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HISTORY

GRADE 12

TERM 3: 2025

STANDARDISED TEST 2

TIME:2 HOURS **MARKS: 100**

(This paper consists of 15 pages including the cover page)

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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 THE CRISIS OF APARTHEID IN THE 1980s

   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 A NEW WORLD ORDER, 1989 TO THE PRESENT

   SECTION B: **ESSAY QUESTIONS**

   QUESTION 3: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA THE CRISIS OF APARTHEID

   QUESTION 4: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST:

   QUESTION 5: THE END OF THE COLD WAR AND A NEW WORLD ORDER, 1989 TO THE PRESENT

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 TWO questions as follows:

   ONE must be a source-based question and ONE must be an essay question.

5. You are advised to spend ONE hour per question.
6. When answering questions, you should apply 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 in this SECTION. Source material that is required to answer these questions can be found in the ADDENDUM.

QUESTION 1: HOW DID THE CONGRESS OF SOUTH AFRICAN STUDENTS (COSAS) RESIST APARTHEID IN THE 1980s?

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

1.1 Read Source 1A.

1.1.1 What, according to the source, did COSAS devote itself to? (2 x 1) (2)

1.1.2 Name TWO statements of beliefs that COSAS adopted. (2 x 1) (2)

1.1.3 Using the information in the source and your own knowledge explain why COSAS adopted the theme, 'Student-worker Action.' (1 x 2) (2)

1.1.4 Comment on why you think the information in the source is useful when researching the reasons for the formation of COSAS. (2 x 2) (4)

1.2 Refer to Source 1B.

1.2.1 What type of resistance tactics, according to the source, were staged under the banner of COSAS? (2 x 1) (2)

1.2.2 What do you think were the school-based issues that led to the school boycotts? (2 x 2) (4)

1.2.3 Define the concept of *boycott* in your own words. (1 x 2) (2)

1.2.4 Comment on what COSAS meant by the slogan, 'Liberation before Education.' (2 x 2) (4)

1.3 Use Source 1C.

1.3.1 What messages are conveyed in the poster regarding the reasons for the demands made by COSAS? (2 x 2) (4)

1.3.2 Name TWO speakers at this conference as indicated on the poster. (2 x 1) (2)

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1.4 Compare Source 1B and Source 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding the role played by COSAS in resisting apartheid. (2 x 2) (4)

1.5 Consult Source 1D.

1.5.1 Why, according to the source, was Mogale arrested? (1 x 2) (2)

1.5.2 Name TWO consequences that the state repression had on students. (2 x 1) (2)

1.5.3 Comment on what the COSAS speaker implied with the following statement: 'We will prove in action that Bantu education is evil. We will revolt against it until it has been utterly scrapped, dumped on the junk-bin of history, and buried once and for all.' (2 x 2) (4)

1.5.4 Define the concept *State of Emergency* in the context of the government's reaction to the student revolts. (1 x 2) (2)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how COSAS resisted apartheid in the 1980s. (8)

[50]

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QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE CASE OF CRADOCK FOUR?

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

2.1 Refer to Source 2A.

2.1.1 Why, according to the source, was the Truth and Reconciliation Commission (TRC) established? (1 x 2) (2)

2.1.2 Identify TWO subcommittees of the TRC in the source. (2 x 1) (2)

2.1.3 Define the concept *amnesty* in your own words. (1 x 2) (2)

2.1.4 Why, do you think, the anti-apartheid activists were against the granting of amnesty to the perpetrators? (2 x 2) (4)

2.2 Consult Source 2B.



2.2.1 Identify FOUR members of the Cradock Four in the source that were killed by the Security Branch. (4x1) (4)

2.2.2 How, according to the source were the Cradock Four killed? (1x2) (2)

2.2.3 Using the evidence in the source and your own knowledge, explain why the Cradock Four were killed. (2x2) (4)

2.2.4 Comment on the *usefulness* of this source to a historian researching on the Cradock Four murder and the TRC. (2x2)(4)

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2.3 Study Source 2C.

2.3.1 Why, according to the source, the families of victims and survivors of apartheid-era crimes sued the South African government. (1 x 2)(2)

2.3.2 What is implied by the statement, 'critics had long suspected a secret agreement between the ANC and the former white minority government' pertaining to the challenges faced by the TRC? (1 x 2)(2)

2.3.3 Comment on why the families of victims and survivors of apartheid South Africa wanted the S.A government to investigate and prosecute perpetrators of gross human rights violation. (1x2) (2)

2.4 Consult Source 2D



2.4.1 Comment on the message conveyed in the photograph regarding the granting of amnesty to perpetrators of gross human rights in South Africa (2x2) (4)

2.4.2 Why, do you think, the protestors thought that the perpetrators did not disclose the full truth? (2 x 2) (4)

2.5 Refer to Source 2C and Source 2D. Explain how the information in Source 2C and the evidence in Source 2D support each other regarding the amnesty process. (2 x 2) (4)

2.6 Using the information from relevant sources and your own knowledge, explain how the Truth and Reconciliation Commission dealt with the case of Cradock Four. (8)

[50]

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QUESTION 3: WHAT IMPACT DOES GLOBALIZATION HAVE ON THE DEVELOPING COUNTRIES?

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

3.1 Refer to Source 3A.

3.1.1 According to the source, what does the term *globalisation* mean? (1 x 2) (2)

3.1.2 Quote from the source, TWO aspects that encourage and promote modern globalization. (2 x 1) (2)

3.1.3 What is the implication of the statement, 'Globalization is a complex process characterized by the integration of economies, societies, and cultures across the globe'? (1 x 2) (2)

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3.2 Read Source 3B.

3.2.1 Quote THREE concepts, from the source, which may spread through cultural globalisation. (3 x 1) (3)

3.2.2 Using the information in the source and your own knowledge, comment on the statement, '...the disadvantage of cultural globalization is that there may develop one world culture (an Americanized world)' in the context of the dominance of the western economies (2 x 2) (4)

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3.2.3 Comment on why you think that globalisation has accelerated up over the last century. (1 x 2) (2)

3.2.4 Why do you think globalisation create an imbalanced society? (1 x 2) (2)

3.2.5 Comment on why you think globalisation causes cultural conflicts? (1 x 2) (2)

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3.3 Use Source 3C.

3.3.1 What message does the cartoonist wish to convey regarding the impact of globalisation? (1 x 2)(2)

3.3.2 Comment on the significance of the words in the cartoon, 'THIS IS NOT WHAT I EXPECTED WHEN THEY SAID GLOBALISATION!' pertaining to the attitude of the developing countries towards globalisation. (1 x 2)(2)

3.4 Consult Source 3D.

3.4.1 Explain the term *developing countries* in the context of globalisation. (1 x 2)(2)

3.4.2 Name FOUR factors, in the source, that have contributed to the shrinking of domestic markets in the developing countries. (4 x 1)(4)

3.4.3 Why, do you think, the possibility of countries engaging in overseas trade, 'undermines local industry'? (1 x 2)(2)

3.4.4 According to the source, what are the THREE possible negative results of structural adjustment policies? (3 x 1)(3)

3.4.5 Comment on the *reliability* of this source to a historian researching the impact of multinational corporations on poor or developing countries. (2 x 2) (4)

3.5 Refer to Sources 3C and 3D. Explain how the evidence in Source 3C supports the information in Source 3D regarding the effects of globalisation. (2 x 2)(4)

3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words), explaining the impact of globalization on the developing countries.

(8)

[50]

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SECTION B: ESSAY QUESTIONS

Answer at least ONE question from this section.
Your essay should be at least THREE pages long.

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

Explain to what extent the Black Consciousness Movement (BCM) instilled self-pride and self-belief in blacks to challenge the apartheid system in South Africa from the 1960s to the 1970s.

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Substantiate your line of argument by using relevant evidence. **[50]**

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

The political will and determination of leaders from various political parties during negotiation process led to a democratic South Africa in 1994.

Critically discuss this statement. Use relevant historical evidence to support your line of argument.

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[50]

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

Reforms introduced by Mikhail Gorbachev in the Soviet Union led to its disintegration in 1991 and political transformation in South Africa.

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

TOTAL MARKS: 100

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ADDENDUM

QUESTION 1: HOW DID THE CONGRESS OF SOUTH AFRICAN STUDENTS (COSAS) RESIST APARTHEID IN THE 1980s?

SOURCE 1A

The source below focuses on the aims of the Congress of South African Students (COSAS) establishment at a conference held from 30 June to 1 July at Wilgespruit, near Roodepoort in 1979.

The Congress of South African Students (COSAS) devoted itself to informing its members about the history and struggle of the 'oppressed'. Ephrahim Mogale, the organisation's first president, played a leading role in this respect. COSAS also devoted itself to the principles of non-racism and democracy.

The organisation's principle aims were the conscientising of students and the wider community to the repressive nature of education in South Africa, and to participate in the drawing up of an educational charter for a future, non-racial democratic education system. In order to show their commitment to education and to popularise their message COSAS launched the Education Charter campaign. The charter endorsed the education principles in the Freedom Charter. Its view was that a democratic education system could only be achieved in a democratic society based on the will of all the people. It recognised that Bantu Education was aimed at controlling and indoctrinating the youth and that this could only be changed by transforming the country's entire political system. Although it was primarily education-focused, COSAS identified the relationship between educational and social transformation in its statement of beliefs:

- Students must be organised through democratically elected SRCs
- Students must serve the community …
- The duty of the students was to lend support to trade unions and community organisations

In 1982, COSAS adopted the theme 'Student-worker Action'
and promoted the formation of youth congresses to serve the interests of young workers and unemployed youth. This facilitated cooperation between school students, young workers and the unemployed youth.

[From https://www.sahistory.org.za/article/congress-south-african-students-cosas. Accessed on 6 July 2025]

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SOURCE 1B

The source below explains the activities COSAS embarked on to oppose the unjust system of apartheid in the 1980s.

In its early years, COSAS focused on educational issues, but with its alliance with the UDF, by the end of 1984, its students were making demands around educational as well as political issues. Throughout the 1980s, under the banner of COSAS students have staged a variety of resistance tactics like boycotts, strikes, negotiates and laid down demands.

COSAS which focused on the crisis in education in schools, aimed to fight against Bantu Education and to normalise relations between pupils, teachers and parents, which had significantly broken down since the school boycotts in the late 1970s. The boycotts began in coloured schools in the Western Cape but rapidly spread throughout the country, because of school-based issues. By 1985, school boycotts had rendered schools unworkable and ungovernable and saw the collapse of the Black Local Authorities in the townships. Their slogan 'Liberation before education' resulted in chaos across the country which resulted in the National Education Crisis Committee (NECC) being formed in 1986. There were also protests in the rural areas between 1985 and 1986. Mass meetings became a regular feature of the boycotts. COSAS also campaigned for democratically elected SRCs.

Numerous other protests and boycotts were launched by COSAS. An anti-Republic Day campaign, centring around the slogan 'Forward to a People's Republic,' was organised in 1981. A national boycott of Wilson Rowntree and Fattis and Monis products was called in sympathy with the treatment of workers at these factories. However, it was events in the Vaal region that transformed student protests and made them part of a major political struggle. To oppose rent and service costs increases a stay-away in the Vaal was supported by more than 20 000 students and residents. School issues were now linked to the broader political struggle against apartheid and capitalism.

[From https:/karibu.org.za/from – Soweto-to-democracy/htm. Accessed on 7 July 2025]

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SOURCE 1C

This is a poster that was created by COSAS members in 1985 at the Screen Training Project in Johannesburg in preparation for a mass meeting. This poster consists of the face of the late Bongani Khumalo, a student who was killed in 1984. COSAS placed his face on the upper right-hand of this poster to support their struggle against apartheid education.



[From https://www.saha.org.za/imagesofdefiance/forward with democratic srcs down with apartheid education.htm. Accessed on 7 July 2025.]

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SOURCE 1D

The source below explains how the government tried to crush the activities of COSAS, and how students responded to these measures. The extract was taken from a dissertation *Student organisation and Political resistance: An analysis of the Congress of South African Students, 1979–1985* by T. Matona, February 1992.

COSAS had not been in existence for a year before the entire corps of national leaders and many members were arrested. Mogale was accused of promoting the aims of the ANC and SACP and was imprisoned on Robben Island.

Throughout 1985, the boycotts widely disrupted the normal functioning of township schools. A national mass movement of students led by COSAS also spearheaded a national political struggle which developed into a crisis. In this context, the state intensified its attempt at suppression. This left many students, including COSAS members, dead, injured or detained. Although the government prohibited class boycotts, hundreds of schools throughout the country remained empty.

Resistance and repression in schools followed a general pattern of police action and detentions on peaceful boycotts. This spurred the boycotts, with the demands for the release of fellow students. Further police action escalated the conflict and funerals and commemorations of those who died became important sites of resistance. The funeral of a 15-year-old student who was killed when police clashed with pupils boycotting classes as they were demanding, among other things the removal of the age-limit law and the right to form Student Representative Councils (SRC), was attended by more than 10 000 students. The COSAS speaker at the funeral said: "We will prove in action that Bantu Education is evil. We will revolt against it until it has been utterly scrapped, dumped on the junk bin of history and buried once and for all."

Eventually, COSAS was banned in mid-1985 as the State of Emergency was declared by the South African government. While the COSAS organisation was affected, student mobilisation had become too powerful to be contained.

[From *Student organisation and Political resistance: An analysis of the Congress of South African Students, 1979–1985* by T. Matona]

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QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE CASE OF CRADOCK FOUR?

SOURCE 2A

The source below focuses on the formation of the Truth and Reconciliation Commission (TRC) in 1995.

The main objective of the TRC is to establish as complete a picture as possible about gross human rights violations between March 1960 - the month of the Sharpeville massacre and subsequent beginning of the armed liberation struggle - and 10 May 1994, the date of Nelson Mandela's inauguration as first democratically elected State President of South Africa.

The Truth and Reconciliation Commission is assisted by three subcommittees: the Human Rights Violation Committee, the Amnesty Committee and the Reparation and Rehabilitation Committee.

The 1993 Interim Constitution made specific provision for an amnesty process but did not prescribe (recommend) what this would entail. Although the undertaking to indemnify (protect) perpetrators was a bitter pill to swallow, especially for those within the anti-apartheid movement, most commentators agreed that the momentum towards transition (change) would have been fundamentally undermined without it.

Amnesty was to be granted where applicants made full disclosure of all relevant facts and only for acts 'associated with a political objective committed in the course of the conflicts of the past'.

[*From Common Past, Divided Truth and Reconciliation Commission in South Africa – Public Opinion by G Theissen] Accessed 29 July 2025*

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SOURCE 2B

This source outlines how the TRC dealt with the Cradock Four case

The Cradock Four is a collective name given to Fort Calata, Matthew Goniwe, Sicelo Mhlauli, and Sparrow Mkonto. On 27 June 1985, on their way back to Cradock from Port Elizabeth, the four were arrested at a roadblock set by the Security Branch, assaulted, and murdered. In 1987, a first inquest(investigation) concluded that the Cradock Four had been killed by 'unknown persons. Therefore, no one was prosecuted(accused) for assault or murder.

A second inquest in 1993 found that the Cradock Four's deaths had been caused by the police. However, no individuals were named responsible. Again, no one was prosecuted. In 1999, six former police officers involved in the Cradock Four's arrest and murder appeared before the Amnesty Committee of the Truth and Reconciliation Commission (TRC), but none of them were granted amnesty.

The families of the late Cradock Four have fought relentlessly(persistently) for the National Prosecuting Authority (NPA) and the South African Police Service (SAPS) to investigate and prosecute the perpetrators of the torture and murder of the Cradock Four activists. This ultimately culminated(ended) from the Calata, Mhlauli and Mkonto families launching an application in the Pretoria High Court in 2021 to compel the NPA and SAPS to finalize their investigations and to make a decision whether to prosecute the surviving perpetrators.

[*https:unfinishedtrc.co.za/cradock-four/* Accessed on 29 July 2025]

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SOURCE 2C

The following article written by *AFP* was published in *The South African* [a South African media platform] on *23 January 2025*. It highlights some details of the lawsuit brought by the families of victims of apartheid-era crimes against the government over failures to probe and prosecute the perpetrators.

SA anti-apartheid activists sue government over 'lack of justice'

Twenty-five families of victims and survivors of apartheid-era crimes are suing the South African government over a "gross failure" to investigate and prosecute perpetrators, said the rights group representing victims on Thursday. The suit filed on Monday at the Pretoria High Court targets. President Cyril Ramaphosa, the justice and police ministers and the heads of the public prosecutor service and national police, according to documents shared by the Foundation for Human Rights (FHR).

The Truth and Reconciliation Commission (TRC) established after the democratic breakthrough in 1994 granted hundreds of amnesties and recommended prosecutions in more than 300 cases, most of which were never pursued (followed). The victims' relatives are "seeking constitutional damages for the government's gross failure to adequately investigate and prosecute apartheid-era political crimes", FHR said in a statement.
Lukhanyo Calata, son of Fort Calata, said in a statement the families had been "denied our constitutional right to justice" because successive governments had "failed to implement the recommendations of the TRC's Amnesty Committee".

Critics had long suspected a secret agreement to avoid prosecutions between the post-apartheid leadership of the African National Congress and former white minority government.

Housing minister Thembi Nkadimeng, who was also once the justice minister, is among the applicants in the latest case. Her sister Nokuthula Simelane, killed in 1983, was believed to have been abducted (kidnapped) and tortured by security forces. The trial for Simelane's murder, first opened in 2016, has been postponed repeatedly.

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[From: *The South African, 23rd January 2025*]

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SOURCE 2D

The following poster held by a protestor highlight that some of the victims felt very strongly about the granting of amnesty to perpetrators.



[Fromttps://www.bing.com/images/search?q=no+amnesty+without+full+disclosure+trc+sources&form=HDRSC Accessed on 29 July 2025]

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QUESTION 3: WHAT IMPACT DOES GLOBALIZATION HAVE ON THE DEVELOPING COUNTRIES?

SOURCE 3A

The following article was written by Hemant More and was posted in *The International Business* on 27th June 2019.

What is globalisation?

Globalisation is the process of increased interconnectedness among countries through trade, investment, technology, and cultural exchange. While globalization has become more prominent in recent decades, its roots go back centuries. Early forms of globalization included trade routes such as the Silk Road, where goods, ideas, and cultures were exchanged between Asia, Europe, and Africa. Modern globalization, however, is characterized by unprecedented speed and scale, largely driven by technological advancements and liberal economic policies that encourage free trade and investment.

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It entails the formation of networks and initiatives aimed at breaking down social, economic and geographic barriers. Globalisation aims to create interactions between events such that those happening far away can influence those happening in another country. It has a variety of aspects and is the outcome of the combination of several strategies intended to change the world to make it more interdependent and integrated. In other words, the primary object of globalisation is to eliminate borders.

Globalization is a complex process characterized by the integration of economies, societies, and cultures across the globe. It encompasses various economic, cultural, political, and technological dimensions.

Globalisation can affect developing countries as there is an employment growth, an increase in compensation, a higher level of living, an understanding across cultures and a clear encouragement of economic growth.

[International Business, 27th June 2019]

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SOURCE 3B

The article below was written by Chris Drew and was published on 2 February 2024 on a social platform named *Helpful Professor*, with the intention of enlightening kids on cultural globalisation.

Cultural globalisation is the spread of the culture, customs, or ideas of a place or a people to the rest of the world. The cultural globalisation theory argues that a global culture leads to the homogenization of the human experience. In other words, the disadvantage of cultural globalisation is that there may develop one world culture (an Americanized world). Cultural globalisation theorists believe that globalisation has picked up pace only over the last century. This is a result of unprecedented technological changes such as the internet and cheap international travel.

There are many benefits of cultural globalisation namely: Cultural globalisation allows for the spread of positive political and social values such as democracy, creates greater opportunities for wealth creation as it allows businesses and people to move and operate across different geographies with greater ease, also allows humans living in one part of the world to learn how other people experience life ...

On the downside, cultural globalisation has disadvantages such as: While bringing people together, can also pose a threat to local cultures, languages, and traditions and replacing them with a transnational culture.

Historians also argue that cultural globalisation on one hand is bringing the world and its people together, this proximity it can also generate friction as different cultures struggle to maintain their individual identities. This can result in a conflict of values, and, occasionally, violence. Cultural globalisation can also have an adverse impact on the environment. Hence, globalisation is two-fold.... can be both beneficial and destructive.

[https://helpfulprofessor.com Accessed 10 July 2025.]

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SOURCE 3C

This cartoon was drawn by an unknown cartoonist. It highlights the effects of globalisation on the developing countries.



https://www.bing.com/images Accessed 15 July 2025.]

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SOURCE 3D

This extract by C Welch focuses on the successes and failures of the structural adjustment policies (policies designed to address the root causes of economic problems) in the developing countries.

Structural adjustment policies often succeed in achieving specific objectives, such as privatising state enterprises, reducing inflation and decreasing budget deficits. However, the gross domestic product (GDP) growth of developing countries undergoing structural adjustment is routinely limited to a few sectors, mostly raw materials extraction or goods produced with cheap labour. Thus, even when an economy driven by structural adjustment policies grows, such growth is generally environmentally weak and fails to generate major employment or increased incomes, particularly at a rate adequate to keep up with population growth and compensate for structural adjustment policies induced (caused) layoffs.

Reforms aimed at opening countries to foreign trade and investment may result in increased exports and greater access to capital, but they also flood poor and developing countries with imported luxury goods and undermine local industry, both of which serve to constrict (limit) local buying power. Those involved in these growth sectors are usually well-connected privileged and multinational companies.

Layoffs of government workers, wage constraints, higher interest rates, reduced government spending, and the shutdown of domestic industries all contribute to the shrinking of the domestic market. The weak state of the domestic market exacerbates (worsens) socio-economic conditions. Although there may be a new dynamism (growth) in certain sectors, social and economic insecurity deepens for most people in countries subjected to structural adjustment policies. The result can be increasing political instability, including anti-government protests and riots over price increases.

[From: *http://fpif.org/structural_adjustment_programs_poverty_reduction_strategy/Accessed on 15 July 2025*]

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Visual sources and other historical evidence were taken from the following:
Jeffery, A. 2009. *Peoples War: New Light on the Struggle for South Africa* (Jonathan Ball, Johannesburg)
Morris, M. 2005. *Every Step of The Way: The Journey to Freedom in South Africa* (HSRC Press, Pretoria)
Pampallis, J. 1991. *Foundations of the New South Africa* (Maskew Miller Longman, Cape Town) https://southafrica.co.za/desmond-tutu-contribution-to-dismantling-apartheid.html.
http://psimg.jstor.org/fsi/img/pdf/t0/10.5555/al.sff.document.ufbmp1001_final.pdf
https://southafrica.co.za/desmond-tutu-contribution-to-dismantling-apartheid.html
www.wwl.wits.ac.za: https://southafrica.co.za/desmond-tutu-contribution-to-dismantling

http://www.sahistory.org.za

http//www.semanticsscholar.org/paper/Common-Past%2C-Divided-Truth%3A-The-Truth-and-in-South-Theissen

News24, 26th December 2013
The South African, 23rd January 2025
South African History Archive (SAHA)
International Business, 27th June 2019
https://helpfulprofessor.com
https://www.bing.com/images
http://fpif.org/structural_adjustment_programs_poverty_reduction_strategy/

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HISTORY

GRADE 12

TERM 3 - 2025

MARKING GUIDELINE

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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 organization of relevant information from sources • Define historical concepts/terms	30% (15)
LEVEL 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyze evidence from sources	40% (20)
LEVEL 3	• Interpret and evaluate evidence from sources • Engage with sources to determine its usefulness, reliability, bias and limitations • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions	30% (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.

1.3 Assessment procedures for source-based questions

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

Paragraph question

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

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

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_____ . _____ .
_____
_____ . _____ .
_____
✓✓✓✓
Level 2

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

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

- Be able to structure their argument in a logical and coherent manner. They need to select, organize 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 center.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

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.

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2.4 Assessment procedures of the essay

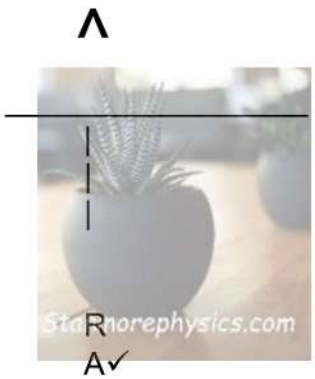
2.4.1 Keep the synopsis in mind when assessing the essay.

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/memorandum), each of the main points/aspects that is properly contextualized (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

2.4.3 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualized

- Wrong statement
- Irrelevant statement



- Repetition
- Analysis
- Interpretation

R
A✓
I✓

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 the essay 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	

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

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	} 26–27
P	LEVEL 3	



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

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

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

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SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID THE CONGRESS OF SOUTH AFRICAN STUDENTS (COSAS) RESIST APARTHEID IN THE 1980s?

1.1

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

- 'to informing its members about the history and struggle of the "oppressed".'
- 'to the principles of non-racism and democracy' (2 x 1) (2)

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

- 'Students must be organised through democratically elected SRCs'
- 'Students must serve the community …'
- 'The duty of the students was to lend support to trade union and community organisations' (Any 2 x 1) (2)

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

- Both students and workers suffered under the laws of apartheid
- Together they will launch campaigns against the apartheid regime
- COSAS could provide essential support to striking workers and the community
- Together they would become a stronger force that would lead to the demise of apartheid
- Any other relevant response (Any 1 x 2) (2)

1.1.4 *[Determine the usefulness of evidence from Source 1A – L3]*

The source is useful because:

- To fill the vacuum as other student organisations were banned
- To make students politically aware
- To resist the Bantu education system imposed by apartheid
- To organise students to play their role in resisting apartheid
- Any other relevant response (Any 2 x 2) (4)

1.2

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

- 'Boycotts'
- 'Strikes'
- 'Negotiates'
- 'Laid down demands' (Any 2 x 1) (2)

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

- Schools were poorly equipped
- Shortage of qualified teachers
- The use of corporal punishment
- Presence of police in schools
- Teachers who were politically conscious were dismissed
- Getting inferior education
- Any other relevant response (Any 2 x 2) (4)

1.2.3 *Explanation of historical concept from Source 1B – L1]*

- Deliberate refusal to buy products/goods
- Refusal to deal with a person or organisation
- Any other relevant response (Any 1 x 2) (2)

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

- Students were prepared to sacrifice their education to fight for freedom
- Students were prepared to fight for a democratic South Africa
- Free and equal education will only be obtained if the political system of South Africa is changed
- Any other relevant response (Any 2 x 2) (4)

1.3



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

- Indicates that COSAS wanted equal education opportunities
- COSAS wanted Bantu Education to end
- Speakers invited also indicates that COSAS also concentrated on political demands for a non-racial democratic South Africa
- The death of their fellow students served as a motivation not to give up the struggle against apartheid
- Any other relevant response (Any 2 x 2) (4)

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

- 'Bishop Tutu'
- 'Terror Lekota'
- 'Cedric Kekana'
- 'Alex Rapodile' (Any 2 x 1) (2)

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1.4 *[Comparison of evidence from Sources 1B and 1C – L3]*

- Source 1B indicates that COSAS aimed to fight against the Bantu Education and Source 1C shows that COSAS rejected Bantu Education
- Source 1B indicates that school issues were now linked to political demands against apartheid and Source 1C shows that speakers from different organisations were invited as speakers to its meeting
- Both sources refer to COSAS demands for democratic elected SRC's
- Any other relevant response (Any 2 x 2) (4)

1.5

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

- 'Accused of promoting the aims of the ANC and SACP' (1 x 2) (2)

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

- 'Dead'
- 'Injured'
- 'Detained' (Any 2 x 1) (2)

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

- COSAS vowed to resist Bantu Education
- It will embark on campaigns to end the Bantu Education system
- COSAS will not stop its resistance against the unfair education system until it is scrapped
- Any other relevant response (Any 2 x 2) (4)

1.5.4 *[Explanation of a concept within the context from Source 1D – L2]*

- Unarmed students were injured and killed during protests
- COSAS was banned
- COSAS members were jailed with no formal hearings
- It became illegal to propagate class boycotts
- Police and army were given more powers to arrest anyone that was seen as a threat to the state
- Any other relevant response (Any 1 x 2) (2)

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1.6 *[Interpretation, evaluation and synthesis from relevant sources – L3]*
Candidates could include the following aspects in their response:

- Congress of South African Students (COSAS) was established in June 1979 (Source 1A)
- Informing its members about the history and struggle of the oppressed (Source 1A)
- The aims of COSAS were to conscientise students and the community to the repressive nature of education in South Africa (Source 1A)
- COSAS formed alliances with the UDF and workers (Own knowledge)
- COSAS staged a variety of resistance tactics like boycotts, strikes negotiated and laid down demands (Source 1B)
- COSAS launched different campaigns to resist apartheid (Source 1B)
- It made South Africa ungovernable (Source 1B)
- COSAS embarked on school boycotts against The Bantu Education system (Source 1B and Source 1D)
- COSAS vowed not to give up the fight until the apartheid system was destroyed (Source 1B)
- COSAS supported worker and community resistance activities (Source 1B and 1C)
- Students were prepared to die and be jailed for the sake of freedom (Source 1D)
- 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 shows some understanding of how COSAS resisted apartheid in the 1980s**. • Uses evidence partially or cannot write a paragraph.	**MARKS** **0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding of how COSAS resisted apartheid 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 COSAS resisted apartheid 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: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE CASE OF CRADOCK FOUR?

2.1

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

- 'To establish as a complete picture as possible about gross human rights violations between March 1960 - the month of the Sharpeville massacre and subsequent beginning of the armed liberation struggle - and 10 May 1994'

(1x2) (2)

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

- Human Rights Violation Committee
- Amnesty Committee
- Reparation and Rehabilitation Committee (any 2x1) (2)

2.1.3 *[Explanation of historical concepts from Source 2A – L2]*

- The perpetrators granted pardon for the political crimes they committed against political activities after disclosing the truth.
- Forgiveness for political crimes that were committed during 1960 to 1994 given to perpetrators.
- Exempt from prosecution for perpetrators who would give testimony on human rights violations that would be proven politically motivated.
- **Any other relevant definition**

(1x2) (2)

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

- Anti-apartheid activists believed that granting amnesty was to avoid punishment of perpetrators who committed heinous crimes
- The amnesty process projected the image that the crimes committed were not serious
- The victims whose rights had been violated were denied justice
- Amnesty was perceived as favouring the perpetrators
- **Any other relevant response** (2x2) (4)

2.2

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

- Fort Calata
- Matthew Goniwe
- Sicelo Mhlauli
- Sparrow Mkonto (4x1) (4)

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

- 'On 27 June 1985, on their way back to Cradock from Port Elizabeth the four were arrested at a roadblock set by the Security Branch, assaulted, and murdered'. (1x2) (2)

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

- They were the anti-apartheid activists
- Fighting against / challenged apartheid government
- They were a threat to the apartheid government
- **Any other relevant response** (2x2) (4)

2.2.4 *[Determine usefulness of Source 2B – L3]*

The source is USEFUL because:

- It gives insight on how Cradock Four were arrested and murdered
- It highlights how the TRC dealt with the murder of the Cradock Four.
- It gives insight that no one was prosecuted for the killing of Cradock Four.
- It explains how the families of the Cradock did not get justice they wanted regarding their loved ones.
- It explains how the NPA and SAPS delayed the investigations and prosecution of the surviving perpetrators.
- It can be corroborated with other sources like 2C and 2D regarding the failure of TRC to bring justice to victims.
- **Any other relevant response**

(2x2) (4)

2.3

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

- … 'over a "gross failure" to investigate and prosecute perpetrators'
- 'The victims' relatives are "seeking constitutional damages for the government's gross failure to adequately investigate and prosecute apartheid-era political crimes' (any 1x2) (2)

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

- The TRC never pursued some cases of perpetrators that were recommended for prosecution
- The perception of leniency towards the perpetrators, made many South Africans suspicious of the TRC

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- South Africans were aware that some perpetrators belonging to the resistance movement as well as former white government were not implicated or prosecuted
- Some perpetrators refused to appear before the TRC.
- **Any relevant response** (1x2) (2)

2.3.3.[Interpretation of information from Source 2C-L2]

- They wanted restorative justice because their families were denied their constitutional right to justice.
- They wanted to achieve justice, truth and closure
- They wanted prevention of future human rights abuses.
- They were against institutionalised racial segregation of the apartheid government.
- **Any other relevant response**. (1x2) (2)

2.4

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

- Victims were not satisfied with the work of the TRC.
- Victims believed perpetrators were given amnesty without full disclosure.
- The poster reveals that amnesty process was controversial.
- **Any other relevant response** (2x2) (4)

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

- Victims protested the granting of amnesty to perpetrators
- The perpetrators did not reveal the names of their seniors who gave orders for the murdering of political activists
- The families thought that the perpetrators did not deserve amnesty but punishment.
- Some of the perpetrators refused to appear before the TRC
- **Any other relevant response** (2x2) (4)

2.5 *[Comparison of evidence from Source 2C and 2D – L3]*

- Both sources highlight families of victims not happy with the work of the TRC.
- Both sources highlight victims seeking for justice for their loved ones.
- Source 2C highlights the failure of TRC to adequately investigate and prosecute apartheid-era political crimes and
  Source 2D shows that perpetrators were granted amnesty without full disclosure.
- **Any other relevant response**

(any 2 x 2)(4)

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

- Anti-apartheid activists were assaulted and murdered like the Cradock Four, Fort Calata, Metthwe Goniwe, Sicelo Mhlauli and Sparrow Mkonto (2B).
- No one was prosecuted for the murder of Cradock Four. (2B)
- Some perpetrators escaped the net of the TRC as they refused to appear before the TRC (Own knowledge)
- TRC failed to bring justice to families that had lost their loved ones (2B,2C and 2D).
- Twenty-five families of victims and survivors of apartheid-era crimes sued the South African government over a "gross failure" to investigate and prosecute perpetrators(2B)
- Lukhanya Calata believed they were denied constitutional right to justice (2C).
- Victims were not happy with the work of TRC as some perpetrators were granted amnesty without full disclosure. (2D)
- The families thought that the perpetrators did not deserve amnesty but punishment.
- Families of victims believed NPA and SAPS delayed the investigations and prosecution of the surviving perpetrators (2B)
- Any other relevant response

(8)

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Use the following rubric following rubric to allocate the mark.

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows little or no understanding of how the Truth and Reconciliation Commission dealt with the murder of Cradock Four** • Uses evidence partially to report on topic or cannot report on topic	MARKS: 0-2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. **shows an understanding of how the Truth and Reconciliation Commission dealt with the murder of Cradock Four** • Uses evidence in a very basic manner	MARKS: 3-5
LEVEL 3	• Uses relevant evidence e.g. **demonstrates a thorough understanding of how the Truth and Reconciliation Commission dealt with the murder of Cradock Four** • Evidence relates well to the topic • 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: WHAT IMPACT DOES GLOBALIZATION HAVE ON THE DEVELOPING COUNTRIES?

3.1

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

- 'The process of increased interconnectedness among countries through trade, investment, technology, and cultural exchange'

(1 x 2) (2)

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

- 'Unprecedented speed and scale'
- 'Largely driven by technological advancements'
- 'Liberal economic policies'

(any 2 x 1) (2)

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

- Globalisation is not impulsive and requires necessary planning.
- Globalisation also involves countries around the world and is not limited to the precincts of a single country.
- Any other relevant response

(1 x 2) (2)

3.2

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

- 'Culture'
- 'Customs'
- 'Ideas'

(3 x 1) (3)

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

- When cultural globalisation occurs, certain countries may become so reliant on new technology and ideas of the dominant western economies.
- Cultural diversity in the world may become endangered.
- Any other relevant response

(2 x 2) (4)

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

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- New and improved technology can spread ideas far more easily now.
- Travelling to most foreign countries is now more accessible than it was in the past.
- Any other relevant response

(1X2) (2)

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

- The individuals who have the means/ money to advance in the process are at an advantage however the ones that cannot afford to enrich themselves remain dormant.
- Any other relevant response

(1 x 2) (2)

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

- When certain groups feel that their culture are being threatened by other cultures, they may become hostile.
- New ideas and values spread through globalisation may threaten traditional beliefs leading to groups becoming unstable
- Any other relevant response

(1 x 2) (2)

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3.3

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

- Poor or developing countries open to globalisation
- The ideas that came with globalisation overwhelmed these countries
- Globalisation in this case, was too much too soon (Flood)
- Any other relevant response

(1 x 2) (2)

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

- They did not realise what they had accepted until it arrived
- Countries tend to shy away from globalisation when they feel overwhelmed by it
- Any other relevant response

(1 x 2) (2)

3.4

3.4.1 *[Explanation of a concept from Source 3D – L2]*

- A country not fully developed economically to dictate terms

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on trade and other economic activities.
- Any other relevant response

(1 x 2) (2)

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

- 'Layoffs of government workers'
- 'Wage constraints'
- 'Higher interest rates'
- 'Reduced government spending'
- 'The shutdown of domestic industries'

(4X1) (4)

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

- Local industries are threatened by products from foreign Countries.
- Some imports cheaper than locally manufactured goods
- Any other relevant response

(1 x 2) (2)

3.4.4 *[Extraction of evidence from source 3D – L1]*



- 'Increasing political instability'
- 'anti-government protests'
- 'riots over price increases'

(3 x 1) (3)

3.4.5 *[Ascertaining the reliability of Source 3D –L3]*

The source is reliable because:

- It is an objective viewpoint – contains the positive and negative effects of globalisation.
- The writer wrote fairly on the problems that poor and developing countries experience through globalisation while also making mention of the positive results.
- Any other relevant response

(2 x 2) (4)

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

- Source 3C highlights the interconnectedness among countries as there is a rush for luxury goods to/ from other countries and Source 3D indicates that poor or developing countries faced an influx of luxury goods
- Source 3C shows that that globalisation creates social and economic uncertainties as people move away from globalisation and Source 3D mentions that globalisation has led to insecurity within developing

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countries
- Any other relevant response

(2x2) (4)

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

Candidates could include the following aspects in their response:

- Globalisation is the interconnectedness among countries (Source 3A)
- Modern globalisation occurs through technology and new economic policies (Source 3A)
- Globalization spreads positive political and social values such as democracy (Source 3B)
- Globalisation can lead to cultures becoming threatened as they become replaced with a transnational culture (Source 3B)
- Creates a distinction between the rich and poor (Source 3B)
- It helps in creating more wealth in developed countries (Source 3B)
- Poor and developing countries feel overwhelmed by globalisation (Source 3C)
- New goods, technology, ideas flood their countries (Source 3C)
- Access to foreign trade results in increased exports (Source 3D)
- The implementation of SAP result in a government layoffs and restriction on wages (Source 3D)
- Increased food prices may lead to socio-economic insecurity and protests over food prices (Source 3D)
- Globalisation has resulted in increased international trade (own knowledge)
- Operates in the interest of the richest countries which continue to dominate at the expense of the poor (own knowledge)
- Globalisation creates resource depletion, climate change and pollution (own knowledge)
- Access to foreign goods threatens local industries (own knowledge)
- Any other relevant response

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Use the following rubric to allocate a mark

LEVEL 1	• Uses evidence in an elementary manner e.g., shows little or no understanding of the impact of globalization on poor and developing countries • Uses evidence partially or cannot write a paragraph.	MARKS 0 – 2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g., shows some understanding of the impact of globalization on poor and developing countries. • Uses evidence in a basic manner to write a paragraph	MARKS 3-5
LEVEL 3	• Uses relevant evidence e.g., demonstrates a thorough understanding of the impact of globalization on poor and developing countries. • Use evidence very effectively in an organised paragraph that shows an understanding of the topic	MARKS 6-8

(8)

[50]

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Cognitive level distribution

QUESTION 1:				
Question	**Level 1** Extraction/ Historical Concepts	**Level 2** Interpretation Analysis	**Level 3** Justification/ Paragraph writing	
1.1				
1.1.1	(2x1) (2)			
1.1.2	(2x1) (2)			
1.1.3		(1x2) (2)		
1.1.4			(2x2) (4)	
1.2				
1.2.1	(2x1) (2)			
1.2.2		(2x2) (4)		
1.2.3	(1x2) (2)			
1.2.4		(2x2) (4)		
1.3.				
1.3.1		(2x2) (4)		
1.3.2	(2x1) (2)			
1.4			(2x2) (4)	
1.5				
1.5.1	(1x2) (2)			
1.5.2	(1x2) (2)			
1.5.3		(2x2) (4)		
1.5.4		(1x2) (2)		
1.6			(8)	
TOTAL MARKS	**14**	**20**	**16**	**[50]**

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QUESTION 2

	Level 1 Extraction/ Historical Concepts	**Level 2** Interpretation Analysis	**Level 3** Evaluate evidence/ Usefulness/ reliability /justification/ limitations/compare /contrast
2.1			
2.1.1	(1x2) (2)		
2.1.2	(2x1) (2)		
2.1.3	(1x2) (2)		
2.1.4		(2x2) (4)	
2.2			
2.2.1	(4x1) (4)		
2.2.2	(1x2) (2)		
2.2.3.		(2x2) (4)	
2.2.4.			(2x2) (4)
2.3			
2.3.1.	(1x2) (2)		
2.3.2		(1x2) (2)	
2.3.3		(1x2) (2)	
2.4			
2.4.1		(2x2) (4)	
2.4.2		(2x2) (4)	
2.5			(2x2) (4)
2.6			(1x8) (8)
Total	**14**	**20**	**16**

PERCENTAGE:	**28%**	**40%**	**32%**

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QUESTION 3: What impact does globalization have on the developing Countries?			
Question	**Level 1** Extraction/ Historical Concepts	**Level 2** Interpretation Analysis	**Level 3** Justification/ Paragraph writing
3.1			
3.1.1	(1x2) (2)		
3.1.2	(2x1) (2)		
3.1.3		(1X2) (2)	
3.2			
3.2.1	(3x1) (3)		
3.2.2		(2x2) (4)	
3.2.3		(1x2) (2)	
3.2.4		(1x2) (2)	
3.2.5		(1x2) (2)	
3.3			
3.3.1		(1x2) (2)	
3.3.2		(1x2) (2)	
3.4			
3.4.1		(1x2) (2)	
3.4.2	(4x1) (4)		
3.4.3		(1x2) (2)	
3.4.4	(3x1) (3)		
3.4.5			(2x2) (4)
3.5			(2x2) (4)
3.6			(1x8) (8)
TOTAL MARKS	**14**	**20**	**16**



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

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

SYNOPSIS

Candidates need to explain whether to a greater extent or to a lesser extent the Black Consciousness Movement instilled self-pride and self-belief in blacks to challenge the apartheid system in South Africa from the 1960s to the 1970s. They need to take a stance and support their line of argument with relevant evidence.

MAIN ASPECTS

- Introduction: Candidates need to indicate whether to a greater extent or to a lesser the Black Consciousness Movement instilled self-pride and self-belief in blacks to challenge the apartheid system in South Africa from the 1960s to the 1970s.



ELABORATION

- (**Background)** Reasons for the formation of the Black Consciousness Movement (BCM)
- **B.C Philosophy,** the nature and the aims of the Black Consciousness (BC), a new renewal of the anti-apartheid struggle in the 1970s
- Ideology of Black Consciousness created black solidarity against repression
- **Political organisations,** Black Consciousness led to the growth of worker and student movements
- Breakaway from NUSAS
- Formation of SASO for tertiary institutions and embraced B.C philosophy.
- BCM led to a renewal in political awareness and sense of hope.
- Growth of trade unions like the Black Allied Workers Union and Black Parents Association heightened political activism.
- Durban strike was organized by BAWU
- **Black People's Convention** was formed by B.C influence for trade unions, churches and many community formations.
- **Black community Programs** were formed to implement B.C ideas
- Blacks were to help themselves without white assistance. for example zanempilo, Njwaxa, Ginsberg education centre, Solempilo community health centre, ithuseng community health program.
- BC ideas empowered workers with the confidence to challenge state
- BC ideas incited workers to embark on strike action

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- Biko's speeches encouraged Black South Africans to reject apartheid
- In 1974 SASO leaders organized **FRELIMO RALLIES** to celebrate the independence of Mozambique and the victory of Frelimo.
- SASO leaders were raided and arrested and this weakened BCM.
- Apartheid government viewed the BCM as a threat and a challenge to apartheid.
- BC leaders were banned, SASO leaders were also banned and charged with Terrorism Act.
- In 1975 SASO was banned on university campuses
- BC led to the formation of South African Students Movement for secondary school students. **SASM**
- The Department of Bantu education introduced a 50/50 circular which stipulated that Afrikaans must be a compulsory medium of instruction in black schools.

- SASM encouraged students to express their needs and grievances regarding education they received.
- Both teachers and students were unable to speak Afrikaans, and they resented the use of Afrikaans in black schools.
- SASO encouraged students to form **SSRC** under the leadership of Abedinigo Tsietsi Mashinini as the President.
- Soweto Uprisings on **16 June 1976** against 'Bantu Education'
- Slogans like 'Down with Afrikaans' and 'To hell with Bantu Education'
- Apartheid government responded with police firing the protests and killing of Hector Peterson a 13-year-old learner and thousands were arrested.
- On the 12 September 1977 Steve Biko was arrested and brutally killed by apartheid state agents.
- Barney Pityana was detained under terrorism act.
- Another student activist Mthuli Shezi was pushed under a moving train by a white activist.
- Abraham Timol was killed by a parcel bomb in Botwana
- Okgopotso Toro was arrested
- Mamphela Ramphele wa banished to Tzanen.
- The media such as The **World** and **Thrust** supported B.C Philosophy.
- BC had legacy on South African politics e.g. Steve Biko Centre in Ginsberg, Steve Biko Memorial lecture, Steve Biko Foundation and the formation of Azanian People's Organisation (AZAPO)
- **Any other relevant response**

- **Conclusion:** Candidates tie their argument with a relevant conclusion.

[50]

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

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

SYNOPSIS

Candidates need to critically discuss the political will and determination of leaders from various political parties during the negotiation process that led to a democratic South Africa. They need to support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

- Introduction: Candidates should take a stance by stating that the political will and determination of leaders from various political organizations during the negotiation process led to a democratic South Africa in 1994. They should use relevant historical evidence to support their line of argument.

ELABORATION

- De Klerk takes over the leadership of the National Party in 1989 (brief background)
- De Klerk delivers a ground-breaking speech in parliament, 2 February 1990
- Political and civic organisations such as the ANC and SACP were unbanned (De Klerk showed political will and determination by unbanning parties that were banned long ago)
- De Klerk's decided to release Nelson Mandela from prison on 11 February 1990, paving the way for negotiations (Political will and determination).
- The Conservative party and other Afrikaner parties were against the unbanning of political parties.
- Afrikaners regarded De Klerk as a traitor who has betrayed the struggle of the Afrikaners. They felt that he has betrayed Afrikaner nationalism.
- NP and ANC delegation led by FW De Klerk and Nelson Mandela on 2 May 1990 - Groote Schuur Minute was signed to show political will and determination of leaders from various political parties. But other parties criticized the meeting of the two parties.
- ANC agreed to suspend the armed struggle on 6 August 1990 - Pretoria Minute signed (political will and determination)
- N.P showed political will and determination by lifting the state of emergency and withdrawing troops from the townships.
- ANC showed political will and determination by suspending its armed struggle but other members including Chris Hani were against the suspension of the armed struggle.

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- The signing of the National Peace Accord was to show political will and determination of leaders from various political parties so that negotiation process do not derail.
- Nineteen (19) political parties consisting of 300 delegates met at the World Trade Centre - CODESA 1
- They showed political will and determination by signing the Declaration of Intent. However, other parties like Conservative Party, PAC and Inkatha did not sign it.
- Role of political parties in resolving incidents of violence that erupted on the Witwatersrand and Natal in Sebokeng massacre ANC members were killed because of the political will and determination of the ANC leaders to the process of negotiations. But other ANC members wanted the negotiations to be stopped because of the killing of ANC members in Sebokeng.
- Whites-only referendum. De Klerk showed political will and determination by calling a referendum to test the whites' opinions on negotiation process. CP wanted De Klerk to step down.
- The Conservative party was against De Klerk's reforms
- CODESA 2 failed to show political will and determination because leaders did not agree on power sharing and the ANC threatened with rolling mass action.
- Various political parties failed to agree on a new constitution-making body and
- Role of various political parties in the Boipatong massacre (17 June 1992) and Its consequences
- Bhisho massacre (7 September 1992) derailed the process of negotiations Among political parties
- Record of Understanding signed on 26 September 1992 between Roelf Meyer (NP) and Cyril Ramaphosa (ANC) – impact on the process of negotiations. (political will and determination)
- The assassination of Chris Hani (10 April 1993) and the role played by Nelson Mandela in calming the nation.
- De Klerk showed political will and determination by calling Nelson Mandela to come and address the Nation on national Television.
- Multiparty Negotiating Forum was established - played a significant role in the process of negotiations.
- 24 parties attended the MPNF to show their political will and determination towards negotiation.
- The Sunset Clause as proposed by Joe Slovo broke the negotiations deadlock. Joe Slove proposed a GNU to show political will and determination
- In between the negotiation process there was intensified violence in various places such as St James Massacre, Heidelberg tavern shooting, invasion of the world trade centre by the AWB, and Shellhouse massacre.
- Various political parties agreed on the date for South Africa's first democratic election – 27 April 1994.
- Even on the day of elections a car bomb exploded in Jan Smuts Airport
- ANC won 1994 elections, and Nelson Mandela became the first black South African President
- **Any other relevant response**

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- Conclusion: Candidates should tie up their argument with a relevant conclusion. Candidates should restate their stance and support it with relevant arguments.

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QUESTION 5: 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 explain whether they agree or disagree that the disintegration of the Soviet Union that was largely responsible for political transformation that occurred in South Africa after 1989. They need to take a stance and support their line of argument with relevant evidence.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- Introduction: Candidates need to indicate whether they agree or disagree that the disintegration of the Soviet Union that was largely responsible for political transformation that occurred in South Africa after 1989 and indicate how they intend answering the question.



ELABORATION

Gorbachev's rise to power.

- Gorbachev introduced Perestroika and Glasnost

- Impact of Glasnost and Perestroika on the Soviet Union.
- Reforms had very negative impact on the Soviet Union
- Reforms led to the end of communism and end of the cold war.
- Reforms led to the fall of the Berlin wall.
- People demanded an end of communism and full democracy.
- The Soviet Union was no longer regarded as a superpower.
- The Soviet Union disintegrated by the end of 1989 and was no longer regarded as a superpower Communism was no longer seen as a 'global threat'
- The fall of the Berlin Wall in 1989
- However, Reforms had positive impact on South Africa.
- South Africa could no longer use the threat of communism to generate Western support
- South Africa could no longer rely on Western backing for its 'anti–communist' stance
- World politics changed and this had an impact on South Africa's apartheid policies
- The apartheid regime could no longer use communism to justify its policy of racial segregation
- The National Party's claim that it was protecting South Africa from a communist onslaught became unrealistic

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- The National Party's claim that it was protecting the Cape sea route against communism became naïve
- The USA and its allies could no longer continue to support the apartheid regime
- The collapse of the USSR also influenced the ANC
- The USSR could no longer support the ANC financially as it was bankrupt
- The USSR would not support the ANC with weapons anymore as it favoured peaceful negotiations
- The collapse of the Soviet Union put pressure on both the National Party and the ANC to begin negotiations
- The Battle of Cuito Cuanavale spurred the National Party to start negotiations with communists over the independence of Namibia
- It became evident that the National Party government could not maintain white supremacy rule indefinitely
- Influential National Party members started to realise that apartheid was not the answer for the development of 'white' economic interests
- There was no doubt that the continued repression of black South Africans would not ensure political stability
- The government started to believe that reform needed to include the development of a strong black middle class which would act as a 'bulwark against revolution'
- The security forces and consecutive state of emergencies had not stopped township revolts
- By the late 1980s the South African economy was in a state of depression
- PW Botha suffered a stroke and was succeeded by FW de Klerk
- FW de Klerk started to accept that the black struggle against apartheid was not a conspiracy directed from Moscow
- This enabled De Klerk to engage with the liberation organisations to find a lasting solution for South Africa
- On 2 February 1990 De Klerk announced the unbanning of all anti-apartheid organisations, and this paved the way for multi–party talks
- These talks ultimately led to democratic elections that were held in 1994
- Any other relevant response

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

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