpreting and explaining sources using evidence.
- The more you participate, the more confident you will become.

WHAT WILL WE DO TODAY?

In today's session, **we will revise key content from the Black Consciousness Movement, and the Road to Democracy.**

By the end of the session, you should be able to:

- Recall key content using mind maps
- Analyse an essay question using the 5Ws
- Write a clear introduction
- Create a line of argument (LOA)
- Write a PEEL paragraph
- Write an effective conclusion
- Plan and structure an essay response

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My Paper 2 Topics and Targets

Use the space below to write down:

3. The **topics** you will be answering in Paper 2
4. A **realistic targe**t that you would like to achieve in History this year.

Remember:
A realistic target should motivate you to improve and encourage you to work consistently throughout the revision programme.

SOURCE – BASED TOPIC(S):	ESSAY TOPIC(S):
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……	……
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ACTIVITY 1: WHAT DO YOU REMEMBER?

- Before we revise, let's see how much content you already know.
- Without using your notes, write down any facts, people, events or ideas that you remember about each topic.
- Write down as much as you can, as quickly as you can, in the essays you have been taught.
- Once done, share what you have remembered with your teacher or the person sitting next to you.
- See if you have similar or different information.

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The Black Consciousness Movement

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The Road to Democracy

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ACTIVITY 2: BUILDING CONTENT FOR ESSAY WRITING

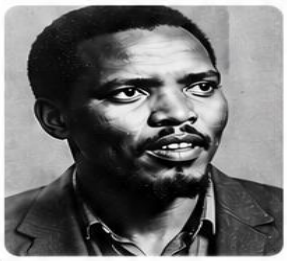
- You are expected to complete **2 mind maps**.
- Spend approximately **15 minutes completing each mind map** using the knowledge you already have.
- After completing the mind map, **share and discuss your answers with your teacher and/or peers** (5 minutes per mind map).
- Use the discussion and feedback session to add any missing information and improve your responses.
- A **5-minute recap** will follow each mind map.

THE BLACK CONSCIOUSNESS MOVEMENT

ESSAY MIND MAP

8 KEY AREAS TO STRUCTURE YOUR ESSAY

1 BACKGROUND: STEVE BIKO AND THE BC PHILOSOPHY



2 NATURE/PHILOSOPHY AND AIMS OF BC



3 STEVE BIKO AND OTHER LEADERS BROKE AWAY FROM NUSAS AND FORMED SASO



4 MOBILISATION OF VARIOUS ORGANISATIONS (NUSAS, SASO, SASM)



5 MOBILISATION OF WORKERS (BAWU AND SASO)



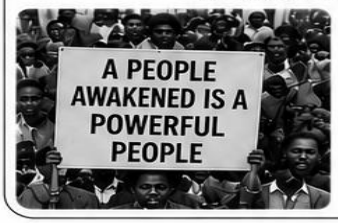
6 MOBILISATION THROUGH COMMUNITY WORK (ZANEMPILO COMMUNITY HEALTH CENTRE)



7 THE 1976 SOWETO UPRISING: INFLUENCE OF BCM ON STUDENTS



8 THE LEGACY OF BLACK CONSCIOUSNESS ON SOUTH AFRICAN POLITICS



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THE COMING OF DEMOCRACY IN SOUTH AFRICA (1990–1994)

ESSAY MIND MAP

1 REASONS FOR NEGOTIATIONS



- _____
- _____
- _____
- _____
- _____
- _____
- _____

2 UNBANNING OF ORGANISATIONS AND RELEASE OF MANDELA



- _____
- _____
- _____
- _____
- _____
- _____
- _____

3 GROOTE SCHUUR AND PRETORIA MINUTES



- _____
- _____
- _____
- _____
- _____
- _____
- _____

4 CODESA



- _____
- _____
- _____
- _____
- _____
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- _____

8 KEY AREAS TO STRUCTURE YOUR ESSAY

5 OBSTACLES TO NEGOTIATIONS



- _____
- _____
- _____
- _____
- _____
- _____

6 RESUMPTION OF NEGOTIATIONS



- _____
- _____
- _____
- _____
- _____
- _____

7 1994 DEMOCRATIC ELECTIONS



- _____
- _____
- _____
- _____
- _____

8 LEGACY / SIGNIFICANCE OF DEMOCRACY



- _____
- _____
- _____
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THE END OF THE COLD WAR

ESSAY MIND MAP

E1 = Essay 1: The End of the Cold War (Focus on Eastern Europe / USSR)

E2 = Essay 2: Impact of Gorbachev's reforms on South Africa

HOW TO USE:
Use all 8 blocks to plan your essay. Focus more on the blocks indicated for the essay question you are given.

E1 Focus mainly on this essay
E2 Focus mainly on this essay
E1 + **E2** Important for both essays

1 WEAKENING SOVIET ECONOMY
E1 + E2

2 GORBACHEV'S LEADERSHIP
E1 + E2

3 GLASNOST (OPENNESS)
E1 + E2

4 PERESTROIKA (RESTRUCTURING)
E1 + E2

5 OPPOSITION AND OTHER FACTORS
MAINLY E1

8 KEY AREAS TO STRUCTURE YOUR ESSAY

6 IMPACT ON THE NP AND ANC
MAINLY E2

7 ANGOLA, NAMIBIA AND NEGOTIATIONS
MAINLY E2

8 LEGACY / OVERALL IMPACT
E1 + E2

FOR ESSAY 1
(END OF THE COLD WAR)

FOR ESSAY 2
(IMPACT ON SOUTH AFRICA)

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Please turn the page

ACTIVITY 3: ANALYSING YOUR ESSAY QUESTIONS

- Before writing an essay, you must understand what the question is asking.
- Use the 5Ws to help you identify the focus of the question and the content you need to include in your response.

STEP 1: Read the essay question carefully.
STEP 2: Identify the 5Ws
STEP 3: Identify the command word.

See the example below:

QUESTION:

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.

WHO?	• Various political parties *Like: ANC, National Party, PAC, Inkatha Freedom Party, Other political parties*
WHAT?	• Negotiations • Establishing a democratic South Africa
WHEN?	• 1990 - 1994
WHERE?	• South Africa
WHY?	• Establish democracy
COMMAND WORDS (how to answer the question)? • Critically discuss • Significant role • Negotiations • Democratic South Africa • Support your line of argument	

Now analyse the essay question below

QUESTION:

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.

WHO?	
WHAT?	
WHEN?	
WHERE?	
WHY?	
COMMAND WORDS (how to answer the question)?	

ACTIVITY 4: WRITING AN INTRODUCTION USING A.R.T

Many learners find introductions difficult because they are unsure how to begin an essay.

The good news is that a History introduction follows a simple structure. If you can answer the essay question, you can write an introduction.

A = ANSWER THE QUESTION
- Take a clear stance/argument
- Rewrite the statement/question in your own words

R = GIVE A <u>REASON</u>
- Explain WHY you agree/disagree or what your argument is based on

T = GIVE <u>TOPICS</u>/EXAMPLES
- Mention 2–3 main topics/examples that will be discussed in your essay

REMEMBER: Your introduction is a roadmap. It tells the examiner what your argument is and what you will discuss in your essay.

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See the example below:

QUESTION:
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.

ART	EXAMPLE
A	Negotiations played an important role in establishing a democratic South Africa.
R	***However***, political violence and other challenges also influenced the process.
T	Between 1990 and 1994, negotiations and political violence helped establish a democratic South Africa.

PUTTING IT TOGETHER:

Negotiations played a significant role in South Africa's transition to democracy. ***However,*** political violence and other challenges also influenced the process. Between 1990 and 1994, negotiations and the resolution of these obstacles helped establish a democratic South Africa.

Now write an introduction below

QUESTION:
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.

ART	EXAMPLE
A	
R	
T	

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PUTTING IT TOGETHER:

ACTIVITY 5: WRITING A PARAGRAPH USING PEEL

A good essay is made up of well-structured paragraphs. One of the easiest ways to write a good History paragraph is to use the PEEL method.

P – POINT	E – EXPLAIN	E - EVIDENCE	L – LINK/LOA
WHAT is the main idea/topic of the paragraph	• Explain your point clearly, using the 5Ws.	• Give examples • Use names, events, policies or organisations.	Link your paragraph back to the essay question/argument

The example below focuses on the Groote Schuur and Pretoria Minute for the Road to Democracy:

QUESTION:
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.

P – POINT	The Groote Schuur Minute and Pretoria Minute played an important role in establishing a democratic South Africa in 1994
E – EXPLAIN	These minutes helped the NP government and the ANC work together and find peaceful solutions to South Africa's problems.
E – EVIDENCE	The Groote Schuur Minute was signed in May 1990 and the Pretoria Minute was signed in August 1990. During the Pretoria Minute, the ANC agreed to suspend the armed struggle.

TIPS TO CREATING AN LOA:

A line of argument (LOA) is your overall answer to the essay question. It tells the examiner what you are arguing and helps guide the direction of your essay. Below we look at how we put it together by using the Black Power Movement essay question on the previous page.

LINKING WORD: Therefore,

POINT (main idea of the paragraph): these minutes

ANSWER THE QUESTION: played a significant role in the establishment of a democratic South Africa in 1994.

LINKING PHRASE FOR YOUR LINE OF ARGUMENTS

“Therefore”, “This shows that…”, “Thus…”, “Overall…”, “As a result…”. “Consequently…”,“For this reason…”, “It is clear that…”

L – LINK/LOA	Therefore, these minutes played a significant role in the establishment of a democratic South Africa in 1994.

PUTTING IT TOGETHER:

The **Groote Schuur Minute and Pretoria Minute** played an important role in establishing a democratic South Africa in 1994. These minutes helped the NP government and the ANC work together and find peaceful solutions to South Africa's problems. The Groote Schuur Minute was signed in May 1990 and the Pretoria Minute was signed in August 1990. During the Pretoria Minute, the ANC agreed to suspend the armed struggle. Therefore, these minutes ***played a significant role in the establishment of a democratic South Africa in 1994.***

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Now write a paragraph below about the role of SASO.

QUESTION:
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.

P – POINT	
E – EXPLAIN	
E – EVIDENCE	
L – LINK/LOA	

PUTTING IT TOGETHER:

ACTIVITY 6: WRITING A CONCLUSION

Many learners find conclusions difficult because they are unsure how to end an essay. However, a good conclusion is simply a summary of your argument.

A History conclusion should:

3. **CONFIRM YOUR ARGUMENT**
   Restate your answer to the essay question.

   Example:
   That is why we can argue that...

4. **GIVE A REASON**
   Use one of the main points from your essay to support your argument.

REMEMBER:

- ✓ Do not introduce new information.
- ✓ Do not write a long paragraph.
- ✓ Keep your conclusion clear and focused.

A good conclusion reminds the examiner of your argument and leaves a strong final impression.

See the example below:

QUESTION: 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.	
CONFIRM YOUR ARGUMENT	In conclusion, negotiations played a significant role in the establishment of a democratic South Africa in 1994.
GIVE A REASON	Even though there were challenges like political violence and the breakdown of talks, political parties continued to negotiate. As a result, South Africa achieved its first democratic election in 1994

PUTTING IT TOGETHER:

In conclusion, negotiations played a significant role in the establishment of a democratic South Africa in 1994. Even though there were challenges like political violence and the breakdown of talks, political parties continued to negotiate. As a result, South Africa achieved its first democratic election in 1994

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Now write a conclusion for the essay below

QUESTION:
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.

CONFIRM YOUR ARGUMENT	
GIVE A REASON	

PUTTING IT TOGETHER:

ACTIVITY 7: PUTTING IT ALL TOGETHER

You have now learnt how to:

- ✓ Analyse an essay question
- ✓ Write an introduction
- ✓ Create a line of argument (LOA)
- ✓ Write a PEEL paragraph
- ✓ Write a conclusion

Use the space below to ***plan an essay***.

Choose **ONE** of the essay questions and complete the planning template.

Indicate the question you have chosen:

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.	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.

LINE OF ARGUMENT (LOA)
INTRODUCTION
PARAGRAPH 1 TOPIC: EVIDENCE:

PARAGRAPH 2
TOPIC:
EVIDENCE:

PARAGRAPH 3
TOPIC:
EVIDENCE:

PARAGRAPH 4
TOPIC:
EVIDENCE:

CONCLUSION

SESSION: 29 AUGUST 2026

TOPIC: Source-based skills for Paper 1 and 2

Dear grade 12 learner,

Why are source-based skills so important?

- Source-based skills teach you how to think **critically** and **not believe everything** you see on social media, the internet, or in the news. In a world filled with misinformation and fake news, being able to analyse sources, question bias, and evaluate evidence is a powerful life skill.
- These skills help you make **informed decisions** in everyday life. Whether you are choosing a career, voting, signing a contract, or solving problems at work, you need to interpret information carefully and think independently.
- Source-based questions develop **communication and argument skills**. They teach you how to support your opinions with evidence — something that is valuable in interviews, university studies, debates, and many careers.
- History source skills also build **empathy and understanding**. By analysing different perspectives from the past, you become more open-minded and better able to understand people, cultures, and conflicts in the world today.
- Employers and universities value people who can analyse information, identify reliability, and solve problems logically. Source-based skills therefore prepare you not only for exams, but for **success beyond the classroom**.

In this session, we will practice the important source-based skills you will need to take on the NSC-examination successfully. We will be referring to topics from both paper 1 and 2. But remember, even if you will not be answering one of these topics, the skills we practice will be tested in all the source-based topics.

Let’s get started!



The 5 W’s of Sources

The 5 W's are important for us to understand our sources. It helps us to identify the important information we need to answer the source-based questions. Let's analyse a source using the 5W's. You have **10 minutes** to identify as many 5W's as you can. Don't forget the caption!

SOURCE 3A

The source below outlines reasons for the first Selma to Montgomery march in the United States of America on 7 March 1965. It also highlights why it was referred to as 'Bloody Sunday'.

On 2 January 1965, Martin Luther King Jr and the Southern Christian Leadership Conference (SCLC) joined the Student Non-Violent Coordinating Committee (SNCC), the Dallas County Voters League and other local African American activists in a voting rights campaign in Selma where, in spite of repeated registration attempts by local blacks, only two per cent were on the voters' roll. The SCLC had chosen to focus its efforts in Selma because they anticipated that the notorious (shameful) brutality of local law enforcement, under Sheriff Jim Clark, would attract national attention and pressure President Lyndon B Johnson and Congress to enact (pass) new national voting rights legislation …

In response to Jackson's death (a civil rights activist), activists in Selma and Marion set out on 7 March to march from Selma to the state capitol in Montgomery. While King was in Atlanta, his SCLC colleague, Hosea Williams, and SNCC leader, John Lewis, led the march. The marchers made their way through Selma across the Edmund Pettus Bridge where they faced a blockade of State Troopers and local lawmen commanded by Clark and Major John Cloud, who ordered the marchers to disperse. When they did not, Cloud ordered his men to advance. Cheered on by white onlookers, the troopers attacked the crowd with clubs and tear gas. Mounted police chased retreating marchers and continued to beat them. Television coverage of 'Bloody Sunday', as the event became known, triggered (started) national outrage (anger).

[From https://www.politico.com/story/2018/03/07/this-day-in-politics-march-7-1965-437394. Accessed on 6 February 2022.]

WHO	WHEN	WHERE	WHAT	WHY
People/ Organisations	Dates	Places	Events: what happened	Reasons for or Consequences of events

Using the 5W's to answer questions:

Now let's answer some level 1 questions using the 5W's we've identified!

Level 1:

Remember, level 1 questions mean you must: _____

3.1.1. Name TWO organisations who took part in the voting rights campaign. (2x1) (2)

WHO: _____

3.1.2. Where did the voting rights campaign take place? (1x1) (1)

WHERE: _____

3.1.3. Why, according to the source, did the SCLC choose to focus their efforts on Selma? (2x1) (2)

WHY:_____

_____

_____

3.1.4. On which day did the march take place? (1x1) (1)

WHEN: _____ or _____

3.1.5. State the leader of the SNCC. (1x1) (1)

WHO: _____

3.1.6. According to the source, what faced the marchers on the Edmund Pettus Bridge? (1x1) (1)

WHAT: _____

3.1.7. Quote evidence from the source that show that television coverage of Bloody Sunday had far reaching consequences. (1x2) (2)

WHY: _____

Important tips:

- Do not change the wording when you quote from the source.
- Use the words from the question to help you find the correct answers in the source.

Time for level 2 questions, again using those 5W's to help you!

Level 2:

Remember, level 2 questions mean you must: _____

3.1.8. Explain, in your own words, why African American activists chose the town of Selma for the voting rights campaign. (1x2) (2)

WHY: _____

_____

3.1.9. Why, according to you, would national attention place pressure on President Lyndon B Johnson? (1x2) (2)

WHY: _____

_____

3.1.10. Use the information in the source and your own knowledge, explain why the white onlookers would cheer on the actions of the state troopers. (2x2) (4)

WHAT/WHY/OWN KNOWLEDGE: _____

_____

_____

_____

3.1.11. Comment on the implication of the statement 'Television coverage of 'Bloody Sunday', as the event became known, triggered (started) national outrage (anger)' within the context of the Civil Rights Movement. (2x2) (4)

OWN INTERPRETATION OF WHY: _____

_____

_____

_____

Important tips:

- (1x2) (2) = you only need to provide ONE answer.
- (2x2) (4) = you need to provide TWO different answers.
- "Comment on" is another way of asking you to explain something, in this case to explain why the events would anger people watching it on television and what it would lead to.

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Definition-questions

In the source-based questions, you will be asked two types of definition-questions. Can you remember them? Take **2 minutes** to complete the table:

Level 1 definition	
Level 2 definition	

Important tips:

- For both types of questions, you must use your own words.
- The term will always appear in the source. You can interpret the meaning from the source, but you are not allowed to quote.

Look at the following example:

SOURCE 1A

The source below is an extract from an article titled 'Truman Doctrine for APUSH' by Dr J Roy, a History teacher for the Advanced Placement US History Programme (APUSH). It was published on 22 February 2019. The extract explains how the Truman Doctrine came into existence in 1947.

Once a Second World War ally (friend) of the United States, the Soviet Union was quickly becoming a real threat to democracy around the world. The spread of communism was seen as the most dangerous threat to world stability and Truman was determined to take a hard line with the Soviets. American diplomat and historian, George Kennan, proposed the idea of containment; this concept would become the centrepiece of the Truman Doctrine. Containment was the concept of applying counterpressure to every political, military or economic advance wherever and whenever the Soviets tried to make them.

While not an entirely new idea, it was never seriously envisioned (intended) as a foreign policy until March of 1947 after a presidential address to Congress by Truman. Due to their own domestic hardships, England announced that they would be unable to continue to militarily and economically support the democratic and strategically located nations of Greece and Turkey. Truman decided it was time for the United States to step into the role of world leader, a role left vacant by the declining British Empire.

The Truman Doctrine was based on the principle of containing communism where it already existed and not allowing it to spread to neighbouring European nations like an unstoppable virus.

[From https://apprend.io/apush/period-8/Truman-doctrine. Accessed on 11 February 2022.]

1.1.1. Define the term *Containment* in your own words. (1x2) (2)

- In the source we find a definition of *Containment*: Containment was the concept of applying counterpressure to every political, military or economic advance wherever and whenever the Soviets tried to make them.
- From this we can conclude that *Containment* is the act or process of keeping something under control, within limits, or from **spreading**. It can refer to preventing a problem, substance, emotion, disease, or situation from expanding or causing harm.

Now, try and rewrite this definition in your own words:

Containment is:_____

_____

_____

1.1.2. Define the concept *Containment* within the context of the goals of the Truman Doctrine. (1x2) (2)

- Linking a concept to the context of the historical event in question, requires from you to use the 5Ws to provide that context.
- Answer the following questions:
  - **When** is this event taking place: (you can use a date or the event) _____
  - **Who** was involved in this event: _____
  - **What** was the goal of the Truman doctrine: (look at the source, where is containment referenced along with the Truman doctrine?)_____

    _____

Now, use your answers for the questions above and add it to your first definition of *Containment*:

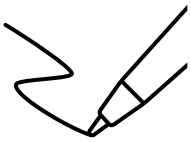
_____

_____

_____

Important tip:

- To make sure you cover all aspects in your answer, give the definition first and then connect it to the 5W's When, Who, What or Where to provide the context.



Here are a few concepts from various topics. Try and complete the empty spaces. Use the examples to guide you:			
TOPIC	**CONCEPT**	**IN YOUR OWN WORDS**	**IN THE CONTEXT OF THE TOPIC**
COLD WAR	CAPITALISM		The economic system of a free market not regulated by the government as implemented in the USA during the Cold War.
	COMMUNISM	A political and economic system in which property and resources are owned collectively by the community.	
APARTHEID SOUTH AFRICA OR CIVIL RIGHTS MOVEMENT	SEGREGATION	The enforced or voluntary separation of individuals or groups, typically based on characteristics like race, ethnicity, or gender	
	DESEGREGATION		The process of eliminating laws and practices that separate white from African Americans based on race during the 1950s-1960s.
	EQUAL RIGHTS		
	BOYCOTT		A form of protest in which people refused to buy goods, support businesses, or participate in activities linked to the apartheid government to pressure the government to end apartheid policies during the 1980s.
	MASS ACTION		

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ANGOLA	MILITARY ACTION		
	ALLIES	An ally is a person, group, or nation associated with another for a common purpose, mutual support, or shared interests.	
TRC	AMNESTY		
	RECONCILIATION	The process of restoring harmony after a conflict, bringing two opposing ideas, accounts, or people into agreement.	
	PERPETRATOR		A person, group, or institution that committed a harmful political act of murder, kidnapping or torture during apartheid and appeared before the TRC.

Level 3 questions: URL

In the NSC-paper there will be one of the 3 URL-questions in every Source-based question.

SOURCE 1B

The photograph (photographer unknown) below was taken at the 'whites-only' Addington Hospital in Durban on 2 August 1989. It highlights a protest against segregation as part of the Mass Democratic Movement's (MDM) 'Open Hospital' campaign.



[From http://146.141.12.32/protest-about-segregation-in-hospitals-at-addingto-hospital-in-durban. Accessed on 31 March 2022.]

DESEGREGATE HOSPITALS

NUSAS SUPPORTS OPEN HOSPITALS

WHO	WHEN	WHERE	WHAT	WHY
People/ Organisations	Dates	Places	Events: what happened	Reasons for or Consequences of events

1.1.1 Comment on the *usefulness* of this source for a historian researching the activities of the MDM during the 1980's. (2x2) (4)

This source is useful because…

WHO did WHAT and WHEN:

_____

WHO did WHAT and WHERE:

_____

WHO did WHAT and WHY:

_____

1.1.2 Comment on the *reliability* of this source for a historian researching the anti-apartheid protests of the 1980's. (2x2) (4)

This source is reliable because…

WHAT is it, of WHAT and WHEN:

_____

Is this a PRIMARY or SECONDARY source and WHEN and WHERE was it taken:

_____

WHO created the source and what does it make that person of WHAT and WHY:

_____

1.1.3 Explain the *limitations* of this source for a historian researching the protests against segregation during apartheid. (2x2) (4)

This source is limited because…

WHO's perspective is it of WHO doing WHAT:

_____

WHO is doing WHAT and WHY:

_____

WHO's perspective of WHAT does it NOT show us:

_____

Important tip:

- Always be **specific**. Use the details provided in the source and don't answer too vague.
- When describing the limitations, try and use the word "**only**", e.g. It is limited because it only shows us…… OR "**does not**", e.g. It is limited because is does not show us…
- Don't forget to use the caption to help you to find the relevant information.

Level 3 Questions: Comparison

SOURCE 2B

The cartoon below was drawn by J Shapiro, 'Zapiro', for the *Sowetan* newspaper. It depicts Archbishop Desmond Tutu delivering the Truth and Reconciliation Commission's report to President Nelson Mandela on 29 October 1998.



[From *Truth Drawn in Jest, Commentary on the Truth and Reconciliation Commission Through Cartoons* by W Verwoerd and M Mabizela]

SPECIAL DELIVERY

SOURCE 2C

This source by A Yates is taken from a special report titled 'Justice Delayed: The TRC Recommendations 20 Years Later'. It focuses on Advocate Ntsebeza's (one of the TRC commissioners) evaluation of the work of the TRC led by Archbishop Desmond Tutu, the chairperson of the TRC.

The TRC submitted around 300 perpetrators of human rights violations to prosecute. Until the recent National Prosecuting Authority (NPA) announcement to prosecute 15 cases from this list, there had been only one person found guilty of apartheid-era crimes, Eugene de Kock. The recent resurgence (revival) in TRC-related prosecutions is a welcome sign that this recommendation may be realised, albeit (although) slowly … The cases of Ahmed Timol, the Cradock Four, and others are currently being litigated (charged). Many hope that the 15 new cases taken on by the NPA will be the start to a long process of prosecuting the full list from the TRC report.

The TRC was successful in some of its aims. As Ntsebeza Dumisa (TRC commissioner) recalls with vivid (clear) detail, the simple act of having one's story publicly validated (confirmed), was a significant and meaningful step for all who were involved. Apartheid was an era in which proliferating (increasing) misinformation created a fabricated (false) narrative (story) both nationally and globally about the reality of what was happening in South Africa. It is reasonable to dream that in the wake of the absence of truth, public declarations of fact would not just be a restoration of personal dignity but would also be the first step towards national unity.

Ntsebeza Dumisa agrees that the international narrative that the TRC liberated South Africans of their past and resulted in a fairy-tale ending for a massive human rights struggle is false. The notion that, with Desmond Tutu at the helm (in control), Christian values prevailed, and forgiveness erased (removed) the trauma of 50 plus years of oppression, is also short-sighted.

[From *Daily Maverick*, 5 September 2018]

Refer to Sources 2B and 2C. Explain how Source 2B supports the evidence in Source 2C regarding the work of the TRC. (2x2) (4)

Both sources state that…

Both sources state that…

Level 3 Questions: Paragraph



By only using the TWO sources above, write half a paragraph on the following question:

Using the information in the relevant sources and your own knowledge, write a paragraph of about FOUR lines (about 40 words) explaining what South Africans can learn from the role played by Archbishop Desmond Tutu, chairperson of the Truth and Reconciliation Commission (TRC) from 1995 to 1998.

Important tip:

- For every source, ask yourself: WHO is doing WHAT in the source? WHY is this important to the question?
- During the exam, when you read through the sources, make notes on these two questions.
- If you do this while writing the exam, you'll have enough information to write your paragraph.
- This is why identifying the 5W's are so important.
- Make sure to use your own words. You are not allowed to quote from the source.
- Do not use bullets.
- Your answer will be better structured if you refer to the sources, e.g. Source 2C shows us that…
- The best paragraph also includes your own knowledge. So what can you remember from class about Tutu and the TRC?