

MARKING GUIDELINES

EXAMINATION NATIONAL SENIOR CERTIFICATE	
GRADE	12
DATE	MAY/JUNE 2026
SUBJECT	HISTORY
PAPER	2
MARK TOTAL	150
DURATION (HOURS)	3
NUMBER OF PAGES	27



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

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

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence, or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

1.3 Assessment procedures for source-based questions:

- Use a tick (✓) for each correct answer.
- Pay attention to the mark scheme, e.g. (2 x 2) that translates to two reasons and is given two marks each (✓✓✓✓); (1 x 2) that 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 taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- Read the paragraph and place a bullet (●) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.
- At the end of the paragraph indicate the ticks (✓) that the candidate was awarded for the paragraph as well as the level (1, 2 or 3), as indicated in the holistic rubric, supported by 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 the following from candidates:

- They must be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay have 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 candidates' centres.
- 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 essay, 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 simply to regurgitate 'facts' 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

Λ

• 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 in the matrix should be used.

When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

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

C	LEVEL 4	

- (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]

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

* Guidelines for allocating a mark for LEVEL 1.

- Question not addressed at all/totally irrelevant content; no attempt to structure 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	2		
1.1.2	1		
1.1.3		4	
1.1.4	2		
1.1.5	2		
1.2.1	2		
1.2.2	2		
1.2.3		2	
1.2.4		4	
1.2.5	1		
1.3.1	2		
1.3.2		4	
1.3.3			4
1.4.1		2	
1.4.2		4	
1.4.3			4
1.5			8
	28%	40%	32%
2.1.1	2		
2.1.2	2		
2.1.3		4	
2.1.4	2		
2.2.1	3		
2.2.2		2	
2.2.3		2	
2.2.4		4	
2.3.1		4	
2.3.2			4
2.3.3	1		
2.4.1		4	
2.4.2	2		
2.4.3	2		
2.5			4
2.6			8
	28%	40%	32%
3.1.1	2		
3.1.2	4		
3.1.3	2		
3.1.4		4	
3.2.1	2		
3.2.2		2	
3.2.3	2		
3.2.4		2	
3.2.5		4	
3.3.1	2		
3.3.2			4
3.4.1		4	
3.4.2 (a)		2	
3.4.2 (b)		2	
3.5			4
3.6			8
	28%	40%	32%



SECTION A

QUESTION 1: WHAT WERE THE POLITICAL CHALLENGES THAT PW BOTHA'S GOVERNMENT HAD TO CONTEND WITH IN SOUTH AFRICA DURING THE 1980s?

1.1

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

- "... an article in the February 1982 issue of one of the party mouthpieces, *Nat80*, saying that a state could only have one government". (1x2)(2)

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

- "... PW Botha ...". (1x1)(1)

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

- Botha had introduced a Tri-cameral government to give coloureds and Indians representation in the white only parliament.
- It was not real power sharing because the black majority was not represented in it.
- Botha hoped that the power sharing would bring peace in South Africa, but violence intensified because of the change.
- Any other relevant response. (Any 2x2)(4)

1.1.4 *[Define a historical concept from Source 1A – Level 1]*

- "People who are opposed to change/favour socially traditional ideas". (1x2)(2)

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

- "... Treurnicht ..."
- "... Dr Ferdi Hartzenberg ...". (2x1)(2)

(11)

1.2

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

- "... many blacks would be bought off and be satisfied with these so-called reforms".
- "... resistance would die down, and whites would be able to hold on to power". (Any 1x2)(2)

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

- Trade unions were not allowed to negotiate with employers over wages and working conditions. (1x2)(2)



1.2.3 *[Define a historical concept from Source 1B – Level 2]*

- Black workers organisations that were legalised by Botha's apartheid government in the 1980s.
- Any other relevant response.

(1x2)(2)

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

- Trade unions were legalised and recognised by the apartheid government but without real bargaining powers.
- They demanded better working conditions and wages.
- They became affiliates of the UDF which demanded political rights for the black majority.
- They were against Botha's reforms which promoted division according to racial groups in South Africa.
- Any other relevant response.

(Any 2x2)(4)

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

- COSATU (Congress of South African Trade Unions)

(1x1)(1)

(11)

1.3

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

- "... withholding their labour"
- "... avoidance ..."
- "... not notifying the SADF of their change of address"
- "... exemption applications"
- "... non-registration ..."
- "... non-reporting"
- "... renouncing South African citizenship"

(Any 2x1)(2)

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

- They were opposed to the apartheid government.
- They did not welcome Botha's reforms which excluded the black majority.
- They were tired of the killings and violence that was spreading in the country.
- They wanted international sanctions against apartheid South Africa to be repealed.
- Their young children were called up to fight for the government that they did not support.
- Any other relevant response.

(Any 2x2)(4)



1.3.3 *[Reliability of Source 1C in historical context – Level 3]*

Reliable

- It was published through UNISA, which was one of the reputable universities in South Africa.
- It contains facts that can be verified.
- The author of the source, MW Phillips, is one of the historical experts in South Africa.
- It shows that there were white South Africans who were opposed to apartheid.
- Any other relevant response.

(Any 2x2)(4)

(10)

1.4

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

- Botha faced many challenges when he took over the apartheid government during the 1980s.
- The apartheid government could not withstand the criticism from within and outside South Africa.
- The reforms he introduced made the situation in South Africa worse.
- Botha introduced the two States of Emergency which could not calm the situation.
- Any other relevant response.

(Any 1x2)(2)

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

- Botha believed in an apartheid government that was not sustainable.
- He tried to revive apartheid through reforms that did not work.
- He ignored sanctions, internal violence, and boycotts to prove to the world that apartheid was the correct government for South Africa.
- Any other relevant response.

(Any 2x2)(4)

(6)



1.5 *[Comparison of evidence from Sources 1C and 1D – Level 3]*

- Source 1C is an informative source and explains how the liberal whites showed their dissatisfaction with military conscription in South Africa, and Source 1D is a cartoon depicting Botha complaining about the challenges faced by apartheid South Africa.
- In Source 1C the white majority are defying compulsory conscription instituted by Botha's apartheid laws and in Source 1D Botha is holding on to those political laws which are creating problems for him in the country.
- Any other relevant response.

(Any 2x2)(4)

(4)

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

Candidates could include the following aspects in their response:

- When PW Botha took over the apartheid government as leader of the National Party, he inherited many political challenges. (Own knowledge)
- The NP split happened in February 1982, because his government believed in one government for the country. (Source 1A)
- He had introduced a Tri-cameral parliament (own knowledge) to accommodate the coloureds and the Indians. (Source 1A)
- Treurnicht and Dr Ferdi Hartzenberg resigned from the NP (Source A) and established the Conservative Party. (Source 1A)
- Botha's legalisation of black trade unions in 1979 gave African industrial labour a real voice. (Source 1B)
- Different black trade unions came together and established COSATU (Congress of South African Trade Union), to have more power against the government. (Source 1B)
- In 1985 Botha promised reforms as a result of the continuing violence in the country, the Rubicon Speech was an example. (Own knowledge)
- The reforms he introduced only gave coloureds and Indians some form of representation in a white parliament. (Source 1A)
- Liberal whites were also not happy about the military conscription within the SADF. (Source 1C)
- They resisted conscription through avoidance, non-registration, non-compliance, not informing the SADF about change of address or even relinquishing their citizenship. (Source 1C)
- The United Democratic Front (UDF) launched a massive nationwide campaign against the Tri-cameral Parliament. (Own knowledge)
- Violence erupted on many occasions, and the government responded by declaring a second State of Emergency that lasted for much of the 1980s. (Own knowledge)
- Rolling mass action gained enormous momentum, and Botha came to see it as part of a 'total onslaught' of forces that wanted to destroy South Africa. (Own knowledge)
- Any other relevant response.



Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. shows no or little understanding on how Botha experienced political challenges in South Africa during the 1980s. • Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic.	Marks: 0–2
LEVEL 2	• Evidence is mostly relevant and relates to the topic e.g. shows some understanding of how Botha experienced political challenges in South Africa during the 1980s. • Uses evidence in a very basic manner to write a paragraph.	Marks: 3–5
LEVEL 3	• Uses relevant evidence e.g. that shows a thorough understanding of how Botha experienced political challenges in South Africa during the 1980s. • 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: WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCESSFUL IN DEALING WITH THE ASSASSINATION CASE OF MLUNGISI GRIFFITHS MXENGE?

2.1

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

- "... In 1981 Mxenge was assassinated by apartheid death squad ..."
- "... He was abducted before the death squad stabbed him 45 times ..." (2x1)(2)

2.1.2 *[Define historical terminology from Source 2A – Level 2]*

- The killing of an important person.
- Murder by sudden or secret attack often for political reasons.
- Any other relevant response. (Any 1x2)(2)

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

- The TRC felt that he made the full disclosure of the assassination, which was one condition to be granted amnesty.
- The assassination was politically motivated because Mxenge was a member of the ANC and an activist.
- Any other relevant response. (2x2)(4)

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

- "... a member of the African National Congress (ANC)"
- "... a South African anti-apartheid activist" (2x1)(2)

(10)

2.2

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

- "Dirk Coetzee"
- "David Tshikalange"
- "Butana Almond Nofomela" (3x1)(3)

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

- The TRC was not convinced that Dirk Coetzee was the one who gave orders for the assassination.
- The perpetrators did not act without any high-profile order, because the apartheid regime wanted to eliminate all opposition.
- Any other relevant response. (1x2)(2)



2.2.3 *[Define a historical concept with evidence from Source 2B – Level 2]*

- The TRC aimed to pardon any perpetrator of gross human rights violations during apartheid (from 1960–1990).
- The perpetrator must appear before the TRC, make a full disclosure of the violation, and the act has to be politically motivated.
- Any other relevant response.

(1x2)(2)

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

- Because the TRC had granted amnesty to the perpetrators.
- According to the Reconciliation Act, if the TRC was satisfied that the truth was told and the crime was politically motivated and granted amnesty, the case was not to be opened again.
- Any other relevant response.

(Any 2x2)(4)

(11)

2.3

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

- The cartoon shows that hell awaited Coetzee as he was referred to as a killer during his lifetime.
- He would be in pain, just like the people he killed.
- He is now getting his sentence, which he did not get when he was alive.
- Any other relevant response.

(Any 2x2)(4)

2.3.2 *[Test reliability of evidence from Source 2C – Level 3]*

Not reliable

- The source was published in March 2013 long after the TRC.
- It is a cartoon that was drawn after Coetzee's death.
- The content cannot be trusted because it is wishful thinking – it is not based on reality.
- Any other relevant response.

Reliable

- Those who believe in after-death experiences will be vindicated.
- It was discovered during the TRC that he killed people.
- Any other relevant response.

(Any 2x2)(4)

2.3.3 *[Extraction of evidence from source 2C – Level 1]*

- "... March 2023 ..."

(1x1)(1)

(9)



2.4

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

- It was conducted by the apartheid government which was alleged to have committed the crime.
- The apartheid government concealed the crime, and the truth was also covered up to protect high profile people who were implicated.
- They wanted to protect the integrity of the apartheid government.
- Any other relevant response.

(Any 2x2)(4)

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

- “The Harms Commission ...”
- “... The Truth and Reconciliation Commission (TRC) ...”

(2x1)(2)

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

- “... certain critical information was not presented to the TRC ...”
- “... in the interest of justice”

(2x1)(2)

(8)

2.5 *[Comparison of information in Sources 2B and 2D – Level 3]*

- Both sources are about the assassination of Griffiths Mxenge in November 1981.
- Both sources implicate Dirk Coetzee and his accomplices for the murder.
- In both sources there is doubt about who gave the order to kill (Source 2B), that is why Lamola demands the inquest to be opened. (Source 2D)
- Any other relevant response.

(2x2)(4)

(4)



2.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources – Level 3]*

Candidates could include the following aspects in their response:

- The 1980s was the most violent time in the history of South Africa. (Own knowledge)
- Griffiths Mxenge was assassinated by the death squad led by Dirk Coetzee. (Sources 2A and 2B)
- An inquest by the apartheid government could not determine the killers. (Source 2D)
- Mxenge was killed because he was a member of the banned ANC and an anti-apartheid activist. (Source 2A)
- In 1989, Nofomela, a member of Coetzee's death squad confessed to killing Mxenge. (Source 2A)
- In 1998, Coetzee applied for amnesty to the TRC for the murder of Mxenge. (Source 2B)
- Coetzee was granted amnesty for the murder, together with Nofomela and Tshikalange. (Source 2B)
- Some families are still waiting to know the whole truth about the death of their loved ones. (Own knowledge)
- According to the final report of the TRC Archbishop Desmond Tutu found that it was difficult to reconcile the victims and the perpetrators. (Own knowledge)
- Lamola is demanding the case be reopened, even after the death of Coetzee in 2013. (Source 2D)
- Any other relevant response.

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner, e.g. shows no or little understanding of whether the Truth and Reconciliation Commission (TRC) was successful in dealing with the assassination case of Griffiths Mxenge. • Uses evidence partially or cannot write a paragraph.	Marks: 0–2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of whether the Truth and Reconciliation Commission (TRC) was successful in dealing with the assassination case of Griffiths Mxenge. • Uses evidence in a basic manner to write a paragraph.	Marks: 3–5
LEVEL 3	• Uses relevant evidence, e.g. shows a thorough understanding of whether the Truth and Reconciliation Commission (TRC) was successful in dealing with the assassination case of Griffiths Mxenge. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	Marks: 6–8

(8)

TOTAL QUESTION 2: [50]



QUESTION 3: HOW DOES FOOD SECURITY AND NUTRITION IMPACT THE GLOBALISED WORLD IN THE 21st CENTURY?

3.1

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

- “The state of having reliable access to a sufficient quantity of affordable nutritious food”
- Any other relevant response. (1x2)(2)

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

- “... droughts and floods”
- “... shipping disruptions”
- “... fuel shortages”
- “... economic instability
- “... wars” (Any 4x1)(4)

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

- “... availability”
- “... access”
- “... utilisation ...”
- “... stability” (2x1)(2)

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

- Countries must not prevent others from food access during conflicts.
 - Food access should not be used as a punitive tool against countries who do not comply to global principles.
 - Food sanctions do not hurt the governments, but ordinary citizens.
 - Any other relevant response. (Any 2x2)(4)
- (12)**

3.2

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

- Focuses on the deepening food security crisis.
- To end world hunger. (Any 1x2)(2)

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

- An annual meeting of world countries to address the food security crisis.
- Any other relevant response. (1x2)(2)



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

- “... conflict”
- “... the climate crisis ...”

(2x1)(2)

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

- Countries with enough food should help others experiencing food shortages.
- Any other relevant response.

(1x2)(2)

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

- Ukraine is the largest supplier of grain in the world. During this war farmers cannot work on their land/there is no production.
- Trade with Ukraine and Russia is limited for safety purposes.
- The prices of specific goods increased.
- Shortages of certain goods.
- Any other relevant response.

(Any 2x2)(4)

(12)

3.3

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

- “... expanding social protection”
- “... boosting productivity”
- “... climate smart agriculture”

(Any 2x1)(2)

3.3.2 *[Test reliability of evidence from Source 3C – Level 3]*

- It was recently updated/16 December 2024.
- Contain facts that can be verified.
- It was compiled on behalf of the World Bank, which is a reputable organisation in the world.
- Any other relevant response.

(Any 2x2)(4)

(6)

3.4

3.4.1 *[Interpretation of evidence from Source 3D – Level 1]*

- To show how food insecurity is spread all over the world.
- It shows that the Southern Hemisphere is mostly food insecure as compared to the Northern Hemisphere.
- Europe and North America experience more food security than the others.
- Any other relevant response.

(Any 2x2)(4)



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

- a) Most countries in the area are underdeveloped. (1x2)(2)
- b) It is classified as an underdeveloped area where the world/poorest countries are found. (1x2)(2)

(8)

3.5 *[Comparison of Sources 3C and 3D – Level 3]*

- Source 3C shows how the World Bank addresses food insecurity, and Source 3D shows how food insecurity is spread across the world.
- Source 3C is a narrative whereas Source 3D is a graph that has to be interpreted.
- Any other relevant response. (2x2)(4)

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

Candidates could include the following aspects in their response:

- Food security and nutrition are when individuals have access to sustainable supply of nutritious food. (Source 3A)
- Food supply can be affected by droughts and floods, shipping disruptions, fuel shortages, economic stability and wars. (Sources 3A and 3B)
- Food access cannot be used as a punitive measure to countries not complying with world principles. (Source 3A)
- On 20 November 2023 the Food Security Summit was held in London (UK) to tackle food insecurity and malnutrition. (Source 3B)
- The invasion of Ukraine by Putin affected the global food supply. (Source 3B)
- The World Bank identifies and provides aid to countries that are facing hunger with the help of FAO, IMF, and WTO. (Source 3C)
- 'Hunger Again' shows how food insecurity is spread across the world. (Source 3D)
- The Southern Hemisphere experiences greater food shortages than countries in the Northern Hemisphere. (Source 3D)
- Sub-Saharan Africa and Asia are the most affected by food insecurity. (Source 3D)
- North America and Europe are the most secure with food supply. (Source 3D)
- The South African government uses funds from the World Bank to supply food to under-privileged learners in schools during lunch breaks. (Own knowledge)
- Any other relevant response.



Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. shows no or little understanding on how food security impact the globalised world in the 21st century. • Use evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic.	Marks: 0–2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding on how food security impact the globalised world in the 21st century. • Uses evidence in a very basic manner to write a paragraph.	Marks: 3–5
LEVEL 3	• Uses relevant evidence e.g. shows a thorough understanding on how food security impact the globalised world in 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: ESSAYS

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

Pressure from the Black Consciousness Movement (BCM) in the 1960s and 1970s forced the apartheid government in South Africa to collapse.

Do you agree with the statement? Support your answer using relevant facts.

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

SYNOPSIS

Candidates need to agree or disagree with the statement. If they agree with the statement, they need to explain how pressure from the Black Consciousness Movement (BCM) challenged apartheid.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

Introduction: Candidates should agree or disagree that the philosophy of the Black Consciousness Movement (BCM) challenged the apartheid government in the 1960s and 1970s.

ELABORATION

- A political vacuum was created after ANC and PAC political leaders and parties were banned or imprisoned in 1960.
- The BCM instilled blacks with pride and self-belief to challenge the apartheid state.
- To accept themselves, have self-confidence, self-reliance and a sense of identity.
- Blacks were empowered to reject the spirit of self-pity, inferiority complex, self-alienation and domination by external forces.
- At first the apartheid government accepted the Black Consciousness Movement (BCM) as an extension of the policy of separate development.

Political activities

- Black students organised themselves to resist white domination by breaking away from NUSAS and formed SASO in 1968.
- Through Biko's influence (SASO), black students adopted the philosophy of Black Consciousness.
- South African Students Movement (SASM) was for high schools and SASO was for university students.
- BC led to the formation of the Black Peoples Convention (BPC) in 1972 which involved churches, communities and trade unions.
- Workers' unions aligned to the BC included the Black Workers' Union (BAWU) and Black Parents' Association.
- SASM formed in 1972 which exposed blacks to the ideals of BC.



- Tiro's expulsion led to students' protest.
- The BCM and SASO organised FRELIMO rallies in 1974.
- Many students were expelled from universities around the country.
- Biko's arrest led to increased political activism.

Students' activities

- Bantu education introduced Afrikaans as a compulsory medium of instruction in schools.
- SASO and SASM influenced the formation of the Soweto Student Representative Council (SSRC).
- Both black teachers and students rejected Afrikaans as a language of the oppressor.
- Teachers and students were already exposed to Biko's ideas from universities.
- The departmental circular on Afrikaans (50/50) triggered the Soweto uprising.
- On 16 June 1976 students protested peacefully against the implementation of the circular.
- Police response to the protest was harsh, and in the process 13-year-old Hector Peterson was one of the first casualties of police violence.

Community programmes

- Biko's banishment to King Williams Town led to mobilisation through community programmes.
- BC promoted independence from whites through Black Community Programmes to support blacks without white assistance (Zanempilo Health Clinic, Ginsburg Educational Trust, Zimele Trust Fund, Solempilo Community Health Centre, Ithuseng Community Health Programme and Winter School Projects).

Labour activity

- BCM mobilised workers to form trade unions.
- BCM was influential in the formation of the Black Allied Workers Union. (BAWU) – workers' strike in Durban in 1973.
- On 19 October 1977 all organisations aligned to the BCM were banned.

The media

- The media was sympathetic to BCM philosophy.
- *The World* and *The Weekend World* newspapers were closed.
- Any other relevant response.

CONCLUSION

Candidates should sum up their argument with a relevant conclusion.

(50)



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

Explain to what extent violence, mistrust and tensions among political leaders during the negotiations for a democratic South Africa in the 1990s, derailed the birth of a new South Africa.

Use relevant historical evidence to support your argument.

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

SYNOPSIS

Candidates need to explain to what extent violence, mistrust and tensions among South African role players derailed the way for a non-racial democratic South Africa.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

Introduction: Candidates need to explain to what extent violence, mistrust and tensions among key South African role players derailed the way for a non-racial democratic South Africa. They should also indicate how they will support their line of argument.

ELABORATION

- **De Klerk** comes into power in 1989 – brief background.
- De Klerk's speech in parliament – 2 February 1990.
- The unbanning of political and civic organisations such as the ANC and SACP.
- De Klerk removes all restrictions on COSATU and AZAPO.
- De Klerk's decision to release Mandela from prison on 11 February 1990 paved the way for negotiations.
- **Mangosuthu Buthelezi** and Inkatha were implicated in the violence that erupted in Sebokeng – April 1990.
- Groote Schuur Minute – 2 May 1990 ANC and NP met, ANC delegation led by **Nelson Mandela**, NP delegation led by **FW de Klerk**.
- Pretoria Minute – 6 August 1990 – ANC agreed to suspend the armed struggle.
- Third force violence in Natal between Inkatha, the ANC and the apartheid government.
- The political leaders signed the National Peace Accord – 27 organisations in South Africa signed the accord.
- CODESA 1 – 19 political party leaders excluding AZAPO, CP and PAC/300 delegates attended.
- Violence erupts in some parts of the country such as the Transvaal and Natal.
- The Declaration of Intent (20 December 1991) – political leaders agreed to draw up a new constitution and form an interim government.
- **De Klerk** called on a whites only referendum and its impact – March 1992.



- CODESA 2 – 2 May 1992 – collapsed. Party leaders failed to agree on a new constitution-making body and interim government.
- The National Party leadership wanted minority veto while ANC leadership demanded an interim government for no longer than 18 months and simple majority rule.
- Boipatong massacre and its consequences (17 June 1992).
- Bisho massacre, alleged to be called by Brigadier Oupa Gqozo, the leader of Ciskei, derailed the process of negotiations (7 September 1992).
- ANC leadership called for rolling mass action (May 1992) against the NP.
- Resistance from the Concerned South Africans Group (COSAG) – October 1992.
- Record of Understanding signed on 26 September 1992 **between Roelf Meyer** (NP) and **Cyril Ramaphosa** (ANC).
- Assassination of Chris Hani by Janusz Walus and the leader of the Conservative Party (CP), Derby-Lewis (10 April 1993) and its impact on South Africa.
- Mandela called for calmness and peace through a television address.
- **Right-wing (AWB)** attack on World Trade Centre and its consequences – 19 June 1993.
- St James massacre by APLA – July 1993.
- Heidelberg tavern massacre by APLA – December 1993.
- Multiparty Negotiating Forum.
- The Sunset Clause introduced by **Joe Slovo** broke the negotiations deadlock.
- Shell House massacre and its consequences – March 1994.
- Political leaders agreed on an election date – 27 April 1994 announced.
- Continued violence throughout elections – car bomb outside ANC head offices.
- ANC won elections **and Mandela became** the first black South African President.
- Any other relevant response.

CONCLUSION

Candidates should tie up their line of argument with a relevant conclusion.

(50)



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

Critically discuss how Gorbachev's reforms led to the disintegration of the Soviet Union and the downfall of apartheid in South Africa.

Use relevant historical evidence to support your argument.

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

SYNOPSIS

Candidates need to critically discuss how reforms introduced by Mikhail Gorbachev in the Soviet Union in the 1980s led to the collapse of communism in 1991 and the downfall of apartheid in South Africa.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

Introduction: Candidates need to critically discuss how the reforms introduced by Mikhail Gorbachev in the Soviet Union in the 1980s led to the collapse of communism in 1991 and the downfall of apartheid in South Africa. They should also indicate how they will support their line of argument.

ELABORATION

- Mikhail Gorbachev introduced reforms.
- Gorbachev's policy of Glasnost and Perestroika and its impact.
- Gorbachev's reforms led to the disintegration of the Soviet Union.
- Reforms had profound effect on the Soviet Union, Eastern Europe and South Africa.
- **The Soviet Union** was no longer regarded as a superpower, leaving the USA as the world's only superpower and South Africa felt the effect of this.
- Many communist regimes in Eastern European countries were toppled in 1989 owing to Gorbachev's reforms.
- The fall of the Berlin Wall in November 1989 and its impact.
- Many hardline communists were discontented 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.
- He lost support at home – Unity of the Soviet Union was at risk and Socialism became under threat.
- He was a hero to the West. His personal power and prestige increased. He earned a Nobel Peace Prize in 1990.



- 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.
- On 25 Dec 1991, the USSR was dissolved, the Communist Party disbanded.
- Each of the 15 republics became independent and became members of the Commonwealth of Independent States.
- The disintegration of the Soviet Union symbolised the end of the Cold War.
- The USA and its allies could no longer continue to support the apartheid regime.
- The West now put pressure on the NP to negotiate with the ANC or face continued sanctions.
- The collapse of the Soviet Union put pressure on both the NP and the ANC to begin negotiations.
- The defeat of the SADF during the Battle of Cuito Cuanavale in 1988 spurred the NP to start negotiations with communists over the independence of South-West Africa.
- South Africa withdrew from South-West Africa – SWAPO won the elections (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'.
- It became evident that the NP government could not maintain white supremacy rule indefinitely (contributing factor).
- Influential NP members started to realise that apartheid was not the answer for the development of 'white' economic interests (contributing factor).
- The government started to believe that reform was needed to include the development of a strong black middle class which would act as a 'bulwark against revolution'.
- The South African government could no longer use the threat of communism to generate Western support.
- South Africa could no longer rely on Western backing for its 'anti-communist' stance.
- World politics changed and this had an impact on South Africa's apartheid policies.
- The apartheid regime could no longer use communism to justify its policy of racial segregation.
- The National Party's claim that it was protecting South Africa from a communist onslaught became unrealistic.
- De Klerk thought that ANC would be weak and showed his willingness to negotiate with the ANC.
- The Soviet Union could no longer support the ANC financially as it was bankrupt.



- The Soviet Union would not support the ANC with weapons anymore as it favoured peaceful negotiations.
- The ANC was unable to continue the armed struggle against the NP without this military and financial support.
- The ANC now also showed willingness to negotiate with the NP as an alternative to the armed struggle.
- FW de Klerk started to accept that the black struggle against apartheid was not a conspiracy directed from Moscow.
- This enabled De Klerk to engage with the liberation organisations to find a lasting solution for South Africa.
- On 2 February 1990 De Klerk announced the unbanning of all anti-apartheid organisations and this paved the way for multi-party talks.
- These talks ultimately led to democratic elections that were held in 1994.
- Any other relevant response.

CONCLUSION

Candidates should tie up their argument with a relevant conclusion.

(50)

GRAND TOTAL: [150]