

# MARKING GUIDELINES

EXAMINATION		NATIONAL SENIOR CERTIFICATE	
GRADE		12	
DATE		NOVEMBER 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
<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Extract evidence from sources.</li> <li>• Selection and organisation of relevant information from sources.</li> <li>• Define historical concepts/terms.</li> </ul>	30% (15)
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Interpretation of evidence from sources.</li> <li>• Explain information gathered from sources.</li> <li>• Analyse evidence from sources.</li> </ul>	40% (20)
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Interpret and evaluate evidence from sources.</li> <li>• Engage with source to determine its usefulness, reliability, bias, and limitations.</li> <li>• Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions.</li> </ul>	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	1 ✓

## 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]**

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p><b>PRESENTATION</b></p> <p style="text-align: center;">→</p> <p style="text-align: center;">↓</p> <p><b>CONTENT</b></p>	<p>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>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.</p>	<p>Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.</p>	<p>Planned and constructed an argument. Evidence is used to some extent to support the line of argument. Conclusions reached based on evidence.</p>	<p>Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.</p>	<p>Attempts to structure an answer. Largely descriptive, or some attempt at developing a line of argument. No attempt to draw a conclusion.</p>	<p>Little or no attempt to structure the essay.</p>
<p><b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.</p>	47–50	43–46					
<p><b>LEVEL 6</b> Question has been answered. Content selection relevant to the line of argument.</p>	43–46	40–42	38–39				
<p><b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.</p>	38–39	36–37	34–35	30–33	28–29		
<p><b>LEVEL 4</b> Question is recognisable in answer. Some omissions or irrelevant content selection.</p>			30–33	28–29	26–27		
<p><b>LEVEL 3</b> 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><b>LEVEL 2</b> Question inadequately addressed. Sparse content.</p>					20–23	18–19	14–17
<p><b>LEVEL 1</b> 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

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
	<b>Extract evidence from sources. Selection and organisation of relevant information from sources. Define historical concepts.</b>	<b>Interpretation. Understand source and author's opinion. Simple comparison. Explain historical concepts.</b>	<b>Interpret and evaluate. Engage in biased, reliability, usefulness. Compare and contrast. Interpretations.</b>
<b>CAPS</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
1.1.1	1		
1.1.2	1		
1.1.3		4	
1.1.4		2	
1.1.5			4
1.2.1	1		
1.2.2	3		
1.2.3		4	
1.2.4	2		
1.3.1	3		
1.3.2		2	
1.3.3	3		
1.3.4		2	
1.4.1		2	
1.4.2		4	
1.4.3			4
1.5			8
	<b>30%</b>	<b>40%</b>	<b>32%</b>
2.1.1	1		
2.1.2	4		
2.1.3		2	
2.1.4	4		
2.2.1		2	
2.2.2		4	
2.2.3		4	
2.3.1	2		
2.3.2		4	
2.3.3			4
2.4.1	2		
2.4.2		4	
2.4.3			4
2.5			8
	<b>28%</b>	<b>40%</b>	<b>32%</b>
3.1.1	1		
3.1.2	2		
3.1.3		2	
3.1.4	1		
3.1.5			4
3.2.1	1		
3.2.2	3		
3.2.3	4		
3.2.4		4	
3.3.1		4	
3.3.2	2		
3.3.3		4	
3.4.1		4	
3.4.2		2	
3.4.3			4
3.5			8
	<b>28%</b>	<b>40%</b>	<b>32%</b>

## SECTION A

### QUESTION 1: HOW DID PW BOTHA'S GOVERNMENT TRY TO REFORM APARTHEID TO APPEASE THE BLACK MAJORITY IN SOUTH AFRICA DURING THE 1980s?

1.1

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

- “‘Adapt or die’ became his watchword as he foreshadowed ‘reform’ without precedent”.
  - “... the furthest he was prepared to go was to shift the great divide in South African politics ...”
- (1x1) (1)

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

- “To make changes to bring improvement/make better”.
  - Any other relevant response.
- (Any 1x1) (1)

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

- He was the first South African Prime Minister to engage the black majority politically.
  - Petty apartheid laws started to be repealed.
  - For the first time in the history of South Africa the Coloureds and the Asians/Indians were represented in a white parliament.
  - Any other relevant response.
- (Any 2x2) (4)

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

- Black Africans were not given political rights in ‘white’ South Africa.
  - They could exercise their right to vote in those homelands.
  - Black Africans were not represented of the Tri-cameral parliament.
  - Any other relevant response.
- (Any 1x2) (2)

1.1.5 *[Test the reliability of Source 1A – Level 3]*

**Reliable:**

- It contains facts that can be verified.
- The article was compiled by a South African historian.
- The source relates both the positives and the negatives of Botha’s contribution to South African politics.

**Unreliable:**

- The source was compiled in 2006 long after Botha’s death.
  - It was compiled after apartheid was dismantled.
  - Any other relevant response.
- (Any 2x2) (4)

**[12]**

1.2

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

- “... internal black discontent”. (1x1) (1)

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

- “... remove the most irritating aspect of legalised racial discrimination ...”
- “... give urban blacks more control of their own affairs ...”
- “... greater economic stake in the white areas”. (3x1) (3)

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

- (a) Blacks were given political rights in their homelands. (1x2) (2)
- (b) Urban blacks were included in the white parliament through local government in the townships. (1x2) (2)

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

- “... Asians ...”
- “... Coloured persons ...” (2x1) (2)

**[10]**

1.3

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

- “... created the office for the Vice-President”.
- “... abolished the Senate ...”
- “... provided for the creation of a President’s Council”. (3x1) (3)

1.3.2 *[Define terms from Source 1C – Level 2]*

- Botha’s body of fundamental principles according to which South Africa was to be governed.
- Rules that Botha introduced to appease the black majority in South Africa.
- Any other relevant response. (Any 1x2) (2)

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

- “... age ...”
- “... Citizenship ...”
- “... designated race”. (3x1) (3)

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

- Blacks were excluded from being elected in the President’s Council, although referred to as being representative of all citizens of South Africa.
- Any other relevant response. (Any 1x2) (2)

**[10]**

1.4

1.4.1 *[Interpretation of a historical concept in Source 1D – Level 2]*

- Reform means change: Botha was trying to bring about change in the government.
- It is depicted as a small package/box.
- Any other relevant response. (Any 1x2) (2)

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

- The reaction of the Black person in the cartoon indicates scepticism and disappointment.
- The reforms were not well received and were seen as inadequate.
- There was disbelief and anger.
- Any other relevant response. (Any 2x2) (4)

1.4.3 *[Compare Sources 1C and 1D – Level 2]*

- Source 1C is about the President’s Council and Source 1D depicts how the Blacks reacted to the reforms.
- Source 1C – The President, Botha was responsible for the selection of the committees and members of the Council.
- Source 1D – Botha is trying to convince the Blacks to support the reform.
- Any other relevant response. (Any 2x2) (4)

**[10]**

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

Candidates could include the following aspects in their response:

- The 1980s was characterised by violence in the townships of South Africa (Own knowledge).
- Botha introduced reforms to appease the black discontent against apartheid (Source 1B).
- Botha was the first apartheid president to visit Soweto and to travel abroad (Source 1A).
- He claimed that apartheid was dead (Source 1A).
- He tried to create a stable black urban population by removing racial discrimination and petty apartheid laws (Sources 1A and 1B).
- Botha’s legalisation of black trade unions in 1979 gave African industrial labour a real voice (COSATU) (Source 1B).
- Rural blacks were politically represented in their homelands (Sources 1A and 1B).
- In 1985 Botha promised reforms because of the continuing violence in the country; he promised to ‘cross the Rubicon’ (Source 1D and Own knowledge).
- The reforms he introduced only gave Coloureds and Asians some form of representation in a white Tri-cameral parliament (Source 1C).
- Only residential, educational, and racial segregation were maintained (Source 1A).
- The Fifth Amendment Act allowed for the creation of the President’s Council (Source 1C).
- Only Indians and Coloureds could be elected to the President’s Council (Source 1C).
- The Tri-cameral parliament also excluded the blacks (Source 1C).
- 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:**

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows no or little understanding on how the Botha introduced reforms to appease the blacks in the 1980s.</b></li> <li>• Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic.</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to the topic, e.g. <b>shows some understanding on how Botha introduced reforms to appease the blacks in the 1980s.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>	<b>Marks: 3 – 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. which shows a thorough understanding <b>on how Botha introduced reforms to appease the blacks in the 1980s.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>Marks: 6 – 8</b>

[8]

**TOTAL QUESTION 1: [50]**

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

2.1

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

- "... 36<sup>th</sup> anniversary of the murder of the Cradock Four ..."
- (1x2) (2)

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

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

2.1.3 *[Definition of terms from Source 2A – Level 2]*

- People who were campaigning to end apartheid in South Africa.
  - People who demanded political and social change in South Africa.
  - Any other relevant response.
- (Any 1x2) (2)

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

- Matthew Goniwe "... supported a school strike in the community ..."
  - Fort Calata "... had a history of activism that extended from his family roots ..."
  - Sicelo Mhlauli "... a member of the UDF..."
  - Sparrow Mkonto "... a senior office-bearer of the Cradock Residents' Association (CRADORA) ..."
- (4x1) (4)

**[12]**

2.2

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

- Official pardon (forgiveness) for politically motivated crimes/ atrocities on condition that the perpetrators come forward and give full disclosure of human rights violations they committed during the apartheid era (1960 – 1990).
  - Official pardon (forgiveness) given to perpetrators of human rights violations by the TRC.
  - Perpetrators who appeared before the TRC were excluded from any form of prosecution for their political crimes.
  - Any other relevant response.
- (Any 1x2) (2)

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

- They were members of banned organisations that were fighting against the apartheid government.
- They attended a UDF meeting during the State of Emergency that prevented such meetings.
- They were mobilising communities against the apartheid government.
- They wanted to replace the apartheid government with a government led by the black majority.
- Any other relevant response. (Any 2x2) (4)

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

- The commander knew about the plan to murder the Cradock Four but did not take part in the murder.
- The security forces confessed to the murder before the TRC, and it was found out that the murder was not politically motivated.
- Any other relevant response. (Any 2x2) (4)

**[10]**

2.3

2.3.1 *[Extraction of evidence from Source 2C – Level 1]*

- "... to promote awareness of its work ..."
  - "... to encourage victims to give testimony ..."
- (2x1) (2)

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

- South Africa was now a democracy and needed all racial groups to work together.
- South Africans to forgive one another for the past violations.
- To build a new united nation.
- Any other relevant response. (Any 2x2) (4)

2.3.3 *[Limitation of evidence from Source 2C – Level 3]*

- The source has no information on the Cradock Four case.
- There is no information on how the TRC dealt with the case.
- It refers to the unfinished business of the TRC, but no link to the Cradock Four.
- Any other relevant response. (Any 2x2) (4)

**[10]**

2.4

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

- “The government for which the Cradock Four fought has failed consistently to deliver on its promises ...”
- “... never ask them about their alleged involvement ...” (2x1) (2)

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

- He was the only surviving president of apartheid in South Africa.
- His government was blamed for most violations during apartheid.
- He did not apply for amnesty.
- He refused to ask for forgiveness publicly.
- Any other relevant response. (Any 2x2) (4)

2.4.3 *[Comparison of Sources 2B and 2D – Level 3]*

- Source 2B says six security police officers applied for amnesty for the murder of the Cradock Four, but Source 2D says the suspected high-profile politicians never applied for amnesty.
- In Source 2B the members of the security forces confessed to the TRC for killing the Cradock Four, but in Source 2D the high-profile politicians were not called to appear before the TRC.
- Any other relevant response. (Any 2x2) (4)

**[10]**

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

Candidates could include the following aspects in their response:

- The TRC was set up in terms of the Promotion of National Unity and Reconciliation Act of 1995 to establish a body in pursuit of unity and peace and reconciliation between the people of South Africa (Own knowledge).
- The TRC examined human rights abuses (1960 – 1994) from both the victim’s as well as the perpetrator’s perspectives to encourage truth-telling and healing (Own knowledge).
- The killers of the Cradock Four have still, after 36 years not been brought to justice (Source 2A).
- The TRC made posters to encourage the victims and perpetrators to appear before it (Source 2C).
- In many cases victims and perpetrators’ stories were heard, the truth was discovered, and victims could get closure (Own knowledge).
- Many did not understand the process of amnesty – it was not that easy to forgive – they wanted perpetrators punished (Own knowledge).
- In 1999 six members of the security forces applied for amnesty for the murder of the Cradock Four (Source 2B).
- They were denied amnesty, but they were never prosecuted (Source 2B).
- In 2021 the families of the Cradock Four demanded that the people implicated in the murder be prosecuted (Source 2D).
- Some high-profile politicians were implicated in the murder (Source 2D).
- They did not appear before the TRC and were never called to appear (Source 2D).
- Families of the deceased are angry and bitter about the situation (Source 2D).
- They are blaming the ANC government for not protecting the people who fought against apartheid (Source 2D).
- The case is still pending (Source 2C).
- Any other relevant response.

**Use the following rubric to allocate a mark:**

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows no or little understanding to how the TRC dealt with the murder case of the Cradock Four.</b></li> <li>• Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic.</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows some understanding to how the TRC dealt with the murder case of the Cradock Four.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>	<b>Marks: 3 – 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>shows a thorough understanding to how the TRC dealt with the murder case of the Cradock Four.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>Marks: 6 – 8</b>

[8]

**TOTAL QUESTION 2: [50]**

**QUESTION 3: WHAT ARE THE IMPORTANT GLOBAL ISSUES BEING ADDRESSED BY G20 IN THE 21<sup>ST</sup> CENTURY?**

3.1

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

- “... met for the first time at the G20 summit in Washington in 2008 to deal with the economic and financial crisis”. (1x1) (1)

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

- “... finance ministers ...”
- “... central bank governors.” (2x1) (2)

3.1.3 *[Define terms from Source 3A – Level 2]*

- A global economic downturn where the value of money went down.
- A period of stress in global financial markets and banking systems.
- The stress spread from the US to the rest of the world through linkages in the global financial systems.
- Banks all over the world had large financial losses and relied on government support to avoid bankruptcy.
- Companies became bankrupt and laid off employees.
- Any other relevant response. (Any 1x2) (2)

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

- “South Africa” (1x1) (1)

3.1.5 *[Usefulness of evidence from Source 3A – Level 3]*

- It explains the constitution, origin, and membership of the G20.
- The historian will know that the G20 works in collaboration with other international organisations.
- Africa has representation in the G20.
- He will also know why the organisation started in 2008.
- Any other relevant response. (Any 2x2) (4)

**[10]**

### 3.2

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

- “2023”. (1x1) (1)

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

- “Social inclusion and fight against hunger”.
- “Energy transition and sustainable development in its social, economic and environmental aspects”.
- “Reform of the global governance institutions”. (3x1) (3)

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

- “... World Bank”
- “... International Monetary Fund”
- “... World Trade Organisation”
- “... United Nations Security Council ...” (4x1) (4)

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

- To make them accessible to members irrespective of differences.
- Africa must be represented in the Security Council of the United Nations.
- Developing and underdeveloped countries need to be listened to and acted upon.
- Equal treatment of member states.
- Any other relevant response. (Any 2x2) (4)

**[12]**

### 3.3

#### 3.3.1 *[Interpretation of evidence from Source 3C – Level 2]*

- South Africa is one of the influential members of the African Union (AU) and BRICS.
- There is relative political stability in South Africa.
- South African currency is stronger than in many of the so-called developing countries.
- South Africa is the youngest democracy in the world.
- South Africa hosted important summits successfully over the years.
- Any other relevant response. (Any 2x2) (4)

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

- “Solidarity, Equality, Sustainability” (1x2) (2)

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

- The countries that occupy the Presidency of G20 after Brazil must do things differently.
- The countries must come up with doable solutions to the world’s problems and do them without any waste of time.
- Any other relevant response. (Any 2x2) (4)

**[10]**

3.4

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

- India is assuming the Presidency of G20.
- The focus of the Presidency are unity, energy, climate, trade, and food.
- The US, Japan and the EU are not excited about the Presidency, whereas Russia, China and South Africa are excited.
- Any other relevant response. (Any 2x2) (4)

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

- South Africa, China, and Russia are developing countries, whereas the US, Japan and the EU countries are known as developed countries.
- Any other relevant response. (Any 1x2) (2)

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

- Source 3C is a written source about South Africa’s Presidency of the G20 and 3D is a cartoon showing the Indian Presidency of G20 in 2023.
- Source 3C alludes to the fact that South Africa will assume the Presidency of the G20 in 2025 and Source 3D depicts India on the Presidency chair.
- Source 3C says South Africa’s Presidency will focus on solidarity, equality, and sustainability G20, and Source 3D shows unity, energy, climate, trade, and food as the focus of the Presidency.
- Any other relevant response. (Any 2x2) (4)

**[10]**

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

Candidates could include the following aspects in their response:

- The G20 was suggested by the G7 in June 1999 (Source 3A).
- Their first summit was held in Washington in 2008, because of the financial crisis of 2008 (Source 3A).
- 19 countries became members, with the EU as the 20th member. The African Union was accepted as a member only in 2023 (Source 3B).
- International organisations like The World Bank, The International Monetary Fund, The World Trade Organisation, and the United Nations Security Council collaborate with G20 in global issues (Source 3B and 3C).
- The 19th Summit was held in Brazil in November 2024 (Source 3B).
- The Summit prioritised social inclusion and fight against hunger, energy transition and sustainable development and reform of global institutions (Source 3B).
- South Africa will assume the Presidency of G20 in 2025 (Source 3C).
- The Indian Presidency of EU focused on unity, energy, climate, energy, trade, and food (Source 3D).
- The EU, US and Japan were not excited for India’s Presidency of G20 (Source 3D).
- South Africa has adopted Solidarity, Equality, and Inclusivity as its theme for, the G20 (Source 3C).
- Any other relevant response.

**Use the following rubric to allocate a mark:**

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows no or little understanding for the role of G20 in the global world of the 21<sup>st</sup> century.</b></li> <li>• Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic.</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows some understanding of the role of the G20 in the global world of the 21<sup>st</sup> century.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>	<b>Marks: 3 – 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>shows a thorough understanding of the role of the G20 in the global world of the 21<sup>st</sup> century.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>Marks: 6 – 8</b>

[8]

**TOTAL QUESTION 3: [50]**

## SECTION B: ESSAYS

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

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

‘Steve Biko was viewed as a threat by the apartheid regime.’

Explain to what extent Steve Biko and the Black Consciousness Movement (BCM) challenged the apartheid regime in the 1970s.

Use relevant historical examples to support your argument.

#### SYNOPSIS

In writing this essay, candidates must show through evidence to what extent the BCM succeeded to challenge apartheid in the 1970s and 1980s.

#### MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should focus on the impact of the BCM on the apartheid state. Candidates need to state their viewpoint.

#### ELABORATION

##### Focus on impact of the BCM:

- Background: In the 1960s and 1970s the policy of apartheid, a strict form of segregation, was firmly in place. Black leaders were in exile.
- There was a void filled by the BCM.
- The BCM’s most recognisable leader was Steve Biko, who was a popular voice of Black liberation between the mid-1960s and his death in police detention in 1977.
- Black Consciousness is an attitude of the mind; it teaches about Black pride.
- Influenced by Martin Luther King Jr., Malcolm X, and the Black Power Movement in the USA.
- It underpins the idea that the ‘Black man’ should not rely on the whites to bring about change.
- Its philosophy is associated with Biko who wrote essays, for example, ‘*I Write what I Like*’ which challenged the apartheid state.
- Black Consciousness (BC) replaced the apartheid term *non-white* with the word *black*.
- It included Indian and coloured people as well as black South Africans. The term *Black* was used as a form of empowerment.
- Black students started to organise themselves to resist white domination and adopted the philosophy of BC.
- The South African Students’ Organisation (SASO) was for university students, and the South African Students’ Movement (SASM) was established at schools.

- Ideas of BC were initially welcomed by the National Party (NP) because they fitted separate development.
- The Black People's Convention (BPC) was the umbrella organisation (which involved students, churches, communities, and trade unions) that embraced BC.
- Unions aligned with the BC philosophy included Black Parents' Association and Black Allied Workers Union (BAWU).
- BCM provided new leadership and a new direction in resistance politics due to the power vacuum/ banned ANC and PAC.
- It opposed the government and wanted to end white domination.
- Became a mass movement that sought to undermine apartheid.
- BC ideas incited workers to embark on strike action.
- The BCM supported disinvestment campaigns.
- Biko was a powerful speaker.
- Reaction from SA-government; organisations associated with BC, including SASO were banned.
- BC appealed to the youth.
- Soweto Uprising.
- The government believed that BC had a major role in the uprising – SASM inspired the formation of SSRC.
- Biko travelled the country, putting forward his ideas and became popular.
- Bantu Education introduced Afrikaans as a medium of instruction in schools. Both black teachers and students rejected Afrikaans as the language of the oppressor.
- Some teachers and learners had already been exposed to the ideas of Biko and the BC philosophy through SASO student teachers from universities.
- 16 of June 1976 students protested peacefully – Police responded forcefully to student protests (Hector Pieterse, a 13-year-old boy was one of the first casualties of this uprising).
- Biko's arrest – growing resistance.
- Final detention in 1977 led to his death.
- International outcry against his death and international response to the Soweto uprising led to more resistance against apartheid (Role of the media).
- Western countries supported mandatory arms embargo against SA.
- Community programmes: Undertook educational, health and other community self-help projects that bettered the lives of Black people.
- Other leaders responsible for self-help groups; Barney Pityana, Ben Khoapa en Mamphela Ramphele.
- Zanempilo Community Health Centre near King William's Town.
- Any other relevant response.

## CONCLUSION

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

**[50]**

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

'It was De Klerk's decision that paved the way for a negotiated settlement that ultimately led to the establishment of a democratic South Africa in 1994'.

Critically discuss this statement. Substantiate your line of argument by using relevant evidence.

### SYNOPSIS

Candidates must support their argument with evidence.

### MAIN ASPECTS

Introduction: Candidates should name all the events of the negotiation process and challenges before the 1994-elections that ultimately led to a new democratic South Africa of 1994.

### 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 were the start of a commitment to negotiations.
- 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 (Refer to Sebokeng).
- Pretoria Minute in August 1990 – NP guaranteed indemnity of returning exiles and ANC suspended the 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 the 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 the negotiation process. The ANC launched a campaign of 'rolling mass action'.
- Bisho massacre (September 1992) almost derailed negotiation processes.
- 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, Conservative Party, Ciskei and Bophuthatswana withdrew.
- The AWB interrupted the negotiations when they stormed the World Trade Centre with armoured vehicles.
- Assassination of Chris Hani (10 April 1993) – feared outbreak of full-scale race war (civil war). Mandela addressed and calmed the nation on TV.
- Chief negotiators pushed ahead with an increased sense of urgency; agreed 27 April would be date for democratic elections.
- Continued violence: 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.
- 27–29 April 1994 elections held. ANC won and 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, 1989 TO THE PRESENT

'It was the downfall of communism that was largely responsible for political changes that occurred in South Africa after 1989'.

Do you agree with the statement? Use relevant historical evidence to support your answer.

### SYNOPSIS

In writing this essay the candidate must critically discuss how Mikhail Gorbachev's reforms in the Soviet Union eventually led to changes in countries in Europe as well as South Africa. Candidates need to state a viewpoint.

### MAIN ASPECTS

Introduction: Focus on how the fall of communism in the USSR led to political changes in South Africa.

### 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.
- Gorbachev launched '**Perestroika**' (**economic re-structuring**) and '**Glasnost**'. (**Openness in government and more freedom of speech**). 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 USSR with interest.
- Gorbachev's reforms led to government **reforms in many Soviet states in Europe and also in other countries like South Africa.**

## Europe:

- **Poland** already formed an unofficial free trade union called Solidarity and had 10 million members.
- It constantly questioned Polish's Communist regime.
- The Polish government was forced to recognise the workers' right to strike and form independent trade unions.
- 1989 – Chairman Jaruzelski negotiated with Solidarity.
- The Polish Round Table Talks led to first non-communist government.
- Lech Walesa was elected President of Poland.
- Solidarity's success in Poland encouraged movements in other satellite states such as Czechoslovakia where Havel became the new president after the 'velvet revolution'.
- Hungary and Bulgaria revolutions were peaceful.
- In Romania it led to the execution of President Ceausescu.
- In Nov 1989, the Berlin Wall, the symbol of the Cold War, was demolished and became a milestone in the disintegration of Soviet power.
- In free elections held in 1990 in Germany, the communists won only 16% of the vote and shortly thereafter the two Germanys reunited.
- 1990 – free elections were held throughout the Eastern-bloc and non-communists won in all the cases.
- They left the Warsaw Pact; told the USSR to leave; dismantled communist structures; introduced free market economies; drew up democratic constitutions and opened membership negotiations with the European Union.
- The **Baltic States** (Lithuania, Latvia, Estonia, Georgia) became independent of Moscow.
- On 21 Dec 1991 Russia and 11 other republics declared they were no longer part of the USSR.
- **USSR and Soviet communism had ceased to exist, and Gorbachev lost all power.**

## 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 USSR.
- The collapse of the USSR put pressure on both the National Party (NP) and the ANC to begin negotiations.
- The Battle of Cuito Cuanavale spurred the NP to start negotiations with communists over the independence of Namibia. This made it easier for them to talk to the ANC.



- The Western world supported the move that South Africa should resolve its problems peacefully and democratically.
- 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.
- 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 that paved the way for talks.
- After the negotiations, the first real democratic elections were held in 1994; Mandela became the president.
- Any other relevant response.

## **CONCLUSION**

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

**GRAND TOTAL: [150]**