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Province of the
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EDUCATION

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

NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2025

HISTORY P2

MARKS: **150**

TIME: **3 hours**

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

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INSTRUCTIONS AND INFORMATION

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

   SECTION A: SOURCE-BASED QUESTIONS

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

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

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

   SECTION B: ESSAY QUESTIONS

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

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

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

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

3. SECTION B consists of THREE essay questions.

4. Answer THREE questions as follows:

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

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

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

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

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

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

9. Write neatly and legibly.

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SECTION A: SOURCE-BASED QUESTIONS

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

QUESTION 1: HOW DID THE END CONSCRIPTION CAMPAIGN (ECC) CHALLENGE THE APARTHEID GOVERNMENT IN THE 1980s?

Study Sources 1A, 1B, 1C and 1D and answer the questions that follow.

1.1 Read Source 1A.

1.1.1 Who, according to the source, decided to establish an organisation for conscientious objectors? (1 x 2) (2)

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

1.1.3 What, according to the source, were the aims of the End Conscription Campaign? (2 x 1) (2)

1.1.4 Using the information in the source and your own knowledge, explain why white young men rebelled against national service. (2 x 2) (4)

1.1.5 Explain why attempts to organise on Afrikaans campuses were met with strong opposition from the government. (1 x 2) (2)

1.2 Refer to Source 1B.

1.2.1 Name ONE of the first campaigns organised by the ECC. (1 x 1) (1)

1.2.2 Identify any TWO unusual tactics used by the ECC to draw in support and raise awareness. (2 x 1) (2)

1.2.3 Comment on why thousands of people from all walks of life visited the objectors and went on a 24-hour solidarity fast. (2 x 2) (4)

1.3 Consult Source 1C.

1.3.1 Explain why you think this poster was made. (2 x 2) (4)

1.3.2 Comment on the usefulness of this source to a historian studying the role that the ECC played against the apartheid government in the 1980s. (2 x 2) (4)

1.3.3 Identify any TWO demands, in the source, made by the ECC. (2 x 1) (2)

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1.4 Study Source 1D.

1.4.1 What, according to the source, was prohibited after President Botha announced a National State of Emergency in 1985? (3 x 1) (3)

1.4.2 Explain the concept *State of Emergency* in the context of the government's reaction to the ECC. (1 x 2) (2)

1.4.3 What do you think were the reasons for the government to detain members of the ECC? (1 x 2) (2)

1.4.4 Comment on why it was 'illegal' for the South African government to deport Dominique Souchon. (1 x 2) (2)

1.5 Compare Sources 1B and 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding protests against the government in the 1980s. (2 x 2) (4)

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 (ECC) challenged the apartheid government in the 1980s. (8)

[50]

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QUESTION 2: DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCEED IN HELPING THE VICTIMS OF POLITICAL CRIMES TO FIND CLOSURE?

Study Sources 2A, 2B, 2C and 2D to answer the questions that follow.

2.1 Read Source 2A.

2.1.1 According to the source, who was a key figure in the formulation of the law that established the commission (TRC)? (1 x 1) (1)

2.1.2 Define the concept *commission* in your own words. (1 x 2) (2)

2.1.3 Quote TWO pieces of evidence from the source that conveys the objectives of the TRC. (2 x 1) (2)

2.1.4 Comment on what is meant by Dullar Omar's words, "Nor would the claims of abuses against the ANC be glossed over or swept under the carpet". (1 x 2) (2)

2.1.5 Identify the TWO leaders of the TRC in the source. (2 x 1) (2)

2.2 Study Source 2B.

2.2.1 Who, according to the source, was Rick Turner? (2 x 1) (2)

2.2.2 Explain why you think Rick Turner's murderer is 'still walking free' after forty years. (2 x 2) (4)

2.2.3 Name any THREE people who paid the ultimate price in the struggle for a free and democratic country. (3 x 1) (3)

2.2.4 Using the information in the source and your own knowledge, comment on why the TRC was unable to help Jann Turner in finding her father's killer. (2 x 2) (4)

2.3 Consult Source 2C.

2.3.1 Why, according to the source, does it seem strange that the Durban Murder and Robbery Unit never came up with even a strong lead in solving Rick Turner's case? (1 x 2) (2)

2.3.2 Comment on the meaning of the statement, "Up to now all investigations have led us to the wall of silence surrounding BOSS and the security police," regarding the murder of Rick Turner. (1 x 2) (2)

2.3.3 Explain why a historian might consider this a reliable source for researching the circumstances surrounding the murder of Rick Turner. (2 x 2) (4)

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2.4 Use Source 2D.

2.4.1 What messages are conveyed in the cartoon regarding the work of the TRC in helping the victims of political crimes to find closure? (2 x 2) (4)

2.4.2 Explain the meaning of the gap between the words Truth and Reconciliation. (1 x 2) (2)

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

2.5 Compare Source 2C and 2D. Explain how the information in Source 2C support the evidence in Source 2D regarding the aims of the TRC. (2 x 2) (4)

2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining whether the Truth and Reconciliation Commission succeeded in helping the victims of political crimes to find closure. (8)

[50]

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QUESTION 3: HOW DID TRADE LIBERALISATION CONTRIBUTE TO JOB LOSSES IN SOUTH AFRICA'S CLOTHING AND TEXTILE INDUSTRY IN THE 1990s?

Study Sources 3A, 3B, 3C, and 3D and answer the following questions.

3.1 Refer to Source 3A.

3.1.1 Quote TWO agreements from the source that South Africa signed in 1994. (2 x 1) (2)

3.1.2 Define the term *trade liberalisation* in the context of clothing and textile industries. (1 x 2) (2)

3.1.3 Explain the Marrakech Agreement's impact on South Africa's clothing and textile industry. (2 x 2) (4)

3.1.4 What, according to the source, intensified the impact of tariff liberalisation? (2 x 1) (2)

3.2 Read Source 3B.

3.2.1 Which town, according to the source, was the home of KwaZulu-Natal's textile industry from the 1950s? (1 x 2) (2)

3.2.2 What impact, according to the source, did cheap imports from China have on people living in Hammarsdale? (2 x 1) (2)

3.2.3 Using the information in the source and your own knowledge, explain how the community of Hammarsdale was affected by the government's decision to introduce 'free trade' in South Africa. (2 x 2) (4)

3.2.4 Define the term *apartheid* in your own words. (1 x 2) (2)

3.2.5 Explain what Mthetheleli Mjilo implied with this statement, "This is the last kick of a dying horse for Hammarsdale." (1 x 2) (2)

3.3 Consult Source 3C.

3.3.1 What messages are being conveyed in the poster? (2 x 2) (4)

3.3.2 Using the information in the source and your own knowledge, explain why COSATU decided to produce this poster. (2 x 2) (4)

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3.4 Use Source 3D.

3.4.1 Name THREE ways in the source in which South Africa's clothing and textile industry will be able to compete with global manufacturers. (3 x 1) (3)

3.4.2 At which union's annual bargaining council meeting, according to the source, was Patel a speaker? (1 x 1) (1)

3.4.3 Explain the usefulness of this source to a historian studying the DTI's role in South Africa's clothing and textile sector. (2 x 2) (4)

3.5. Compare Sources 3C and 3D. Explain how the evidence in Source 3C supports the information in Source 3D regarding the impact of trade liberalisation on South Africa. (2 x 2) (4)

3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how trade liberalisation contributed to job losses in South Africa's clothing and textile industry in the 1990s. (8)

[50]

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SECTION B: ESSAY QUESTIONS

Answer at least ONE question, but not more than TWO questions, in this section.

Your essay should be about THREE pages long.

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

Explain to what extent the Black Consciousness Movement initiated by Steve Biko played a crucial role in encouraging blacks to challenge the apartheid government in South Africa during the 1960s and 1970s.

Use relevant historical evidence to support your line of argument. **[50]**

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

The road to democracy was filled with challenges that nearly halted negotiations. However, the strong leadership and commitment demonstrated by both the National Party government and the African National Congress during the negotiation process beginning in 1990 played a crucial role in facilitating the first democratic elections in 1994.

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

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

Gorbachev's groundbreaking reforms in the Soviet Union in the 1980s had a negative impact on the Soviet Union, but also led to political changes in South Africa that influenced FW de Klerk to implement reforms in the 1990s.

Critically discuss this statement. Use relevant evidence to support your line of argument. **[50]**

TOTAL: 150

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GRADE 12

SEPTEMBER 2025

HISTORY P2 ADDENDUM

This addendum consists of 14 pages.

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QUESTION 1: HOW DID THE END CONSCRIPTION CAMPAIGN (ECC) CHALLENGE THE APARTHEID GOVERNMENT IN THE 1980s?

SOURCE 1A

The source below explains the reasons for establishing the End Conscription Campaign (ECC) in 1983. It was written by Padraig O'Malley an Irish International Professor in 1991.

The End Conscription Campaign was established in 1983 after Black Sash decided in July of that year to establish an organisation for conscientious (diligent) objectors. The main aim of the ECC was the broadening of the rights of conscientious (honourable) objectors and the creation of a system of alternative military service without the element of punishment. According to the South African law, all white men over 18 must complete military service either in Defence Force or in the police. The ECC was formed as a coalition, spearheaded (led) by the existing Conscientious Objectors Support Groups, consisting of human rights, religious, student and women's organisations opposed to conscription and militarisation and committed to working for just peace in our land.

The ECC's opposition to conscription is based on the fundamental (basic) belief that no person can be forced against their will to take up arms and to take life. Because of the increasing involvement of the South Africa Defence Force (SADF) in operations against South African resistance organisations within and outside the country and in defending and upholding (maintaining) the apartheid system in the mid-eighties, a growing number of young men began to rebel against national service. Most of them fled from South Africa to avoid military service, while a minority were jailed after refusing to undergo military training. The ECC grew so rapidly that by the end of 1985, it had more than 4 000 members in seven branches. The organisation's growth area was English-speaking universities and English-medium high schools. Attempts to organise on Afrikaans campuses were met with strong, opposition from the authorities.

[From https://omalley.nelsonmandela.org>index. php>. Accessed on 15 January 2025.]

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SOURCE 1B

This source deals with the campaigns that the ECC embarked on to challenge the apartheid government in 1985.

The ECC carried out many campaigns within the white community to raise awareness and protest against the military actions of the South African Defence Force. One of its first campaigns was the 'No War in Namibia' Campaign, which was a protest against the SADF's occupation of Namibia. In 1985, the ECC held a 'Stop the Call-up Peace Festival' where hundreds of activists spent three days in workshops, seminars and in a range of cultural events.

The ECC used unusual tactics to draw in support and raise awareness. They held rock concerts, fairs and anti-war poster exhibitions and produced stickers, T-shirts and pamphlets to distribute to a wide range of people. This gave rise to a popular anti-war culture. It also intensified resistance to conscription.

The 'Troops Out of the Townships' Campaign in 1985 was a response to the mobilisation of thousands of troops to occupy and police the townships. The campaign was centred around a number of conscientious objectors who went on a fast. Thousands of people from all walks of life visited the objectors and went on a 24-hour solidarity fast. The campaign united people of all races and showed that the ECC was a growing organisation that held a place in South African oppositional politics.

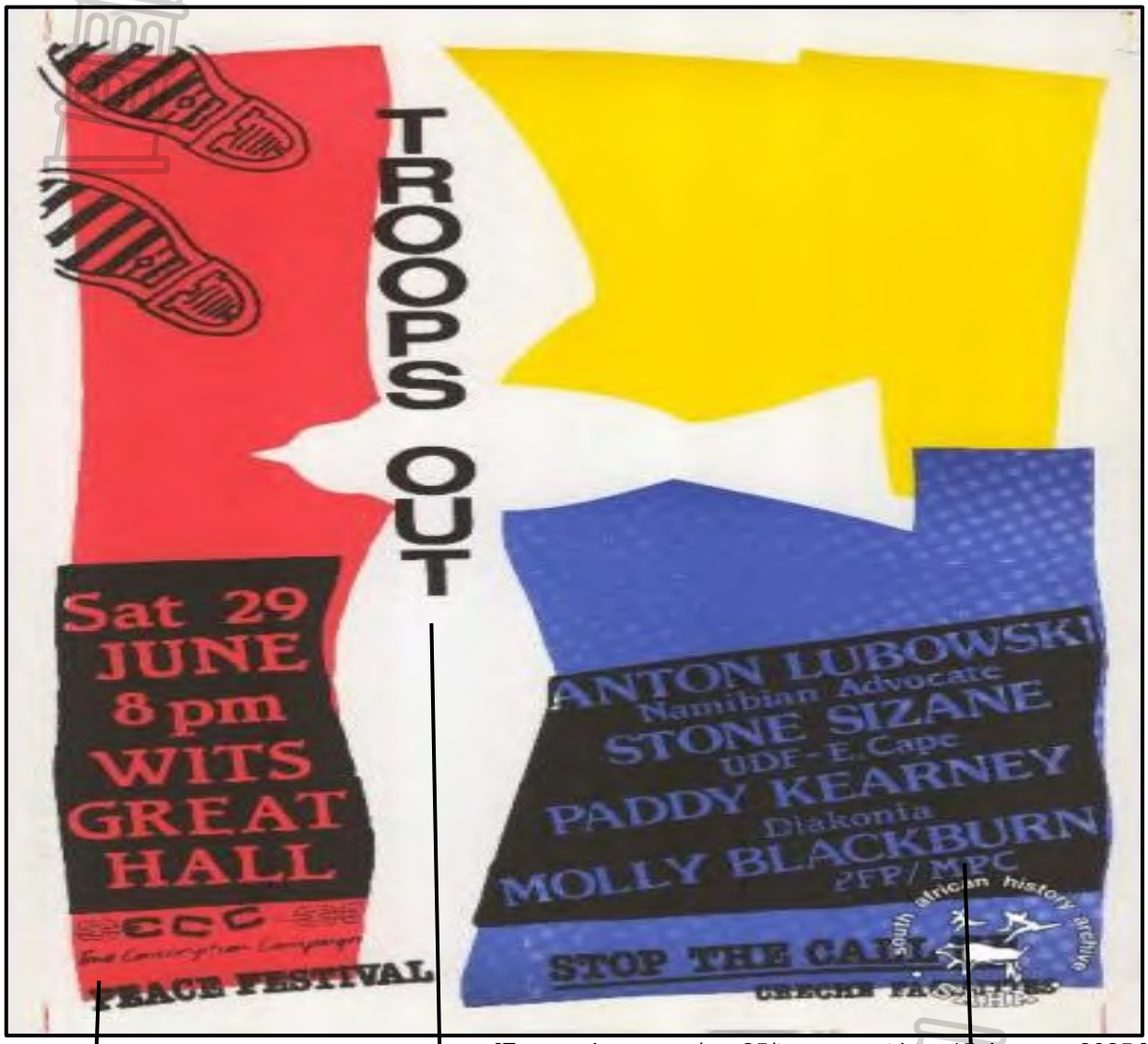
[From https://www.saha.org.za/youth/the_fight_against_conscription.htm. Accessed on 15 January 2025.]

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SOURCE 1C

The poster below was created by ECC in 1985 for a peace festival at Witwatersrand University in Johannesburg. It reads 'TROOPS OUT'.



[From saha.org.za/ecc25/troops_out.htm 15 January 2025.]

TROOPS OUT

Sat 29 JUNE 8 pm WITS GREAT HALL

PEACE FESTIVAL

ANTON LUBOWSKI (Namibian Advocate)

STONE SIZANE (UDF-E CAPE)

PADDY KEARNEY (Diakonia)

MOLLY BLACKBURN (PFP /MPC)

STOP THE CALL UP

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SOURCE 1D

The source below is an extract taken from the 2013 MA Thesis written by David Jones at the University of Fort Hare. The title is '*Objecting to Apartheid: The history of the End Conscription Campaign'* and it focusses on the government's reaction towards the ECC.

In 1985, President Botha announced a National State of Emergency. Media coverage of 'unrest incidents' and security force actions, or publication of any 'subversive' (revolutionary) statements was prohibited and the period allowed for detention without trial was extended to 180 days. Along with hundreds of black activists, 46 ECC members were detained. Twelve were still in detention 2 months later. Meetings, publications, and activities of the organisation were banned. It was declared illegal to make any public statement against conscription. Ordinary members were subjected to increased surveillance, systematic harassment, intimidation, and arrest. Disinformation, death threats, obscene and threatening phone calls, physical assaults, break-ins, and even fire-bombings against members of the organisation became commonplace. Activists' vehicles were tampered with, tyres were slashed (13 such cases were reported). False charges were laid against members, drugs were planted.

Three petrol bombs were thrown at the home of ECC member, Anne McKay in Berea, Johannesburg. ECC activist Dominique Souchon was detained and issued a deportation order to Mauritius, even though he had only lived there for the first 18 months of his life and had been living in South Africa for 25 years. Janet Cherry was arrested in Cape Town after five weeks in hiding. She was to spend over a year in detention.

[From *Objecting to Apartheid: The History of the End Conscription Campaign* by D. Jones]

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QUESTION 2: DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCEED IN HELPING THE VICTIMS OF POLITICAL CRIMES TO FIND CLOSURE?

SOURCE 2A

The extract below outlines the reasons for the formation of the Truth and Reconciliation Commission (TRC) in 1995.

A key figure in the formulation of the law that established the commission (TRC) was then Minister of Justice, Dullah Omar. There was much public anxiety about the prospect of an anti-Afrikaner witch-hunt. He allayed (eased) these fears:

I wish to stress that the objective is not to conduct a witch-hunt or to haul (drag) violators of human rights before court to face charges. It is … to enable South Africans to come to terms with their past on a morally acceptable basis and to advance the cause of reconciliation.

Nor would the claims of abuses against the ANC be 'glossed over or swept under the carpet'. Omar constantly emphasised the need to provide a forum for victims to speak the truth as they experienced it, and for perpetrators to reveal the truth as they knew it.

The TRC came into being early in 1996, under the joint leadership of Archbishop Desmond Tutu and former cleric and liberal politician, Alex Boraine. Other commissioners spanned (covered) the racial and political spectrum.

Its task was to examine human rights abuses on all sides between 1960 and 1994, hear testimony from victims and perpetrators and, where there was full disclosure and political motivation was clearly present, grant perpetrators amnesty from prosecution or civil action. The objectives of the TRC were to encourage truth-telling and healing.

[From *Every Step of the Way: The Journey to Freedom in South Africa*, commissioned by the Ministry of Education, 2004]

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SOURCE 2B

The newspaper article below focuses on how Rick Turner was killed. It appeared in the *Sunday Tribune* on 7 January 2018 and was titled 'Who Killed Dr Rick Turner?'

It is 8 January 1978 after midnight and university academic and political activist, Rick Turner, hears a noise outside his home in 32 Dalton Road, in the Durban suburb of Bellair. Dressed in short pyjamas, he walks from his bedroom to investigate. A shot rings out and Turner collapses to the floor. His killing takes place just short of four months after the murder of another political activist, the Black Consciousness leader, Bantu Stephen Biko, by the South African security police.

Forty years later, Turner's killer is still walking free if he's still alive. But the consensus (agreement) is that this assassination was planned and executed by the apartheid regime's security force. In the decades after Turner's assassination, a sad story unfolds of the attitude of South Africans to the murder of those who paid the ultimate price in the struggle for a free and democratic country, for example, Biko, Neil Aggett, Matthew Goniwe, Sparrow Mkhonto, and Ashley Kriel.

Jann Turner (Rick's daughter) said her search, which began in 1989, was motivated by investigative journalist Jacques Pauw's exposé (disclosure) on the security police's death squad headquarters at Vlakplaas. In 2015, new hope emerged that Turner's killer would at last be identified with the release of the Section 29 hearings, testimony of the Truth and Reconciliation Commission previously unreleased.

But it did not identify a killer. There were plenty of pointers. Among those called to testify by the TRC was Chris Earle, a then murder and robbery captain, his commanding officer Major Christoffel Gert Groenewald, and Martin Dolinschek, a Bureau of State Security (BOSS) operative …

[From https://www.iol.co.za/sunday-tribune/news/who-killed-dr-rick-turner-12638345
Accessed on 22 February 2025.]

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SOURCE 2C

The source below is a transcript of the evidence that Jann Turner gave at the TRC hearings regarding the assassination of her father, Rick Turner. It was held in Durban on 24 October 1996 and was chaired by Dr Alex Boraine.

CHAIRMAN: Again, when you are ready, take your time. We will listen. Thank you.

JANN TURNER: My name is Jann Turner. Thank you very much for hearing from us today. I am going to talk a little bit about the night my father was killed, and then about my attempts to find his killer in the years since then.

It seems to me more than strange that the Durban Murder and Robbery Unit, a unit with an excellent record of solving crimes, has never come up with even a strong lead, let alone a murderer. It was rare for the killer of a white person in a white neighbourhood in 1978 not to be apprehended (arrested). Even more unusual, when the victim was under surveillance, as we know my father had been almost constantly for at least five years.

Whoever killed my father did so with extreme professionalism, efficiency and had the best assistance in covering up their tracks. It seems to me that the only people capable of acting in such a way were the members of the Bureau of State Security (BOSS) or security police. It is important to note that my dad's assassination wasn't isolated. We have heard that just weeks before he was killed, shots were fired at Fatima Meer's house. Fatima had a lucky escape.

As ex-policemen, Dirk Coetzee, and Martin Dolinschek have explained to me, people like my father were not even accorded the dignity of being human, they were communist, terrorist scum (filth). They were literally sitting ducks …

Up to now all investigations have led us to the wall of silence surrounding BOSS and the security police. The Truth and Reconciliation Commission offers the first hope and probably the last that my father's assassination will be given a full official investigation. I want to know who killed my father and why. I don't expect you to come up with the killer, but I do expect you to try and investigate his murder … During the week after my father was killed, Leon Mellet, a crime reporter then on one of the Durban newspapers, and now a brigadier, penned several stories suggesting that my father was killed by the ANC …

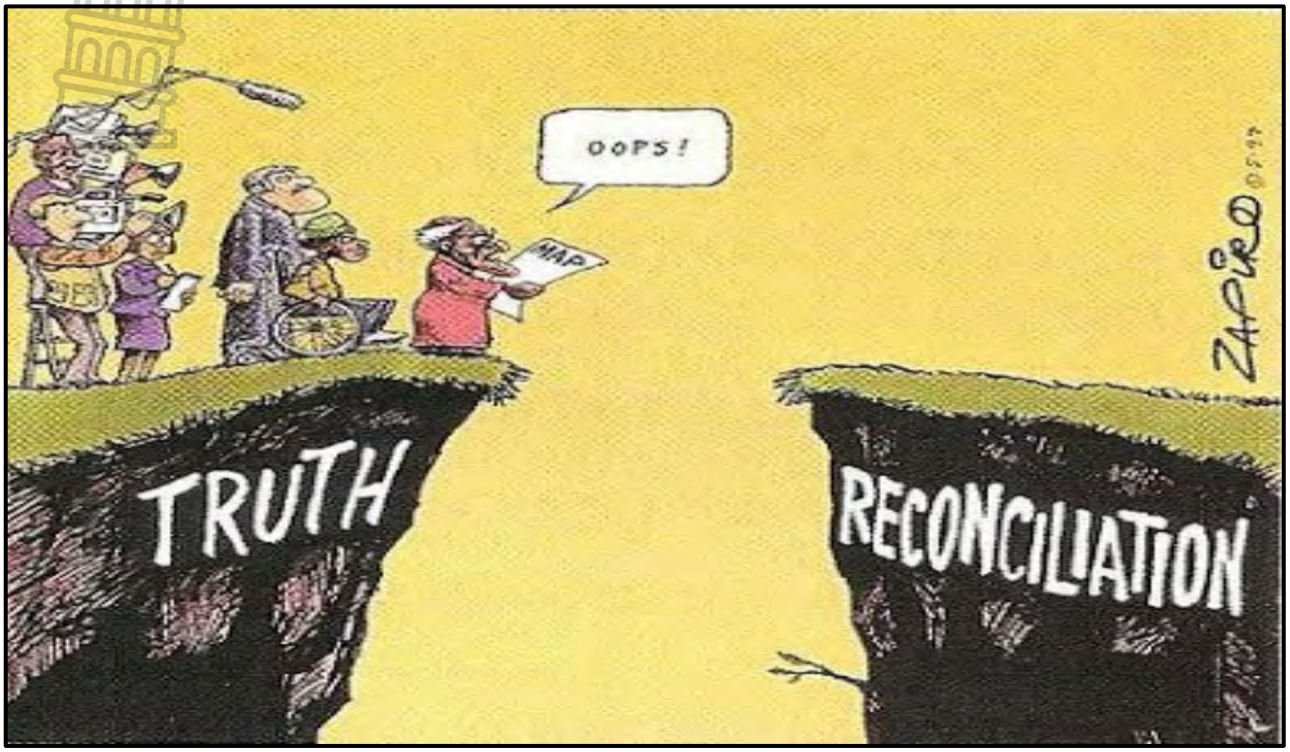
[From http://sabctrc.saha.org.za/tvseries/episode9/section3.htm. Accessed on 12 February 2025.]

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SOURCE 2D

This is a cartoon by Zapiro in May 1997 on the 'Truth and Reconciliation Commission' of South Africa. On the left, the head of the TRC, Archbishop Desmond Tutu, is wondering about the growing gap between the words "Truth and Reconciliation".



[From https://www.researchgate.net/figure/Cartoon-on-the-Truth-and-Reconciliation-Commission-of-South-Africa-On-the-left-the_fig3_256092868. Accessed on 12 February 2025.]

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QUESTION 3: HOW DID TRADE LIBERALISATION CONTRIBUTE TO JOB LOSSES IN SOUTH AFRICA'S CLOTHING AND TEXTILE INDUSTRY IN THE 1990s?

SOURCE 3A

The extract below focuses on the impact of trade liberalisation on South Africa's clothing and textile industries in the 1990s.

In the early 1990s there was considerable debate over what South Africa's external tariff policy should be. South Africa, after years of isolation due to its apartheid policies, was to be reinstated as a member of the international community and participate in international trade. In 1994, South Africa was signatory to the Marrakech General Agreement on Tariffs and Trade (GATT) and World Trade Organisation (WTO) Agreement. In terms of its Marrakech agreements, South Africa agreed to embark upon a massive liberalisation of tariffs on most agricultural and manufactured goods, including those of the clothing and textile sectors.

Soon after signing the Marrakech Agreement, the South African government, anxious to put pressure on its local industries to become even more internationally competitive, reduced the duties on clothing. Its tariff liberalisation programme, which set new most favoured-nation (MFN) duty rates, saw domestic clothing and textile tariffs fall to levels significantly below its 1994 WTO commitments.

Inefficiency and corruption in South Africa's customs administration intensified the impact of tariff liberalisation. Large quantities of clothing, mainly from China, India and Pakistan entered the country without any duties being levied (imposed) at all, or without the relevant 'rules of origin' being adhered to.

[From *A Case Study of the Clothing Industry in South Africa* by Mark Bennett]

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SOURCE 3B

The article below focuses on the impact that trade liberalisation had on Hammarsdale's economy. Hammarsdale is located in the Mpumalanga township in KwaZulu-Natal. The title of the article is '*Death of a Town'* which was written by P Harper. It appeared on the NEWS24 website on 5 February 2014.

Located towards Durban's western boundary, Hammarsdale was the home of KwaZulu-Natal's textile industry from the 1950s, with the Mpumalanga township having been set up by the apartheid government to house workers brought in to work in the factories. But, from the late 1980s, the inflow of cheap textiles from countries such as China and the movement of employers to areas with lower labour costs began to eat away at Hammarsdale's economy. Massive employers, such as the textile giant the Frame Group, pulled out of the town, shedding (loosing) thousands of jobs.

Mthetheleli Mjilo, a local landscaping contractor and a leader of the Hammarsdale Business Forum, grew up in the area and saw it during its heyday (glory days). 'When I grew up here, there were jobs in the textile industry. In 1994, when Nigeria played in the Soccer World Cup, my older brother was working in the factory here that made their shirts. This place had jobs,' he says. Mjilo adds that the level of prosperity in the area has gradually declined …

In 2005 Mjilo noted that 'the area cannot take much more of this'. He stated that, 'The textile industry went first. For every job that is lost, you can say another six people are going to bed with nothing to eat. That's another 7 000 people going hungry in this area. We have a very big problem here. This is the last kick of a dying horse for Hammarsdale. We already have thousands of young people who are finishing school and who cannot get jobs locally.'

[From https://www.news24.com/South Africa/News/death-of-atown-20170204. Accessed on 5 February 2025.]

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SOURCE 3C

The poster below was produced by the Congress of South African Trade Unions (COSATU) in 2015. It was in response to the thousands of workers who had lost their jobs as a result of the closure of clothing and textile factories in KwaZulu-Natal and Cape Town.



[From http://www.industrial-union.org/a-turnaround-for-south-africas-tectle-industry. Accessed on 5 February 2025.]

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SOURCE 3D

The article below outlines how the South African government helped to stabilise the local clothing and textile industry. It was written by N Magwaza and appeared on the *Independent Online* news website on 10 March 2016.

Johannesburg: The South African clothing and textile industry had regained its strength and if supported, it would be able to compete with global manufacturers with respect to price, quality and availability according to Economic Development Minister, Ebrahim Patel.

Patel was speaking at the annual bargaining council meeting of the Southern African Clothing and Textile Workers Union (SACTWU) in Durban on Thursday. 'We are not there yet, but we have achieved a lot in saving jobs and creating jobs in this industry,' Patel said.

The industry had suffered job losses between 2002 and 2012 as a result of cheap imports, poor training and a lack of investment by companies, among other factors.

Patel said that the sector had benefited from about R4 billion spent either in the form of loans or incentives (motivation). The production incentives fall under the Clothing and Textile Competitiveness Improvement Programme, which helps companies improve competitiveness and pay for capital upgrading. Through the Department of Trade and Industry (DTI), the government had approved the R2,2 billion production incentive fund for the clothing, textile, footwear and leather sector, which Patel said had saved 63 000 jobs and created 8 000 additional jobs.

The KwaZulu-Natal Clothing and Textile Cluster has also benefited from the government's intervention. Johann Baard, the executive director of Apparel Manufacturers (a South African company), said his observations were that the industry had improved over the past 18 months. 'Since the sector received support from the government four years ago, we have witnessed the creation of 8 000 additional jobs and the expansion of clothing industries.'

[From https://www.iol.co.za/business-report/economy/hope-returns-to-clothing-textiles-sector1658543 Accessed on 5 February 2025.]

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ACKNOWLEDGEMENTS

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NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2025

HISTORY P2
MARKING GUIDELINE

MARKS: 150

This marking guideline consists of 26 pages.

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1. SOURCE-BASED QUESTIONS

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

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

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

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

1.3 Assessment procedures for source-based questions

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

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Paragraph question

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

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

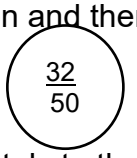
_____ . _____ . _____

_____ . _____ . _____

√√√√ Level 2

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the right-hand bottom margin e.g.



- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

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

2.2 Marking of essay questions

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

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2.3 **Global assessment of the essay**

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

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

2.4 **Assessment procedures of the essay**

2.4.1 Keep the synopsis in mind when assessing the essay.

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

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

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

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2.4.4 The following symbol MUST be used when assessing as essay:

- Introduction, main aspects and conclusion not properly contextualised ^
- Wrong statement _____
- Irrelevant statement |
- Repetition R
- Analysis A √
- Interpretation I √
- Line of argument LOA

2.5 **The matrix**

2.5.1 Use of the matrix in the marking of essays.

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

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

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	} 30 – 33
P	LEVEL 5	

COMMENT

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

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MARKING MATRIX FOR ESSAY – TOTAL: 50

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

***Guidelines for allocating a mark for Level 1:**

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

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SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID THE END CONSCRIPTION CAMPAIGN (ECC) CHALLENGE THE APARTHEID GOVERNMENT IN THE 1980S?

1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- 'Black Sash' (1 x 2) (2)

1.1.2 *[Definition of a historical concept from Source 1A – L1]*
- Compulsory enrolment for service in a country's armed forces
- Compulsory military service for white men in South Africa in the 1980s
- Any other relevant response (any 1 x 2) (2)

1.1.3 *[Extraction of evidence from Source 1A – L1]*
- 'The broadening of the rights of conscientious (honourable) objectors'
- 'The creation of a system of alternative military service without the element of punishment' (2 x 1) (2)

1.1.4. *[Interpretation of evidence from Source 1A – L2]*
- They believed that apartheid was cruel
- They believed that apartheid was violating human rights of most of the South Africans
- They believed in peace
- Any other relevant response (any 2 x 2) (4)

1.1.5 *[Interpretation of evidence from Source 1A – L2]*
- They wanted to protect white supremacy
- They supported the South African government's policy of apartheid
- Any other relevant response (any 1 x 2) (2)

1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- 'No war in Namibia' (1 x 1) (1)

1.2.2 *[Extraction of evidence from Source 1B – L1]*
- 'They held rock concerts'
- 'They held fairs'
- 'They held anti-war poster exhibitions'
- 'They produced stickers, T-shirts and pamphlets to distribute to a wide range of people'. (any 2 x 1) (2)

1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- To show that everybody, regardless of their backgrounds, supported the ECC
- To show solidarity with ECC
- To show that people were united in the fight against conscription
- Any other relevant response (any 2 x 2) (4)

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1.3 1.3.1 *[Interpretation of evidence from Source 1C – L2]*

- To invite people to be part of the festival
- To notify people of the date, time, and venue for the festival
- To make people aware of the speakers in the festival
- To show them that they are against conscription
- Any other relevant response (any 2 x 2) (4)

1.3.2 *[Evaluate the usefulness of the evidence from Source 1C – L3]*

This source is useful because:

- It is a poster that the ECC produced in 1985
- It shows that different organisations supported the ECC
- The date on the source corresponds with the time when the ECC was fighting against the apartheid government
- Any other relevant response (any 2 x 2) (4)

1.3.3 *[Extraction of evidence from Sources 1C – L1]*

- 'Troops out'
- 'Stop the call out' (2 x 1) (2)

1.4 1.4.1 *[Extraction of evidence from Sources 1D – L1]*

- 'Media coverage of unrest incidents'
- 'Media coverage of security force actions'
- 'Publication of any subversive(revolutionary) statements' (3 x 1) (3)

1.4.2 *[Explanation of a historical concept from Source 1D – L2]*

- It is to give the police and military more power than they normally have in suppressing protests and marches
- It is a situation in which a government is empowered to be able to put through policies that it would typically not be permitted to do
- People could be arrested without going to court and without reason for not going to military training
- Any other relevant response (any 1 x 2) (2)

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

They wanted to:

- Scare people from joining ECC
- Prevent the ECC from gaining popularity
- Any other relevant response (any 1 x 2) (2)

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

- It was a violation of his human rights
- He had permanent South African citizenship
- As a citizen, he had the right to protest against the unjust conscription system
- He never violated the terms of his visa
- Any other relevant response (any 1 x 2) (2)

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

- Source 1B states that the ECC protested against the apartheid government's involvement in the Namibian War and Source 1C shows the ECC having a peace festival demanding 'Stop the call up' and 'Troops Out'
- Source 1B indicates that the 'Troops Out of the Townships' campaign was held by the ECC and in Source 1C in the poster shows one of the demands of the ECC was 'Troops Out'
- Any other relevant response (2 x 2) (4)

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

Candidates could include the following aspects in their response

- The End Conscription Campaign was established in 1983 after Black Sash decided to establish an organisation for conscientious objectors (Source 1A)
- Since 1967 all white males had to serve in the military for one year (own knowledge)
- The ECC was against the wars on the South African borders and using the military to maintain order in the townships as they did not want to kill fellow South Africans (Source 1A and own knowledge)
- The ECC was opposed to conscription and militarisation (Source 1A)
- There was a growing number of young men who began to rebel against national service (Source 1A)
- The ECC believed that no person could be forced against their will to take up arms and to take life (Source 1A)
- The ECC embarked on campaigns like 'No war in Namibia' and 'Troops Out of the Township' to challenge the apartheid government (Source 1B)
- The ECC also used unusual tactics to raise awareness like concerts, posters (Source 1B and Source 1C)
- The ECC embarked on many campaigns against military conscription (Source 1B)
- The ECC produced posters to discourage young white men from doing their military service (Source 1C)
- On 24 August 1993, the Minister of Defence, Kobie Coetzee, announced the end of conscription (own knowledge)
- Any other relevant response

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Use the following rubric to allocate a mark:

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

(8)
[50]

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QUESTION 2: DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCEED IN HELPING THE VICTIMS OF POLITICAL CRIMES TO FIND CLOSURE?

2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- 'Minister of Justice, Dullar Omar' (1 x 1) (1)

2.1.2 *[Definition of historical concept from Source 2A – L1]*
- A group of people entrusted by the government to perform a certain task
- A group of people entrusted to investigate a matter that is of national interest
- Any other relevant response (any 1 x 2) (2)

2.1.3 *[Extraction of evidence from Source 2A – L1]*
- 'To enable South Africans to come to terms with their past on a morally acceptable basis'
- 'To advance the cause of reconciliation' (2 x 1) (2)

2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- All human rights violations committed by the ANC will also be investigated
- Human rights violations by the ANC will also be treated the same as those of the NP
- Any other relevant response (any 1 x 2) (2)

2.1.5 *[Extraction of evidence from Source 2A – L1]*
- 'Archbishop Desmond Tutu '
- 'Alex Boraine' (2 x 1) (2)

2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- 'A university academic'
- 'Political activist' (2 x 1) (2)

2.2.2 *[Interpretation of evidence Source 2B – L2]*
- The TRC report never identified the killer
- No one applied for amnesty as the killer of Rick Turner
- Nobody came forward to reveal the truth about the killing of Rick Turner
- Nobody took responsibility for his death
- Any other relevant response (any 2 x 2) (4)

2.2.3 *[Extraction of evidence from Source 2B – L1]*
- 'Biko'
- 'Neil Aggett'
- 'Matthew Goniwe'
- 'Sparrow Mkhonto'
- 'Ashley Kriel' (any 3 x 1) (3)

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

- The TRC failed to get information regarding the death of Rick Turner
- The killer of Rick Turner did not appear before the TRC and apply for amnesty
- The security police succeeded in hiding their involvement in the murder of Rick Turner
- Any other relevant response (any 2 x 2) (4)

2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*

- 'A unit with an excellent record of solving crimes has never come up with even a strong lead, let alone a murderer'
- 'It was rare for the killer of a white person in a white neighbourhood in 1987 not to be apprehended '
- 'Even more unusual, when the victim was under surveillance'

(any 1 x 2) (2)

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

- The involvement of the BOSS and security police was a secret
- Nobody came to reveal the truth to the TRC about the death of Rick Turner
- The people in power blocked those who wanted to reveal the truth about the involvement of the BOSS and the security police
- Any other relevant response (any 1 x 2) (2)

2.3.3 *[Determine the reliability of evidence from Source 2C – L3]*

The source is RELIABLE because:

- This is a primary source, a transcript from Jann Turner the daughter of Rick Turner
- The date of the hearing (24 October 1996) corresponds with the dates when TRC hearings were taking place
- It highlights the fact that the security police never revealed the truth of being involved in the murder of political activists, collaborating with Source 2B
- Any other relevant response (any 2 x 2) (4)

2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*

- To show the failures of the TRC regarding cases like Rick Turner
- To show that the TRC did not get the whole truth about what happened to victims' families
- The information given to the TRC had gaps as shown by the rift
- Despite the TRC being the light to unearth the past atrocities, it failed
- Any other relevant response (any 2 x 2) (4)

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2.4.2 *[Interpretation of evidence from Source 2D – L2]*

- There was missing information in the evidence that the TRC received
- Not everybody came to the TRC to tell the whole truth, hence the rift in the name Truth and Reconciliation Commission
- The TRC had flaws as some information was kept a secret by the security police
- The TRC encountered challenges whereby reconciliation was not easy as some truths were not exposed
- Some victims were not willing to forgive their perpetrators
- Not everyone found closure at the TRC hearings
- Any other relevant response (any 1 x 2) (2)

2.4.3 *[Definition of historical concept from Source 2D – L2]*

- To bring friendly relations between the victim and the perpetrator
- Unity between a perpetrator and the victim
- Any other relevant response (any 1 x 2) (2)

2.5 *[Comparison of evidence from Sources 2B and 2C to ascertain their similarities – L3]*

- Source 2C indicates that the murderers of Rick Turner were never found, and Source 2D shows that the TRC did not always succeed in revealing the truth about atrocities
- Source 2C indicates that Jann Turner did not find closure at the TRC and Source 2D shows that the TRC was not always successful in giving victims the truth they needed for closure (indicated by the rift between the Truth and Reconciliation)
- Source 2C indicates that Jann Turner, the victim, appeared before the TRC to seek truth/justice about her father's murderers, and Source 2D shows victims of atrocities were given a platform at the TRC to tell the truth of their experiences of suffering
- Any other relevant response (any 2 x 2) (4)

2.6 *[Interpretation, evaluation, and synthesis of evidence from sources – L3]*
Candidates must take a stance and explain whether the TRC helped families of victims to find closure.

Candidates could include the following aspects in their response
HELPED VICTIMS TO FIND CLOSURE

- TRC was to reconcile both perpetrators and victims (Source 2A)
- Many families had a chance to come forward and give their side of the story (own knowledge)
- Truth telling and healing were the two objectives of the TRC (Source 2A)
- New hope emerged that Turner's killers would be identified (Source 2B)
- Jann Turner gave testimony about the murder of her father (Source 2C)
- The TRC provided a platform to Jann Turner to seek the truth on the murder of her father (Source 2C)
- The TRC tried to help victims of political crimes to find closure (Source 2C)

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- Some families were able to get the truth about the death of their beloved ones (own knowledge)
- The victims were able to find the remains and give their families proper burials (own knowledge)
- The TRC was established to find the truth about atrocities (Source 1D)
- Any other relevant response

DID NOT HELP VICTIMS TO FIND CLOSURE

- No one has been held accountable for the murder of Rick Turner (Source 2B)
- The killer of Rick Turner was never identified (Source 2B)
- The TRC did not have a right to subpoena people to come to the TRC to give victims information on the whereabouts of their loved ones for them to heal (own knowledge)
- Some families were unable to get the truth about the death of their loved ones (Source 2C)
- There was a wall of silence from the security police on the murder of Rick Turner (Source 2C)
- The TRC failed to get new information on the killing of Rick Turner (Source 2C)
- Jann Turner did not find closure as the truth was not revealed (Source 2C)
- The TRC failed to bring reconciliation to victims as some of the political crimes were not exposed (Source 2D)
- Any other relevant response

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Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding in explaining whether the Truth and Reconciliation (TRC) succeeded in helping the victims of political crimes to find closure.** • Uses evidence partially to report on topic or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows an understanding in explaining whether the Truth and Reconciliation (TRC) succeeded in helping the victims of political crimes to find closure.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding in explaining whether the Truth and Reconciliation (TRC) succeeded in helping the victims of political crimes to find closure.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

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QUESTION 3: HOW DID TRADE LIBERALISATION CONTRIBUTE TO JOB LOSSES IN SOUTH AFRICA'S CLOTHING AND TEXTILE INDUSTRY IN THE 1990s?

3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*
- 'Marrakech General Agreement on Tariffs and Trade'
- 'World Trade Organisation Agreement' (2 x 1) (2)

3.1.2 *[Definition of a historical concept from Source 3A – L2]*
- The removal of restrictions on trade in the clothing and textile industries
- Minimising the government's restrictions and regulations in an economy
- Any other relevant response (any 1 x 2) (2)

3.1.3 *[Interpretation of evidence from Source 3A – L2]*
- Local production has declined because of the Marrakech Agreement
- Many clothing manufacturers were slow to face the new competitive environment
- Many companies face financial difficulties, which led to the closure of businesses
- Any other relevant response (any 2 x 2) (4)

3.1.4 *[Extraction of evidence from Source 3A – L1)*
- 'Inefficiency'
- 'Corruption' (2 x 1) (2)

3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- 'Hammarsdale' (1 x 2) (2)

3.2.2 *[Extraction of evidence from Source 3B – L1]*
- 'They began to eat away at Hammarsdale economy'
- 'Massive employers, such as the textile giant the Frame group, pulled out of the town'
- 'Shedding thousands of jobs' (any 2 x 1) (2)

3.2.3 *[Interpretation of evidence from Source 3B – L2]*
- Led to hardship for the community of Hammarsdale
- The arrival of cheap goods led to a high rate of unemployment
- Many people could not afford food for their families
- People go hungry in Hammarsdale
- Hammarsdale experienced economic recession
- Hammarsdale experienced economic challenges
- Any other relevant response (any 2 x 2) (4)

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3.2.4 *[Definition of a historical concept from Source 3B – L1]*
- The racial segregation policies in South Africa from 1948 to the early 1990s.
- Racial discrimination where the apartheid government ensured that white South Africans had better jobs and opportunities than black South Africans
- Any other relevant response (any 1 x 2) (2)

3.2.5 *[Interpretation of evidence from Source 3B – L2]*
- The loss of jobs by people in Hammarsdale was the last straw
- The situation in Hammarsdale was bad, and there was no way of economic recovery
- The textile industry was the only hope for Hammarsdale
- Any other relevant response (any 1 x 2) (2)

3.3 3.3.1 *[Interpretation of evidence from Source 3C – L2]*
- The poster conveys a message that clothing factories must be saved from closure
- It was produced to highlight the plight of workers in clothing and textile factories
- Any other relevant response (2 x 2) (4)

3.3.2 *[Interpretation of evidence from Source 3C – L2]*
- COSATU wanted to show that they supported workers who were losing their jobs
- COSATU was against the closure of factories
- COSATU supported local manufacturers in South Africa
- COSATU wanted intervention from the government
- Any other relevant response (any 2 x 2) (4)

3.4 3.4.1 *[Extraction of evidence from Source 3D – L1]*
- 'Price'
- 'Quality'
- 'Availability' (3 x 1) (3)

3.4.2 *[Extraction of evidence from Source 3D – L1]*
Southern African Clothing and Textile Workers Union /SACTWU (1 x 1) (1)

3.4.3 [*Determining the usefulness of Source 3C – L3]*
The source is USEFUL because:
- DTI saved a lot of jobs and created more jobs by ending retrenchments
- Through DTI, people were given incentives
- It shows the role that the South African government played in revitalising the clothing and textile sector
- Billions of rands were invested in the clothing industry by the government
- Any other relevant response (any 2 x 2) (4)

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3.5 *[Comparison of evidence from Sources 3C and 3D to ascertain how they support each other – L3]*

- Source 3C shows COSATU protesting for job losses, Source 3D refers to job losses
- Source 3C shows that there was an outcry from the union to save the clothing industries and Source 3D states that the textile industries were saved through government intervention
- Both sources are referring to saving the textile/clothing industries
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- South Africa became signatory of GATT and the WTO, which led to trade liberalisation (Source 3A)
- Tariffs of developed countries were lowered so that they could trade their goods in developing countries without government interference (Source 3A)
- South Africa started to liberalise tariffs on the import of clothing and textile products (Source 3A)
- The government did not interfere in trade (Source 3A)
- Clothes from countries like China and Pakistan entered South Africa without any payment of customs (Source 3A)
- Cheap clothing from China, India, and Pakistan started to flock the local market (Source 3A)
- The demand for South African clothing and textile products started to decline (Source 3A)
- Clothing and textile factories started to close their doors (Source 3B)
- The economy in Hammarsdale declined because of trade liberalisation (Source 3B)
- Clothing and textile factories started to close their doors and retrench workers, which negatively impacted on the community/led to poverty and hunger /people going to bed on empty stomachs (Source 3B)
- Young people could not get jobs in Hammarsdale (Source 3B)
- COSATU embarked on protests because of job losses (Source 3C)
- COSATU embarked on protests because factories in KwaZulu-Natal and Cape Town were closing down (Source 3C)
- The government had to invest a huge amount of money to help the clothing, textile, footwear, and leather sectors to recover (Source 3D)
- Any other relevant response

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Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding in explaining how trade liberalisation contributed to job losses in South Africa's clothing and textile industry in the 1990s** • Uses evidence partially to report on topic or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows an understanding in how trade liberalisation contributed to job losses in South Africa's clothing and textile industry in the 1990s.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding in explaining how trade liberalisation contributed to job losses in South Africa's clothing and textile industry in the 1990s** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

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SECTION B: ESSAY QUESTIONS

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

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

SYNOPSIS

Candidates need to indicate to what extent the Black Consciousness Movement initiated by Steve Biko played a crucial role in encouraging blacks to challenge the apartheid government in the 1960s and 1970s.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

Introduction: Candidates need to take a stance and indicate to what extent the Black Consciousness Movement initiated by Steve Biko played a crucial role in encouraging blacks to challenge the apartheid government in the 1960s and 1970s

ELABORATION

- Reason for the formation of the Black Consciousness Movement (Background)
- BC conscientise black people of the evils of apartheid
- BC instill a sense of self-worth and confidence in black South Africans
- It restored black pride
- It changed the way black South Africans saw themselves
- It empowered them to confront apartheid
- Biko urged black South Africans to assert themselves and to do things for themselves
- Eliminate the feeling of inferiority and challenge the government
- Formation of SASO (black students challenge the government)
- SASO spread BC ideas across the campuses of the ethnically separated universities
- SASO promoted black unity and solidarity
- Made students more politically aware
- Encouraging students to liberate themselves from apartheid
- Biko promoted self-liberation
- He believed that association with whites made the liberation struggle ineffective and that blacks must liberate themselves
- Established self-help groups for black communities with other BC leaders
- BC ideas were published in SASO newsletters
- In 1972 the Black People's Convention was formed (blacks challenge the government)
- Aimed to liberate black people from both psychological and physical oppression
- Self-help projects were set up, e.g. Zanempilo Clinic, Ginsburg, and Zimele Trust Fund
- Led to the formation of the Black Allied Workers Union in 1972 (black workers challenge apartheid government)

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- BC influenced learners, which led to the formation of SASM
- Bantu education introduced Afrikaans as a medium of instruction in 1975 in schools
- SASO and SASM influenced students in the formation of the Soweto Students Representative Council (SSRC)
- Both black teachers and learners rejected Afrikaans as they regarded it as the language of the oppressor
- The departmental circular on Afrikaans (50/50) triggered the Soweto uprising
- On 16 June 1976, students protested peacefully against the implementation of this circular.
- Police responded by shooting at the protesters; the first victim was a13-year-old Hector Peterson.
- At first, the South African government was not concerned about the BCM and seemed in line with its policy of separate development
- BCM became stronger and posed a challenge to the state
- It became a mass movement that sought to undermine apartheid
- Biko's speeches encouraged black South Africans to reject apartheid
- BC ideas incited the workers to embark on strike action
- BCM supported disinvestment
- Banning and house arrest of Biko and other leaders
- BC leaders were banned from speaking in public
- BPC activists were detained without trial
- SASO was banned on university campuses
- Biko was arrested and interrogated
- Biko was brutally murdered by the security police in 1977
- Any other relevant response

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

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

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

SYNOPSIS

Candidates need to agree or disagree with the statement, the road to democracy was filled with challenges that nearly halted negotiation, however the strong leadership and commitment demonstrated by the National Party government and the African National Congress during the negotiation process beginning in 1990 played a crucial role in facilitating the first democratic elections in 1994. Candidates should use relevant evidence to support their line of argument.

MAIN ASPECTS

Candidates should include the following aspects in their essays:

Introduction: Candidates need to take a stance by agreeing or disagreeing with the statement that the road to democracy was filled with challenges that nearly halted negotiations. However, the strong leadership and commitment demonstrated by both the National Party government and the African National Congress during the negotiation process beginning in 1990 played a crucial role in facilitating the first democratic elections in 1994. They should provide an outline of the content they would use to support their line of argument.

ELABORATION

- FW De Klerk replaced PW Botha in 1989 and introduced reforms
- Release of Nelson Mandela on the 11 February 1990 and other banned political leaders in 1990 (leadership by De Klerk)
- Unbanning of the ANC, the PAC, the SACP and other banned parties (commitment by ANC and NP)
- Groote Schuur Minute, 2 May 1990
- Political parties committed themselves to end violence and to negotiate (commitment by the ANC and NP)
- Violence in the Vaal Triangle (challenge)
- Hand grenade attacks at the Melrose House Museum 24 May 1990 (challenge)
- Pretoria Minute in August 1990 – ANC stopped armed struggle, and NP lifted the state of emergency (commitment by ANC and NP)
- Night attack on a squatter camp in Thokoza (challenges)
- The National Peace Accord (14 September 1990) signed by 27 political parties – provided safety net for negotiations.
- CODESA 1 (20 December 1991) – 19 political parties except for CP and PAC (commitment)
- The Declaration of Intent – parties agreed to draw up a new constitution and interim government
- Whites-only referendum (commitment and leadership by De Klerk) – De Klerk tested white opinion after losing three by-elections to CP

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- Result – landslide Yes for negotiations continued
- CODESA 2 (2 May 1992) – did not last because of violence and inability of parties to agree on power-sharing
- Boipatong massacre and influence of Third Force (17 June 1992) (challenge)
- Bisho massacre (September 1992) (challenge) – ANC supporters who wanted to be part of negotiation process
- ANC called for rolling mass action against the National Party
- Record of Understanding (September 1992) – Meyer and Ramaphosa committed themselves to peace and negotiations (leadership and commitment)
- Assassination of Chris Hani (10 April 1993) and its impact on the negotiations
- De Klerk asked Mandela to address the nation on TV (leadership and commitment)
- Joe Slovo's Sunset clause (leadership)
- Parties winning more than 5% of the vote will form a government of national unity to govern the new SA
- Whites could retain their jobs for 5 years
- Multi-party negotiations resumed at the World Trade Centre (commitment by political parties) but did not last
- The AWB interrupted the negotiations on 15 June 1993, when they stormed the World Trade Centre with an armoured vehicle with the hope of stopping negotiations (challenge)
- St James Church massacre (25 July 1993) (challenge)
- Heidelberg Tavern shooting (30 December 1993) (challenge)
- Shell House massacre (28 March 1994) (challenge)
- Date for the first democratic elections set (27 April 1994)
- Continued violence throughout elections
- A car bomb outside ANC head offices (challenge)
- A car bomb exploded at Jan Smuts Airport (challenge)
- Results of election: ANC 62,7%, NP 20,4% and IFP 10,5%
- Mandela became first black State President of the new democratic Republic of South Africa with Thabo Mbeki and FW de Klerk as his deputies
- Any other relevant response

Conclusion: Candidates should tie up their argument with a relevant conclusion.

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

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

SYNOPSIS

Candidates need to critically discuss how Gorbachev's groundbreaking reforms in the Soviet Union in the 1980s had a negative impact on the Soviet Union but also led to political changes in South Africa that influenced FW de Klerk to implement reforms in 1990.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates need to critically discuss how Gorbachev's groundbreaking reforms in the Soviet Union in the 1980s had a negative impact on the Soviet Union but also led to political changes in South Africa that influenced FW de Klerk to implement reforms in 1990.

ELABORATION

- Soviet Union in economic hardships (background)
- Soviet Union spend money on the Afghanistan War and Cold War
- Soviet spent money on nuclear weapons
- Gorbachev became the Secretary General of the CPSU and became the Soviet President in 1985 at the age of 54 years
- He hoped to revive the economy and its markets by introducing reforms, Perestroika and Glasnost
- Perestroika means restructuring of the economy
- Perestroika allowed small scale private ownership and removed government control over production
- Glasnost means openness
- Glasnost allowed people to criticise the government
- Glasnost led to criticism of the policy of Perestroika and Gorbachev
- Many hard-line communists were unhappy with the policies
- At home, he had two types of opponents: hardliners who were against the reforms and the liberals who criticised him for being slow in implementing changes
- The two policies did not support each other as thought but ended the entire system of the Soviet Union
- He lost support at home
- The unity of the Soviet Union was at risk, and socialism became threatened
- Many underlying differences always existed among the 15 republics
- Civil unrests broke out between various groups
- Old form of nationalism emerged
- He tried to stop the disintegration by proposing the establishment of a Federation of States – which failed
- In 1990, several Soviet states including Russa under Gorbachev's bitter rival, Boris Yeltsin, declared independence

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- On 25 December 1991, the USSR was dissolved, the Communist Party disbanded
- Each of the 15 republics became independent and became members of the Commonwealth of Independent states
- This led to the end of communism and the end of the Cold War
- The Soviet Union could no longer be regarded as a superpower
- Communism was no longer a 'global threat'
- Collapse of the Berlin Wall in 1989 signaled the end of the Cold War
- Both parties had no choice but to start negotiations
- The defeat of the SADF during the Battle of Cuito Cuanavalle in 1988 spurred the NP to start negotiations with communists over the independence of South West Africa
- South Africa withdrew from South West Africa. SWAPO won the elections and renamed Namibia
- The USA and its allies could no longer continue to support the apartheid
- The West now put pressure on the NP to negotiate with the ANC or face continued sanctions as South Africa was of no use
- The collapse of the Soviet Union put pressure on both the National Party and the ANC to negotiate
- It became evident that the National Party government could not maintain white supremacy indefinitely
- Influential National Party members started to realise that if apartheid continued, the development of the 'white' economy would suffer
- The government started to believe that reform was needed to include the development of a strong black middle class that would act as a 'bulwark against revolution'
- The South African government could no longer use the threat of communism to gain Western support
- South Africa could no longer rely on Western backing for its 'anti-communist 'stance.
- World politics changed, and this had an impact on South Africa's apartheid policies
- The apartheid regime could no longer use communism to justify its policy of racial segregation
- The National Party's claim that it was protecting South Africa from a communist onslaught became unrealistic
- De Klerk thought that the ANC would be weak and showed his willingness to negotiate with the ANC
- The Soviet Union could no longer support the ANC financially as it was bankrupt
- The Soviet Union would not support the ANC with weapons anymore as it favoured peaceful negotiations
- The ANC was unable to continue the armed struggle against the NP without Soviet military and financial support
- The ANC now also showed willingness to negotiate with the NP as an alternative to the armed struggle

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- FW de Klerk started to accept that the black struggle against apartheid was not a conspiracy directed from Moscow
- This enabled De Klerk to engage with the liberation organisations to find a lasting solution for South Africa
- On 2 February 1990, De Klerk announced the unbanning of all anti-apartheid, and this paved the way for multi-party talks
- These talks ultimately led to democratic elections that were held in 1994
- Any other relevant response

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

TOTAL: 150

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