



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P2
FEBRUARY/MARCH 2011
MEMORANDUM

MARKS: 150

This memorandum consists of 29 pages.

1. SOURCE-BASED QUESTIONS

1.1 The following Learning Outcomes and Assessment Standards will be assessed in this question paper:

LEARNING OUTCOMES	ASSESSMENT STANDARDS THE ABILITY OF THE LEARNER TO:
Learning Outcome 1 (Historical enquiry)	<ol style="list-style-type: none"> 1. Formulate questions to analyse concepts for investigation within the context of what is being studied. (Not for examination purposes.) 2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purpose). 3. Interpret and evaluate information and data from sources. 4. Engage with sources of information evaluating the usefulness of the sources for the task, including stereotypes, subjectivity and gaps in the evidence available to the learners.
Learning Outcome 2 (Historical concepts)	<ol style="list-style-type: none"> 1. Analyse historical concepts as social constructs. 2. Examine and explain the dynamics of changing power relations within the societies studied. 3. Compare and contrast interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events.
Learning Outcome 3 (Knowledge construction and communication)	<ol style="list-style-type: none"> 1. Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data. 2. Synthesise information to construct an original argument using evidence to support the argument. 3. Sustain and defend a coherent and balanced argument with evidence provided and independently accessed. 4. Communicate knowledge and understanding in a variety of ways including discussion (written and oral) debate, creating a piece of historical writing using a variety of genres, research assignments, graphics, oral presentation.

1.2 The following levels of questions were used to assess source-based questions.

LEVELS OF SOURCE-BASED QUESTIONS	
LEVEL 1 (L1)	<ul style="list-style-type: none"> • Extract relevant information and data from the sources. • Organise information logically. • Explain historical concepts.
LEVEL 2 (L2)	<ul style="list-style-type: none"> • Categorise appropriate or relevant source of information provided to answer the questions raised. • Analyse the information and data gathered from a variety of sources. • Evaluate the sources of information provided to assess the appropriateness of the sources for the task.
LEVEL 3 (L3)	<ul style="list-style-type: none"> • Interpret and evaluate information and data from the sources. • Engage with sources of information evaluating the usefulness of the sources for the task taking into account stereotypes, subjectivity and gaps in the evidence available. • Analyse historical concepts as social constructs. • Examine and explain the dynamics of changing power relations within the aspects of societies studied. • Compare and contrast interpretations and perspectives of peoples' actions or events and changes to draw independent conclusions about the actions or events. • Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data.

1.3.1 The following table indicates how to assess source-based questions.

<ul style="list-style-type: none"> • 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.
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2. EXTENDED WRITING

2.1 The extended writing questions focus on one of the following levels:

LEVELS OF QUESTIONS	
<u>Level 1</u>	<ul style="list-style-type: none"> • Discuss or describe according to a given line of argument set out in the extended writing question. • Plan and construct an argument based on evidence, using the evidence to reach a conclusion.
<u>Level 2</u>	<ul style="list-style-type: none"> • Synthesise information to construct an original argument using evidence to support the argument. • Sustain and defend a coherent and balanced argument with evidence. • Write clearly and coherently in constructing the argument.

2.2 Marking of extended writing

- **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 EXTENDED WRITING MARKING GUIDELINE FOR A SPECIFIC ESSAY.**
- **WHEN ASSESSING OPEN-ENDED SOURCE-BASED QUESTIONS, LEARNERS SHOULD BE CREDITED FOR ANY OTHER RELEVANT ANSWERS.**

Global assessment of extended writing

The extended writing will be assessed holistically (globally). This approach requires the educator 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 of 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 extended writing marking 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 and
- The learner's interpretation of the question

Assessment procedures of extended writing

1. Keep the synopsis in mind when assessing extended writing.
2. During the first reading of the extended writing ticks need to be awarded for a relevant introduction (indicated by a bullet in marking guideline/ memorandum) each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline/ memorandum) and a relevant conclusion (indicated by a bullet in marking guideline/ memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

3. The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised 
- Wrong statement 
- Irrelevant statement 



- Repetition **R**
- Analysis **A√**
- Interpretation **1√**

4. The matrix

4.1 Use of analytical matrix in the marking of extended writing (refer to page 6)

In the marking of extended writing with reference to page 6 the given criteria shown in the matrix should be used. In assessing the extended writing note should be taken of 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.

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

C	LEVEL 4	

4.1.2 The second reading of extended writing will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 5	

4.1.3 Allocate an overall mark with the use of the matrix.

C	LEVEL 4	18-19
P	LEVEL 5	

4.2 Use of holistic rubric in the marking of extended writing (refer to page 7)

The given rubric which takes into account both content and presentation should be used in the marking of extended writing.

C and P	LEVEL 5	18 - 20
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Grade 12 ANALYTICAL MATRIX FOR EXTENDED WRITING: TOTAL MARKS: 30

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PRESENTATION	Very well planned and structured. Good synthesis of information. Constructed an argument	Well planned and structured. Synthesis of information. Constructed an original well - balanced, independent argument. Evidence used to defend the argument.	Well planned and structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	Shows some evidence of a planned and constructed argument. Some evidence used to support argument. Conclusion not clearly supported by evidence.	Attempts to structure the answer. Largely descriptive/ some attempt at developing an argument.	Little analysis and historical explanation. No structure in answer.
CONTENT	Well balanced argument. Sustained and defended the argument throughout.						
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	27-30	24-26					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	24-26	23	21-22				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		21-22	20	18-19			
LEVEL 4 Question recognisable in answer. Some omissions/ irrelevant content selection.			18-19	17	15-16		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				15-16	14	12-13	
LEVEL 2 Sparse content. Question inadequately addressed.					12-13	11	9-10
LEVEL 1 Question not answered. Inadequate content. Totally irrelevant.						9-10	0-8

GRADE 12 HOLISTIC RUBRIC TO ASSESS EXTENDED WRITING (SUCH AS AN ESSAY USING SOURCES, REPORT, NEWSPAPER ARTICLE, ETC.) TOTAL MARKS: 30

LEVEL	If the candidate has demonstrated all or most of the skills listed in a particular level, she/he will be awarded a mark relevant to the category.
7 Outstanding 80 – 100% 24 – 30 [Excellent]	Consistently focuses on topic – demonstrates a logical and coherent progress towards a conclusion Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Groups sources (not essential but should not merely list sources) Demonstrates a setting of sources in background understanding If appropriate, deals fully with counter-argument Refers appropriately to relevancy, bias, accuracy, limitation of sources Expresses him/herself clearly Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
6 Meritorious 70 – 79% 21 – 23 [Very Good]	Makes a good effort to focus consistently on the topic but, at times, argument loses some focus Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Good use of relevant evidence from the sources. Good attempt to consider counter-argument Good attempt to refer to relevancy, bias, accuracy, limitation of source Expression good Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
5 Substantial 60 – 69% 18 – 20 [Good]	Makes an effort to focus on the topic but argument has lapses in focus Comprehends most of the sources Uses most of the sources Selects relevant sources Expression good but with lapses Perhaps, lacking some depth of overall-focus, or does not make reference to one or more relevant sources If appropriate, makes an attempt to consider counter-argument Rather superficial or no attempt to refer to relevancy, bias, accuracy, limitation of sources Makes an attempt to take a stand (focuses on limitations, etc.) in reaching an independent conclusion
4 Moderate 50 – 59% 15 – 17 [Satisfactory]	Makes some effort to focus on the topic but argument has many lapses in focus Moderate comprehension of most of the sources Moderate use of relevant evidence from the sources Moderate attempt to consider counter-argument Moderate attempt to refer to relevancy, bias, accuracy, limitation of sources Expression is satisfactory Makes an attempt to take a stand but there are serious inconsistencies with making links with the rest of the essay Essay might have a tendency to list sources and “tag” on focus
3 Adequate 40 – 49% 12 – 14 [Fair]	Little attempt to focus on the topic Little comprehension of the sources Struggles to select relevant information from the sources No quotes – or generally irrelevant Makes little effort to consider counter-arguments Mainly characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression poor Makes a poor attempt to take a stand. (i.e. battles to reach an independent conclusion)
2 Elementary 30 – 39% 09 – 11 [Weak]	Unable to focus on the topic Unable to identify relevant sources No quotes – or generally irrelevant Makes no effort to consider counter-argument Essay characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression very poor Makes a very poor attempt to take a stand – if at all
1 Not Achieved 0 – 29% 0 – 8 [Poor]	No attempt to focus on the topic Uses no sources Completely irrelevant Copies directly from the sources Answer extremely poor

QUESTION 1: HOW WAS SOUTH AFRICA AFFECTED BY THE COLLAPSE OF THE SOVIET UNION IN 1989?

1.1

1.1.1 *[Extraction of evidence from Source 1A – L1 – LO1 (AS3)]*

- There were meetings and talks at the level of leadership representing both the ANC and the NP
- Informal engagements helped to thaw the differences between the NP and ANC

(2 x 1) (2)

1.1.2 *[Interpretation of evidence from Source 1A – L2 – LO1 (AS3)]*

- The ANC was supported by the Soviet Union while the NP was supported by Britain and the USA
- ANC was seen as having communist leanings while the NP was capitalist
- Any other relevant response

(2 x 2) (4)

1.1.3 *[Interpretation of evidence from Source 1A – L2 – LO1 (AS3); LO2 (AS2)]*

- The ANC did not expect the fall of the Berlin Wall
- The ANC did not expect the end of communism to come so soon
- Any other relevant response

(2 x 2) (4)

1.1.4 *[Explanation of historical concepts using Source 1A – L2 – LO1 (AS3,4); LO2 (AS2)]*

- De Klerk could now start the process of negotiations
- De Klerk did not have any excuses not to begin negotiations with the ANC
- To the white electorate the ANC which was seen as the surrogate of the Communists was now without support
- Any other relevant response

(any 2 x 2) (4)

1.1.5 *[Ascertain usefulness of Source 1B – L3 – LO1 (AS3,4); LO2 (AS3); LO3 (AS2)]*

- Help the historian to get an understanding of how the fall of the Berlin Wall Influenced the political situation in South Africa
- Gets information on reasons for the commencement of negotiations
- Acquires information on the realisation as to why both parties considered it necessary that negotiations were the way forward for the country
- Any other relevant response

(any 2 x 2) (4)

1.2

1.2.1 *[Interpretation of evidence from Source 1B – L2 – LO1 (AS3)]*

- Needed to consult with world leaders
- Needed to get advice on the way forward
- Needed political and economic support for the ending of apartheid rule
- Any other relevant response

(any 1 x 2) (2)

- 1.2.2 *[Interpretation of evidence from Source 1B – L2 – LO1 (AS3)]*
- De Klerk followed the cue taken by Gorbachev in respect of the policies of Glasnost and Perestroika
 - The end of communism in the Soviet Union helped De Klerk to convince members of his political party to begin the process of negotiations
 - Any other relevant response (any 2 x 2) (4)
- 1.2.3 *[Analyse and interpret evidence from Source 1B – L3 – LO1 (AS3); LO2 (AS2)]*
- Namibia gave South Africa hope because it underwent a peaceful democratic process
 - Namibia gave De Klerk strength to move forward with his plans of dismantling apartheid
 - Any other relevant response (any 1 x 3) (3)
- 1.2.4 *[Analyse and interpret evidence from Source 1B – L3 – LO1 (AS3); LO2 (AS2)]*
- They would view the political changes with scepticism
 - They would have been cautious and introspective of the impending changes
 - Any other relevant response (any 2 x 2) (4)
- 1.3
- 1.3.1 *[Interpret evidence from Sources 1A and 1B – L3 – LO1 (AS3); LO2 (AS2)]*
- De Klerk was under pressure from western powers to commence with reforms
 - Failure to reform would have resulted in economic sanctions, disinvestment, financial crisis and political unrest
 - Any other relevant response (2 x 2) (4)
- 1.3.2 *[Interpret evidence from Sources 1A and 1B – L3 – LO1 (AS3); LO2 (AS2)]*
- Both sources highlight the impact of the fall of the Berlin Wall and the subsequent need for the process of negotiations in South Africa
 - Both sources show how the ending of the Cold War prepared the way for De Klerk to begin the process of negotiations
 - Any other relevant response (2 x 2) (4)
- 1.4 *[Interpretation, analysis and synthesis of evidence from all sources – L3 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]*

Candidates may use the following points to answer the question:

- Collapse of communism
- International pressure
- Concerns for the future and the stability of the country
- Realisation that negotiations was the only way forward
- Future of SA was shared responsibility between black and white
- Any other relevant point

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none">• Uses evidence in an elementary manner, e.g. shows no or little understanding of why the ANC entered into discussions with the apartheid government• Uses evidence partially to report on topic or cannot report on topic	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none">• Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows an understanding of why the ANC entered into discussions with the apartheid government• Uses evidence in a very basic manner	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none">• Uses relevant evidence, e.g. demonstrates a thorough understanding of why the ANC entered into discussions with the apartheid government• Evidence relates well to the topic• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	Marks: 5 – 6

(6)

1.5 EXTENDED WRITING

1.5.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 & 4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 & 4)]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should explain how the collapse of the USSR in 1989 affected South Africa's political future.

MAIN ASPECTS

- Introduction: Candidates should focus on the political changes in the USSR in 1989 and how that affected South Africa's political future.

ELABORATION

- Collapse of communism in the USSR in 1989
 - USSR influence on ANC
 - USA and Britain's influence on apartheid government
 - Change of guard within the National Party
 - ANC forced to rethink its belief of revolutionary overthrow
 - De Klerk's government saw the ANC's loss of support as an opportune time to dictate change
 - New political climate and mood in South Africa
 - Release of political prisoners
 - Any other relevant point
-
- Conclusion: Candidates need to tie up the discussion by showing how the collapse of the USSR affected South Africa's political future. (30)

Use the matrix on page 6 in this document to assess this extended writing.

1.5.2 *[Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3 & 4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 & 4)]*

SYNOPSIS

The letter should include an introduction, main ideas and conclusion.

In writing the letter, candidates should make reference to the benefits of a negotiated settlement.

MAIN ASPECTS

- Introduction: Candidates should focus on how the changes in the USSR affected South Africa.

ELABORATION

The following points should be included in the letter:

- Collapse of communism in the USSR in 1989
 - Impact on both the NP and the ANC
 - Change of guard within the National Party
 - ANC forced to rethink its belief of revolutionary overthrow
 - De Klerk's government saw the ANC's loss of support as an opportune time to dictate change
 - New political climate and mood in South Africa
 - Release of political prisoners
 - A new beginning of hope dawns on South Africa
 - Any other relevant point
-
- Conclusion: Candidates should tie up their letter by explaining how the negotiated settlement benefited the country. (30)

Use the matrix on page 7 in this document to assess this extended writing.

[75]

**QUESTION 2: HOW DID THE COLLAPSE OF THE SOVIET UNION IN 1989
CONTRIBUTE TO BENIN RE-IMAGINING ITSELF AS A NATION?**

2.1

2.1.1 *[Extraction of evidence from Source 2A – L1 –LO1 (AS3)]*

- France (1 x 1) (1)

2.1.2 *[Explanation of concepts – L1 – LO2 (AS1)]*

(a) Multi-party system

- Tolerance of many parties
- System of government that allows for many parties to participate
- Any other relevant response

(b) Marxist-Leninism

- Philosophy of Marx and Lenin: a combination of communist ideology based on the theory of Marx and the practice of Lenin
- This philosophy was based on the means of production being controlled by the state
- Limited free enterprise and profiteering was outlawed
- Any other relevant response (any 2 x 2) (4)

2.1.3 *[Interpretation of evidence from Source 2A – L2 –LO1 (AS3)]*

- Major companies, banks and offices were nationalised
- Corruption became the order of the day
- Any other relevant response (any 1 x 2) (2)

2.1.4 *[Interpretation of evidence from Source 2A – L2 – LO1 (AS3)]*

- Created a multi-party democracy in Benin (1 x 2) (2)

2.1.5 *[Interpretation of evidence from Source 2A – L2 – LO1 (AS3)]*

- Benin decided to follow a democratic model of government
- Benin set a good example for the rest of the African continent to follow
- As a democratic country the USA was supportive of democratic developments in Benin
- Benin changed from communist to a democratic country
- Not a lackey of the USSR anymore (any 1 x 3) (3)

2.2

2.2.1 *[Interpretation of evidence from Source 2B – L2 – LO1 (AS3)]*

- Change of system of government necessitated a new constitution
- Wanted to open up and liberalise the political and economic system (2 x 1) (2)

2.2.2 *[Interpretation of evidence from Source 2B – L2 –LO1 (AS3);LO3 (AS 2)]*

- It enshrined the principles of clean governance and democracy (1 x 2) (2)

2.2.3 *[Interpretation of evidence from Source 2B – L3 – LO1 (AS3)]*

- The ideals of the new constitution have yet to be realised
- There was a lack of accountability and transparency
- Failure to separate the judiciary from the political system
- High levels of illiteracy
- Any other relevant response (any 2 x 2) (4)

2.2.4 *[Interpretation and analysis of evidence from Source 2B – L2 – LO1 (AS3); LO2 (AS2)]*

- Its election process was widely publicised
- A number of political parties participated
- Election process was declared as free and fair by observers
- Any other relevant response (any 1 x 3) (3)

2.3 *[Comparing evidence from Sources 2A and 2B – L3 – LO2 (AS3); LO2 (AS2); LO3 (AS2)]*

- Both sources highlight the creation of multiparty democracy
- Source 2A mentions the US State Department viewed Benin as a democratic model
- Source 2B mentions that Benin had a democratic constitution and held multiparty elections
- Any other relevant response (any 2 x 2) (4)

2.4

2.4.1 (a) *[Extraction of evidence from Source 2C – L1 – LO1 (AS3)]*

- 12% (1 x 1) (1)

(b) *[Extraction of evidence from Source 2C – L1 – LO1 (AS3)]*

- UTRD (1 x 1) (1)

2.4.2 *[Interpretation and analysis of evidence from Source 2B – L2 – LO1 (AS3); LO2 (AS2)]*

- Multiparty democracy – all people of Benin could participate in the elections
- All inclusive government
- Freedom of choice
- Tolerance of parties
- Any other relevant response (any 1 x 2) (2)

2.4.3 *[Interpretation and evaluation of evidence from Source 2C – L3 – LO1 (AS3,4); LO3 (AS2)]*

- Too many parties participated in the elections
- Unable for a party without a clear majority to form a government
- Possibility of a hung parliament and a coalition from of government
- The principles and policies of no one party can be implemented (any 2 x 2) (4)

2.4.4 [Ascertaining the usefulness of evidence from Source 2C – L3 – LO1 (AS3,4); LO2 (AS2)]

Candidates can either indicate whether the source is of Value or Not. They need to support their point of view with relevant evidence.

VALUE

- The statistics gives the percentage votes that the three biggest parties achieved in Benin's first democratic election
- Historian can use these statistics to make informed political statements about the outcome of the elections
- Gives insight into how people voted in the elections
- People exercised their freedom of choice
- Any other relevant response

OF NO VALUE

- Statistics can be manipulated and send out a wrong message
- More information is needed besides how parties performed in the election
- Any other relevant response (any 2 x 2) (4)

2.5 [Interpretation, analysis and synthesis of evidence from all sources - L3 – LO1 (AS3 & 4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 & 4)]

Candidates may use the following points to answer the question:

- Birth of democracy
- New constitution enshrined principles of freedom and liberty
- People had freedom of movement and association
- People had the right to vote for whichever party they wanted
- Benin came to be seen as the model for democracy on the continent
- Any other relevant point

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of the impact of democracy on Benin • Uses evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows an understanding of the impact of democracy on Benin • Uses evidence in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of the impact of democracy on Benin • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

(6)

2.6 EXTENDED WRITING

2.6.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

SYNOPSIS

Candidates should explain how the collapse of the Soviet Union in 1989 contributed to Benin re-imagining itself as a nation.

MAIN ASPECTS

Introduction: Candidates need to explain why Benin moved towards democracy.

ELABORATION

- Collapse of the Berlin Wall
 - Meeting of the Politburo
 - Conference convened by Kerekou in 1989
 - Country's transition to a multiparty political system
 - Benin became a model for democracy
 - Election date set
 - Transference of power from Kerekou to civilian population
 - Growth of political parties
 - Elections of 1991
 - Results of the elections
 - Any other relevant response
-
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

Use the matrix on page 6 in this document to assess this extended writing.

2.6.2 *[Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1(AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

SYNOPSIS

Candidates should write a report in which they explain how the ending of the Cold War ushered in a new era in the history of Benin.

MAIN ASPECTS

The candidate should include the following points in the response:

- Introduction: Candidates should commence with how the ending of the Cold War brought about a new era in the history of Benin.

In answering this question candidates should focus on the changes in following key areas:

ELABORATION

ECONOMIC

- Ensure good governance – create stable political climate
- Attract foreign investment
- Adhere to market principles (capitalism)
- Invite respected, renowned economic advisors to train officials
- Focus on reducing unemployment
- Diversification of the economy
- Balance between agriculture and industry
- Eliminate corruption within civil service
- Expose fraud
- Secure loans from World Bank
- Reform banking system
- Any other relevant response

POLITICAL

- Good governance and transparency
- Expose corruption in the civil service
- Respect for Rule of Law
- Uphold democratic principles – free and fair elections
- Respect and tolerance for opposition

SOCIAL

- Focus on education and health issues
- Uphold basic human rights
- Address unemployment and housing
- Raise basic living standards – more people can contribute to economy
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

Use the matrix on page 7 in this document to assess this extended writing.
[75]

QUESTION 3: WHY WAS THE ASSASSINATION OF CHRIS HANI VIEWED AS A TURNING POINT IN THE POLITICAL HISTORY OF SOUTH AFRICA?

3.1

3.1.1 *[Extraction of evidence from Source 3A – L1 – LO1 (AS3)]*

- Respected leader – lead from the front
- Courageous
- Powerful orator
- Leadership appealed to angry youth
- Any other relevant response (any 3 x 1) (3)

3.1.2 *[Extraction and interpretation of evidence from Source 3A – L2 – LO1 (AS3)]*

- Far rightwing feared and opposed transition to black majority rule
- Feared Hani's strong leadership and support he had from angry youth – eliminate powerful leaders
- Was seen as a communist by the right-wing old guard
- Attempted to destabilise the process of negotiations
- Any other relevant response (any 1 x 2) (2)

3.1.3 *[Interpretation of evidence from Source 3A – L3 – LO2 (AS2)]***Candidates can either indicate whether they agree or disagree with the statement and support their answer with relevant evidence.****AGREE**

- Hani a hero among young militant youth
- Most powerful and respected liberation leader
- Strong following among angry youth
- Any other relevant response

NOT AGREE

- Chris Hani was a communist
- Many white South Africans hated Hani because of communist leaning
- Any other relevant response (any 2 x 2) (4)

3.1.4 *[Interpretation and evaluation of evidence from Source 3A – L3 – LO1 (AS3); LO3 (AS2,3)]*

- In the midst of the crisis, Mandela's stature enhanced – could appeal to people to remain calm
- Mandela a respected leader appealed to white and black to remain calm and not destroy their joint future
- Mandela had the trust of the people, was able to calm the nation
- De Klerk representative of apartheid. People were angry – would not listen to him, was not in a position to resolve the crisis as Mandela could
- Any other relevant response (any 2 x 2) (4)

3.2

3.2.1 *[Extraction of evidence from Source 3B – L2 – LO1 (AS3); LO2 (AS2)]*

- Respect and honour Hani's sacrifice in the name of freedom and equality for all
- Stay calm and do not embark on retribution for the death of Hani
- Condemned cowardly act of the assassination, praised the bravery and commitment of a white Afrikaner woman
- Any other relevant response (any 1 x 2) (2)

3.2.2 *[Interpretation of evidence from Source 3B – L2 – LO1 (AS3);LO2 (AS2)]*

- White Afrikaner women were not looked upon as supporters of the struggle movement, yet for truth, justice and integrity she provided the information to the police
- The woman risked her life by coming forward with the truth
- Afrikaners were normally associated with the NP – opponents of the struggle
- Any other relevant response (any 2 x 2) (4)

3.3 *[Explanation and interpretation of evidence from Sources 3A and B – L2 – LO1 (AS3); LO2 (AS2)]*

- Mandela did not take sides-appealed to both white and black
- Mandela did not use hate speech – appealed for unity and calm to all South Africans
- Mandela did not meet violence with violence – did not ask for revenge
- Any other relevant response (any 2 x 2) (4)

3.4

3.4.1 *[Interpretation of evidence from Source 3C – L2 – LO1 (AS3)]*

- Commemorates Hani's death
- Contextualises the contribution that Hani made to the struggle
- Any other relevant response (any 1 x 2) (2)

3.4.2 *[Interpretation of evidence from Source 3C – L3 – LO1 (AS3)]*

- Poster serves to refresh and recall the role Hani played as a leader in SA's struggle for liberation
- Perpetuates Hani as a liberation hero in the history of the country
- Any other relevant response (2 x 2) (4)

3.4.3 *[Extraction of evidence from Source 3C – L1 – LO1 (AS3)]*

- Peace
- Freedom
- Votes for All (any 2 x 1) (2)

3.4.4 *[Interpretation of evidence from Source 3B – L2 – LO1 (AS3);LO2 (AS2)]*
(a)

- Detest
- Anger
- Frustration
- Any other relevant response

(b)

- A sense of sadness and loss
- Viewed him with honour and dignity
- Any other relevant response (2 x 2) (4)

3.5 *[Ascertaining the usefulness of evidence from Sources 3A, 3B and 3C- L3- LO1 (AS3, 4), LO2 (AS3) & LO3 (AS2 &3)]*

Candidates need to select ONE source and support their response with reasons.

They need to state why the source is USEFUL

Source 3A

- Sparks is a respected journalist
- Gives information on how Hani was killed
- Any other relevant response

Source 3B

- Nelson Mandela respected leader of the ANC
- Original words of Mandela
- Any other relevant response

Source 3C

- Poster is a primary source
- Gives information on how the death of Hani was commemorated
- Any other relevant response (any 2 x 2) (4)

3.6 *[Interpretation, analysis and synthesis of evidence from all sources L3 -LO1 (AS3); LO3 (AS2, 3 & 4)]*

Candidates may use the following points to answer the question:

- Hani was hero to the young comrades who spearheaded the black revolt
- He built a reputation of courage by leading the raids against the apartheid regime
- Chief of staff for MK
- Viewed as a living legend
- Regarded to be the most powerful speaker of all the liberation leaders
- Possessed the ability to win over the masses through his charisma and leadership
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of the role Chris Hani's played in the liberation struggle • Uses evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows a basic understanding of the role Chris Hani's played in the liberation struggle • Uses evidence in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. shows a thorough understanding of the role Chris Hani's played in the liberation struggle • Uses evidence very effectively in an organised manner that shows an understanding of the topic 	Marks: 5 – 6

(6)

3.7 EXTENDED WRITING

- 3.7.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 & 4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 & 4)]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should discuss whether the assassination of Chris Hani was a turning point in the political history of South Africa. In taking a line of argument, they need to support their answer with relevant examples.

MAIN ASPECTS

- Introduction: Candidates should indicate whether they agree or disagree with the statement and state how they intend tackling the question.

ELABORATION

If candidates agree with the statement, they need to focus on the following aspects:

- Assassination of Hani
- Local and international reaction to Hani's death
- Response of anti-apartheid organisations to Hani's death
- Nelson Mandela TV broadcast for the nation to remain calm
- Role of Roelf Meyer and Cyril Ramphosa
- Record of understanding
- Interim constitution
- Date for 1994 election set
- Any other relevant response

Conclusion: Candidates should tie up their argument based on their standpoint.

If candidates disagree with the statement, they need to focus on the following aspects:

- Besides the assassination of Hani there were other factors that contributed to South Africa's turning point, these includes the following:
- The process of negotiations (i.e. Pretoria Minute, Groote Schuur Minute)
- CODESA1 and 11
- Record of Understanding
- Increased violence (i.e. Biopotong, Bisho etc)
- The storming of the World Trade Centre
- Setting of the election date, etc
- Any other relevant point

Conclusion: Candidates should tie up their argument based on their standpoint.

(30)

Use the matrix on page 6 in this document to assess this extended writing.

3.7.2 *[Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3 & 4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 & 4)]*

Candidates should include the following aspects in their response:

SYNOPSIS

In writing the article candidates must explain how political leadership saved South Africa from the brink of violent explosion.

MAIN ASPECTS

- Introduction: Candidates need to explain how they will address the question.

ELABORATION

- Mandela's leadership qualities – called for calm and peace
- Negotiation process continues despite crisis
- De Klerk, Roelf Meyer, Cyril Ramaphosa and Joe Slovo – all committed to process of negotiations
- Compromise and settlement
- Realisation no turning back
- Any other relevant point

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

(30)

Use the matrix on page 7 in this document to assess this extended writing.

[75]

**QUESTION 4: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC)
ATTEMPT TO BRING AN END TO SOUTH AFRICA'S DIVIDED PAST?**

4.1

4.1.1 *[Extraction of evidence from Source 4A – L1 – LO1 (AS3)]*

- To bring about reconciliation by persuading people to admit to their crimes (1 x 2) (2)

4.1.2 *[Interpretation of evidence from Source 4A – L2 – LO1 (AS3)]*

- Africans who had suffered under apartheid would have wanted retribution and justice
- Africans who had suffered for so long not ready to forgive and forget the past so quickly
- Any other relevant response (any 2 x 2) (4)

4.1.3 *[Interpretation of evidence from Source 4A – L2 – LO1 (AS3)]*

- Motives for the TRC would be viewed with suspicion by some sectors
- Some people not sincere, honest and truthful
- There were positive and negative criticisms
- Any other relevant response (any 1 x 2) (2)

4.2

4.2.1 *[Interpretation of evidence from Source 4B – L1 – LO1 (AS3)]*

- They did not expect the report to be distributed to other individuals and organisations
- The report exposed them
- Any other relevant response (any 1 x 2) (2)

4.2.2 *[Comparing evidence from Source 4B – L3 – LO1 (AS3), LO2 (AS2,3)]*

- Both the ANC and De Klerk were angry
- De Klerk was implicated for human rights violation
- The ANC was implicated for war crimes (any 2 x 2) (4)

4.2.3 *[To ascertain the limitations Source 4B – L3 – LO1 (AS4), LO3 (AS2, 3)]*

- Biased source
- It only gives the reaction of de Klerk and the ANC
- Other organisations were left out
- Any other relevant response (any 2 x 2) (4)

4.3

4.3.1 *[Interpretation of evidence from Source 4C – L2 – LO1 (AS3)]*

- Despite being attacked from all centres, the TRC was able to deliver on its mandate
- The task of the TRC was very challenging, but objective achieved
- Many political parties attacked the TRC
- Tutu, a man of the cloth who chaired the TRC was not spared from attack
- Any other relevant response (any 1 x 2) (2)

4.3.2 *[Interpretation of evidence from Source 4C – L2 – LO1 (AS3)]*

- The arrows represent the political parties that were attacking the TRC
- None of the political parties seemed happy with the TRC but the work of the TRC was accomplished (1 x 2) (2)

4.3.3 *[Interpretation and evaluation of evidence from Source 4C – L3 – LO1 (AS3,4)]*

Candidates can mention either Positive or Negative and must support their point of view with relevant evidence.

NEGATIVE

- Attacked by most of the political parties

POSITIVE

- Despite the criticism the TRC was able to deliver on its mandate (1 x 2) (2)

4.4 *[Ascertaining the accuracy of evidence of Sources 4B and 4C – L2- LO1 (AS3, AS4); LO2 (AS2); LO3 (AS2)]*

- It accurately captures how political parties viewed the TRC
- Political parties vented their disappointment
- Political parties were extremely critical of the TRC since they were not spared any form of criticism
- Any other relevant point (2 x 2) (4)

4.5

4.5.1 *[Interpret and evaluate information from Source 4D – L2 – LO2 (AS2); LO2 (AS3); LO3 (AS2)]*

- The responses from the various racial groups differed
- In 1998 far less of the racial groups agreed with the statement
- Any other relevant response (2 x 2) (4)

4.5.2 *[Interpret and evaluate information from Source 4D – L3 – LO2 (AS2); LO2 (AS3); LO3 (AS2)]*

Candidates can either mention YES or NO and must support their point of view with relevant evidence.

YES

- Responses are from different racial groups
- Although the responses vary, the majority agree it did bring about Reconciliation
- Any other relevant response

NO

- Not all the people were consulted – farm workers were excluded
- Any other relevant response (1 x 3) (3)

4.5.3 *[Engage with sources to establish reliability using Source 4D – L3 – LO1 (AS3,4);LO2 (AS2,3)]*

Candidates can either mention Reliable or Not Reliable and must support their point of view with relevant evidence.

RELIABLE

- Different racial groups participated
- People from different income groups participated
- Any other relevant response

NOT RELIABLE

- Responses could have been manipulated
- Not all were consulted
- It is difficult to generalise when the sample is small
- Any other relevant response

(2 x 2) (4)

4.6 *[Interpretation, analysis and synthesis of evidence from all sources L3 -LO1 (AS3); LO3 (AS2, 3 & 4)]*

Candidates may use the following points to answer the question:

- TRC provided a forum for people to rid themselves of their bottled emotions of guilt, suffering and hatred
- Provided a structured platform for relief in the way of amnesty or financial compensation
- It achieved a remarkable and far-ranging public exposure of the human rights violations and crimes committed under the apartheid regime
- It has forced a previously reluctant population (though, of course, there is still denial at one level) to see that apartheid was morally indefensible; that it's a crime against humanity
- It has allowed ordinary people to find expression for the suffering under the regime
- It has had a completely cathartic [therapeutic or healing] function for many of the victims
- It is in this sense that some form of reconciliation has already taken place
- Desire to free themselves from the burdens of the past and look ahead to a better and brighter future
- To look ahead rather than be trapped in the past
- TRC was to change the mindset of people from division and hate to togetherness and love
- Any other relevant point

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner i.e. shows no or little understanding of the role played by the TRC in post-apartheid South Africa • Uses evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic shows some understanding of the role played by the TRC in post-apartheid South Africa • Uses evidence in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence that shows a thorough understanding of the role played by the TRC in post-apartheid South Africa • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

(6)

4.7 EXTENDED WRITING

4.7.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 & 4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 & 4)]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should discuss how the TRC attempted to bring closure to South Africa's divided past.

MAIN ASPECTS

Introduction: Candidates should discuss why the TRC was established or any other relevant introduction.

ELABORATION

- People came forth to present their cases
- In some cases there was genuine commitment to reconciliation
- In some cases there was closure
- Families were able to forgive
- Others were angry - believed that the perpetrators of gross human rights violations escaped punishment
- Amnesty was controversial
- However, when the report was presented - the belief was that it laid the foundation for reconciliation
- New constitution supported the idea of national unity based on reconciliation and the reconstruction of society
- Any other relevant point

Conclusion: Candidates should tie up their argument with a relevant conclusion.
(30)

Use the matrix on page 6 in this document to assess this extended writing.

4.7.2 *[Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3 & 4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 & 4)]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates' report should evaluate the work done by the TRC.

MAIN ASPECTS

Introduction: Candidates should make reference to the work of the TRC and the overall evaluation.

ELABORATION

Candidates should evaluate how successful the TRC was in helping the process of reconciliation, justice and forgiveness

- Workings of the TRC
 - Public confessions revealed how much violence had been carried out
 - Differences of opinion - war crimes tribunals - witch hunt
 - Mandela believed that it was essential to purge the injustices of the past so that South Africa could move forward
 - In some ways the TRC promoted reconciliation
 - Others were angry - believed that the perpetrators of gross human rights violations should not escape punishment
 - Amnesty was controversial
 - However, when the report was presented - the belief was that it laid the foundation for reconciliation, justice and forgiveness
 - New constitution supported the idea of national unity based on reconciliation and the reconstruction of society
 - Any other relevant point
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

Use the matrix on page 7 in this document to assess this extended writing.
[75]

TOTAL: 150