



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

HISTORY P2

2022

Stanmorephysics.com

MARKS: 150

TIME: 3 hours



This question paper consists of 9 pages and an addendum of 14 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework in the CAPS document.

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: CIVIL RESISTANCE, 1970s TO 1980s: THE CRISIS OF APARTHEID IN THE 1980s

QUESTION 2: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST

QUESTION 3: THE END OF THE COLD WAR AND A NEW WORLD ORDER, 1989 TO THE PRESENT

SECTION B: ESSAY QUESTIONS

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

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

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

2. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions can be found in the ADDENDUM.
3. SECTION B consists of THREE essay questions.
4. Answer THREE questions as follows:
 - 4.1 At least ONE must be a source-based question and at least ONE must be an essay question.
 - 4.2 The THIRD question can be either a source-based question or an essay question.
5. You are advised to spend ONE hour per question.
6. When answering questions, you should apply your knowledge, skills and insight.
7. You will be disadvantaged by merely rewriting the sources as answers.
8. Number the answers correctly according to the numbering system used in this question paper.
9. Write neatly and legibly.



SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE question, but not more than TWO questions, in this section. Source material to be used to answer these questions is contained in the ADDENDUM.

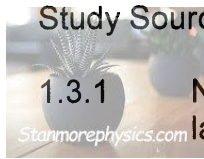
QUESTION 1: HOW DID THE UNITED DEMOCRATIC FRONT (UDF) REACT TO PW BOTHA'S REFORMS IN THE 1980s?

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

- 1.1 Refer to Source 1A.
- 1.1.1 What, according to the source, did PW Botha's constitutional proposals entail regarding South Africa's parliamentary system? (1 x 2) (2)
- 1.1.2 Define the term *referendum* in your own words. (1 x 2) (2)
- 1.1.3 Explain what is meant by the statement, 'This marked a short-term personal victory for Botha, but the cost was that opposition on both ends of the political spectrum (range) was mobilised', in the context of constitutional proposals in 1983. (2 x 2) (4)
- 1.1.4 Why do you think Africans were excluded from the new constitutional arrangements? (2 x 2) (4)
- 1.2 Read Source 1B.
- 1.2.1 Quote evidence from the source which suggests that the launch of the UDF was preceded by a lot of preparation behind the scenes. (1 x 2) (2)
- 1.2.2 Identify any TWO differences, stated in the source, that organisations which came together to form the UDF had to overcome. (2 x 1) (2)
- 1.2.3 What is the implication of the statement, 'I want to call on you, all peace-loving people of South Africa ... so that we can then destroy the system', in the context of the aim of the formation of the UDF? (1 x 2) (2)
- 1.2.4 Explain why a historian would consider this source reliable when researching the launch of the UDF. (2 x 2) (4)



1.3 Study Source 1C.



1.3.1 Name any TWO protest actions in the source that the UDF launched against Botha's apartheid reforms. (2 x 1) (2)

1.3.2 Comment on the implication of the slogan, 'Forward to People's Power', in the context of the UDF's resistance to PW Botha's apartheid reforms. (2 x 2) (4)

1.3.3 Explain the concept *state of emergency* in the context of general unrest in South Africa in the 1980s. (1 x 2) (2)

1.3.4 State any TWO measures (actions) in the source that the state took to suppress the general unrest that was taking place in the country in 1985. (2 x 1) (2)

1.4 Use Source 1D.

1.4.1 Why do you think the UDF published this poster? (2 x 2) (4)

1.4.2 Identify any TWO oppressive measures in the source that the apartheid regime took against UDF members. (2 x 1) (2)

1.5 Refer to Sources 1C and 1D. Explain how the evidence in Source 1D supports the information in Source 1C regarding the South African government's reaction to the UDF. (2 x 2) (4)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the United Democratic Front (UDF) reacted to PW Botha's reforms in the 1980s. (8) **[50]**



QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE MURDER OF THE PEBCO THREE?

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

- 2.1 Refer to Source 2A.
- 2.1.1 What, according to the source, were the main objectives for the formation of the Port Elizabeth Black Civic Organisation (PEBCO)? (3 x 1) (3)
- 2.1.2 Identify TWO protest actions in the source that PEBCO, as an affiliate of the UDF, embarked on against certain products. (2 x 1) (2)
- 2.1.3 Define the concept *apartheid* in your own words. (1 x 2) (2)
- 2.1.4 What do you think the police hoped to achieve by abducting the PEBCO Three? (2 x 2) (4)
- 2.2 Read Source 2B.
- 2.2.1 Why do you think this article was printed on the front page of the *Cape Times* in May 1985? (2 x 2) (4)
- 2.2.2 What is implied by the statement, '... they (relatives) would not give up their search for the men until they found them – dead or alive', in the context of their disappearance? (1 x 2) (2)
- 2.3 Refer to Sources 2A and 2B. Explain how the information in Source 2A supports the evidence in Source 2B regarding the disappearance of the PEBCO Three. (2 x 2) (4)
- 2.4 Consult Source 2C.
- 2.4.1 Give THREE pieces of evidence from the source which suggest that high-ranking politicians did not take responsibility for the killing of the PEBCO Three. (3 x 1) (3)
- 2.4.2 What conclusion can be drawn from Barend du Plessis' statement, '... What I did say, was that there were politicians and high-ranking officers who knew what was happening', in the context of the killing of the PEBCO Three? (1 x 2) (2)
- 2.4.3 Explain the usefulness of this source to a historian researching the amnesty application of Barend du Plessis. (2 x 2) (4)



- 2.5 Study Source 2D.
- 2.5.1 Explain the term *abduction* in the context of measures taken by the security police against political activists during the apartheid era. (1 x 2) (2)
- 2.5.2 Name the TWO officers in the Eastern Cape Security Police who authorised the abduction and murder of the PEBCO Three. (2 x 1) (2)
- 2.5.3 Comment on why you think the testimonies of the security police (Gideon Nieuwoudt, Johannes van Zyl and Gerhardus Lotz) contradicted that of the askaris regarding the interrogation of the PEBCO Three. (2 x 2) (4)
- 2.5.4 Quote a phrase from the source that suggests that, during the amnesty hearings, it was difficult to establish the truth about the murder of the PEBCO Three. (1 x 2) (2)
- 2.5.5 Why do you think Barend du Plessis and the other security officers were refused amnesty for the murder of the PEBCO Three? (1 x 2) (2)
- 2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the TRC dealt with the murder of the PEBCO Three. (8)

[50]

QUESTION 3: WHAT MEASURES DID THE SOUTH AFRICAN GOVERNMENT IMPLEMENT TO ADDRESS THE CHALLENGES OF THE GLOBAL COVID-19 PANDEMIC?

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

3.1 Refer to Source 3A.

- 3.1.1 Define the concept *globalisation* in your own words. (1 x 2) (2)
- 3.1.2 According to the source, what concern do economists have regarding globalisation? (1 x 1) (1)
- 3.1.3 Explain how the 'trans-border flow' would lead to an increased spread of the global Covid-19 pandemic. (2 x 2) (4)
- 3.1.4 Why, according to the source, has the time taken for the spread of some infectious diseases across territorial space become much quicker? (1 x 1) (1)

3.2 Study Source 3B.

- 3.2.1 Give TWO reasons in the source to explain why President Cyril Ramaphosa declared a national state of disaster on 14 March 2020. (2 x 1) (2)
- 3.2.2 Identify THREE measures, stated in the source, that the government imposed on South Africans in order to contain the spread of Covid-19. (3 x 1) (3)
- 3.2.3 Explain the term *quarantine* in the context of the Covid-19 pandemic. (1 x 2) (2)
- 3.2.4 Using the information in the source and your own knowledge, explain why it was necessary for the South African government to put in place an economic relief package for South Africans. (2 x 2) (4)

3.3 Use Source 3C.

- 3.3.1 List THREE areas, according to the Democratic Alliance, through which the R500-billion package would bring relief to South Africans. (3 x 1) (3)
- 3.3.2 Name the TWO financial institutions, according to the source, that President Ramaphosa approached to fund the R500-billion relief package. (2 x 1) (2)
- 3.3.3 Comment on why the opposition parties reacted favourably to the president's announcement of a spending plan in response to the Covid-19 pandemic. (2 x 2) (4)

- 3.4 Consult Source 3D.
- 3.4.1 Explain the messages conveyed by the cartoonist regarding the 'emergency measures' introduced by President Ramaphosa to confront the approaching Covid-19 pandemic. (2 x 2) (4)
- 3.4.2 Comment on the caption 'BRACING FOR THE COMING STORM' in the context of Covid-19. (1 x 2) (2)
- 3.4.3 What would be the limitations of this source to a historian studying the measures taken by the South African government to contain the spread of Covid-19? (2 x 2) (4)
- 3.5 Refer to Sources 3C and 3D. Explain how these sources differ from each other regarding the South African government's economic intervention to soften the impact of the Covid-19 pandemic on South Africans. (2 x 2) (4)
- 3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the measures that the South African government implemented to address the challenges of the global Covid-19 pandemic. (8)

[50]

SECTION B: ESSAY QUESTIONS

Answer at least ONE question, but not more than TWO questions, in this section.

Your essay should be about THREE pages long.

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

The philosophy of Steve Biko and the Black Consciousness Movement played an important role in organising black South Africans against the apartheid regime in the 1960s and 1970s.

Critically discuss this statement. Substantiate your answer with relevant historical evidence.

[50]

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

Explain to what extent the strong leadership displayed by both the National Party government and the African National Congress during the negotiation process (from 1990) contributed to the first democratic elections in 1994.

[50]

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

Gorbachev's reforms in the Soviet Union in the 1980s changed the South African political landscape, which influenced FW de Klerk's decision to introduce reforms from 1989.

Do you agree with this statement? Substantiate your answer with relevant historical evidence.

[50]

TOTAL: 150





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ADDENDUM

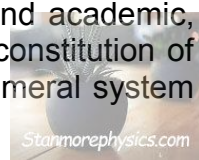
This addendum consists of 14 pages.



QUESTION 1: HOW DID THE UNITED DEMOCRATIC FRONT (UDF) REACT TO PW BOTHA'S REFORMS IN THE 1980s?

SOURCE 1A

The source below is an extract from a book by S Dubow, a historian and academic, which focuses on PW Botha's reforms that were proposed by the new constitution of the Republic of South Africa (Act 110 of 1983). It explains how the tricameral system would be introduced.



PW Botha's long-awaited constitutional proposals entailed (required) replacing the Westminster system of government with the 'tricameral' parliament featuring separate chambers for whites, Coloureds and Indians. A President's Council, drawn from the three chambers, would advise the executive State President. The constitutional proposals were eventually passed by a large majority in a whites-only referendum in 1983. This marked a short-term personal victory for Botha, but the cost was that opposition on both ends of the political spectrum (range) was mobilised.

It was the vexed (angry) matter of 'power-sharing' that finally provoked Treurnicht's long-expected right-wing split away from the National Party. Of even greater significance was the effect of the new constitution on the vast majority of the population. In attempting to entice (invite) Coloureds and Indians into the political process (with very limited success), the meretricious (false) constitutional arrangements highlighted the exclusion of Africans from South African citizenship. Limited political incorporation for some was no substitute for the loss of full political rights for South Africa's majority.

In 1983 it was impossible to guess that the formation of the United Democratic Front (UDF) would transform South African politics, yet it was immediately apparent (obvious) that its formation was a highly significant political development.

[From *Apartheid, 1948–1994* by S Dubow]



SOURCE 1B

The source below is part of a speech delivered by Rev. Frank Chikane at the launch of the United Democratic Front (UDF) in Rocklands, Mitchells Plain, Cape Town on 20 August 1983. It explains the importance of forming a united front against the 1983 apartheid reforms.

Comrades, friends, this day, today, is the culmination (conclusion) of seven months' work to see the launching of the United Democratic Front. We are sure going to go into the record of history as an important event, bolstering (strengthening) the tide (rush) of the struggle, picking up that day when the people shall say, we are free and justice is here, when the people shall live together as brothers and sisters without the exploitation and oppression of the other. However, although this is a unique (special) day, it falls within the spectrum (range) of the history of struggle in South Africa.

... The idea of a front is a new concept in the struggle of the people for about the last twenty years, and it was understood to be standing for unity-in-action accepting the fact that all the organisations coming together have got differences. There are also differences of class, differences of ideology, differences of intent, but all of them agree that they reject the reform proposals that are proposed by the Botha regime, and as a result they need a broad front to do this.

That necessitates, therefore, the formation of this group, not necessarily as a national political organisation, but as a united front for the sole purpose of opposing the Koornhof Bills* ...

... And I want to call on you, all peace-loving people of South Africa, to put hands together, to walk side by side to fight against the implementation of these reform proposals so that we can then destroy the system, so that we can put up a government by the people where the people shall govern according to their will.

[From *A History of the United Democratic Front in South Africa 1983–1991* by J Seekings]

***Koornhof Bills:** Refers to a piece of legislation named after Piet Koornhof, the National Party Minister of Co-operation and Development in the early 1980s. It hoped to create black local government, tighten influx control and divide African people into rural and urban residents (also for control purposes).



SOURCE 1C

The source below explains various forms of resistance initiated by the United Democratic Front (UDF) against apartheid reforms and the subsequent reaction by the state.



The UDF's opposition to apartheid manifested (showed) itself in a number of actions. Shortly after its formation, it launched a successful boycott action against the election of the (Coloured) House of Representatives and (Indian) House of Delegates. The UDF was involved in the organisation of a number of consumer boycotts and stay-aways. In 1983 and 1984, it launched the 'one million signatures' campaigns, in which signatories were asked to voice their opposition to the so-called Koornhof legislation on black local government, as well as to the new constitution.

However, the UDF's greatest impact was at grassroots level where it created local structures that played a key role in the political education and mobilisation of the masses. At its second national congress, held in April 1985, it was decided to transform mass support into active participation, under the theme 'From Protest to Challenge: From Mobilisation to Organisation'. Four months later this theme was extended to include a new slogan, 'Forward to People's Power'. The UDF's strategy was to replace decision-making structures created by the government with a system of 'people's power'. It was equivalent to (the same as) the establishment of 'liberated areas' in South Africa.

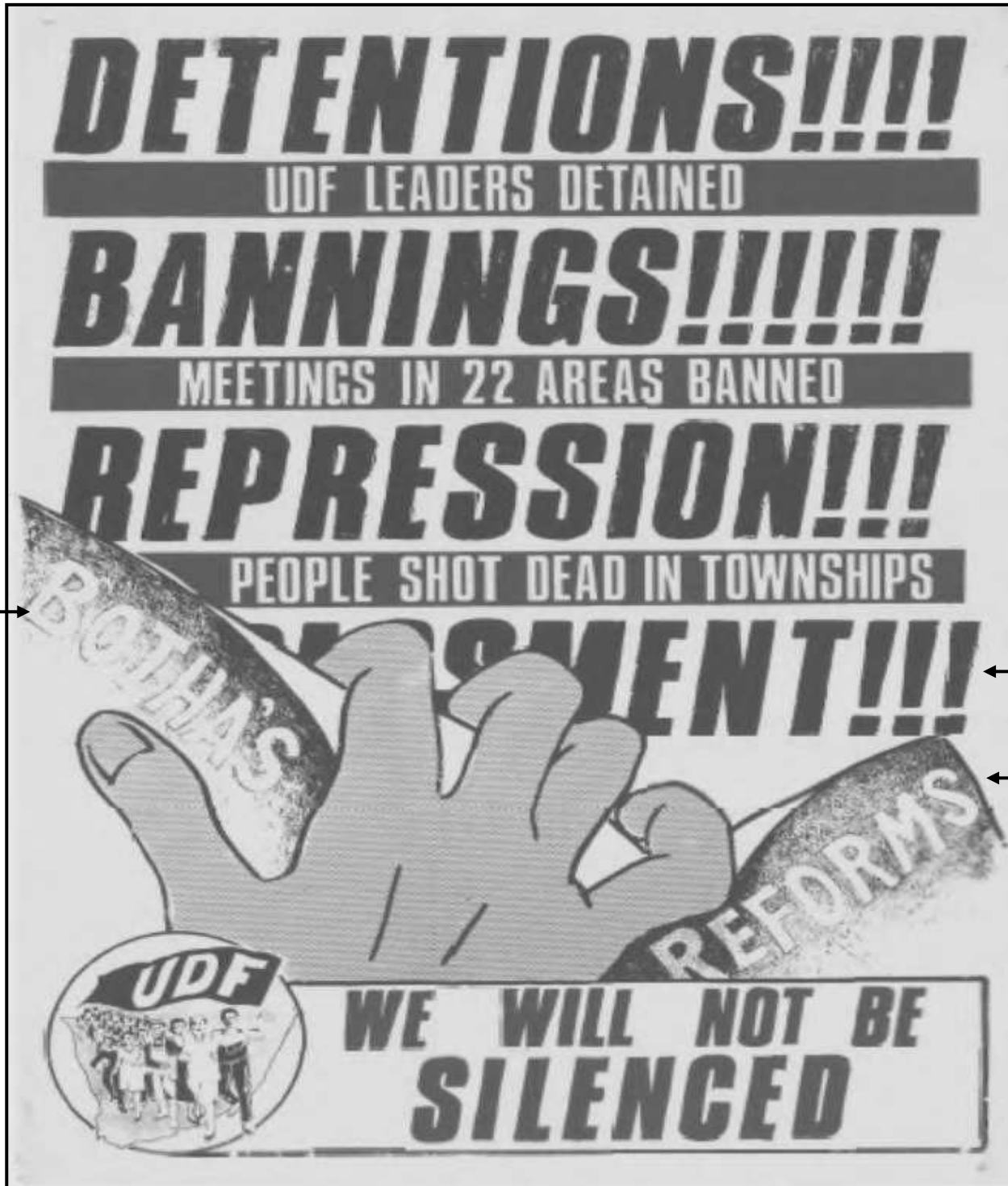
The state headed off this threat and suppressed the general unrest in the country, which reached a peak in 1985, by calling a series of states of emergency. A large number of people were arrested in terms of security legislation. The UDF, in particular, was badly affected. Several key members of the organisation were murdered, including Matthew Goniwe (UDF organiser in the Eastern Cape) and Victoria Mxenge (UDF treasurer in Natal). Almost the entire leadership corps (group) of the UDF was restricted in the period 1985 to 1987.

[From <https://omalley.nelsonmandela.org/omalley/index.php/site/q/03lv02424/04lv02730/05lv03188/06lv03222.htm>. Accessed on 4 September 2021.]



SOURCE 1D

The poster below was published by the United Democratic Front (UDF) in the 1980s. It depicts its commitment to resisting oppressive measures of the state.



[From *Images of Defiance: South African Resistance Posters of the 1980s*]

BOTHA'S

HARASSMENT!!!

REFORMS



QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE MURDER OF THE PEBCO THREE?

SOURCE 2A

The source below highlights the formation and objectives of the Port Elizabeth Black Civic Organisation (PEBCO) in October 1979 and explains how its leadership was abducted by the security police in 1985.

The Port Elizabeth Black Civic Organisation (PEBCO) was formed in October of 1979 in Port Elizabeth. The group's main objective was to fight for the rights of the people through mass protest and participation ... and focused on trying to help better the living situations of the masses and also end discriminatory laws in the Eastern Cape. PEBCO was an affiliate of the United Democratic Front (UDF) that led to thousands of people rallying and boycotting certain products.

PEBCO also adopted the Freedom Charter upon the endorsement (approval) of it by the UDF. The Freedom Charter, created in the 1950s, was the central political doctrine of the ANC that called for equal rights, human rights and government by the people for the people. The PEBCO Three, Champion Galela, Siphon Hashe and Qaqawuli Godolozzi, were activists in the struggle against apartheid.

Hashe, Godolozzi and Galela were the targets of an assassination plot by the security police in 1985. Their prominent roles in PEBCO and affiliation with the UDF caused them to be perceived (seen) as a threat to the government. On 8 May 1985, Siphon Hashe, Qaqawuli Godolozzi and Champion Galela were on their way to the airport to meet a person whom they believed to be with the British Consulate who was sympathetic to their cause. However, this phone call was fake (false) and was really just a reason to get the leaders to leave their houses so that they could be abducted.

[From <https://www.sahistory.org.za/sites/default/files/SMU%20%20-Tristan%20Kelly%20-Hist%203377%20 Final%20Paper%20PEBCO%203.pdf>. Accessed on 20 October 2021.]



SOURCE 2B

The source below, taken from a newspaper article titled 'Search for Missing PEBCO Men', appeared on the front page of the *Cape Times* on 27 May 1985. It explains how their relatives were committed to searching for the missing men.

Search for missing Pebco men

Own Correspondent

PORT ELIZABETH. — Relatives of the three missing executive members of the Port Elizabeth Black Civic Organization (Pebco) said they would not give up their search for the men until they found them — dead or alive.

Pebco's general secretary, Mr Sipho Hashe, 58, president Mr Qaqawuli Godolozzi, 30, and organizing secretary Mr Champion Galela, 32, disappeared mysteriously on May 8.

[From the *Cape Times*, 27 May 1985]



SOURCE 2C

The source below is part of the transcript of evidence that Barend du Plessis, a colonel of the Port Elizabeth Security Branch (a special police unit established by the apartheid regime), gave at the TRC public hearing for amnesty applications, held in Port Elizabeth on 5 November 1997 regarding the murder of the PEBCO Three.

MS HARTLE: Do you believe, Mr Du Plessis, that your acts were politically motivated?

MR DU PLESSIS: Yes.

MS HARTLE: And do you believe that the murder of the PEBCO 3 was warranted?

MR DU PLESSIS: At that stage, yes, if you think back to it now, you would say yes.

MS HARTLE: Now, you've already heard it said that the higher politicians have said that the abduction and the death of the PEBCO 3 was *mala fides* (being deceitful) and unauthorised. Can you comment?

MR DU PLESSIS: I never said that Mr FW de Klerk knew about it. What I did say, was that there were politicians and high-ranking officers who knew what was happening; perhaps they weren't directly informed but they knew by implication and by implication also the authorisation came through to us.

ADV. SANDI: Whilst you are there, why did you think that the statement that said: 'Make a plan' – why do you think that statement necessarily and solely meant that you should devise a plan for these people to be killed?

MR DU PLESSIS: That is one word which I used but that is the only inference (conclusion) which I can draw because if there's no other plan, then what remains, because from the morning till the night we were busy making plans to try and restore law and order and if those plans were no longer effective, then that would be the only other plan that remains to be made – that was the only inference that I could draw.

[From <https://www.justice.gov.za/trc/amntrans/am1997.htm>. Accessed on 5 October 2021.]



SOURCE 2D

The source below, taken from a book written by O Bubenzer, a doctor of law, outlines the findings of the TRC hearings on amnesty applications for the murders of the PEBCO Three.

In 1996 the Amnesty Committee of the TRC received the amnesty applications of Gideon Nieuwoudt, Harold Snyman, Barend du Plessis, Johannes van Zyl and Gerhardus Lotz of the Port Elizabeth Security Branch. Snyman and Du Plessis were not physically involved in the abduction and murder of the PEBCO Three, but the two had authorised the abduction and murder. Snyman, the commanding officer of the then Eastern Cape Security Police had been approached by Du Plessis who suggested that the three activists be killed.

In the amnesty hearings, contradictory (opposing) evidence was given. The application of the Port Elizabeth Security Police stated that no torture had taken place during the interrogation, which had been conducted by Van Zyl, Lotz and Nieuwoudt. This evidence was contradicted by the Vlakplaas askaris*, Mogoai, Koole and Mamasela, who claimed to have been present in the interrogation during which the three victims, allegedly, were severely assaulted.

The Amnesty Committee of the TRC declared the following:

- (1) Harold Snyman was granted amnesty for conspiring (plotting) and ordering the abduction and murder of Hashe, Godolozi and Galela.
- (2) Amnesty was refused to Hermanus Barend du Plessis, Gideon Nieuwoudt, Johannes van Zyl and Gerhardus Lotz for the conspiring and ordering the abduction and murder of the three deceased.
- (3) Amnesty was granted to Mogoai for the abduction and assault of the PEBCO Three.

[From *Post-TRC Prosecutions in South Africa* by O Bubenzer]

***Askari:** a freedom fighter (member of either the ANC or PAC) who, through coercion, changed sides by joining the apartheid security forces and turned against their former comrades



QUESTION 3: WHAT MEASURES DID THE SOUTH AFRICAN GOVERNMENT IMPLEMENT TO ADDRESS THE CHALLENGES OF THE GLOBAL COVID-19 PANDEMIC?

SOURCE 3A

The source below was taken from a publication by the London-based Centre for Global Change and Health in 2004. It explains how globalisation contributes to the spread of infectious diseases globally.

Despite widespread interest in its emergence, there is limited agreement on precisely what globalisation is. For example, for economists, globalisation concerns the increasingly globalised nature of the emerging world economy. For lawyers, it concerns the threatened changes in legal status of states and their citizens. For environmentalists, it is the changes in the world's climate and other biosystems. And for information technology experts, it is the global spread and integration of information systems.

In understanding the links between globalisation and infectious diseases, it is important to be aware of how the term 'globalisation' is used interchangeably with terms such as 'internationalisation', 'liberalisation' and 'westernisation'. A strict definition of globalisation distinguishes between cross-border and trans-border flows.

Cross-border concerns the interactions across two or more countries through, for example, official trade of goods and services, or capital flow such as foreign direct investment across national borders. Trans-border, in contrast, concerns flow of people, goods and services, capital, values and ideas in a way that does not recognise national borders.

Along with changes to spatial (three-dimensional) boundaries, globalisation is leading to changes in how we experience and perceive time. Globalisation is shaping the time frame in which natural and human-induced phenomena take place, as well as the time available and necessary for responding to these phenomena. For example, the time taken for some infectious disease to spread across territorial space has become much quicker as a result of the increased amount, frequency and speed of population mobility (movement).

[From *Globalisation and Infectious Diseases: A Review of the Linkages* by L Saker]



SOURCE 3B

The article below was written by W Roelf, a journalist, and focuses on the national state of disaster declared by President Cyril Ramaphosa on 14 March 2020.

Cape Town (Reuters) – South African President, Cyril Ramaphosa, declared a national state of disaster on Sunday as he announced a range of measures to contain a Covid-19 outbreak that has so far infected 61 and showed the first signs of internal transmission.

In a live television broadcast after a special cabinet meeting, Ramaphosa said the outbreak, first detected on 5 March 2020, could have a significant and 'potentially lasting' impact on a struggling economy, which is already in recession (economic slump).

Measures to be taken include travel bans to countries such as Italy, Germany, China and the United States. The government will also prohibit gatherings of more than 100 people and cancel large events and celebrations, he said. 'It is concerning we are now dealing with internal transmission of the virus. This situation calls for an extraordinary response; there can be no half measures,' Ramaphosa said.

He said government has cancelled visas for visitors from high-risk countries as from Sunday, with previously granted visas also revoked (cancelled). 'Any foreign national who has visited high-risk countries in the past 20 days will be denied a visa,' he said, adding that South Africans who visited targeted countries would be subjected to testing and quarantine when returning home. First detected two weeks ago with a single positive result, the number of cases has risen to 61 by Sunday, a mushrooming (growing) rate that mirrors the rapid spread of the virus worldwide.

Besides the health impacts, Ramaphosa said the economy would not be spared as exports decline in key markets, including China, and the labour-intensive tourism sector suffers. 'Cabinet is therefore in the process of finalising a comprehensive package of interventions to mitigate (soften) the expected impact of Covid-19 on the economy,' he said.

[From Reuter's News Agency, 15 March 2020]



SOURCE 3C

The article below highlights how opposition parties reacted to President Ramaphosa's measures to address the economic impact (on South Africa) of the global Covid-19 pandemic.

President Cyril Ramaphosa has announced South Africa's biggest spending plan – a once-off stimulus injection into the struggling economy – in response to the Covid-19 pandemic that has led to a lockdown for the last 28 days. Overall, opposition parties reacted favourably to the president's broad range of interventions.

Democratic Alliance (DA): 'Much-needed relief encouraging'

The Democratic Alliance (DA) welcomed Ramaphosa's announcement. 'This R500-billion package will bring much-needed relief to South Africans through grants, business relief, tax measures, additional healthcare budget and food programmes,' DA leader, John Steenhuisen, said.

Many of the measures announced echo those the DA has been calling for to safeguard not only the lives, but also the livelihoods of millions of South Africans hit hard by the lockdown to contain the spread of Covid-19. Steenhuisen said it was encouraging that Ramaphosa spoke of approaching institutions such as the International Monetary Fund (IMF) and World Bank for a portion of the funding for this package, particularly since these institutions have made available low interest, unconditional loans specifically for Covid-19 relief.

Freedom Front Plus (FF Plus): 'A step in the right direction'

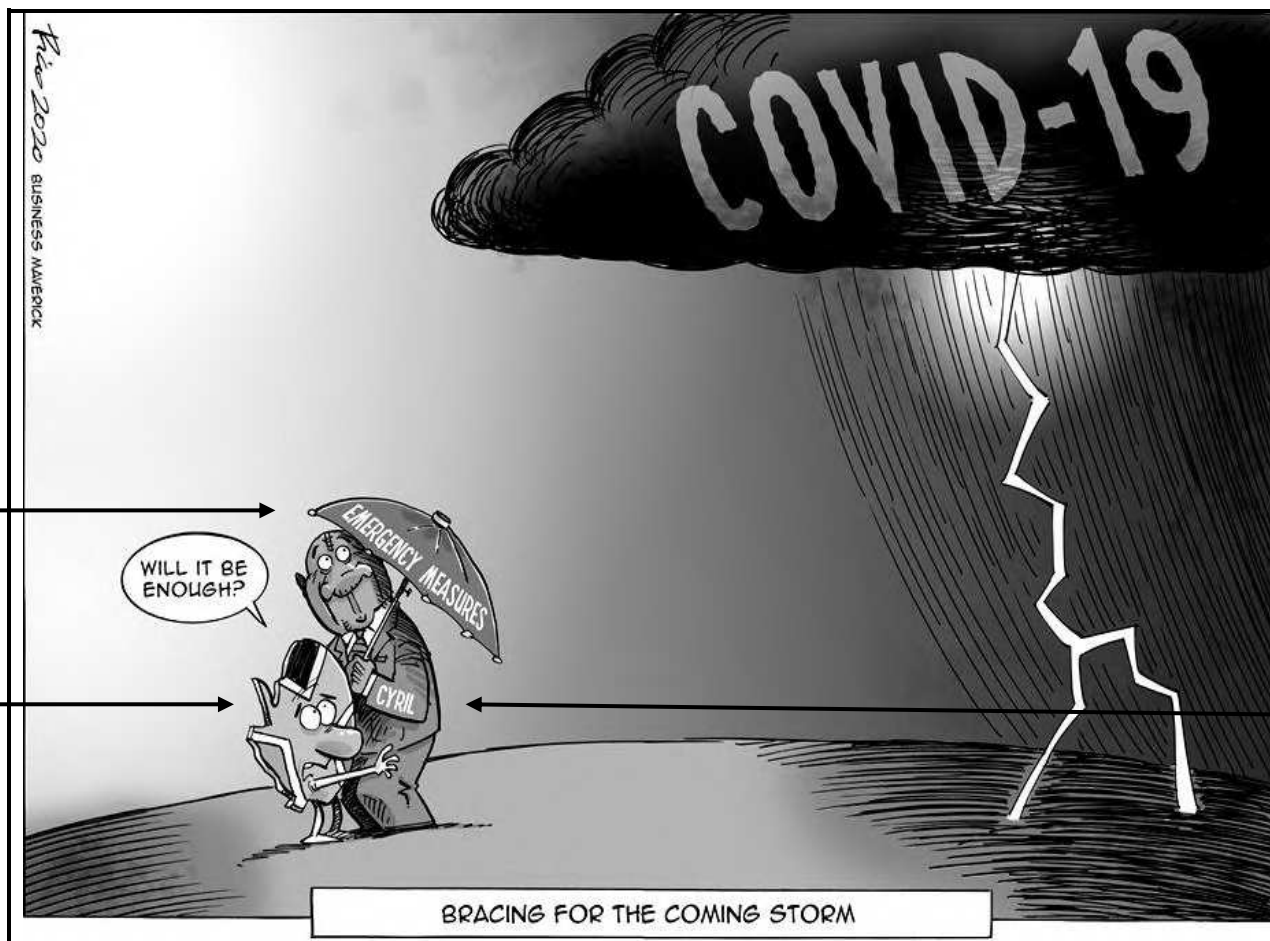
The Freedom Front Plus (FF Plus) said Ramaphosa's economic stimulus package was a 'step in the right direction'. 'The FF Plus is of the opinion that the payment of newly designated social grants should be approached with caution as people will quickly become dependent on it and it can then be difficult to remove in the future,' FF Plus leader Pieter Groenewald said. He added that it was important not to create dependence on the state, but rather to create jobs and business development ... 'It is important that the country's budget be reprioritised. Important aspects include the allocation to the health budget, relief from hunger and other social problems, assistance and support to businesses and the unlocking of the economy,' Groenewald said.

[From News24, 22 April 2020]



SOURCE 3D

The cartoon below, drawn by Rico Schacherl, appeared in the *Business Maverick* on 17 March 2020. It depicts President Ramaphosa with emergency measures that the South African government would implement to protect its citizens from the impending (approaching) global Covid-19 pandemic.



[From *Business Maverick*, 17 March 2020]

SOUTH AFRICA

CYRIL

EMERGENCY MEASURES



ACKNOWLEDGEMENTS

Visual sources and other historical evidence were taken from the following:

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Cape Times, 27 May 1985

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<https://omalley.nelsonmandela.org/omalley/index.php/site/q/03lv02424/04lv02730/05lv03188/06lv03222.htm>

<https://www.justice.gov.za/trc/amntrans/am1997.htm>

<https://www.sahistory.org.za/sites/default/files/SMU%20%20-Tristan%20Kelly%20-Hist%203377%20Final%20Paper%20PEBCO%203.pdf>

Images of Defiance: South African Resistance Posters of the 1980s

News24, 22 April 2020

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Saker, L. et al. 2004. *Globalisation and Infectious Diseases: A Review of the Linkages* (Centre for Global Change and Health, London)

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basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

HISTORY P2

2022

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 24 pages.

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 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 guidelines, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

1.3 Assessment procedures for source-based questions

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

Paragraph question

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

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

- At the end of the paragraph indicate the ticks (✓) that the candidate has been awarded for the paragraph; as well as the level (1,2, or 3) as indicated in the holistic rubric and a brief comment e.g.

✓✓✓✓✓
Level 2

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the bottom margin to the right, e.g. $\frac{32}{50}$
- 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 are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion.

2.2 Marking of essay questions

Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will **not** be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of an argument (planned, structured and has an independent line of argument)

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay, ticks need to be awarded for a relevant introduction (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline). For example, in an essay where there are five (5) main points there could be about seven (7) ticks.

2.4.3 Keep the **PEEL** structure in mind when assessing an essay.

P	Point: The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
E	Explanation: The candidate should explain in more detail what the main point is about and how it relates to the question posed (line of argument).
E	Example: The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	Link: Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

2.4.4 The following symbols **MUST** be used when assessing an essay:

- Introduction, main aspects and conclusion not properly contextualised

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- Wrong statement

- Irrelevant statement

|
|
|

- Repetition

R

- Analysis

A√

- Interpretation

I√

- Line of Argument

LOA ↑↓

2.5 The matrix

2.5.1 Use of the matrix in the marking of essays

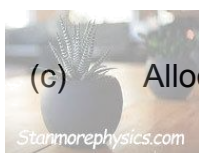
In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

- (a) The first reading of essays 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 essays 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	

COMMENT

Some omissions in content coverage.
 Attempts to sustain a line of argument.

GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>PRESENTATION</p> <p>→</p> <p>CONTENT</p> <p>↓</p>	<p>Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence, 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. Evidence 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>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 the essay = 0
- Question includes basic and generally irrelevant information; no attempt to structure the essay = 1–6
- Question inadequately addressed and vague; little attempt to structure the essay = 7–13

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID THE UNITED DEMOCRATIC FRONT (UDF) REACT TO PW BOTHA'S REFORMS IN THE 1980s?

1.1

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

- 'replacing the 'Westminster' system of government with the 'Tricameral' parliament' (1 x 2) (2)

1.1.2 *[Definition of a term from Source 1A - L1]*

- A general vote by the electorate on a single political question which has been referred to them for a direct decision
- Any other relevant response (any 1 x 2) (2)

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

- The majority of white South Africans supported PW Botha's reform measures - the Tricameral parliament
- The new Tricameral parliament (political dispensation) excluded the majority of Black South Africans which led to mobilisation against these reform measures
- Black South Africans established the United Democratic Front to oppose PW Botha's new political dispensation
- The white right-wing of the National Party did not agree with PW Botha's new political dispensation which led to a split by the Conservative Party under Dr Andries Treurnicht
- Any other relevant response (2 x 2) (4)

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

- The new constitution was still based on racial segregation/apartheid policy
- The black South Africans were not viewed by the South African government as part of the South African population
- Black South Africans were part of the Bantustan programme that the National Party created from the 1960s
- Black South Africans were afforded separate homelands depending on their 'race' as defined by the South African government
- Black South Africans were supposed to exercise their political aspirations in their homelands and not in 'white' South Africa
- Any other relevant response (any 2 x 2) (4)

- 1.2
- 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- ‘Comrades, friends, this day, today, is a culmination of seven months’ work to see the launching of the United Democratic Front’ (1 x 2) (2)
- 1.2.2 *[Extraction of evidence from Source 1B – L1]*
- Differences of:**
- ‘class’
 - ‘ideology’
 - ‘intent’ (any 2 x 1) (2)
- 1.2.3 *[Interpretation of evidence from Source 1B - L2]*
- The UDF:**
- regarded all organisations that came together as peaceful and working against an oppressive apartheid system that had to be destroyed
 - called on all South Africans to oppose the implementation of the 1983 Constitution/the Koornhof Bills
 - rejected the Tricameral parliament
 - called on all South Africans to demand democratic reforms that would end apartheid
 - called on all South Africans to demand democratic reforms that must include all South Africans (Black, Indian, coloured and whites)
 - would replace the apartheid government with a democratic government
 - Any other relevant response (any 1 x 2) (2)
- 1.2.4 *[Determining the reliability of evidence from Source 2B – L3]*
- The source is RELIABLE because:**
- It was a speech delivered by Reverend Frank Chikane, a founding member of the UDF, on 20 August 1983
 - The speech was delivered on 20 August 1983 – the official day of the launch of the UDF
 - The speech is first-hand information that can be corroborated with other information on the launch of the UDF on 20 August 1983
 - It highlights the reasons for the launch of the UDF which was in response to the introduction of apartheid reforms and the establishment of the Tricameral parliament
 - Any other relevant response (any 2 x 2) (4)
- 1.3
- 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- ‘Boycotts’
 - ‘Stay-away’
 - ‘one million signatures’ campaign’ (any 2 x 1) (2)

- 1.3.2 *[Interpretation of evidence from Source 1C - L2]*
It implied
- The UDF represented People’s Power – the majority
 - A call for full political rights for all South Africans
 - Full democratic rights for all South Africans
 - An inclusive political negotiated settlement for South Africa
 - That all South Africans should have the right to vote for their representatives
 - That the UDF would represent power of the majority against Botha’s apartheid reforms that represented power of the minority
 - Any other relevant response (any 2 x 2) (4)
- 1.3.3 *[Explanation of a concept from Source 1C – L2]*
- The situation in which the South African government suspended general laws of the country and passed policies that would normally not be implemented for the protection of its citizens against unrests started by the UDF
 - Application of emergency laws by a government to take control/suppress general unrest by the UDF in the mid-1980s
 - Any other relevant response (any 1 x 2) (2)
- 1.3.4 *[Extraction of evidence from Source 1C – L1]*
- ‘Calling a series of states of emergency’
 - ‘A large number of people was arrested’
 - ‘Several key UDF members were murdered’
 - ‘Leadership of the UDF was restricted’ (any 2 x 1) (2)
- 1.4
- 1.4.1 *[Interpretation of evidence in Sources 1D - L2]*
To show:
- oppressive measures the state took to weaken the UDF
 - the UDF’s sufferings so that it could win sympathy and support from South Africans in general
 - that the UDF would break Botha’s reforms – the hand
 - the UDF’s commitment in resisting oppressive measures of the state
 - Any other relevant response (any 2 x 2) (4)
- 1.4.2 *[Extraction of evidence from Source 1D – L1]*
- ‘Detentions’ (UDF leaders detained)
 - ‘Banning’s’ (Meetings in 22 areas banned)
 - ‘Repressions’ (people shot dead in townships)
 - ‘Harassment’ (any 2 x 1) (2)
- 1.5 *[Comparison of evidence in Sources 1C and 1D to determine how they support each other - L3]*
- Both sources refer to oppressive measures the state took against the UDF
 - Both sources refer to the fact that the UDF leadership were detained or arrested

- Both sources refer to how the UDF members suffered repression
- Both sources highlight the UDF’s commitment to resisting against the state’s reactionary measures (boycotts, stay-aways and campaigns)
- Any other relevant response (any 2 x 2) (4)

1.6 [Interpretation, evaluation and synthesis from relevant sources – L3]

Candidates could include the following aspects in their response

- In 1983 the UDF was established as a response to Koornhoff Bills and aimed at transforming South African politics (Source 1A)
- The aim of the UDF was to campaign for a free and just South Africa - without oppression and exploitation (Source 1B)
- The UDF rejected the reform proposals (Koornhof Bills) by the Botha regime (Source 1B)
- The UDF brought different organisations together to form a united front in order to put up a government according to the will of the people (Source 1B)
- The UDF successfully organised a boycott against the election of the House of Representatives and House of Delegates (Source 1C)
- The UDF was involved in consumer boycotts and stay aways (Source 1C)
- The greatest impact of the UDF was at grass roots level which was a space where masses could be mobilised (Source 1C)
- The UDF’s theme ‘Forward to Peoples Power’ was an attempt to replace the government’s decision-making structures with grassroots decision-making organisations (own knowledge)
- The UDF committed itself to resist being silenced by the state repression (Source 1D)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how the UDF reacted to PW Botha’s reforms in the 1980s. • Uses evidence partially or cannot write a paragraph. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent on the topic e.g. shows some understanding of how the UDF reacted to PW Botha’s reforms in the 1980s. • 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. demonstrates a thorough understanding of how the UDF reacted to PW Botha’s reforms in the 1980s. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE MURDER OF THE PEBCO THREE?

2.1

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

- 'to fight for the rights of the people'
- 'trying to help better the living situations of the masses'
- 'to end discriminatory laws in the Eastern Cape' (3 x 1) (3)

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

- 'rallying'
- 'boycotting' (2 x 1) (2)

2.1.3 *[Definition of historical concept from Source 2A - L1]*

- Policy/system of separating races in South Africa/into whites and non-whites
- The political, economic and social separation of races for the sake of separate development
- Maintenance of white supremacy through racial discriminatory laws
- Any other relevant response (1 x 2) (2)

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

- To weaken PEBCO as an organisation
- To kill or eliminate them
- To end the political violence in the Eastern Cape
- To instil a sense of fear amongst other political activists
- Any other relevant response (any 2 x 2) (4)

2.2

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

- It was a newsworthy event at the time
- To seek sympathy from the public while exposing the activities of the State
- To raise awareness of the disappearance of the PEBCO Three
- To show that the families of the PEBCO Three appealed to the public for information or help in relation to their disappearance
- Any other relevant response (any 2 x 2) (4)

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

Relatives:

- wanted to know the truth about their disappearance
- wanted the culprits to come forward and disclose what happened to the PEBCO Three
- would not find closure until the men were found, dead or alive
- suspected that the security police could have killed them
- Any other relevant response (any 1 x 2) (2)

- 2.3 *[Comparison of evidence from Sources 2A and 2B to determine how they support each other - L3]*
- Source 2A states that the three leaders were abducted and Source 2B shows that the men were missing or disappeared
 - Source 2A mentions the names of the three men that were abducted and Source 2B confirms the identity of the same three men, Hashe, Godolozzi, and Galela
 - Source 2A mentions the date of the abduction as 8 May 1985 which is confirmed in Source 2B which stated that the men disappeared on 8 May 1985
 - Any other relevant response (any 2 x 2) (4)
- 2.4
- 2.4.1 *[Extraction of evidence from Source 2C – L1]*
- ‘mala fides (being deceitful)’
 - ‘unauthorised’
 - ‘they knew by implication and by implication also the authorisation came through to us’ (3 x 1) (3)
- 2.4.2 *[Interpretation of evidence from Source 2C – L2]*
- Barend du Plessis suggested that the killing of the PEBCO Three was politically motivated
 - He suggested that politicians and high-ranking officers were indirectly responsible for the killing
 - He suggested that the politicians and high-ranking officers were not willing to support the aims of the TRC in terms of telling the truth about their involvement in the killing of activists
 - Any other relevant response (any 1 x 2) (2)
- 2.4.3 *[Determining the usefulness of evidence from Source 2D – L3]*
- The source is USEFUL because:**
- It is a direct source (transcript) that gives first-hand information from the perpetrator (Du Plessis)
 - Du Plessis was a member of the of the Port Elizabeth security branch who was involved in the abduction and killing of the PEBCO Three
 - The transcript was recorded in the TRC public hearing held in Port Elizabeth on 5 November 1997 which corresponded with the actual period of the amnesty hearings
 - It sheds light on the interrogation between the TRC commission and Du Plessis – a perpetrator
 - It shows that the NP officials were reluctant to testify before the TRC
 - It highlights that politicians and high-ranking officials denied that they authorised the killings of the PEBCO Three
 - Any other relevant response (any 2 x 2) (4)

2.5

2.5.1 *[Explanation of a term from Source 2D – L2]*

- An unlawful act of forcefully taking political activists – PEBCO Three without their consent with the aim to torture, to get information or to kill them by members of the security police
- Any other relevant response (1 x 2) (2)

2.5.2 *[Extraction of evidence from Source 2D – L1]*

- ‘Snyman’ (Harold)
- ‘Du Plessis’ (Barend) (2 x 1) (2)

2.5.3 *[Analysis of evidence from Source 2D – L2]*

- Gideon Nieuwoudt, Johannes Van Zyl and Gerhardus Lotz wanted to protect themselves whereas the askaris wanted to reveal the truth
- Gideon Nieuwoudt, Johannes Van Zyl and Gerhardus Lotz wanted to protect the NP government whereas the askaris wanted to expose the NP government
- Gideon Nieuwoudt, Johannes Van Zyl and Gerhardus Lotz did not want to reveal the brutal methods used by the NP government to get rid of political activists whereas the askaris wanted to expose the brutal atrocities of the NP government
- The askaris turned state witness and gave contradictory evidence to indemnify themselves from prosecution
- The security police and the askaris came from different backgrounds
- Any other relevant response (any 2 x 2) (4)

2.5.4 *[Extraction of evidence from Source 2D – L1]*

- ‘contradictory (opposing) evidence was given’ (any 1 x 2) (2)

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

- They did not disclose the whole truth
- They could not provide a political motive for their involvement in the killing of the PEBCO Three
- Their testimonies were contradicted by the evidence of the askaris
- Any other relevant response (any 1 x 2) (2)



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

Candidates could include the following aspects in their response.

- Families approached the TRC to find out the truth about the disappearance of the PEBCO Three leaders (own knowledge)
- Barend du Plessis applied for amnesty for his involvement in the killing of the PEBCO Three (Source 2C)
- Politicians and high-ranking officials declared that the murder of PEBCO Three was mala fides and unauthorised (Source 2C)
- Barend du Plessis suggested that politicians knew about the killings and unofficially authorised it (Source 2C)
- Gideon Nieuwoudt, Harold Snyman, Johannes Van Zyl and Gerhardus Lotz also applied for amnesty for their involvement in the killing of the PEBCO Three (Source 2D)
- Contradictory evidence was given by police and askaris (Source 2D)
- Hermanus Barend Du Plessis, Nieuwoudt, Van Zyl and Lotz were refused amnesty (Source 2D)
- Askari Mogoai was granted amnesty for the killing of the PEBCO Three (Source 2D)
- The TRC opened the door for future investigations into gross human rights abuses to take place (own knowledge)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how the TRC dealt with the murder of the PEBCO Three. • Uses evidence partially or cannot write a paragraph. • Evidence is mostly relevant and relates to a great extent on the topic e.g. shows an understanding of how the TRC dealt with the murder of the PEBCO Three. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • 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. demonstrates a thorough understanding of how the TRC dealt with the murder of the PEBCO Three. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8



(8)
[50]

QUESTION 3: WHAT MEASURES DID THE SOUTH AFRICAN GOVERNMENT IMPLEMENT TO ADDRESS THE CHALLENGES OF THE GLOBAL COVID-19 PANDEMIC?

3.1

3.1.1 *[Definition of a historical concept in Source 3A - L1]*

- Globalisation describes the way in which people, goods, money and ideas are moved around the world faster and cheaper than ever before. This is largely due to better transport, communication and technology
- Globalisation is a process whereby the world has become more integrated and connected
- Any other relevant response (1 x 2) (2)

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

- ‘The increasingly globalised nature of the emerging world economy’ (1 x 1) (1)

3.1.3 *[Interpretation of evidence from Source 3A - L2]*

- People cross borders by air, road and sea which make the transmission of diseases easier because of physical contact between people
- People cross borders more frequently which means that if a person is infected in country A it can be quickly carried over to country B
- Goods cross borders more frequently, which make the spread of infectious diseases much quicker
- Any other relevant response (any 2 x 2) (4)

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

- ‘As a result of the increase amount, frequency and speed of population movement’ (1 x 1) (1)


3.2

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

- ‘to contain a Covid-19 outbreak that has so far infected 61’
- ‘and showed the first signs of internal transmission’ (2 x 1) (2)

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

- ‘Travel bans to countries such as Italy, Germany, China and the United States’
- ‘The government also prohibited gatherings of more than 100 people’
- ‘Cancel large events and celebrations’
- ‘South Africans who visited targeted countries would be subjected to testing’
- ‘South Africans who visited targeted countries would be subjected to quarantine’ (any 3 x 1) (3)

- 3.2.3 *[Explanation of a term from Source 3B - L1]*
- A state, period or place of isolation in which people that arrived from elsewhere or have been exposed to infectious or contagious disease (Covid-19) are placed in quarantine for a number of days before they could freely mix/associate with other people
 - Any other relevant response (1 x 2) (2)
- 3.2.4 *[Interpretation of information from Source 3B - L2]*
- Because:**
- All South Africans were under lockdown regulations and therefore could not venture outside to work to earn an income
 - Most businesses were under lockdown which meant the people could not engage in work which meant no income
 - Many businesses (because of lockdown regulations) went bankrupt and thousands of South Africans lost their jobs
 - Most South Africans are poor and do not have savings which they could fall upon to sustain themselves
 - The lockdown prevented the majority of South Africans who are engaged in informal work (day earners) to venture outside to earn an income
 - Any other relevant response (any 2 x 2) (4)
- 
- 3.3
- 3.3.1 *[Extraction of evidence from Source 3C– L1]*
- 'grants'
 - 'business relief'
 - 'tax measures'
 - 'additional healthcare budget'
 - 'food programmes' (any 3 x 1) (3)
- 3.3.2 *[Extraction of evidence from Source 3C – L1]*
- 'World Bank'
 - 'International Monetary Fund' (IMF) (2 x 1) (2)
- 3.3.3 *[Interpretation of information from Source 3C - L2]*
- The spending plan would be used:**
- to feed the poor to prevent starvation
 - to care for the destitute (poor)
 - to give financial assistance to businesses to prevent closure in order to save jobs
 - to improve hospital facilities to care for the Covid-19 infected South Africans
 - to buy vaccines to save the lives of South Africans
 - Any other relevant response (any 2 x 2) (4)

3.4

3.4.1 *[Interpretation of information from Source 3D - L2]*

- The emergency measures are portrayed as an umbrella to protect South African against Covid-19
- The government took responsibility to implement the emergency measures (president Cyril Ramaphosa holding the umbrella)
- South Africans are not sure if the emergency measures are enough to protect them against Covid-19 (Will it be enough?)
- The facial expression of President Cyril Ramaphosa shows that he is concerned of the impact of Covid-19 (Covid-19 was unpredictable and could strike anywhere - lightning bolt)
- The facial expression of the South African is portraying panic but is reassured by president Ramaphosa who is shielding her against Covid-19 (with the emergency measures)
- Any other relevant response (any 2 x 2) (4)

3.4.2 *[Interpretation of information from Source 3D - L2]*

- Covid-19 is portrayed as a storm (dark cloud and lightning bolt – Covid-19) and the government is putting emergency measures in place to protect South Africans
- The protection against Covid-19 (bracing for the coming storm)
- Any other relevant answer (any 1 x 2) (2)

3.4.3 *[Determining the limitations of evidence from Source 3D – L3]*

The source is LIMITED because:

- It is the view of the cartoonist – portraying Covid-19 as too big a problem for South Africa
- The cartoonist only portrays the measures that the South African government intended to implement against Covid-19 as weak
- The cartoonist does not portray the different emergency measures that government intended to implement
- The cartoonist is bias against the South African government by portraying that the emergency measures are not enough to protect all South Africans (small umbrella in relation to the massive Covid-19 storm)
- Any other relevant answer (any 2 x 2) (4)

3.5 *[Comparison of Sources 3C and 3D to ascertain their differences – L3]*

- Source 3C indicates that opposition parties reacted favourably to the economic measures in response to the Covid-19 pandemic while in Source 3D the emergency measures are depicted in a weak light (negatively) – too small as compared to the Covid-19 cloud
- Source 3C mentions how the emergency measures are supposed to be spend (grants, business relief, tax measures) while in Source 3D there is doubt whether they will be enough
- Source 3C mentions that the government borrowed money from international financial institutions to provide South Africans with emergency measures while Source 3D gives no indication how the government would finance the emergency measures
- Any other relevant answer (any 2 x 2) (4)

3.6 Interpretation, evaluation and synthesis of evidence from relevant sources - L3]

- President Cyril Ramaphosa declared a national state of disaster to contain the Covid-19 outbreak (Source 3B)
- The South African government-imposed travel bans to countries such as Italy, Germany and the United States (Source 3B)
- The government also prohibited large gatherings and cancelled large events and celebrations (Source 3B)
- Visas to visitors from high risk countries were revoked (Source 3B)
- South Africans who visited high risk countries were subjected to testing and quarantine (Source 3B)
- The South African government finalised a comprehensive economic intervention package to soften the impact of the Covid-19 pandemic (Source 3B)
- Opposition parties supported the government’s economic intervention package (Source 3C)
- The government made R500 billion available as relief for grants, business relief, tax measures and healthcare (Source 3C)
- Emergency measures were implemented to protect South Africans against the impact of Covid-19 (Source 3D)
- Any other relevant answer

Use the following rubric to allocate marks:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of measures that the South African government implemented to address the challenges of the Covid-19 pandemic. • Uses evidence partially or cannot write a paragraph. 	MARKS 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent on the topic e.g. shows an understanding of measures that the South African government implemented to address the challenges of the Covid-19 pandemic. • 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. demonstrates a thorough understanding of measures that the South African government implemented to address the challenges of the Covid-19 pandemic. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6 – 8

SECTION B: ESSAY QUESTIONS

QUESTION 4

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

SYNOPSIS

Candidates need to critically discuss whether the philosophy of Steve Biko and the Black Consciousness Movement played an important role in organising black South Africans against the Apartheid regime in the 1960s and 1970s. Candidates should use relevant evidence to support their argument.

MAIN ASPECTS

Candidates should include the following aspects in their essays:

Introduction:

- Candidates need to take a line of argument by critically discussing whether they agree that the philosophy of Steve Biko and the Black Consciousness Movement played an important role in organising black South Africans against the Apartheid regime in the 1960s and 1970s. They should indicate how they will support their line of argument.

ELABORATION

- Political vacuum (Background information)
 - Created after ANC and PAC political leaders and parties were banned or imprisoned in 1960
- Role of Biko and the BCM in organising black South Africans around the philosophy
 - Infused blacks with sense of pride
 - To accept themselves/have self-confidence/self-reliance/sense of identity
 - Empowered blacks to reject the spirit of self-pity; inferiority complex; self-alienation and domination by external forces
- Role of Biko and the BCM in their political organisation of black South Africans
 - Black students started to organise themselves to resist white domination by breaking away from NUSAS and formed SASO (1968)
 - Black students adopted the philosophy of Black Consciousness (Role of Biko/SASO)
 - SASO was for university students and SASM for schools
 - BC led to the formation of the Black Peoples Convention (BPC) in 1972 which involved students, churches, communities and trade unions
 - Organisations aligned to the BC philosophy included Black Parents' Association
 - South African Students Movement formed in 1972 which exposed Blacks to the ideals of BC
 - BCM and SASO organised FRELIMO Rallies (1974)
 - The arrests of BC leaders heightened political activism
- Role of Biko and the BCM in organising black South Africans through Labour
 - Organised workers to form trade unions
 - BC led to the formation of the Black Allied Workers Union (BAWU) –

- worker's strikes in Durban in 1973)
- Role of Biko and the BCM in organising black South Africans through Community Programmes
 - Biko's banishment to King Williams Town led to diverted focus to community programmes
 - BC promoted independence from whites through Black Community Programmes to support blacks without white assistance. Examples are Zanempilo Health Clinic; Ginsburg Educational Trust; Zimele Trust Fund; Solempilo Community Health Centre; Ithuseng Community Health Programme and Winter School Projects
- Role of Biko and the BCM in organising student protests
 - Bantu Education introduced Afrikaans as a medium of instruction in schools (1975)
 - SASO and SASM influenced the formation of Soweto Students Representative Council (SSRC)
 - Both black teachers and students rejected Afrikaans - as the language of the oppressor
 - Some teachers and learners were already exposed to teachings 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 of 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)
- Role of Biko and the BCM in organising black South Africans through Media
 - Role of media that was sympathetic to the BC philosophy e.g. *The World* newspaper
- Any other relevant response
- Conclusion: Candidates should sum up their argument with a relevant conclusion.

[50]

QUESTION 5

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

SYNOPSIS

Candidates need to explain to what extent strong leadership displayed by both the NP and the ANC during the negotiation process (from 1990) contributed towards the first democratic elections in 1994.

MAIN ASPECTS

Candidates should include the following aspects in their essays:

- Introduction: Candidates need to take a line of argument by explaining to what extent both the NP government and the ANC displayed strong leadership during the negotiation process (from 1990) contributed towards the first democratic elections in 1994.

ELABORATION

- Release of Nelson Mandela on the 11 February 1990 and other banned political leaders in 1990 (strong leadership by De Klerk for bowing to pressure)
- Unbanning of the ANC, the PAC and the SACP and other banned organisations (leadership by De Klerk or pressurised)
- Groote Schuur Minute, 2 May 1990 - NP released political prisoners and both parties committed themselves to end violence and to negotiate (leadership by both NP and ANC)
- Violence in the Vaal Triangle (a test of strong leadership)
- Pretoria Minute in August 1990 – ANC stopped armed struggle and NP stopped State of Emergency (leadership by both NP government and the ANC)
- The National Peace Accord signed by 27 political organisations - provided safety net for negotiations (leadership by both NP government and the ANC)
- CODESA 1 (20 December 1991) - 19 political parties except for CP and PAC (strong leadership by both NP government and the ANC)
- Parties could not agree on power sharing and the constituent assembly – meeting ended (selfishness denting on strong leadership)
- The Declaration of Intent – parties agreed to draw up a new constitution and interim government (strong leadership by both NP government and the ANC)
- Whites-only referendum – De Klerk tested white opinion after losing three by-elections to CP (strong leadership by De Klerk)
- Referendum results – landslide Yes – negotiations continued (strong leadership by De Klerk) - The 'No' percentage signalled lack of confidence of De Klerk's leadership
- CODESA 2 (2 May 1992) – was not successful because of violence and inability of parties to agree on power-sharing (strong leadership by both NP government and the ANC)
- Boipatong massacre and influence of Third Force (17 June 1992 - test to strong leadership)
- Bisho massacre (September 1992) – ANC supporters who wanted to be part of negotiation process (test to leadership)

- ANC called for rolling mass action against the National Party (strategy by ANC to lead by putting pressure)
 - Record of Understanding 1 September 1992 – Meyer and Ramaphosa committed themselves to peace and to negotiations (strong leadership by both NP government and the ANC)
 - Meyer and Ramaphosa agreed on Joe Slovo's Sunset clause (leadership or sell out)
 - Parties winning more than 5% of vote will form a Government of national unity to govern the new SA and whites could retain their positions for 5 years (accommodating/considerate leadership)
 - Multi-party negotiations resumed at the World Trade Centre but did not last (strong leadership)
 - Assassination of Chris Hani (10 April 1993) – Janus Walus (a test of leadership)
 - Mandela addresses nation on TV (strong leadership calming the nation down)
 - The AWB interrupted the negotiations on 15 June 1993, when they stormed the World Trade Centre with armoured vehicle (a test of strong leadership)
 - Date for the first democratic elections set (27-29 April 1994) (leadership)
 - Continued violence throughout elections – car bomb outside ANC head offices - Car bomb exploded at Jan Smuts (last efforts to test leadership)
 - Elections held due to committed leadership
 - Mandela became first Prime Minister of the new democratic Republic of South Africa with Thabo Mbeki and FW De Klerk as his deputies (strong leadership)
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

QUESTION 6

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

SYNOPSIS

Candidates need to indicate whether they agree or disagree with the statement. If they agree with the statement they need to explain how Gorbachev's reforms in the Soviet Union in the 1980s changed the South African political landscape, which influenced FW de Klerk's decision to introduce reforms from 1989. If they disagree with the statement they need to substantiate their argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should either agree or disagree that Gorbachev's reforms in the Soviet Union in the 1980s changed the South African political landscape, which influenced FW de Klerk's decision to introduce reforms from 1989. They should indicate how they will support their line of argument.

ELABORATION

- Soviet Union in economic hardships (background information)
- Gorbachev took leadership of the Soviet Union in 1985 and introduced 'Perestroika' and 'Glasnost'
- 'Perestroika' allowed small scale private ownership and removed government control over production – shift away from Communism
- 'Glasnost' allowed people to criticise government – unknown culture under Communism
- Perestroika and Glasnost led to demands for the end of communism and full democracy
- This led to the end of communism and the end of the Cold War/Russia was no longer regarded as a super power/Communism was no longer seen as a 'global threat'
- The USA and its allies could no longer continue to support the apartheid regime
- The West now put pressure on the NP government to negotiate with the ANC or face continued sanctions
- The collapse of the Soviet Union put pressure on both the National Party government and the ANC to begin negotiations
- The defeat of the SADF during the Battle of Cuito Caunavale in 1988 spurred the National Party 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 National Party government could not maintain white supremacy rule indefinitely (contributing factor)

- Influential National Party 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 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 USSR could no longer support the ANC financially as it was bankrupt
- The USSR would not support the ANC with weapons anymore as it favoured peaceful negotiations
- The 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 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]

TOTAL: 150