

MARKING GUIDELINES

EXAMINATION		NATIONAL SENIOR CERTIFICATE	
GRADE		12	
DATE		MAY/JUNE 2025	
SUBJECT		HISTORY	
PAPER		2	
MARK TOTAL		150	
DURATION (HOURS)		3	
NUMBER OF PAGES		26	



SOUTH AFRICAN COMPREHENSIVE ASSESSMENT INSTITUTE
SUID-AFRIKAANSE KOMPREENSIEWE ASSESSERINGSINSTITUUT

FINAL APPROVED MARKING GUIDELINES

DATE OF MEETING	
UMALUSI MODERATOR	
CHIEF MARKER	
INTERNAL MODERATOR	

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	<ul style="list-style-type: none"> Extract evidence from sources Selection and organisation of relevant information from sources Define historical concepts/terms 	30% (15)
LEVEL 2	<ul style="list-style-type: none"> Interpretation of evidence from sources Explain information gathered from sources Analyse evidence from sources 	40% (20)
LEVEL 3	<ul style="list-style-type: none"> Interpret and evaluate evidence from sources Engage with sources to determine their 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, and/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 (✓✓✓✓).

1.4 In marking of questions about support/similarities, the answer can be:

- It shows / It indicates / Both sources ...
- But in cases of differences between sources, the answer must be: In source A ... but in source B ...

1.5 PARAGRAPH QUESTION

Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be considered 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 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 was awarded for the paragraph as well as the level (1, 2 or 3), as indicated in the holistic rubric and a brief comment, e.g.

_____ ● _____ ● _____
 _____ ● _____ ● _____
 _____ ● _____ ● _____

✓✓✓✓

Level 2

- Used mostly relevant evidence to write a basic paragraph.

Count all the ticks for the source-based question and then write the mark in the bottom right-hand 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, organise and connect the relevant information so that they can 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 centre.
- 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, candidates 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, without scoring the component parts separately. This approach encourages the candidate to offer an individual opinion by using selected factual evidence to support an argument. The candidate will not be required to simply regurgitate ‘facts’ in order to achieve a high mark. This approach discourages candidates from preparing ‘model’ answers and reproducing them without considering the specific requirements of the question. Holistic marking of the essay credits candidates’ 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 an argument
- The appropriate selection of factual evidence to support such argument
- The candidate’s interpretation of the question

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the first 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 contextualised (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 contextualised

^

• Wrong statement	_____
• Irrelevant statement	
• Repetition	R
• Analysis	A√
• Interpretation	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 on 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	

- (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	

GLOBAL ASSESSMENT OF ESSAYS:

TOTAL MARKS: [50]

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

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

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

	Level 1	Level 2	Level 3
	Extract evidence from sources. Selection and organisation of relevant information from sources. Define historical concepts.	Interpretation. Understand source and author's opinion. Simple comparison. Explain historical concepts.	Interpret & evaluate. Engage in bias, reliability, usefulness. Compare and contrast. Interpretations.
CAPS	30%	40%	30%
1.1.1	1		
1.1.2	2		
1.1.3		2	
1.1.4		4	
1.1.5	3		
1.2.1	1		
1.2.2	2		
1.2.3		2	
1.2.4			4
1.2.5	1		
1.3.1		2	
1.3.2		2	
1.3.3	1		
1.4.1.	2		
1.4.2.	3		
1.4.3		4	
1.4.4		4	
1.5			2
1.6			8
	32%	40%	28%
2.1.1	1		
2.1.2	1		
2.1.3	2		
2.1.4		2	
2.1.5	3		
2.1.6		2	
2.2.1	2		
2.2.2	2		
2.2.3.		4	
2.2.4	2		
2.2.5			2
2.3.1		2	
2.3.2		2	
2.4			4
2.5.1	1		
2.5.2		4	
2.5.3	2		
2.5.4		4	
2.6			8
	32%	40%	28%
3.1.1		2	
3.1.2	1		
3.1.3	2		
3.1.4		4	
3.2.1	4		
3.2.2		2	
3.2.3			
3.2.4		4	
3.2.5		4	
3.3.1	3		
3.3.2		4	
3.3.3		2	
3.4			4
3.5.1	2		
3.5.2	3		
3.5.3			2
3.6.			8
	32%	40%	28%

SECTION A

QUESTION 1: HOW DID PRESIDENT PW BOTHA'S RUBICON SPEECH INTENSIFY THE OPPOSITION AGAINST THE APARTHEID GOVERNMENT IN THE 1980s?

1.1

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

- “South Africa ...” (1x1) (1)

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

- “... any system of horizontal differentiation which amounts to one nation or group in our country dominating another or others”. (1x2) (2)

1.1.3 *[Define a concept from Source 1A – Level 2]*

- White South Africans who ruled South Africa during apartheid, even if they were fewer than the blacks in numbers (Any 1x2)
- Any relevant answer (2)

1.1.4 *[Interpretation of evidence from Source 1A – Level 2]*

- South Africa's economy was not only affected negatively by the recession, but also by international sanctions which were applied because of apartheid.
- The trade union strikes, boycotts and stay-aways also affected the economy.
- The violence in the country did not attract foreign investments.
- Botha did not want to do away with apartheid. (Any 2x2)
- Any relevant answer (4)

1.1.5 *[Extraction of evidence from Source 1A – Level 2]*

- “... modernising our labour laws”.
- “... creation of a Development Bank for South Africa”.
- “as well as Corporation for the Development of Small Business Activities”
- “... co-operate in various ways through ministerial committees”. (3x1) (3)

(12)

1.2

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

- “... a clique (group) of diehard racists.” (1x1) (1)

1.2.2 *[Extraction of evidence from Source 1B – Level 1]*

- “... Botha scorned the very notion, the right of all South Africans to vote for the government of their choice.”
- “... his determination to keep Nelson Mandela and other political prisoners in jail.” (2x1) (2)

1.2.3 *[Interpretation of evidence from Source 1B – Level 2]*

- Many white people will lose their lives as the blacks has been doing so already.
- Much property will be destroyed.
- Botha will have to take the blame for these inevitable consequences.
- Any other relevant response (1x2) (2)

1.2.4 *[Determine the limitation of Source 1B – Level 3]*

- It was written from the perspective of the ANC – discrediting the National Party.
- It is biased against the National Party’s decisions, as they stated that the only solution that is accepted is by the masses of our people ...
- The language used is very militant – the armed struggle must and will be stepped up / we who are victims.
- Any relevant answer (2x2) (4)

1.2.5 *[Extraction of evidence from Source 1B – Level 1]*

- “... Nelson Mandela and other political prisoners accept conditions which they have already rejected.” (1x1) (1)
- (10)**

1.3

1.3.1 *[Interpretation of evidence from Source 1C – Level 2]*

- Botha is paid a lot of money while the workers are struggling to be paid a living wage by their employers.
- Any relevant answer (1x2) (2)

1.3.2 *[Interpretation of evidence from Source 1C – Level 2]*

- He does not care and promises to use force against the workers.
- Any relevant answer (1x2) (2)

1.3.3 *[Extraction of evidence from Source 1C – Level 1]*

- “COSATU” (1x1) (1)
- (5)**

1.4

1.4.1 *[Extraction of evidence from Source 1D – Level 1]*

- “...the prospect for peaceful change in South Africa were ‘virtually nil’ ...”
- “... the nation was ‘on the brink of a catastrophe (disaster)’” (2x1) (2)

1.4.2 *[Extraction of evidence from Source 1D – Level 1]*

- a) "... instead of offering major concessions, Mr Botha merely repeated existing policy"
 "... provoked only vague hints about the possible relaxation of some of the building blocks of apartheid". (1x1) (1)
- b) "... they were disappointed at the lack of concessions to the black majority by Mr Botha".
 "... they said he offered the possibility of negotiations as an alternative to violence". (1x1) (1)
- c) "... Mr Botha's speech included a new commitment to reform". (1x1) (1)

1.4.3 *[Interpretation of evidence from Source 1D – Level 2]*

- To punish the apartheid government for maintaining a policy that was condemned by the international world
- The apartheid government ignored the call for the release of political prisoners.
- For the international world to stop sustaining an illegal regime
- Any relevant answer (2x2) (4)

1.4.4 *[Interpretation of evidence from Source 1D – Level 2]*

- They expected the speech to be about ending apartheid and the release of political prisoners.
- They preferred opposing parties to reach agreement through negotiations rather than war.
- They wanted South Africa to be a democracy.
- Any relevant answer (Any 2x2) (4)

[13]

1.5 *[Comparison of evidence from Source 1B and 1D – Level 3]*

- In Source 1B – people in the country and abroad wanted apartheid to end, in Source 1D Archbishop Tutu was devastated by Botha's speech.
- Source 1B – Masses of South Africans could only accept that which supported the Freedom Charter, while Source 1D said Botha merely repeated existing policy.
- Source 1B says Botha must take the blame, but Source 1D regards negotiations as an alternative to violence. (1x2) (2)

(2)

1.6 [Interpretation, analysis, and synthesis of evidence from the relevant sources – Level 3]

Candidates could include the following aspects in their response:

- Botha promised political change with the Rubicon speech – which disappointed the opponents of apartheid. (Source 1A)
- The ruling party was seen as a group of diehard racists by the ANC. (Source 1B)
- The ANC saw Botha as a false democrat. (Source 1B)
- The ANC was prepared to step up the armed struggle and make the country ungovernable. (Source 1B)
- Archbishop Tutu did not see any prospect of peaceful change to peace / he was devastated by the speech. (Source D)
- Archbishop Tutu saw South Africa as being at the brink of a catastrophe. (Source 1D)
- He urged the international world to declare sanctions against the apartheid government. (Source 1D)
- The Reagan administration was disappointed by the speech. (Source 1A and 1D)
- Marches were organised by the UDF and internationally for the release of Nelson Mandela. (Own knowledge)
- Chester A Crocker has a positive outlook – the speech was a ‘renewed commitment to reform’. (Source 1D)
- Any 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 on how President Botha’s Rubicon speech intensified opposition to the apartheid government. • Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic. 	Marks: 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to the topic e.g. shows some understanding on how President Botha’s Rubicon speech intensified opposition to the apartheid government. • Uses evidence in a very basic manner to write a paragraph. 	Marks: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. that shows a thorough understanding on how President Botha’s Rubicon speech intensified opposition to the apartheid government. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	Marks: 6–8

(8)

TOTAL QUESTION 1: [50]

QUESTION 2: HOW DID THE CONSTITUTION OF THE TRUTH AND RECONCILIATION COMMISSION (TRC) HELP IT TO DEAL WITH VICTIMS OF GROSS HUMAN RIGHT ABUSES OF APARTHEID?

2.1

2.1.1 *[Extraction of evidence from Source 2A – Level 1]*

- “... born of the spirit of public participation.” (1x1) (1)

2.1.2 *[Extraction of evidence from Source 2A – Level 1]*

- “... the Promotion of National Unity and Reconciliation Act 34 of 1995” (1x1) (1)

2.1.3 *[Extraction of evidence from Source 2A – Level 1]*

- “... investigating human rights abuses ...,”
- “... allowing victims to tell their story,”
- “... granting amnesty,”
- “... constructing an impartial historical record of the past,”
- “... drafting a reparation policy.” (Any 2x1) (2)

2.1.4 *[Definition of a concept from Source 2A – Level 2]*

- Bringing South Africans together after apartheid
- Encourage South Africans to do away and forget the gruesome past and forgive one another for the bad treatment of the past and look into the future with hope.
- Any relevant answer (Any 1x2) (2)

2.1.5 *[Extraction of evidence from Source 2A – Level 1]*

- “... the Human Rights Violation Committee ...”
- “... the Reparation and Rehabilitation Committee ...”
- “... the Amnesty Committee.” (3x1) (3)

2.1.6 *[Interpretation of evidence from Source 2A – Level 2]*

- It was during this time that the abuses of human rights were committed by the apartheid government. (1x2) (2)

(11)

2.2

2.2.1 *[Extraction of evidence from Source 2B – Level 1]*

- “African National Congress”
- “the Inkatha Freedom Party”
- “... Pan-Africanist Congress ...” (Any 2x1) (2)

2.2.2 [Extraction of evidence from Source 2B – Level 2]

- “... torture,”
 - “killings,”
 - “disappearances,”
 - “abductions,”
- “Severe ill-treatment ...” (Any 2x1) (2)

2.2.3 [Interpretation of evidence from Source 2B – Level 2]

- The liberation movements also committed gross human rights abuses during apartheid.
- They could provide more information/background on their involvement during some cases.
- Some of their members were victims during apartheid.
- Any relevant answer (2x2) (4)

2.2.4 [Extraction of evidence from Source 2B – Level 1]

- “... openness ...”
- “... transparency.” (2x1) (2)

2.2.5 [Usefulness of Source 2B – Level 3]

The source is useful because:

- It is a primary source / written by Archbishop Tutu, the chairperson of the TRC – an eyewitness.
- The facts were further checked by *Encyclopaedia Britannica*, which is a reputable company.
- The source highlights the number of victims, those who applied for amnesty and those who were denied amnesty.
- It highlights the fact that the liberation movements also appeared before the TRC. (Any 2x2) (4)

(14)

2.3

2.3.1 [Interpretation of evidence from Source 2C – Level 2]

- Individuals who were exposed to gross human rights abuses during apartheid in South Africa
- Any relevant explanation (1x2) (2)

2.3.2 [Interpretation of evidence from Source 2C – Level 2]

- Durban, KwaZulu-Natal was one of the most violent places during the 80s and early 90s in South Africa.
- It experienced violent attacks between the ANC and Inkatha supporters.

- Matters were made worse by the operations of the so-called Third force in Natal.
- Any relevant answer (1x2) (2)

2.4 *[Comparison of evidence from Source 2B and the visual source in Source 2C – Level 3]*

- Source 2B: Says that the TRC received 22 000 statements from the victims / Source 2C: Shows that 21 296 victims appeared before the TRC
- Source 2B: Does not only focus on the victims, it explains the amnesty process and the fact that the liberation movements also appeared before the TRC / Source 2C: Focuses on victims and the statistics only.
- Any relevant answer (1x2) (2)

(6)

2.5

2.5.1 *[Extraction of evidence from Source 2D – Level 1]*

- “... Thabo Mbeki ...” (1x1) (1)

2.5.2 *[Interpretation of evidence from Source 2D – Level 2]*

- Some high level officials of the National Party refused to appear before the TRC.
- The National Party leaders did not apologise to South Africans for the gross human rights abuses of apartheid
- Some NP leaders were acquitted of the crimes they committed.
- Any relevant response (2x2) (4)

2.5.3 *[Extraction of evidence from Source 2D – Level 1]*

- “... reparation ...”
- “... exhumations ...” (2x1) (2)

2.5.4 *[Interpretation of evidence from Source 2D – Level 2]*

- Most of the violations done by the ministers were politically motivated, therefore they were given amnesty.
- They made full disclosure of the crimes they committed. (2x2) (4)

(11)

2.6 [Interpretation, analysis and synthesis of evidence from the relevant sources – Level 3]

Candidates could include the following aspects in their response:

- The TRC established – Act 34 of 1995, the Promotion of National Unity and Reconciliation. (Source 2A)
- The TRC was formed through a process of consultation with lawyers, the religious community and victims. (Source 2A)
- The chairperson was Archbishop Desmond Tutu and his deputy, Alex Boraine. (Source 2B)
- Composition of the TRC – three committees – the Amnesty Committee, the Violation of Human Rights Committee and Reparation and Rehabilitation Committee. (Source 2A)
- The TRC had to investigate human rights abuses from 1960–1994 which included torture, killings, abductions and disappearances. (Sources 2B, 2C)
- The TRC had to be open and transparent, when dealing with the cases. (Source 2B)
- More than 20 000 cases were handled by the TRC. (Sources 2B and 2C)
- Perpetrators received amnesty if they told the truth – that motivated them to come forward. (Own knowledge)
- Some victims got reparations, closure, and support from the TRC. (Source D)
- It restored personal dignity and was the first step towards national unity. (Own knowledge)
- Some leaders of the National Party were acquitted of the crimes – Magnus Malan. (Source 2D)
- Others refused to appear before the TRC – PW Botha. (Own knowledge)
- President Mandela apologised on behalf of the ANC. (Source 2D)
- Any relevant answer

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 on how the constitution of the TRC helped to deal with the victims of human rights abuses during apartheid. • Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the 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 some understanding on how the constitution of the TRC helped it to deal with the victims of human rights abuses. • Uses evidence in a very basic manner to write a paragraph. 	Marks: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. shows a thorough understanding on how the constitution of the TRC helped it to deal with human rights abuses of the past. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	Marks: 6–8

(80)

TOTAL QUESTION 2: [50]

QUESTION 3: WHAT ROLE IS BRICS PLAYING IN THE GLOBAL ECONOMY OF THE 21ST CENTURY?

3.1

3.1.1 [Extraction of evidence from Source 3A – Level 1]

- “... after South Africa joined the group in 2010, the name was changed to BRICS”. (1x1) (1)

3.1.2 [Interpretation of evidence from Source 3A – Level 2]

- The economies of the world, individual countries considered together as a single system
- Any relevant response (1x2) (2)

3.1.3 [Extraction of evidence from Source 3A – Level 1]

- “Both initiatives are contributing significantly to the process of accelerating economic growth ...”
- “... result in socio-economic progress in member states ...” (2x1) (2)

3.1.4 [Interpretation of evidence from Source 3B – Level 2] (Any 2x2) (4)

- Two member countries, India and China, are the most populated countries in the world and provide consumers to the world economy.
- The new member countries, the United Arab Emirates and Saudi Arabia are the highest producers of oil.
- South Africa is rich in mineral resources.
- The BRICS membership covers all the continents of the world except Europe.

(9)

3.2

3.2.1 [Extraction of evidence from Source 3B – Level 1]

- “Egypt”
- “Ethiopia”
- “Iran”
- “Saudi Arabia”
- “... the United Arab Emirates” (2x1) (2)

3.2.2 [Extraction of evidence from Source 3B – Level 1]

- “... following Javier Milei’s victory in the December presidential elections” (1x1) (1)

3.2.3 *[Extraction of evidence from Source 3B – Level 1]*

- “... promote collaboration, solidarity and strategic powers in the ‘global south’ ...”
- “in a spirit of commitment to inclusive materialism” (2x1) (2)

3.2.4 *[Interpretation of evidence from Source 3B – Level 2]*

- a) The BRICS members are mostly found in the south of the world. (1x2) (2)
- b) The economically developed countries in Europe and North America (1x2) (2)

3.2.5 *[Interpretation of evidence from Source 3B – Level 2]*

- BRICS members together account for about 46% of the population of the world which carries an important demographic economic weight, as compared to the G7 countries which account for 10% of the world population.
- To date the G7 has a larger share of the world GDP, but by 2027 BRICS’s GDP is projected to increase to 37,6% and G7’s is projected to decrease to 28,2%. (2x2) (4)

(13)

3.3

3.3.1 *[Extraction of evidence from Source 3C – Level 1]*

- “... monitoring levels of CO2 and SO2 emissions”.
- “water and ...”
- “and pollution, ...”
- “... energy footprints being the product of fast growth.” (3x1) (3)

3.3.2 *[Interpretation of evidence from Source 3C – Level 2]* (Any 2x2) (4)

- Since the invasion of Ukraine, Russia is subjected to sanctions by Western countries.
- The US support of Taiwan to sever ties with China
- Trade competition between the US and China

3.3.3 *[Interpretation of evidence from Source 3D – Level 2]*

- China and India are the most populated countries in the world. (1x2) (2)

3.4 *[Comparison of evidence from Source 3B and 3C – Level 3]*

- Source 3B presents BRICS in a positive light, and Source 3C presents BRICS in a negative light.
- Source 3B says the expansion of BRICS will lead to an increase in their GDP to rival that of the G7 by 2027, but Source 3C says the rapid development of China, Brazil and India are contributing to environmental and resource overload in the world.
- Source 3B says the expansion of BRICS has increased its political and economic weight in the world, but Source 3C says members of BRICS are faced with geopolitical tensions.
- Any other relevant response

(Any 2x2) (4)

(13)

3.5

3.5.1 *[Extraction of evidence from Source 3D – Level 1]*

- “China”
- “India”

(2x1) (2)

3.5.2 *[Extraction of evidence from Source 3D – Level 1]*

- a) “Recession”
- b) “Stagflation”
- c) “Corruption”

(1x1) (1)

(1x1) (1)

(1x1) (1)

3.5.3 *[Determining the biasness of evidence from Source 3D – Level 3]*

The information in the source is biased because:

- Seemingly the source was written by an Indian, so he will present India in a positive light.
- Indicating a good and solid financial budget, but in reality, India is experiencing a huge financial deficit in recent years
- Any other relevant answer

(1x2) (2)

(7)

3.6 [Interpretation, analysis and synthesis of evidence from the relevant sources – Level 3]

Candidates could include the following aspects in their response:

- BRICS has become an economic force since South Africa joined in 2010. (Source 3A)
- BRICS contributes to the global economy through its combined population (40%), GDP (Gross Domestic Product) 20%, land coverage (30%), trade (18%) and global forex (\$4 trillion). (Source 3A & 3B)
- Member states cooperate with each other in other 30 areas. (Source 3A)
- It has increased the flow of goods, capital and finance across the economies. (Own knowledge)
- 2014 – The New Development Bank and the Contingent Reserve Arrangement were created. (Source 3A)
- 2024 BRICS joined by 5 other countries – Egypt, Ethiopia, Iran, Saudi Arabia and the United Arab Emirates. (Source 3B)
- Can compete with the G7 in total GDP. (Source 3B)
- Rapid growth leads to the emission of environmental hazards – India, China and Brazil. (Source 3C)
- Economic influence of BRICS+, hampered by sanctions (Russia), corruption (South Africa) and stagflation (Brazil). (Source 3D)
- It is believed that in 2027, BRICS+ GDP will be more than the G7 countries. (Source 3C)
- Any 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 for the part BRICS plays in the global economy of the 21st century. • Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the 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 some understanding of the part BRICS plays in the global economy of the 21st century. • Uses evidence in a very basic manner to write a paragraph. 	Marks: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. shows a thorough understanding of the part BRICS plays in the global economy of the 21st century. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	Marks: 6–8

(8)

TOTAL QUESTION 3: [50]

SECTION B: ESSAY

QUESTION 4: CIVIL RESISTANCE IN SOUTH AFRICA IN THE 1970s AND 1980s

[Plan, construct and discuss an argument based on evidence using analytical and interpretative skills.]

Steve Biko and the philosophy of Black Consciousness played a major role in reviving political activism and organisation in South Africa during the 1970s and 1980s. Do you agree with the statement? Support your line of argument with evidence. Use examples to support your argument.

SYNOPSIS

In writing this essay, candidates must agree that Steve Biko and the Black Consciousness Movement played a major role in reviving political activism and organisation in South Africa during the 1970s and 1980s. Candidates need to substantiate their argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to take a stance by indicating to what extent Steve Biko and the Black Consciousness philosophy played a major role in reviving political activism and organisation in South Africa during the 1970s and 1980s. They should also indicate how they would support their line of argument.

ELABORATION

- Political vacuum (background information)
 - Created after ANC and PAC leaders and parties were banned or imprisoned in 1960s
- Black consciousness philosophy
 - Instilling black South Africans with self-belief to challenge the apartheid state.
 - Infused black South Africans with sense of pride.
 - Influenced black South Africans to accept themselves / have self-confidence / self-reliance / sense of identity.
 - Empowered black South Africans to reject the spirit of self-pity; inferiority complex; self-alienation and domination by external forces.
 - Black South Africans would stop using skin lightening products / keep afro hairstyles.
- Inspired the establishment of political organisations promoting the BC philosophy.
 - Instilling political organisations with determination to challenge apartheid state.
 - Black students started to organise themselves to resist white domination by breaking away from NUSAS and forming SASO (1968).
 - Black students adopted the philosophy of Black Consciousness (Role of Biko/SASO)
 - SASO was for university students and SASM for schools.
 - Black Consciousness (BC) led to the formation of the Black People's Convention (BPC) in 1972 which involved students, churches, communities and trade unions.
 - The South African Students Movement (SASM) was formed in 1972 and exposed black South Africans to the ideals of BC.

- Unions aligned to the BC philosophy included Black Parents' Association and Black Allied Workers Union (BAWU).
- BCM and SASO organised the VIVA FRELIMO Rallies (1974).
- The arrests of BC leaders heightened political activism.
- Inspired and empowered students with self-belief to challenge the apartheid state through the Soweto uprising.
 - Bantu Education introduced Afrikaans as a medium of instruction in schools (1975).
 - South African Students Movement formed in 1972 which exposed black South Africans to the ideals of BC.
 - SASO and SASM influenced the formation of Soweto Students Representative Council (SSRC).
 - Both black teachers and students rejected Afrikaans – as the language of instruction in schools.
 - Some teachers and learners were already exposed to the ideas of Biko and the BC philosophy through SASO student teachers from universities.
 - The departmental circular on Afrikaans (50/50) was the trigger for the Soweto uprising.
 - 16th June 1976 students protested peacefully against the implementation of the circular.
 - Police response to student protests (Hector Petersen, a 13-year-old boy was one of the first casualties of this uprising).
 - Students and learners fled into exile.
- Inspired establishment of Community Programmes self-reliance to empower blacks.
 - Biko's banishment to King Williams Town led to diverted focus on community programmes.
 - BC promoted independence from whites through Black Community Programmes to support black South Africans without white assistance. (Zanempilo Health Clinic / Ginsburg Educational Trust / Zimele Trust Fund / Solempilo Community Health Centre / Ithuseng Community Health Programme and Winter School Projects).
- Inspired workers to form a trade union and challenge the apartheid state.
 - Mobilised workers to form trade unions.
 - Unions aligned to the BC philosophy included Black Allied Workers Union (BAWU).
 - BC inspired the Black Allied Workers Union (BAWU) to organise the 1973 workers' strikes in Durban.
- Empowered black South Africans to have their own media to challenge the apartheid state.
 - Role of media that was sympathetic to the BC philosophy e.g. *The World* newspaper and *Thrust*
- Any other relevant response

CONCLUSION

Candidates should tie up their argument with a relevant conclusion which links to the question.

[50]

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.]

The process of negotiations for a democratic South Africa was filled with violence and tensions that almost derailed the birth of the new South Africa.

Do you agree with this statement? Use relevant examples to support your argument.

SYNOPSIS

Candidates must explain and support their argument with evidence.

Candidates need to take a stance by explaining to what extent the various political organisations were successful in overcoming the obstacles that confronted South Africa on the road to democracy in the early 1990s. Candidates should use relevant historical evidence to support their line of argument.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

- Introduction: Candidates need to take a line of argument by explaining to what extent the various political organisations were successful in overcoming the obstacles that confronted South Africa on the road to democracy in the early 1990s. Candidates should indicate how they will support their line of argument.

ELABORATION

- **FW de Klerk released Nelson Mandela and other banned political leaders in 1990, the unbanning of the ANC, the PAC and other banned organisations was the start of a commitment to negotiations.**
- In March 1990 police shot dead 11 demonstrators in Sebokeng – in protest **Mandela postponed the first round of talks.**
- Groote Schuur Minute, 2 May 1990 – **NP agreed to create a climate for negotiations. ANC was not yet prepared to end armed struggle.**
- **Government removed repressive laws and lifted the State of Emergency.**
- ANC continued Operation Vula. Police arrested some of the top leaders of Operation Vula but they were eventually released. ANC would not agree to disarm while government was using armed forces (Sebokeng).
- Pretoria Minute in August 1990 – **NP guaranteed indemnity of returning exiles and ANC suspended armed struggle.**
- Built-up of violence in KwaZulu-Natal and the Vaal Triangle – suspected Third Force – the government set up the Goldstone Commission to investigate.
- CODESA 1 – 19 political parties except for AZAPO, CP and PAC / 300 delegates.
- **Mandela and De Klerk could not agree** on power-sharing and constituent assembly – meeting ended. **The Declaration of Intent** was signed to unite South Africa.
- Whites-only referendum (March 1992) – De Klerk tested white support for negotiations – Result – landslide Yes – negotiations continued.
- CODESA 2 (2 May 1992) – did not last because of violence and inability of parties to agree on power-sharing.

- Boipatong massacre (17 June 1992) **threatened negotiation process**. The ANC launched a campaign of ‘rolling mass action’.
- Bisho massacre (September 1992) almost derailed negotiation process.
- South Africa continued to be racked by violence and a growing economic crisis.
- Ironically, violence strengthened the hand of moderates on both sides – summit meeting.
- **Record of Understanding (September 1992) – Meyer and Ramaphosa committed themselves to peace and to negotiations.**
- Meyer and Ramaphosa agreed on **Joe Slovo’s Sunset Clause**.
- Multi-party negotiations resumed at the World Trade Centre but **Inkatha, the Conservative Party, Ciskei and Bophuthatswana withdrew**.
- The AWB interrupted the negotiations when they stormed the World Trade Centre with armoured vehicle.
- **Assassination of Chris Hani** (10 April 1993) – feared outbreak of full-scale race war (civil war). **Mandela addresses and calms nation on TV**.
- Chief negotiators pushed ahead with an increased sense of urgency: agreed 27 April would be date for democratic elections.
- **Continued violence:** throughout PAC attack on St James’ Church, Heidelberg Tavern, Cape Town, Amy Biehl murder. Bophuthatswana shootings, Shell House Massacre, bombs planted by far-right-wing in Johannesburg.
- On 27–29 April 1994 elections were held. ANC won – Mandela became first black state president of the new democratic Republic of South Africa.
- Any other relevant response

CONCLUSION

Candidates should tie up their argument with a relevant conclusion.

[50]

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

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

Gorbachev's reforms that led to the collapse of the Soviet Union in 1989, was largely responsible for the political changes that occurred in South Africa after 1989.

Do you agree with the statement? Substantiate your answer with relevant events that occurred in South Africa, around 1989.

SYNOPSIS

In writing this essay the candidate must agree or disagree that the political changes in the Soviet Union led to political changes in South Africa. Candidates need to substantiate their argument with relevant historical evidence.

MAIN ASPECTS

- Introduction: Candidates need to take a line of argument by explaining to what extent Gorbachev's reforms in the Soviet Union which led to the collapse of the Soviet Union in 1989, was largely responsible for the political changes that occurred in South Africa after 1989. They should indicate how they will support their line of argument.

ELABORATION

SOVIET UNION:

- Background: In 1985 Gorbachev – the new president of USSR – inherited economic and social problems. The 'command economy' was not efficient; consumer goods were scarce; corruption was rampant – many people stopped believing in communism.
- The USSR had problems on the international front for example they could not afford new high-tech weapons (Star Wars) and could no longer afford involvement in other countries.
- He was not a hardliner and hoped to revive Soviet Union's economy by improving both industrial output and technology, as well as expanding its markets.
- He took a big risk of effecting political change, especially for the Soviet Union, known for its hardline communist stance.
- He wanted to take the Soviet Union out of a weak economic system – due to space and arms race with the USA.
- Gorbachev launched '**Perestroika**' (economic re-structuring) and '**Glasnost**' (openness in government and more freedom of speech).
- Glasnost led to criticism of the policy of Perestroika and Gorbachev himself.
- Many hardline communists were discontent with policies that became unpopular.
- At home he had two types of opponents: hardliners who were opposed to the reforms and liberals who criticised him for not moving fast enough.
- The two policies did not support each other as thought but ended the entire system of the Soviet Union.
- Gorbachev announced that political parties other than the Communist Party of the Soviet Union could be formed and held free elections for a new parliament.
- **Democratises/democratisation** by Gorbachev.

- People in Eastern Europe watched the Soviet with interest.
- Many underlying differences existed amongst the 15 republics.
- Civil unrests broke out between various groups.
- Old form of Nationalism emerged and led to new demand for independence.
- He tried to stop the disintegration by proposing establishing a Federation of States – which failed.
- In 1990, several Soviet states including Russia under Gorbachev's bitter rival, Boris Yeltsin, declared their independence.
- Each of the 15 republics became independent and became members of the Commonwealth of Independent States.
- On 25 Dec 1991, the USSR was dissolved, the Communist Party disbanded.
- Gorbachev's reforms led to government **reforms in many Soviet states in Europe and also in other countries like South Africa.**

SOUTH AFRICA:

- The apartheid regime could no longer use communism to justify its policy of total onslaught and racial segregation.
- The USA and its allies could no longer continue to support the apartheid regime.
- The collapse of the USSR also influenced the ANC to change its stance from socialism to capitalism.
- The ANC experienced economic and ideological challenges – no more support from the Soviet Union.
- 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, made it easier for them to talk the ANC.
- South Africa withdrew from South West Africa – SWAPO won the elections (1990) and renamed it Namibia.
- This peaceful transition from white minority rule to black majority rule in Namibia served as a blueprint for SA to do the same (contributing factor).
- The Soviet Union could no longer support the ANC financially as it was bankrupt as it favoured peaceful negotiations.
- The ANC was unable to continue the armed struggle against the NP without this military and financial support.
- The Western world supported the move that South Africa should resolve its problems peacefully and democratically.
- The South African government could no longer use the threat of communism to generate Western support
- It became evident that the National Party government could not maintain white supremacy indefinitely. (Economic crisis and violence escalated / internal unrest)
- FW de Klerk started to accept that the black struggle against apartheid was not a conspiracy directed from Moscow.
- The ANC now also showed willingness to negotiate with the NP as an alternative to the armed struggle.
- 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 which paved the way for talks.
- Due to negotiations first real democratic elections in 1994 -- Mandela becomes president.
- Any other relevant response

CONCLUSION

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

GRAND TOTAL: [150]