



DEPARTMENT OF EDUCATION
DEPARTEMENT VAN ONDERWYS
LEFAPHA LA THUTO
ISEBE LEZEMFUNDO

**PROVINSIALE VOORBEREIDENDE EKSAMEN/
PROVINCIAL PREPARATORY EXAMINATION**

GRAAD/GRADE 12

GESKIEDENIS/HISTORY

VRAESTEL/PAPER 2

SEPTEMBER 2025

PUNTE/MARKS: 150

TYD/TIME: 3 uur/hours

**Hierdie vraestel bestaan uit 9 bladsye en 'n addendum van 14 bladsye./
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: SOUTH AFRICA:
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:
THE EVENTS OF 1989

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 at least 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: WHAT ROLE DID THE CONGRESS OF SOUTH AFRICAN STUDENTS (COSAS) AND THE NATIONAL EDUCATION CRISIS COMMITTEE (NECC) PLAY IN THE ANTI-APARTHEID STRUGGLE DURING THE 1980s?

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

1.1 Refer to Source 1A.

- 1.1.1 Why, according to the source, was the Congress of South African Students (COSAS) established in 1979? (1 x 2) (2)
- 1.1.2 List any TWO institutions of learning from which COSAS recruited its members. (2 x 1) (2)
- 1.1.3 Explain what is implied by, 'Bantu Education was aimed at controlling and indoctrinating the youth ...' in the context of the South African education system. (2 x 2) (4)
- 1.1.4 Define the term *Bantu education* in your own words. (1 x 2) (2)
- 1.1.5 Identify any TWO aspects that are mentioned in the COSAS statement of beliefs. (2 x 1) (2)
- 1.1.6 Why do you think COSAS demanded that students must be organised through SRCs? (1 x 2) (2)

1.2 Use Source 1B.

- 1.2.1 Why, according to the source, did COSAS promote the formation of youth congresses? (2 x 1) (2)
- 1.2.2 State TWO issues for which COSAS provided support to black workers and communities in the 1980s. (2 x 1) (2)
- 1.2.3 Using the source and your own knowledge, explain why COSAS welcomed the formation of the UDF. (2 x 2) (4)
- 1.2.4 Explain the term *stay-away* in the context of the resistance against apartheid during the 1980s. (1 x 2) (2)
- 1.2.5 Why do you think COSAS also called for the withdrawal of SADF troops from the townships? (1 x 2) (2)

1.3 Read Source 1C.

1.3.1 Quote evidence from the source suggesting that parent bodies were determined to solve problems in education in 1985. (1 x 2) (2)

1.3.2 Comment on what is implied by 'People's Education'. (1 x 2) (2)

1.3.3 Why do you think the NECC suspended the school boycott? (1 x 2) (2)

1.4 Consult Source 1D.

1.4.1 Why do you think the poster was published by the NECC and 'Free the Children Alliance'? (1 x 2) (2)

1.4.2 Explain why a historian studying the education crisis in the 1980s would regard this poster as reliable. (2 x 2) (4)

1.5 Refer to Sources 1C and 1D. Explain how the information in Source 1C support the evidence in Source 1D regarding the NECC. (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 the role that the Congress of South African Students (COSAS) and the National Education Crisis Committee (NECC) played in the anti-apartheid struggle in the 1980s. (8)

[50]

QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE MURDER OF THE POLITICAL ACTIVIST ASHLEY KRIEL?

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

2.1 Read Source 2A.

2.1.1 According to the source, give any TWO objectives of the TRC. (2 x 1) (2)

2.1.2 Using the information in the source and your own knowledge, explain why the TRC focused on gross human rights violations that occurred in South Africa between 1960 and 1994. (2 x 2) (4)

2.1.3 Why do you think 'apartheid' was considered a crime against humanity? (1 x 2) (2)

2.1.4 Define the concept of *amnesty* in your own words. (1 x 2) (2)

2.1.5 List the THREE committees that undertook the work of the TRC. (3 x 1) (3)

2.2 Consult Source 2B.

2.2.1 How according to the source did activists and family describe Ashley Kriel's personality? (2 x 1) (2)

2.2.2 Using the information in the source and your own knowledge, explain why Ashley Kriel became a target of the apartheid security police. (2 x 2) (4)

2.2.3 Explain the term *closure* in the context of the TRC. (1 x 2) (2)

2.2.4 Identify TWO methods, as stated in the source, by which Ashley Kriel was assaulted by the security police. (2 x 1) (2)

2.3 Use Source 2C.

2.3.1 Name any THREE political activists in the source to whom Benzien apologised for assaulting them during interrogation. (3 x 1) (3)

2.3.2 Comment on whether you think the TRC was justified in granting amnesty to Benzien for the murder of Ashely Kriel. (2 x 2) (4)

2.4 Refer to Sources 2B and 2C. Explain how the information in Source 2B differs with the evidence in Source 2C regarding the murder of Ashley Kriel. (2 x 2) (4)

2.5 Study Source 2D.

2.5.1 Comment on what you think was implied by the words on the banner, 'TRC: NO JUSTICE FOR ASHLEY KRIEL'. (2 x 2) (4)

2.5.2 Why would a historian researching the circumstances around the death of Ashley Kriel regard this source as useful? (2 x 2) (4)

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 Truth and Reconciliation Commission dealt with the murder of political activist, Ashley Kriel. (8)
[50]



QUESTION 3: HOW HAS GLOBALISATION AFFECTED FOOD SECURITY IN BOTH DEVELOPED AND DEVELOPING COUNTRIES IN THE 21ST CENTURY?

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

3.1 Read Source 3A.

3.1.1 Why, according to the source, will leading experts come together at the Global Food Security Summit in November 2023? (1 x 2) (2)

3.1.2 Explain the term *summit* in the context of the Global Food Security Summit that was held in November 2023. (1 x 2) (2)

3.1.3 Identify from the source the TWO biggest factors driving world hunger. (2 x 1) (2)

3.1.4 What do you think is implied by the phrase, 'a butterfly's wings flapping on one side of the world is capable of driving hunger on the other' in the context of globalisation? (1 x 2) (2)

3.1.5 Using the information in the source and your own knowledge, explain the impact of the invasion of Ukraine on food security. (2 x 2) (4)

3.1.6 Give TWO new approaches from the source, which the Global Food Security Summit will use to boost food security in poorer countries. (2 x 1) (2)

3.2 Read Source 3B.

3.2.1 List TWO calamities in the source that made world hunger worse. (2 x 1) (2)

3.2.2 Define the term *globalisation* in your own words. (1 x 2) (2)

3.2.3 Comment on what you think is implied by the statement, 'instead of reducing the fragility (weakness) of the food system, the latest international efforts by the United States to end hunger are only exacerbating (make worse) it, especially for Africa'. (1 x 2) (2)

3.2.4 Using the information in the source and your own knowledge, explain why a highly industrialised food system is unable to maintain food security in poorer countries. (1 x 2) (2)

3.3 Consult Source 3C.

3.3.1 Explain the messages that are conveyed in the cartoon. (2 x 2) (4)

3.3.2 Comment on the limitations of the source to a historian studying food security in developed countries. (2 x 2) (4)

3.4 Consult Source 3D.

3.4.1 According to the source and your own knowledge, why did the World Bank deem (see) it necessary to increase its financial investment in the global response to the food crisis security? (1 x 2) (2)

3.4.2 List any THREE countries that are members of the G7 grouping. (3 x 1) (3)

3.4.3 Identify ONE organisation that aimed to prevent the worsening of the food and nutrition security crisis. (1 x 1) (1)

3.4.4 Using the information in the source and your own knowledge, explain how the World Bank and the G7 group planned to eradicate world hunger. (1 x 2) (2)

3.5 Refer to Sources 3C and 3D. Explain how the information in Source 3C supports the evidence in Source 3D regarding the challenges of food security in the world. (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 how globalisation has affected food security in both developed and developing countries in the 21st century. (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 Black Consciousness Movement under Steve Biko empowered black people to be self-reliant and to get rid of their inferior complex in their struggle to challenge apartheid in the 1970s.

Critically discuss this statement. Use relevant evidence to support your line of argument.

[50]

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

Explain to what extent the leaders of various political organisations/parties were successful in overcoming the obstacles that confronted South Africa on the road to democracy in the early 1990s.

Use relevant historical evidence to support your line of argument.

[50]

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

Gorbachev's reforms in the mid-1980s led to the collapse of the Soviet Union and was largely responsible for the political changes that occurred in South Africa after 1989.

Do you agree with this statement? Use relevant evidence to support your line of argument.

[50]

TOTAL: 150



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GRAAD/GRADE 12

GESKIEDENIS/HISTORY

VRAESTEL/PAPER 2

SEPTEMBER 2025

ADDENDUM

**Hierdie addendum bestaan uit 14 bladsye.
This addendum consists of 14 pages.**

QUESTION 1: WHAT ROLE DID THE CONGRESS OF SOUTH AFRICAN STUDENTS (COSAS) AND THE NATIONAL EDUCATION CRISIS COMMITTEE (NECC) PLAY IN THE ANTI-APARTHEID STRUGGLE DURING THE 1980s?

SOURCE 1A

The source below outlines the reasons for the establishment of the Congress of South African Students (COSAS) in 1979. It also explains how COSAS mobilised students against the apartheid education system.

The Congress of South African Students (COSAS) was established in June 1979 as a national organisation to represent the interests of Black school students in the wake of the Soweto uprising. During its formation, the South African Student Movement (SASM) and other organisations of the Black Consciousness Movement (BCM) were banned by the apartheid government. COSAS organised students at secondary and night schools, as well as technical, teacher training and correspondence colleges. Soon after their formation, the organisation set up branches in the Eastern Cape, Western Cape, Transvaal, Orange Free State and Natal. Branches in the various provinces were set up with the aid of executive members specifically deployed into the various regions for that purpose. Other student organisations also assisted COSAS with establishing branches in their areas.

The organisation's principle aims were the conscientising of students and the wider community to the repressive nature of education in South Africa, and to participate in the drawing up of an educational charter for a future, non-racial democratic education system. Its view was that a democratic education system could only be achieved in a democratic society based on the will of all the people. It recognised that Bantu Education was aimed at controlling and indoctrinating the youth and that this could only be changed by transforming the country's entire political system. Although it was primarily education focused, COSAS identified the relationship between educational and social transformation in its statement of beliefs: students must be organised through democratically elected [Student Representative Councils] SRC's; students must serve the community; in serving the community, there must be a recognition that students play only a limited role in the overall struggle and the duty of the students was to lend support to trade unions and community organisations.

[From <https://sahistory.org.za/article/congress-south-african-congress-cosas>
Accessed on 9 April 2025.]

SOURCE 1B

The extract below focuses on the relationship between COSAS and other mass-based organisations. It explores the role played by COSAS and the United Democratic Front (UDF), amongst others, in the anti-apartheid liberation struggle during the 1980s.

In 1982, COSAS adopted the theme, 'Student-worker action' and promoted the formation of youth congresses to serve the interests of young workers and unemployed youth. These facilitated cooperation between school students, young workers and the unemployed youth. This had the dual effect of drawing COSAS into issues which affected young workers and the unemployed youth, and drawing the congresses into school-related struggles. The organisation provided essential support to striking workers and community struggles around issues such as transport increases, rent hikes and the like.

In 1983, COSAS welcomed the formation of the United Democratic Front (UDF) and played a key role in the formation of the regional UDF structures in all of the provinces. It saw the UDF as representing a common platform to fight for a free and democratic South Africa. In its early years, COSAS focused on educational issues, but with its alliance to the UDF, by the end of 1984, its students were making demands around educational as well as political issues. Throughout the 1980s, under the banner of COSAS, students staged a variety of resistance tactics like boycotts, strikes, and negotiated and laid down demands.

By the end of 1984, it had succeeded in drawing community support for the students' struggle when it successfully called on the community to participate in the Transvaal regional stay-away. Demands made by the organisation included: the withdrawal of the [South African Defence Force] SADF and police from the townships; cessation (end) of rent and bus-fare increases; resignation of all community councillors and unconditional release of all political prisoners and detainees.

[From <https://www.sahistory.org.za/article/congress-south-african-students-cosas>
Accessed on 10 April 2025.]

SOURCE 1C

The following source explains the circumstances that led to the formation of the National Education Crisis Committee (NECC) in 1986 and how the NECC dealt with the education crisis of the 1980s.

In an attempt to deal with the crisis in schools, groups of concerned parents came together in December 1985 and formed the National Consultative Conference (NCC). This conference was organised by the Soweto Parents Crisis Committee, which was formed to deal with the education crisis.

The Conference put forward political demands to the government, such as the unbanning of COSAS, the withdrawal of troops from the townships and the release of students and teachers from detention. But it also called for students to return to school and to work for change from within. And the way to do this would be through People's Education.

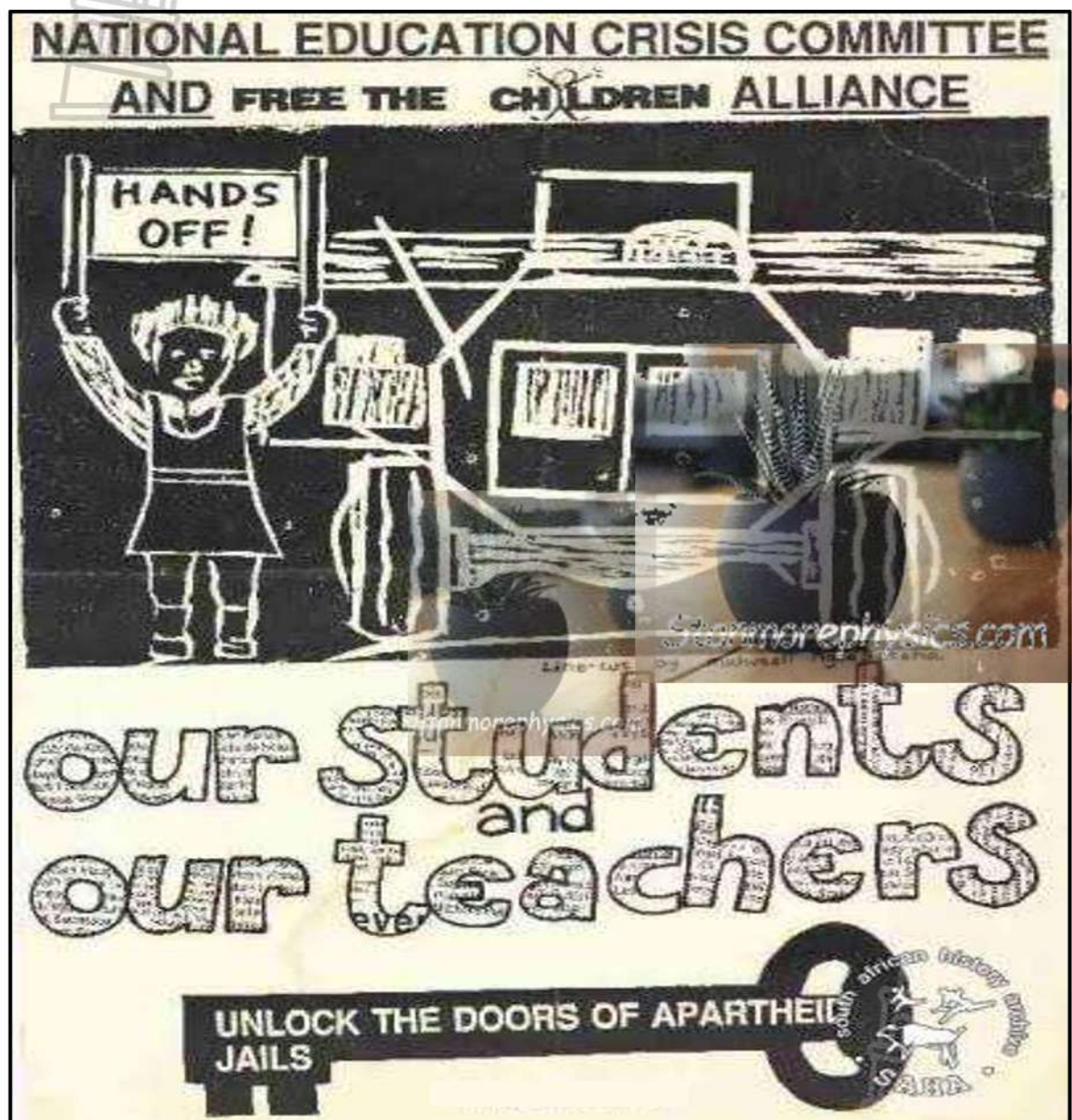
In 1986, the National Education Crisis Committee (NECC) was formed. The NECC urged students and teachers to challenge the system of education from within schools, and to use knowledge and skills to empower students to fight apartheid. It proposed the introduction of a more relevant form of education called People's Education and developed alternative teaching materials to counter the apartheid ideology inherent in the curriculum.

Thus, while it supported the students' political demands, the NECC also tried to get students to go back to school. They also believed that youth activism could be more easily controlled and coordinated in schools. It put forward alternative slogans, 'People's Education for People's Power' and 'Education for Liberation' and suspended the school boycott.

[From www.saha.org.za/youth/the_education_crisis_continues.html
Accessed on 11 April 2025.]

SOURCE 1D

The poster below, produced by the 'Free the Children's Alliance' and the NECC in 1987, appeared on the *South African History Archive*. It called for the police and SADF to stay out of the schools.



[From *Images of Defiance: South Africa Resistance Posters in the 1980s*
Published by Real African Publishers 2004]

QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE MURDER OF THE POLITICAL ACTIVIST ASHLEY KRIEL?

SOURCE 2A

The extract below is from *Turning Points in Transition: The Story of South Africa's Road to Peace* by S Seedat and J February, published in 2010. It outlines the reasons for the establishment of the Truth and Reconciliation Commission (TRC).

After an extensive debate in Parliament, the Promotion of National Reconciliation and Unity Act (the TRC Act) was passed in 1995. The Act provided four main objectives for the TRC: to investigate and establish as complete a picture as possible of the nature, causes and extent of gross violation of human rights that occurred between 1960 and 1994; to grant amnesty to perpetrators who have made full disclosure of all relevant facts relating to crimes committed in pursuit of a political objective; to identify, locate and recommend reparations to victims of gross human rights violations; and to compile a report containing recommendations aimed at preventing future human rights violations. Although South Africa suffered various injustices over the centuries, Parliament asked the TRC to deal with the period between 1960 and 1994. It is considered that these years of the apartheid regime's most ruthless policies of discrimination and abuse. In international law, apartheid was considered to be a 'crime against humanity'. In that case, why were those who had committed crimes in an effort to end apartheid also required to disclose the truth of their acts in exchange for amnesty?

The decision to investigate abuses committed by both sides to the conflict embodied (represented) the principle that all human beings have inalienable rights (rights that cannot be taken away). It was believed that those seeking to liberate the country from internationally condemned government policy were not justified in violating these human rights. Although the TRC acknowledged that anti-apartheid activists had a 'just cause', they nonetheless had to be held accountable for violations of human rights.

The TRC began its work in 1995 and finally disbanded in 2002. It had completed the bulk of its activities by October 1998, when it handed over its official report to President Nelson Mandela. Composed of seventeen commissioners and a large support staff, and headed by widely respected Archbishop Desmond Tutu, it executed its mandate through three committees, namely the Committee on Human Rights Violations, the Committee on Amnesty and the Committee on Rehabilitation and Reparations.

[From *Turning Points in Transition: The Story of South Africa's Road to Peace* by S. Seedat and J. February]

SOURCE 2B

The extract below focuses on the role that Ashley Kriel played in the struggle against apartheid and his subsequent murder by a security policeman, Jeffrey Benzien.

On 9 July, Ashley Kriel, who was just 20 years old, was murdered on the Cape Flats by the apartheid security police. His family, friends and other activists regarded him as a hero, champion and struggle icon who fought for a free South Africa. Yet, despite the passage of time, his two sisters are today, still battling to find closure over his brutal death.

In the eyes of Michel Assure and Melanie Adams, Kriel was a born leader who was both spirited and funny. He was a member of various student groups while at school, where he developed his public speaking and organisational skills. According to Kriel's sisters, Ashley organised the youth of Bonteheuwel to embark on school boycotts, protests and other actions in line with the African National Congress's (ANC's) call to make the country 'ungovernable' ...

Even though they feared for his safety, his sisters were not surprised when he joined the ANC's military wing, *Umkhonto we Sizwe* (MK), to fight the apartheid regime. Kriel went to an ANC camp in Lusaka and later returned, but spent most of his time in hiding in areas close to their childhood home.

Ashley Kriel's sisters did not believe their brother's killer told the truth. In a moving interview at the ANC's Athlone office, where Assure now works, she vividly recalled the horror of going to the 'house of safety' where Kriel was killed.

'What I saw in that house told me a story. I found a blood-stained spade, and I suspected he had been beaten with the spade. And that caused the gash (cut) on his head, which I had seen when I went to the mortuary. They brutally tortured him ...'

'In the mortuary, other than the gash in the head, I had seen that Ashley had grown into such a beautiful, strong young man, and it made me strong,' she said, tears welling (forming) in her eyes. 'I refused to break in front of the security police there. I refused to show them weakness. I chose to be strong for Ashley.'

What the sisters do know is that Kriel was shot in the back by the notorious apartheid security policeman, Jeffrey Benzien.

[From <https://mq.co.za/article/2014-04-24-murder-of-anc-querrilla-haunts-his-sisters-27-years-after-he-was-killed>. Accessed on 15 April 2025.]

SOURCE 2C

The following is part of the testimony that Jeffrey Benzien gave at the Truth and Reconciliation Commission hearings at the Bellville Community Centre in Cape Town on 14 July 1997.

MR BENZIEN: Thank you, Chairperson. Before I start reading out my application, I would like to mention the following:

Firstly, I apologise to any person or persons whom I have harmed and I specifically apologise to the families of Ashley Kriel for the death of their son and brother. Although I deny that I killed him unlawfully and wrongly, he did, however, die as a result of an action on my part and for that I apologise.

Life is precious and, judged ex post facto (from what happened afterwards) and based on today's political situation of reconciliation, his death was unnecessary. Further, I also apologise to the people whom I assaulted during interrogation, namely Peter Jacobs, Ashley Forbes, Anwar Dramat, Tony Yenegni, Gary Kruse, Niclo Pedro and Allan Mamba ...

ADV. COOK: ... Mr Benzien, during your period at the Terrorist Tracing Unit, for which deed or deeds are you applying for amnesty?

MR BENZIEN: Chairperson, assaults, tortures, perjury (lies) committed during this period mentioned, vis-à-vis (with regard to) suspects who are arrested and questioned as well as the death of Ashley Kriel ... I stand by my statement which I made in the inquest (investigation) 23/87 and dated 15 July 1987.

The reason I am now applying is as follows:

This is an open and democratic forum in the new Republic of South Africa, and I hope that I will be able to convince the families that I am speaking the truth ...

CHAIRPERSON:

Benzien is granted amnesty for:

1. The unlawful killing of Ashley Kriel on 15 July 1987 ...

[From https://www.justice.gov.za/trc/amntrans/capetown/capetown_benziens.htm. Accessed on 17 April 2025.]

SOURCE 2D

The photograph below shows people carrying a banner protesting against the TRC's decision to grant amnesty for the murder of Ashley Kriel. The following words appeared on the banner: 'TRC: NO JUSTICE FOR ASHLEY KRIEL'.



[From <https://www.gettyimages.ea/photos/ashleykriel?mediatype=photography&phrase=ashley%20kriel&sort=mostpopular>. Accessed on 20 April 2025.]

QUESTION 3: HOW HAS GLOBALISATION AFFECTED FOOD SECURITY IN BOTH DEVELOPED AND DEVELOPING COUNTRIES IN THE 21ST CENTURY?

SOURCE 3

The source below is a report on the Global Food Security Summit held on 20 November 2023. It focuses on the deepening food security crisis and efforts by world leaders to end world hunger.

The United Kingdom (UK) will host the Global Food Security Summit on 20 November 2023, where leading experts will come together to 'tackle the causes of food insecurity and malnutrition, including through cutting-edge UK-funded science and technology' and it couldn't be happening at a more crucial time. In the UK and abroad, food insecurity is on the rise.

In 2022, there were 4.7 million people, or 7% of the UK population, in food poverty. Right now, one in every 10 people on Earth is unsure where their next meal will come from and an estimated 345 million people are facing acute hunger and starvation, a rise of 119% since 2019.

Yet, less than 12% of the UK's military budget could end hunger worldwide for a year. While the World Food Programme (WFP) was able to raise a record-breaking 14 billion dollars in 2022, it was still way short of the 40 billion dollars it needs annually to feed the world's hungry.

If the last year has shown anything, it's that a butterfly's wings flapping on one side of the world is capable of driving hunger on the other.

The biggest factor driving hunger is conflict. 70% of the world's hungry live in areas experiencing conflict and violence. Putin's invasion of Ukraine in 2022 caused a ripple (domino) effect around the world, raising the prices of wheat, grain, and fertiliser, as the ongoing war has limited or entirely disrupted access to these vital food-producing essentials for the rest of the world.

The climate crisis is the second biggest driver of hunger in the world, undermining (reducing) people's ability to feed themselves and their families through the destruction of lives, crops, and livelihoods.

The Global Food Security Summit will take place against this backdrop in London and will focus on new approaches to tackle preventable deaths of children, building climate-resilient (strong) and sustainable (renewable) food systems, supporting early action to prevent and reduce the impact of humanitarian crises, and using science and technology to boost food security for people in the hardest-hit countries.

[From <https://www.globalcitizen.org/en/content/uk-global-food-summit-world-hunger/>
Accessed on 22 April 2025.]

SOURCE 3B

The extract below was taken from an article titled: Globalised food systems are making hunger worse. It highlights how globalisation has contributed to food insecurity throughout the world.

From COVID-19 to Russian President Vladimir Putin's war in Ukraine to climate change, it seems all the calamities (disasters) afflicting (troubling) the world are converging (moving) to make hunger worse. The world has not seen hunger at these levels for years. The world's food system is interconnected and complex than ever, built upon layers of transnational (beyond national boundaries) dependencies. It is why a war in Europe can exacerbate (worsen) a famine in Somalia – a country which imports most of its wheat and saw its supply of bread all but collapse overnight when exports of Ukrainian wheat ceased. But instead of reducing the fragility (weakness) of the food system, the latest international efforts led by the United States to end hunger are only exacerbating (making worse) it, especially for Africa, by globalising the system further.

US President Joe Biden has promised African leaders gathered in Washington that the United States is 'all in' on Africa. But the US needs to make sure that it is 'all in' in the right way, particularly when it comes to food. Climate change-related weather events, inflation and the Ukraine war have aggravated (upset) these stresses, rendering a complex and highly industrialised food system unable to serve the neediest people in the world even as it maintains steady supplies for the Global North. It is increasingly clear that in moments when the world is under severe stress, globalisation is not a strength but a weakness.

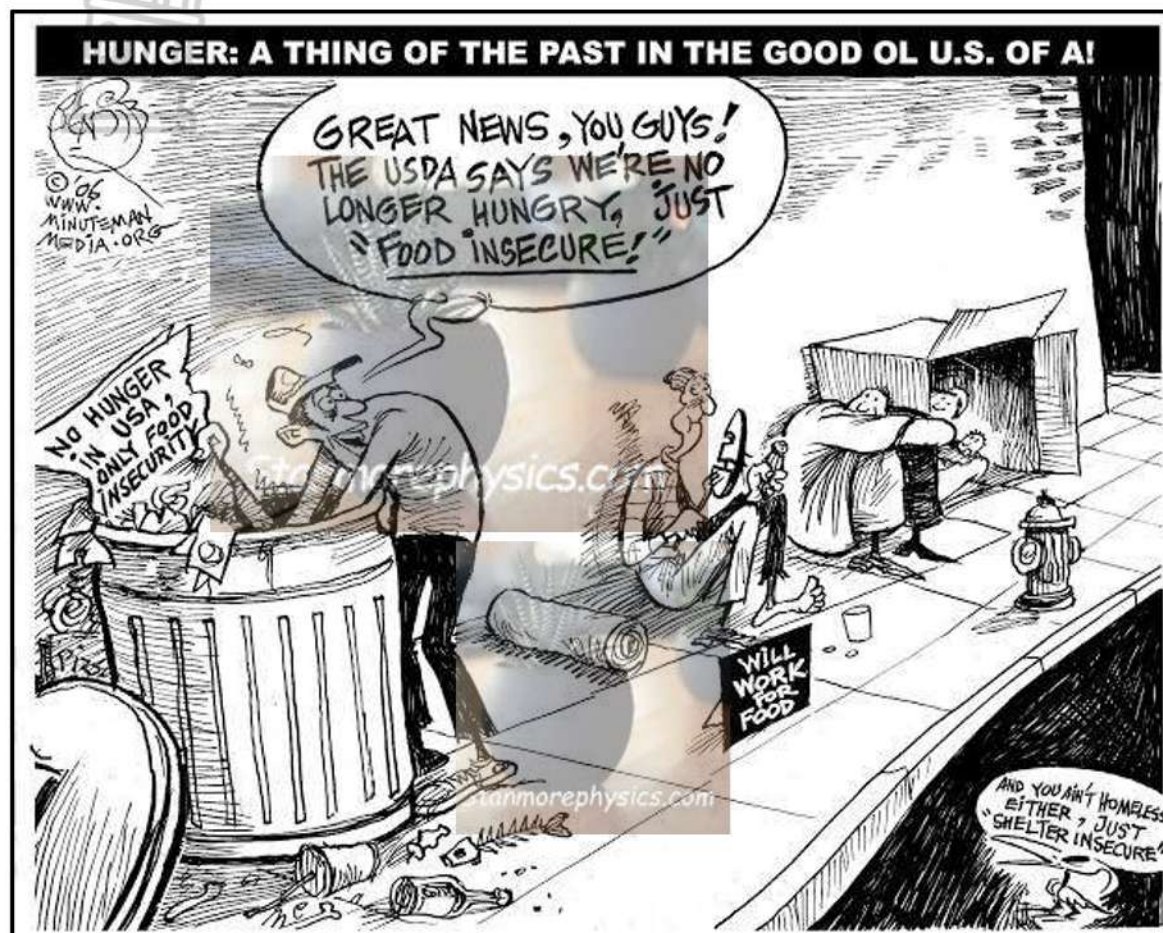
Today, 80 per cent of the world's population depends at least partly on food imports to eat, and the money they spend on imported food has tripled in the past 25 years. About half of the 50 countries with the highest pandemic-induced price increases are also among the countries most dependent on food imports, and about three-quarters of those crops originate from the Global South.

[From <https://www.aljazeera.com/opinions/2022/12/16/american-globalisation-is-aggravating-africas-hunger>. Accessed on 23 April 2025.]

Stanmorephysics.com

SOURCE 3C

The cartoon below is titled 'Capitalist Hunger'. It was taken from a report of the United States Department of Agriculture. It highlights that food insecurity is a major challenge in most countries in the Global North.



[From: <https://i.pinimg.co/736x/e1/66/1d/e1661d3c52f9a746832104ebe5f35e6e.jpg>.
Accessed on 24 April 2025.]

SOURCE 3D

The source below was taken from an article titled: 'World Bank's response to rising food insecurity'. It highlights the actions taken by the international institutions and the World Bank to alleviate food insecurity in developing countries.

As part of a comprehensive (extensive), global response to the food security crisis, in April 2022, the World Bank announced that it is making up to 30 billion dollars available over a period of 15 months, including 12 billion dollars in new projects. The financing is to boost food and nutrition security, reduce risks, and strengthen food systems, support producers and consumers, facilitate increased trade in food and trade inputs, support vulnerable households and invest in sustainable food and nutrition security.

In May, the World Bank Group and the G7 presidency (Canada, France, Germany, Italy, Japan, the United Kingdom and the USA) co-convened (organised) the Global Alliance for Food Security, which aims to catalyse (activate) an immediate and concerted (combined) response to the unfolding global hunger crisis. The Alliance has developed the publicly accessible Global Food and Nutrition Security Dashboard, which provides timely information for global decision-makers to help improve coordination of the policy and financial response to the food crisis.

The heads of the IMF (International Monetary Fund), World Bank Group, WFP (World Food Programme), and WTO (World Trade Organisation) released a Third Joint Statement on February 8, 2023. The statement calls to prevent a worsening of the food and nutrition security crisis; further urgent actions are required to rescue hunger hotspots, facilitate trade, improve the functioning of markets, enhance the role of the private sector, and reform and repurpose (reuse) harmful subsidies with careful targeting and efficiency.

[From <https://www.worldbank.org/en/topic/agriculture/brief/food-security-update>. Accessed on 25 April 2025.]

ACKNOWLEDGEMENTS

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

Visuele bronne en ander historiese bewyse is uit die volgende geneem:

<https://www.aljazeera.com/opinions/2022/12/16/american-globalisation-is-aggravating-africas-hunger>.

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[From *Images of Defiance: South Africa Resistance Posters in the 1980s* Published by Real African Publishers 2004]

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DEPARTMENT OF EDUCATION
DEPARTEMENT VAN ONDERWYS
LEFAPHA LA THUTO
ISEBE LEZEMFUNDO

PROVINCIAL PREPARATORY EXAMINATION

GRADE 12

Stanmorephysics.com

HISTORY

PAPER 2

SEPTEMBER 2025

MARKING GUIDELINES

Stanmorephysics.com

MARKS: 150

These marking guidelines consist of 22 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	- Extract evidence from sources - Selection and organisation of relevant information from sources - Define historical concepts/terms	30% (15)
LEVEL 2	- Interpretation of evidence from sources - Explain information gathered from sources - Analyse evidence from sources	40% (20)
LEVEL 3	- Interpret and evaluate evidence from sources - Engage with 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 guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

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 right-hand bottom margin, 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

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific 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 The following symbols MUST be used when assessing an essay:

- Introduction, main aspects and conclusion not properly contextualised



- Wrong statement



- Irrelevant statement



- Repetition

- Analysis

- Interpretation

- Line of Argument



2.5 The matrix

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

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

- Question not addressed at all/totally irrelevant content/no attempt to structure the essay = 0
- Content selection 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

QUESTION 1: WHAT ROLE DID THE CONGRESS OF SOUTH AFRICAN STUDENTS (COSAS) AND THE NATIONAL EDUCATION CRISIS COMMITTEE (NECC) PLAY IN THE ANTI-APARTHEID STRUGGLE DURING THE 1980s?

- 1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- To represent the interests of Black school students in the wake of the Soweto uprising (1 x 2) (2)
- 1.1.2 *[Extraction of evidence from Source 1A – L1]*
- Secondary schools
 - Nights schools
 - Technical (colleges)
 - Teacher training (colleges)
 - Correspondence colleges (any 2 x 1) (2)
- 1.1.3 *[Interpretation of evidence from Source 1A – L2]*
- Bantu education only prepared the black youth for their future roles as servants of whites
 - It was an inferior education system which rendered the black youth incompetent to pursue own initiative academically and otherwise
 - It aimed to ensure that Black youth were prepared for a limited role in the labour market, primarily as unskilled or semi-skilled workers
 - It sought to maintain racial dominance by limiting the educational and economic advancement of Black South Africans
 - Any other relevant response (any 2 x 2) (4)
- 1.1.4 *[Definition of a historical term from Source 1A – L1]*
- Bantu education was a separate and inferior education for Black South Africans during apartheid.
 - Any other relevant response (any 1 x 2) (2)
- 1.1.5 *[Extraction of evidence from Source 1A – L1]*
- Students must be organised through democratically elected SRC's
 - Students must serve the community
 - In serving the community, they must be a recognition that students play a limited role in the overall struggle
 - The duty of the students was to lend support to trade unions and community organisations (any 2 x 1) (2)
- 1.1.6 *[Interpretation of evidence from Source 1A – L2]*
- Unlike the Prefect System that was imposed on learners, the SRC's were democratically elected by the students themselves
 - Student representatives who served on these Councils were recognised student leaders who had the interests of students at heart
 - SRC'S became a link between students and the school management/teachers
 - SRC's were use to conscientise and to mobilise students against Bantu Education and apartheid in general



- It would make it easier for COSAS to work with the SRC's who could then pass on important information to the other students.
- Any other relevant response (any 1 x 2) (2)

1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*

- To serve the interests of young workers and unemployed youth
- They facilitated cooperation between school students, young workers and unemployed youth (2 x 1) (2)

1.2.2 *[Extraction of evidence from Source 1B – L1]*

- Transport increases
- Rent hikes (2 x 1) (2)

1.2.3 *[Interpretation of evidence from Source 1B – L2]*

- It saw the UDF sharing the same ideas of fighting for democracy.
- The UDF mobilised Black South Africans against Botha's reforms in the 1980s i.e. the Tricameral Parliament elections
- The UDF was at the forefront of community and workers struggles that called for stay-aways from work, strikes and boycotts
- Any other relevant response (any 2 x 2) (4)

1.2.4 *[Explanation of a historical term from Source 1B – L2]*

- An example of mass action that was characterised by withdrawal of labour or boycott usually in response to government repression during the 1980s
- Any other relevant response (1 x 2) (2)

1.2.5 *[Interpretation of evidence from Source 1B – L2]*

- The presence of SADF troops in townships instilled fear thus limiting political activity
- SADF troops were responsible for the deaths of many political activists
- Any other relevant response (any 1 x 2) (2)

1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*

- "... to deal with the crisis in schools, groups of concerned parents came together in December 1985 and formed the National Consultative Conference (NCC)." (1 x 2) (2)

1.3.2 *[Interpretation of evidence from Source 1C – L2]*

- An alternative to the Bantu education system
- A decolonised and transformed education system that skills and value-driven
- An education that will cater for the education and academic needs all citizen on an equal footing
- An education that will empower and uplift the citizens both educationally and economically
- Any relevant response (any 1 x 2) (2)

1.3.3 *[Interpretation of evidence from Source 1C – L2]*

- 
- The NECC wanted to take the youth off the streets and back to the classroom
 - The NECC believed that the students could transform the education system from within the school environment
 - The NECC saw little need to continue school boycotts and engaged in other forms of protest e.g. calls for a national stay-away to respect the 1976 Soweto uprising
 - School boycotts had rendered the schools unworkable and ungovernable
 - Youth activism could be controlled in schools
 - Any other relevant response
- (any 1 x 2) (2)

1.4 1.4.1 *[Interpretation of evidence from Source 1D – L2]*

- To depict the demands/grievances of the NECC and Free the Children Alliances such as 'hands off our students and teachers'
 - To show that the NECC and Free the Children Alliances also demanded the release of all political prisoners
 - To indicate the NECC and Free the Children Alliances supported the campaign to get SADF troops (and police) out of the townships
 - Any other relevant response
- (any 1 x 2) (2)

1.4.2 *[Determining the reliability of evidence in Source 1D – L3]*

- It is a primary source – it consists archival material from the *South African History Archives*
 - It shows the date on which the poster was created in 1987
 - The information in the poster can be corroborated with evidence in other sources dealing the role of student and parents bodies in the fight against apartheid
 - Any other relevant response
- (any 2 x 2) (4)

1.5 *[Comparison of evidence in Sources 1C and 1D-L3]*

- Source 1C states that the parents conference demanded the unbanning of COSAS and in Source 1D a demand to stop the harassment of students and teachers
 - In Source 1C the parents conference demanded the withdrawal of troops from the townships in Source 1D and the same sentiment is depicted (see picture of police van)
 - In Source 1C a demand is made to release students and teachers from detention and in Source 1D a demand to unlock the doors of apartheid jails
 - Any other relevant response
- (any 2 x 2) (4)

1.6 [Interpret and evaluate information from relevant Sources – L3]

Candidates may use the following points to answer the question.

- COSAS was established as a national organisation to look after the interests of Black school students (Source 1A)
- COSAS's aimed at conscientising of students and the wider community to the repressive nature of education in South Africa (Source 1A)
- COSAS recruited students from secondary and night schools. (SOURCE 1A)
- COSAS promoted the formation of youth congresses to serve the interests of young workers and unemployed youth (Source 1B)
- COSAS welcomed the formation of the UDF as it saw the UDF as representing a common platform to fight for a free democratic South Africa (Source 1B)
- The NECC urged students and teachers to challenge the system of education from within schools (Source 1C)
- The NECC proposed the introduction of a more relevant form of education called People's Education (Source 1C)
- The NECC and the Free the Children Alliances demanded an end to the harassment of students and teachers, amongst others (Source 1D)
- The NECC played an instrumental role in uniting teachers and pupils, in their attempt to create an alternative system of education (own knowledge)
- Any other relevant answer

Use the following rubric to allocate a mark

LEVEL 1	• Uses evidence in an elementary manner, e.g. shows no or little understanding of the role that the Congress of South African Students (COSAS) and the National Education Crisis Committee (NECC) played in the anti-apartheid struggle in the 1980's. • Uses evidence partially to report on the topic or cannot report on the topic	MARKS: 0-2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of the role that the Congress of South African Students (COSAS) and the National Education Crisis Committee (NECC) played in the anti-apartheid struggle in the 1980's. • Uses evidence in a very basic manner	MARKS: 3-5
LEVEL 3	• Uses relevant evidence, e.g. demonstrates a thorough understanding of the role that the Congress of South African Students (COSAS) and the National Education Crisis Committee (NECC) played in the anti-apartheid struggle in the 1980's. • Evidence relates well to the topic • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic	MARKS: 6-8

(8)
[50]

QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE MURDER OF THE POLITICAL ACTIVIST ASHLEY KRIEL?

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- To investigate and establish the nature, causes and extent of gross violation of human rights that occurred between 1960 and 1994
 - To grant amnesty to perpetrators who have made full disclosure of all relevant facts relating to crimes committed in pursuit of a political objective
 - To identify, locate and recommend reparations to victims of gross human rights violations
 - To compile a report containing recommendations aimed at preventing future human rights violations (any 2 x 1) (2)
- 2.1.2 *[Interpretation of evidence from Source 2A – L2]*
- It considered these years of apartheid rule the most ruthless because of the implementation of policies of discrimination against black South Africans
 - During 1960 and 1994 a large number of political atrocities/killings occurred in South Africa (from the Sharpeville massacre to the birth of democracy)
 - The TRC did not have the time or resources to investigate atrocities that were committed from the inception of apartheid
 - Any other relevant response (any 2 x 2) (4)
- 2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- Apartheid violated the human rights of the majority of South Africans
 - Apartheid discriminated against South Africans on the basis of colour
 - The negative effects of apartheid were felt by most South Africans
 - Any other relevant response (any 1 x 2) (2)
- 2.1.4 *[Definition of a historical concept from Source 2A – L1]*
- To grant an official pardon for a political motivated crime
 - Not to be prosecuted for a political crime
 - Any other relevant response (any 1 x 2) (2)
- 2.1.5 *[Extraction of evidence from Source 2A – L1]*
- The Committee on Human Rights Violation
 - The Committee on Amnesty
 - The Committee on Rehabilitation and Reparations (3 x 1) (3)

2.2 2.2.1 [Extraction of evidence from Source 2B – L1]

- 
- 'hero'
 - 'champion'
 - 'struggle icon'
 - 'born leader'
 - 'spirited'
 - 'funny'

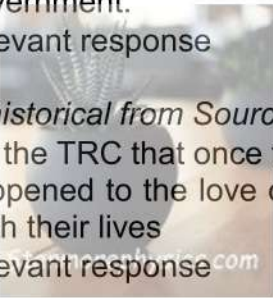
(any 2 x 1) (2)

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

- Ashley Kriel was an anti-apartheid youth leader/political activist/freedom fighter in Cape Town
- He supported the ANC in the fight against apartheid
- He had organisational skills and united the youth to challenge the apartheid regime
- He joined the armed wing of the ANC (MK) to fight against apartheid.
- The apartheid regime viewed Kriel as a threat in contributing in making South Africa 'ungovernable'
- He encouraged school boycotts and protests against the apartheid government.
- Any other relevant response

(any 2 x 2) (4)

2.2.3 [Explanation of historical from Source 2B – L2]

- 
- The belief by the TRC that once the victims learn the truth about what has happened to the loved ones, they will find peace, and moved on with their lives
 - Any other relevant response

(any 1 x 2) (2)

2.2.4 [Extraction of evidence from Source 2B – L1]

- '...was murdered on the Cape Flats by the security police'
- '...he was beaten with a spade.'
- 'They brutally tortured him...'
- '...was shot in the back.'

(any 2 x 1) (2)

2.3 2.3.1 [Extraction of evidence from Source 2C – L1]

- 'Peter Jacobs'
- 'Ashley Forbes'
- 'Anwar Dramat'
- 'Tony Yengeni'
- 'Gary Kruse'
- 'Niclo Pedro'
- 'Allan Mamba'

(any 3 x 1) (3)

2.3.2 *[Interpretation of evidence from Source 2C – L2]*



JUSTIFIED because:

- Benzien appeared before the TRC and acknowledge his role (gave full disclosure) in the killing of Ashely Kriel
- Benzien was not acting on his own (politically motivated)/he was merely implementing instructions from leaders of the apartheid government
- Any other relevant response

NOT JUSTIFIED because:

- Benzien did not tell the truth about the role he played in the murder of Ashley Kriel
- There was ample of evidence to show that Kriel was brutally tortured when he was murdered by Benzien
- Any other relevant response (any 2 x 2) (4)

2.4 *[Comparison of evidence in Sources 2B and 2C – L3]*

- Source 2B states that Ashley Kriel was brutally tortured and killed while in Source 2C Benzien denied that he 'unlawfully and wrongfully' killed Kriel
- Source 2B indicates that Ashley's sister believes that the individual responsible for her brothers death has not been truthful about the circumstances surrounding the incident while Source 2C presents Benzin's assertion that he is being honest regarding the details of Ashley's murder.
- Source 2B states that Kriel was killed on 9 July 1987 while Source 2C states that Kriel was killed on 15 July 1987
- Any other relevant response (any 2 x 2) (4)

2.5 2.5.1 *[Interpretation of evidence from Source 2D – L2]*

- The TRC has failed the family of Ashley Kriel by granting Benzien amnesty
- Benzien who was responsible for the murder of Kriel was allowed to walk free
- The family and friends of Kriel did not find closure regarding the circumstances of his death
- Any other relevant response (any 2 x 2) (4)

2.5.2 *[Ascertaining the usefulness of evidence from Source 2D – L3]*

The source is USEFUL because:

- It shows that people protested against the TRC's decision regarding the death of Ashley Kriel
- It shows that not all people agreed with the TRC's findings regarding the murder of political activists such as Kriel
- It highlights how people felt about the TRC and how it dealt with perpetrators of political violence such as those who were responsible for the murder of Kriel
- Many were not happy with the TRC's idea of restorative justice. They wanted perpetrators to be punished.
- Any other relevant response (any 2 x 2) (4)

2.6 *[Interpret and evaluate information from relevant Sources – L3]*

Candidates may use the following points to answer the question.

- The TRC formed was established to build national unity and reconciliation in order to determine the 'nature, causes and extent of gross violations of human rights' committed between 1 March 1960 and 10 May 1990 by the apartheid regime (Source 2A)
- The TRC held public hearings where both victims and perpetrators of politically motivated crimes had a chance to tell their stories (Source 2A)
- Ashley Kriels's sisters are still finding it difficult to gain closure on the murder of their brother. (Source 2B)
- The sisters of Kriel still believe that Benzien did not tell the truth regarding Ashely's murder. (Source 2B)
- The TRC held public hearings at the Bellville Community Centre in Cape Town to listen to the testimonies on how Kriel was murdered (Source 2C)
- The TRC granted Benzien amnesty for the murder of Kriel (Source 2C)
- The TRC offered a platform for perpetrators and victims to meet so that healing could occur (Source 2C)
- The protesters were not happy about the decision reached by the TRC regarding the killing of Kriel (Source 2D)
- Many people were not happy with the way the TRC dealt with murderers of activists. Some people wanted retributive justice. (own knowledge)
- Victims of human rights violations (e.g. Mtimkulu, Ndwandwe and Trust Feed families) appeared before the TRC and reconciled with the perpetrators (own knowledge)
- Any other relevant answer

Use the following rubric to allocate a mark

LEVEL 1	• Uses evidence in an elementary manner, e.g. shows no or little understanding of how the Truth and Reconciliation Commission (TRC) dealt with the murder of political activist Ashley Kriel • Uses evidence partially to report on the topic or cannot report on the topic	MARKS: 0-2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of how the Truth and Reconciliation Commission (TRC) dealt with the murder of political activist Ashley Kriel • Uses evidence in a very basic manner	MARKS: 3-5
LEVEL 3	• Uses relevant evidence, e.g. demonstrates a thorough understanding of how the Truth and Reconciliation Commission (TRC) dealt with the murder of political activist Ashley Kriel • Evidence relates well to the topic • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic	MARKS: 6-8

(8)
[50]

QUESTION 3: HOW HAS GLOBALISATION AFFECTED FOOD SECURITY IN BOTH DEVELOPED AND DEVELOPING COUNTRIES IN THE 21ST CENTURY?

- 3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*
- To tackle the causes of food insecurity and malnutrition (1 x 2) (2)
- 3.1.2 *[Explanation of a term from Source 3A – L2]*
- A meeting between heads of state of the Global North to tackle world hunger
 - A meeting between heads of state in capitalist countries to eradicate food insecurity
 - Any other relevant response (any 1 x 2) (2)
- 3.1.3 *[Extraction of evidence from Source 3A – L1]*
- Conflict
 - Violence
 - Climate crisis (any 2 x 1) (2)
- 3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- The world is deeply interconnected and a small occurrence in one side of the world can cause a major disturbance in other areas
 - A war/climate crisis in one side of the world can result in a food crisis throughout the world
 - Globalisation means that something small happening in the developed world can have a much larger effect in the developing countries
 - Any other relevant response (any 1 x 2) (2)
- 3.1.5 *[Interpretation of evidence from Source 3A – L2]*
- Millions of tons of grain were blocked by Russia in the Black Sea ports preventing food assistance to vulnerable nations
 - Rising cost living in developing countries
 - Rising fuel prices affected food delivery to vulnerable countries
 - Increase in hunger levels in poorer countries
 - Shortage of sunflower/cooking oil/wheat/animal feeds
 - Any other relevant response (any 2 x 2) (4)
- 3.1.6 *[Extraction of evidence from Source 3A – L1]*
- Build climate resilient and sustainable (renewable) food systems
 - Prevent and reduce humanitarian crisis
 - Using science and technology to boost food security for people in the hardest-hit countries (any 2 x 1) (2)

3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*

- COVID-19
 - War in Ukraine
 - Climate change
- (any 2 x 1) (2)

3.2.2 *[Definition of a term from Source 3B – L1]*

- Globalisation is the process through which the flow of ideas, people, goods, services and capital has led to the integration of economies
 - Globalisation is a term used to describe how trade and technology (internet) have made the world into a more connected and interdependent place/village
 - Any other relevant response
- (any 1 x 2) (2)

3.2.3 *[Interpretation of evidence from Source 3B – L2]*

- The USA monopolises global food trade
 - The food system has become more globalised resulting in competition for food purchases
 - Massive use of chemicals and hybrid plants in developed countries (USA) are impacting agricultural systems in developing countries
 - A large amount of money from developed countries such as the USA is spent on food imports in developing countries
 - Any other relevant response
- (any 1 x 2) (2)

3.2.4 *[Interpretation of evidence from Source 3B – L2]*

- Because of an increase in the population in poorer countries, industrialised countries find it difficult to provide food security for an ever increasing population
 - Climate change, inflation and wars, for example the Ukrainian war, puts strain on highly industrialised countries, thereby making it difficult for them to help poorer countries
 - Water insecurity and climate change in Africa results in poor harvest and making it difficult for them to help the poorer countries
 - Civil unrest and corruption on the African continent e.g. Kenya, DRC, Angola causes instability and difficulty to import food in poorer countries
 - Famine in countries like Sudan, Somalia and Ethiopia causes displacement and political stability resulting in a shortage food in poorer countries
 - Any other relevant response
- (any 1 x 2) (2)

3.3 3.3.1 *[Interpretation of evidence from Source 3C – L2]*

- Food security is a challenge as the USA has difficulty in providing food for all its citizens (people searching for food in dustbins)
- Food prices are high (will work for food)
- Millions across the globe go to bed hungry every night (we're no longer hungry, just "food insecure")



- Poverty, unemployment and low wages lead to food insecurity and homelessness (and you ain't homeless either, "just shelter insecure")
- Making a mockery of the seriousness of the food crises in the USA/Trying to tone down the seriousness of the hunger crisis ("No Hunger in the USA, only food insecurity")
- Any other relevant response (any 2 x 2) (4)

3.3.2 *[Determining the limitations of Source 3C – L3]*

The source is LIMITED because:

- The source is one-sided, portrays the American government as not doing anything (being in denial) to deal with hunger and poverty/American government efforts to address food insecurity is not depicted/no government perspective
- The source is biased (against the World Bank) as it does not provide the initiatives taken by the World Bank to alleviate food insecurity
- The source does not show how the food and nutrition security programmes support vulnerable families in the USA
- The issue of food insecurity is exaggerated
- The source can be used for propaganda purposes to influence people to blame the government/capitalism for poverty and hunger
- Any other relevant response (any 2 x 2) (4)

3.4 3.4.1 *[Extraction of evidence from Source 3D – L2]*

- Due to the rising of food prices, that made it less affordable for the vulnerable population.
- Climate change that made a negative impact on agricultural yields and water availability, furthering disrupting food production.
- The World Bank is also focused on building long-term resilience in food systems.
- To ensure that all people have access to sufficient, safe and nutritious food.
- Any relevant answer. (any 1 x 2) (2)

3.4.2 *[Extraction of evidence from Source 3D – L1]*

- Canada
- France
- Italy
- Japan
- United Kingdom
- USA
- Germany (any 3 x 1) (3)

3.4.3 [Extraction of evidence from Source 3D – L1]

- IMF/International Monetary Fund
- WFP/World Food Programme
- World Bank Group
- WTO/World Trade Organisation (any 1 x 1) (1)

3.4.4 [Interpretation of evidence from Source 3D – L2]

- Developed Global Food and Nutrition Security Dashboard, which provides valuable information to help them respond to the food crisis
- The World Bank is providing the financial resources/funds
- Promotes infrastructure building and the use of technology in agricultural production
- Strengthens national governments to formulate nutrition programmes
- Increases focus on responsible investments to establish environmentally friendly infrastructure
- Reduce food loss and waste
- Any other relevant response (any 1 x 2) (2)

3.5 [Comparison of evidence in Source 3C and 3D – L3]

- Source 3C shows that food insecurity is a major challenge for the USA and 3D refers to the World Bank financing new projects to address food nutrition security
- Source 3C shows that there was a hunger crisis in the USA and Source 3D refers to the G7 nations including the USA convening a Global Alliance to addressing the global hunger crisis
- Any other relevant response (any 2 x 2) (4)

3.6 [Interpret and evaluate information from relevant Sources – L3]

Candidates may use the following points to answer the question.

- A Global Food Security Summit was held in November 2023 to address the food crisis looming in the world (Source 3A)
- In 2022 there were 4.7 million people experiencing food poverty (Source 3A)
- The Ukraine crises and other wars, COVID-19 and climate change have exacerbated food insecurity in both developed and developing countries (Source 3A and 3C)
- Highly industrialised countries are unable to prevent food insecurity developing in poorer developing countries (Source 3B)
- Good governance (not corruption) is very important in eradicating poverty and food insecurity (Source 3B)
- Industrialised countries find it difficult to provide food security to poorer countries due to the ever increasing population (Source 3B)
- Climate change and the war in Uranian has put a strain on developed countries, making it difficult for them to help poorer countries (Source 3B)
- Developed countries such as the USA experience food insecurity (Source 3C)

- The World Bank has made 30 billion dollars available to address the food security crisis (Source 3D)
- Millions of people across the globe go to bed hungry every night especially in the Global South (own knowledge)
- Any other relevant answer

Use the following rubric to allocate a mark

LEVEL 1	• Uses evidence in an elementary manner, e.g. shows no or little understanding of how globalization affected food security in both developed and developing countries in the 21st century. • Uses evidence partially to report on the topic or cannot report on the topic	MARKS: 0-2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of how globalization affected food security in both developed and developing countries in the 21st century. • Uses evidence in a very basic manner	MARKS: 3-5
LEVEL 3	• Uses relevant evidence, e.g. demonstrates a thorough understanding of how globalization affected food security in both developed and developing countries in the 21st century. • Evidence relates well to the topic • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic	MARKS: 6-8

(8)
[50]

SECTION B

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

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

SYNOPSIS

Candidates should critically discuss how the Black Consciousness Movement under Steve Biko empowered black people to be self-reliant and to get rid of an inferior complex in their struggle to challenge the apartheid state in the 1970s.

MAIN ASPECTS

Candidates could include the following aspects in their response:

Introduction: Candidates should critically discuss how the Black Consciousness Movement under Steve Biko empowered black people to be self-reliant and to get rid of an inferior complex in their struggle to challenge the apartheid state in the 1970s. Candidates should take a line of argument and indicate how they would support it.

ELABORATION

- Political vacuum (background information)
 - Created after the ANC and PAC political leaders and parties were banned or imprisoned in 1960
- Mobilisation as blacks
 - Infused blacks with a sense of pride
 - To accept themselves/have self-confidence/self-reliance/sense of identity
 - Empowered blacks to reject the spirit of self-pity; inferior complex; self-alienation and domination by external forces
- Political mobilisation
 - 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 Black Peoples Convention (BPC) in 1972 which involved students, churches, communities and trade unions
 - Black Community Programs/Projects (BCP) focused on black community development
 - South African Student Movement formed in 1972 which exposed black learners to the ideas of BC
 - BCM and SASO organised FRELIMO rallies (1974)
 - Expulsion of students i.e. Tiro from universities led to student protests
 - The arrests of BC leaders heightened political activism
- Student mobilisation
 - Bantu Education introduced Afrikaans as a medium of instruction in African schools (1975)
 - SASO and SASM influenced the formation Soweto Students Representative Councils (SRCs)
 - Both black teachers and students rejected Afrikaans as the language of the oppressor

- Some teachers and learners were already exposed to the ideas of Biko and BC philosophy through SASO
- Police response to student protests was violent
- Mobilisation through Community Programmes
 - BC promoted independence from whites through Black Community Programmes to support black without white assistance. (Zanempilo Health Clinic/Ginsburg Educational Trust/ Zimele Trust Fund/Solempilo Community Health Centre/Ithuseng Community Health Program and Winter School Projects)
- Mobilisation through labour
 - Mobilised workers to form trade unions
 - BC led to the formation of the Black Allied Workers Union (BAWU) – workers' strikes in Durban in 1973
- Mobilisation through media
 - Role of media that was sympathetic to the BC philosophy i.e. *The World* and *The Weekend World* newspapers were closed
- Any other relevant response
- Conclusion: Candidates should tie up the argument with a relevant conclusion. **[50]**



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

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

SYNOPSIS

Candidates need to indicate the extent to which the leaders of political organisations/parties were successful in overcoming the obstacles that confronted South Africa on the road to democracy in the early 1990s.

MAIN ASPECTS

Candidates could include the following aspects in their response:

Introduction: Candidates need to take a stance and indicate the extent to which the leaders of political organisations/parties were successful in overcoming the obstacles that confronted South Africa on the road to democracy in the early 1990s.

ELABORATION

- De Klerk's speech in parliament, 2 February 1990
- Groote Schuur, 2 May 1990 (ANC and NP met, ANC delegation led by Nelson Mandela, NP delegation led by FW De Klerk)
- Pretoria Minute, 6 August 1990 (ANC agreed to suspend the armed struggle)
- CODESA 1 (19 political parties excluding AZAPO, CP and PAC/300 delegates)
- Violence erupts in some parts of the country such as the Rand and Natal
- Whites only referendum (1992)
- CODESA 2 (2 May 1992) collapsed. Parties failed to agree on a new constitution-making and interim government
- Boipatong massacre and its consequences (17 June 1992)
- Rolling mass action by anti-apartheid organisations to force De Klerk's government to negotiate with integrity throughout the country
- Bisho massacre derailed the process of negotiations (7 September 1992)
- Record of Understanding signed on 26 September 1992 between Roelf Meyer (NP) and Cyril Ramaphosa (ANC)
- Assassination of Chris Hani (10 April 1993) and its impact on South Africa
- Multiparty Negotiating Forum was established – right-wing attack
- Sunset Clause introduced by Joe Slovo broke the negotiations deadlock
- Election date – 27 April 1994 announced
- ANC won 1994 elections and Mandela became the first black South African President
- Any other relevant response

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

[50]

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

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

SYNOPSIS

Candidates need to indicate whether they agree or disagree with the statement. If they agree with statement, they need to explain how Gorbachev's reforms in the mid-1980s led to the collapse of the Soviet Union and the collapse was largely responsible for the political changes that occurred in South Africa after 1989.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should take a stance and indicate whether they agree or not that Gorbachev's reforms in the mid-1980s led to the collapse of the Soviet Union and the collapse was largely responsible for the political changes that occurred in South Africa after 1989. They should also indicate how they intend supporting their line of argument.

ELABORATION

- Disintegration of the Soviet Union by the end of 1989 (Glasnost and Perestroika)
- The fall of the Berlin Wall and its impact
- Communism was no longer regarded as a global threat
- Changes in the Soviet Union contributed to the end of apartheid
- The collapse of the Soviet Union had a political impact on both the ANC and the National Party.
- The collapse of the USSR deprived the ANC of its main source of support
- The National Party's claim to be protecting South Africans from a communist onslaught became unrealistic
- Western world powers supported the move that South Africa resolve its problems peacefully and democratically
- It became clear that the National Party could no longer maintain white supremacy in South Africa anymore
- Influential NP members started to realise that apartheid was not the answer to the needs of white capitalist development
- There was no doubt that continued repression of black South Africans would not ensure political stability
- PW Botha suffered a stroke and was succeeded by FW De Klerk
- 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 in discussions with the liberation organisations
- On 2 February 1990 De Klerk announced 'a new and just constitutional dispensation'
- He was declaring the end of apartheid
- Any other relevant response

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

[50]

TOTAL: 150