



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

HISTORY P2

MAY/JUNE 2025

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: 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: HOW EFFECTIVE WERE THE STRATEGIES OF THE BLACK SASH IN MOBILISING AGAINST THE APARTHEID REGIME 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 According to the source, what action by the apartheid government led to the establishment of the Black Sash in 1955? (1 x 2) (2)
- 1.1.2 Define the term *voter's roll* in your own words. (1 x 2) (2)
- 1.1.3 Name any TWO women in the source who launched the Women's Defence of the Constitution League (Black Sash) in 1955. (2 x 1) (2)
- 1.1.4 Using the information in the source and your own knowledge, explain why the National Party regime disliked the Black Sash. (2 x 2) (4)
- 1.1.5 Explain the implication of the statement, '... various advice offices of the Black Sash ... became crucial points of resistance for the black majority ...', in the context of challenging apartheid legislation. (1 x 2) (2)
- 1.2 Read Source 1B.
- 1.2.1 Comment on the importance of the words on the banner, 'DEFIANCE IS THE RIGHT TO PEACEFUL PROTEST', in the context of the Black Sash's strategies to resist apartheid legislation. (2 x 2) (4)
- 1.2.2 Using the information in the source and your own knowledge, explain why the Black Sash displayed a placard that read, 'ONE PERSON ONE VOTE'. (1 x 2) (2)
- 1.3 Refer to Sources 1A and 1B. Explain how the information in Source 1A supports the evidence in Source 1B regarding the strategies used by the Black Sash against the apartheid legislation. (2 x 2) (4)

1.4 Study Source 1C.



1.4.1 According to the source, how did white South Africans respond to their own regime being singled out for general condemnation? (1 x 2) (2)

1.4.2 Identify TWO concerns raised in the source about the treatment of children by the apartheid regime. (2 x 1) (2)

1.4.3 Quote a phrase from the source indicating how the author proposes to consider the nature and implication of the treatment of children. (1 x 2) (2)

1.4.4 Explain what Marie Dyer means by the statement, 'our "Western Christian" society has surely lost its claim to being ordinarily civilised' towards children. (1 x 2) (2)

1.5 Use Source 1D. Stanmorephysics.com

1.5.1 According to the source, what was the Black Sash's policy as an organisation, in relation to protests against the apartheid government? Give ONE response. (1 x 2) (2)

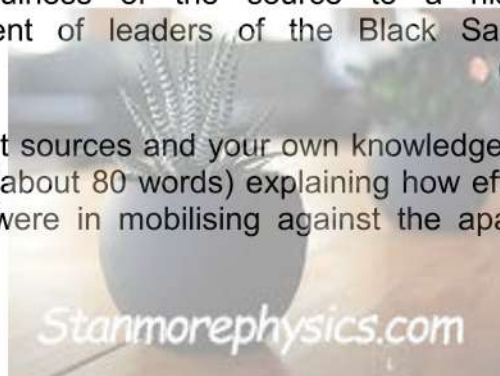
1.5.2 Explain the term *solitary confinement* in the context of the policy advocated by the apartheid government in dealing with anti-apartheid protestors. (1 x 2) (2)

1.5.3 Why do you think Janet Small was banned from speaking to journalists or writing for publication, after being released from prison? (2 x 2) (4)

1.5.4 Comment on the usefulness of the source to a historian researching the treatment of leaders of the Black Sash by PW Botha's government. (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 effective the strategies of the Black Sash were in mobilising against the apartheid regime in the 1980s.

(8)
[50]



QUESTION 2: WHY WAS THE MOHAPI FAMILY DISSATISFIED WITH THE MANNER IN WHICH THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEALT WITH THE DEATH OF MAPETLA MOHAPI IN 1976?

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

2.1 Refer to Source 2A.

- 2.1.1 According to the source, in which village was Mapetla Mohapi born? (1 x 1) (1)
- 2.1.2 Quote a reason from the source why Mohapi and other leaders of SASO and the BPC were detained in November 1974. (1 x 2) (2)
- 2.1.3 Why do you think Mohapi was restricted to King William's Town in September 1975? (1 x 2) (2)
- 2.1.4 What conclusion could be drawn from the fact that Mapetla died 20 days after he was detained in police custody? (1 x 2) (2)

2.2 Read Source 2B.

- 2.2.1 Identify THREE reasons in the source why Mrs Mohapi attended the TRC Human Rights Violations hearings on 15 April 1996. (3 x 1) (3)
- 2.2.2 Define the term *inquest* in your own words. (1 x 2) (2)
- 2.2.3 Comment on the implication of the statement, '... there was a policeman who ... confirmed that this man (Mohapi) would never take his life ...', in the context of Mapetla Mohapi's death. (1 x 2) (2)
- 2.2.4 Explain why Nonhle Mohapi was surprised at losing the case in the Supreme Court of Law. (1 x 2) (2)
- 2.2.5 Explain why a historian would regard this source as reliable when researching how the TRC dealt with the Mohapi case. (2 x 2) (4)

2.3 Use Source 2C.

- 2.3.1 Why might the Mohapi family want to visit the cell in which Mapetla died? (2 x 2) (4)
- 2.3.2 Using the information in the source and your own knowledge, explain why this photograph appeared in the *Amandla* newspaper 41 years after Mapetla Mohapi's death. (1 x 2) (2)

2.4 Consult Source 2D.



2.4.1 Quote FOUR pieces of evidence from the source, indicating why Valela had some harsh words for the TRC. (4 x 1) (4)

2.4.2 Identify TWO reasons in the source that explain why some inquests have been successfully re-opened. (2 x 1) (2)

2.4.3 Explain the term *post-apartheid honour* in the context of people who fought against apartheid. (1 x 2) (2)

2.4.4 Using the information in the source and your own knowledge, comment on what the source refers to as 'a shameful state of affairs' regarding Mohapi's death. (2 x 2) (4)

2.5 Refer to Sources 2B and 2D. Explain how the information in Source 2D supports the evidence in Source 2B regarding the challenges faced by the family in pursuing Mapetla Mohapi's case. (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 why the Mohapi family was dissatisfied with the manner in which the TRC dealt with the death of Mapetla Mohapi in 1976. (8)
[50]

QUESTION 3: HOW DID TRADE RELATIONS BETWEEN CHINA AND AFRICA EVOLVE BETWEEN THE 1970s AND 2023?

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

3.1 Refer to Source 3A.

- 3.1.1 According to the source, what has boosted China's foreign trade since the 1970s? Give TWO responses. (2 x 1) (2)
- 3.1.2 List THREE factors in the source on which the economic shifts that have increased China's trade relationships with developed and developing countries were based. (3 x 1) (3)
- 3.1.3 Explain how trade liberalisation contributed to China's expansion into other parts of the world. (1 x 2) (2)
- 3.1.4 In the context of China-African relations, comment on the implication of the statement, 'While in the past, this (China's) engagement was aid-driven, today it is more economic-driven and underpinned by trade and investment.' (1 x 2) (2)
- 3.1.5 Define the term *globalisation* in your own words. (1 x 2) (2)

3.2 Use Source 3B.

- 3.2.1 According to President Xi Jinping, state THREE aspects of the industrial promotion initiative that China will implement to strengthen cooperation with Africa. (3 x 1) (3)
- 3.2.2 Explain the concept *agricultural modernisation* in the context of cooperation between China and Africa. (1 x 2) (2)
- 3.2.3 Why do you think China was keen to provide agricultural support to African countries? (2 x 2) (4)
- 3.2.4 Comment on how China showed commitment to strengthening cooperation with Africa. (1 x 2) (2)
- 3.2.5 Explain the limitations of this source for a historian researching the trade relations between China and Africa. (2 x 2) (4)

3.3 Refer to Sources 3A and 3B. Explain how the information in Source 3B supports the evidence in Source 3A regarding policies promoting trade relations between China and Africa. (2 x 2) (4)

3.4 Consult Source 3C.



3.4.1 Explain the symbolic representation of the following elements in the cartoon:

- (a) The animal trough with a \$12 billion investment, eaten by the African cow (1 x 2) (2)
- (b) Milking of the African cow by China (1 x 2) (2)

3.4.2 Comment on why the USA is portrayed as surprised and shocked. (1 x 2) (2)

3.5 Study Source 3D.

3.5.1 Select TWO challenges from the source that the Belt and Road Initiative (BRI) infrastructure investment have created for African countries. (2 x 1) (2)

3.5.2 Explain the implication of the statement, '... (China) used debt traps to expand its influence over African countries ...,' in the context of China-Africa relations. (1 x 2) (2)

3.5.3 Identify any TWO African countries in the source that attended the annual Belt and Road Initiative Forum in Beijing. (2 x 1) (2)

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 trade relations between China and Africa evolved between the 1970s and 2023. (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 CRISIS OF APARTHEID IN THE 1980s

Political liberation of black South Africans was the only focus of the Black Consciousness Movement.

Critically discuss this statement with reference to the philosophy and actions of the Black Consciousness Movement during the late 1960s and 1970s. Support your line of argument 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 political will and determination of leaders from various political parties during the negotiation process led to a democratic South Africa in 1994.

Support your line of argument with relevant historical evidence.

[50]

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

Mikhail Gorbachev's policies from the mid-1980s contributed to the emergence of a new political dispensation in South Africa.

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

[50]

TOTAL: 150



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ADDENDUM

Stanmorephysics.com

This addendum consists of 14 pages.

QUESTION 1: HOW EFFECTIVE WERE THE STRATEGIES OF THE BLACK SASH IN MOBILISING AGAINST THE APARTHEID REGIME IN THE 1980s?

SOURCE 1A

The extract below, taken from an article titled 'The Conscience of White South Africa: Celebrating the Black Sash, 60 Years Later', written by M Thamm, a journalist, appeared in the *Daily Maverick* Newspaper on 14 May 2015. It focuses on the formation and strategies of the Black Sash.

The Black Sash started on 19 May 1955, over a cup of tea by six middle-class white women outraged (angered) by the then government attempts at removing 'coloured' citizens from the voter's roll. The Black Sash developed into a powerful force for protest and change that served as a visible prod (push) to the conscience of those who implemented and benefitted from an unjust system. Jean Sinclair, Ruth Folley, Elizabeth McLaren, Tertia Pybus, Jean Bosazza and Helen Newton-Thompson launched the Women's Defence of the Constitution League*. The organisation held a conference in Port Elizabeth.

Strategies employed by this 'silent sisterhood' included 'black-sashing' – or the wearing of a black sash – during silent protest from the public gallery in Parliament. The withering stares (side eye) of the women no doubt served to unsettle ministers in the ruling National Party regime, who detested (disliked) this group of apparently well dressed, genteel (well-mannered) and mostly English-speaking white women who used their position to challenge them.

In the 1980s the various advice offices of the Black Sash ran across the country and staffed by volunteers, became crucial points of resistance for the black majority in terms of challenging apartheid legislation, mass arrests, access to information and sometimes simply to enable the provision of food and other emergencies. The advice offices offered free services also with regard to issues of employment, housing, pensions and access to health. The Black Sash were also an invaluable (a helpful) source of information for newspapers operating in difficult circumstances with constant harassment by the state, bringing vital (important) news to the attention of journalists.

[From *Daily Maverick* newspaper, 14 May 2015]

***Women's Defence of the Constitution League:** The official title of the Black Sash.

SOURCE 1B

The photograph below appeared in *The Observation Post – South African Military History* publication, on 3 October 2015. It depicts members of the Black Sash in support of the Mass Democratic Movement (MDM) defiance campaign with anti-apartheid placards, in Cape Town, in August 1989.



[From *The Observation Post – South African Military History*, 3 October 2015]

ONE PERSON ONE VOTE

UNBAN RESTRICTED
ORGANIZATIONS

DEFIANCE IS THE RIGHT TO
PEACEFUL PROTEST

BLACK SASH

SOURCE 1C

The extract below is from a letter, titled 'Persecution of children' by Marie Dyer, a representative of the Association for Rural Advancement (AFRA) and constant writer for the Natal Midlands Black Sash (NMBS). It was written to the local press (*The Natal Witness*) in support of the Free the Children Campaign that was launched by the Black Sash on 10 December 1986.

White South Africans often feel aggrieved (upset) that in this brutal and violent world our own regime is singled out among all other tyrannies (oppressors) for general condemnation ...

But lately that has been an aspect of South African oppression that in itself seems not to be exceeded or matched in other regimes that white South Africans loudly condemn. I refer to the deliberate campaign against children, which was intensified during the state of emergency and is still continuing.

The state of emergency is officially over; but children in many places continue to be the specific targets of official persecution (torture) and harassment. Furthermore, the damage inflicted by their experiences will remain with them – and us – for the rest of their lives.

The Black Sash proposes to observe 1 June, this year (1987), as a national children's day when South Africans will be asked to consider the nature and implications of these events. In tolerating them our 'Western Christian' society has surely lost its claim to being ordinarily civilised.

[From *STANDING ON STREET CORNERS – A History of the Natal Midlands Region of the Black Sash* by M Kleinenberg and C Merrett]

SOURCE 1D

The extract below is from a book published in 1991. The book, titled *Black Sash, The Beginning of a Bridge in South Africa*, by K Spink, chronicled (reported) women's human rights abuses for the Black Sash. It outlines how PW Botha's government reacted to the leaders of the Black Sash.

The policy of the Black Sash as an organisation was to uphold (maintain) the rule of law with its absolute commitment to lawful and peaceful protest, rather than being a burden to the government. One Black Sash member went to prison for refusing to make a statement about a visit to Winnie Mandela, another was jailed rather than dismiss a domestic worker who could not be registered. Others had deliberately taken part in illegal gatherings and marches.

On 12 June 1986 Annica van Gylswyk, chairperson of the Black Sash Pretoria branch, was arrested in her own home in the early hours of the morning. She was kept in solitary confinement in the Pretoria prison for several weeks and then taken to police cells, where she was interrogated. The arrival of security police in Janet Small's office took her completely by surprise. She was told to pack a bag and taken to prison almost immediately. Because there were no other white women in detention, and because the prison authorities were very strict about racial segregation, she found herself in solitary confinement for three months.

On her release she was given a restriction order, which was not unusual, but which she found particularly difficult because it restricted her, not to the house where she had been living in Grahamstown but to Cape Town and her parents' home, where she should be in the house, each night, between the hours 6 p.m. and 5 a.m. She was not allowed to work for the Black Sash anymore. She was not supposed to speak to journalists or write for publication.

[From *Black Sash, The Beginning of a Bridge in South Africa* by K Spink]

QUESTION 2: WHY WAS THE MOHAPI FAMILY DISSATISFIED WITH THE MANNER IN WHICH THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEALT WITH THE DEATH OF MAPETLA MOHAPI IN 1976?

SOURCE 2A

The source below is from a book titled *COMING TO TERMS – SOUTH AFRICA'S SEARCH FOR TRUTH* by M Meredith. It highlights Mapetla Mohapi's political life until his death in 1976.

Mapetla Frank Mohapi was born in the rural village of Jozanashoek, Sterkspruit, in the former Transkei (now the Eastern Cape) on 2 September 1947. He studied at the University of the North (Turfloop) – today the University of Limpopo, where he graduated with a degree in social work in the early 1970s.

While studying at Turfloop, he was drawn to the philosophy of Black Consciousness and became active in the South African Students Organisation (SASO) as a regional secretary in the Eastern Cape. After students at several black universities held pro-FRELIMO* rallies in October 1974 to celebrate the independence of Mozambique, Mohapi, together with several other leaders of SASO and the Black People's Convention, were detained in November 1974. He was released in ... 1975 without charge.

In 1973 he married Nonhle. Then in 1974, whilst Nonhle was expecting their daughter, Mohapi was detained for eight months. In September 1975, Mohapi was banned under the Internal Security Act and restricted to King William's Town, where he was later employed as an administrator of the Zimele Trust Fund, established to assist released political prisoners.

A month after the start of the 1976 Soweto Uprising, in a swoop (rounding up) of Black Consciousness activists, Mapetla was again detained without charge on 16 July. Twenty days later, on 5 August 1976, Mohapi died in police custody.

[From *COMING TO TERMS – SOUTH AFRICA'S SEARCH FOR TRUTH* by M Meredith]

***FRELIMO:** Mozambique Liberation Front

SOURCE 2B

The extract below is from the TRC hearing on human rights violations of Mapetla Mohapi, held on 15 April 1996. The TRC's Human Rights Violations Committee was represented by Tiny Miya – who posed questions and the Mohapi family was represented by his wife – Nonhle Mohapi. It highlights the reasons why Nonhle Mohapi requested the TRC to investigate how Mapetla Mohapi died after having previously opened a civil case that went up to the Supreme Court in 1979, but was unsuccessful.

MS MAYA: We see you before the Truth Commission this morning Mrs Nonhle (Mohapi). Can you please tell us why you are here, just before we start with our proceedings.

MRS MOHAPI: As I've already mentioned I was never happy in the 20 years about the matter of Mapetla, but now, even now, I'm sure that he was never killed in any other way. After hearing about the TRC I told myself, I want to come and give evidence about the hurt that I felt. I want to tell the Commission so that they can assist me in finding out what happened to him because he never killed himself.

MS MAYA: What did they say was the reason for his suicide?

MRS MOHAPI: The letters which were available during the inquest, there was one amongst them of which it was said to be the suicide letter. The writing was very exclusive (different) and it did not belong to Mapetla. But this one was also written on toilet paper as my husband previously did write, and the experts who looked at the writing confirmed that the writing in the suicide note is very exclusive. They tried their best and tried to make a good scrutiny (investigation). We waited for the response.

MS MAYA: What was the inquest?

MRS MOHAPI: We were surprised about the inquest, that still nobody was accused about this. There was a civil court at Grahamstown, these also went on in Grahamstown and there was a policeman who took out some letters to give testimony about the crime and he confirmed that this man (Mohapi) would never take his life.

MS MAYA: What was the result?

MRS MOHAPI: In the Supreme Court it was also said that nobody could be blamed about what happened. ... we were told that we have lost the case and we have to pay the costs. We went home where I received a letter from the court stating that the account which I'm owing was about R250 000. They also wrote to find out how they can liquidate* me and I would have to write a list of everything, my house included.

[From *The Truth and Reconciliation Commission Report*, Vol. 3, 1998]

***Liquidate:** when property and household items are sold to raise money to pay for debts owed

SOURCE 2C

The photograph below was taken by Zolani Mabusela, a spokesperson for the Black Consciousness Movement (BCM) in 2017. It appeared in an article titled 'Honouring the Legacy of Mapetla Mohapi: A Martyr in the Struggle Against Oppression!', published by the *Amandla* newspaper, 41 years after Mapetla Mohapi's death. It depicts the Mohapi family members, from the left, Motheba Mohapi, Mizuki Gugushe (8 years), Nohle Mohapi (wife), Konehali Mohapi-Gugushe and Naledi Gugushe (10 years), outside the Kei Road Police Station. They had travelled 400 kilometres from Port Elizabeth, but the station commander denied access to the cell where the former activist Mapetla Mohapi had died in 1976.



[From *Amandla* newspaper, 5 August 2024]

**KEI ROAD
POLICE STATION**

SOURCE 2D

The extract below is from a review by Gcina Ntsaluba, an investigative journalist, of the book titled *Now You Know How Mapetla Died: The Story of a Black Consciousness Martyr*, a historian, by Z Valela. It criticised the TRC for not doing justice to Mohapi's case and the government for not doing anything to pursue the case further.

Twenty years elapsed between Mohapi's murder and the deliberations of the Truth and Reconciliation Commission (TRC). Valela has some harsh words for its modus operandi (the TRC's method of operation) that echoes the Azanian People's Organisation (AZAPO's) standpoint and some may find it unreasonable. Where she (Valela) is on firm ground, however, is to question exactly how the TRC has served justice in Mohapi's case. No one came forward to seek amnesty and the government did nothing to pursue the known suspects. Not only is accountability unfulfilled, but the original inquest verdict is still part of the judicial record, and historical truth remains incomplete.

As Valela points out, where inquests have been successfully re-opened this has been due to private initiative and resources. Ironically, Mohapi was awarded a post-apartheid honour, but so far has been denied the dignity of re-examination of the circumstances of his death. This can be ascribed (explained by) to the general state of corrupt inertia (inaction) in government.

Perhaps this book will alter a shameful state of affairs. But even if it has no effect on this particular case, it serves as a telling warning of the extreme dangers of a police state operating outside the bounds of the rule of law. Given the contempt (disrespect) displayed by major sections of the present-day ANC for the latter, a return to such circumstances is not impossible.

[From *Mail & Guardian*, 29 May 2022]

QUESTION 3: HOW DID TRADE RELATIONS BETWEEN CHINA AND AFRICA EVOLVE BETWEEN THE 1970s AND 2023?

SOURCE 3A

The extract below is taken from a paper titled 'Globalisation and sustainable Africa-China trade: what role play the African regional organisations' by D Cissé and was published by a Swedish-based research institute. It highlights how trade relations between China and Africa have developed since the 1970s.

China's trade liberalisation and openness to the world since the 1970s have boosted its foreign trade. Economic shifts, particularly based on trade, industrial reforms and later the manufacture of products to sell abroad, have increased China's trade relationships with developed and developing countries. China's push to liberalise goes hand in hand with long-term strategies to establish ties with developing countries, including those in Africa.

Through its growing position in the world economic arena, China aims to shape the world political economy. Africa has had long-term engagement with China. While in the past, this engagement was aid-driven, today it is more economic-driven and underpinned by trade and investment. The diversification of trade partners among African countries by looking East meets China's long-term strategy for resources and markets.

Alongside globalisation, China has developed strategic ties with African countries for strong economic cooperation based on non-interference in domestic affairs and mutual benefit or win-win cooperation. China's 'go out' policy of the late 1990s, the establishment of the Forum on China-Africa Cooperation (FOCAC) in 2000, and the release of the White Paper on China's Africa policy in 2006 demonstrate China's interest in Africa.

[From 'Globalisation and sustainable Africa-China trade: what role play the African regional organisations' by D Cissé]

SOURCE 3B

The extract below is taken from a keynote speech delivered by China's President Xi Jinping at the opening ceremony of the Beijing Summit of the Forum on China-Africa Cooperation (FOCAC) at the Great Hall of the People in Beijing, on 3 September 2018. It highlights China's commitment to contributing to the development of Africa.

First, China will launch an industrial promotion initiative. We have decided to open a China-Africa economic and trade expo in China; we encourage Chinese companies to increase investment in Africa, and will build and upgrade a number of economic and trade cooperation zones in Africa. We will support Africa in achieving general food security by 2030, work with Africa to formulate and implement a programme of action to promote China-Africa cooperation on agricultural modernisation.

We will implement 50 agricultural assistance programmes, provide RMB* 1 billion (approximately R2,47 billion) of emergency humanitarian food assistance to African countries affected by natural disasters, send 500 senior agriculture experts to Africa, and train young researchers in agriscience and entrepreneurs in agribusiness. We will support Chinese companies in Africa to forge (build) alliance of corporate social responsibilities. We will continue to strengthen cooperation with African countries in local currency settlement and make good use of the China-Africa Development Fund, the China-Africa Fund for Industrial Cooperation and the Special Loan for the Development of African Small-Medium Enterprises (SMEs).

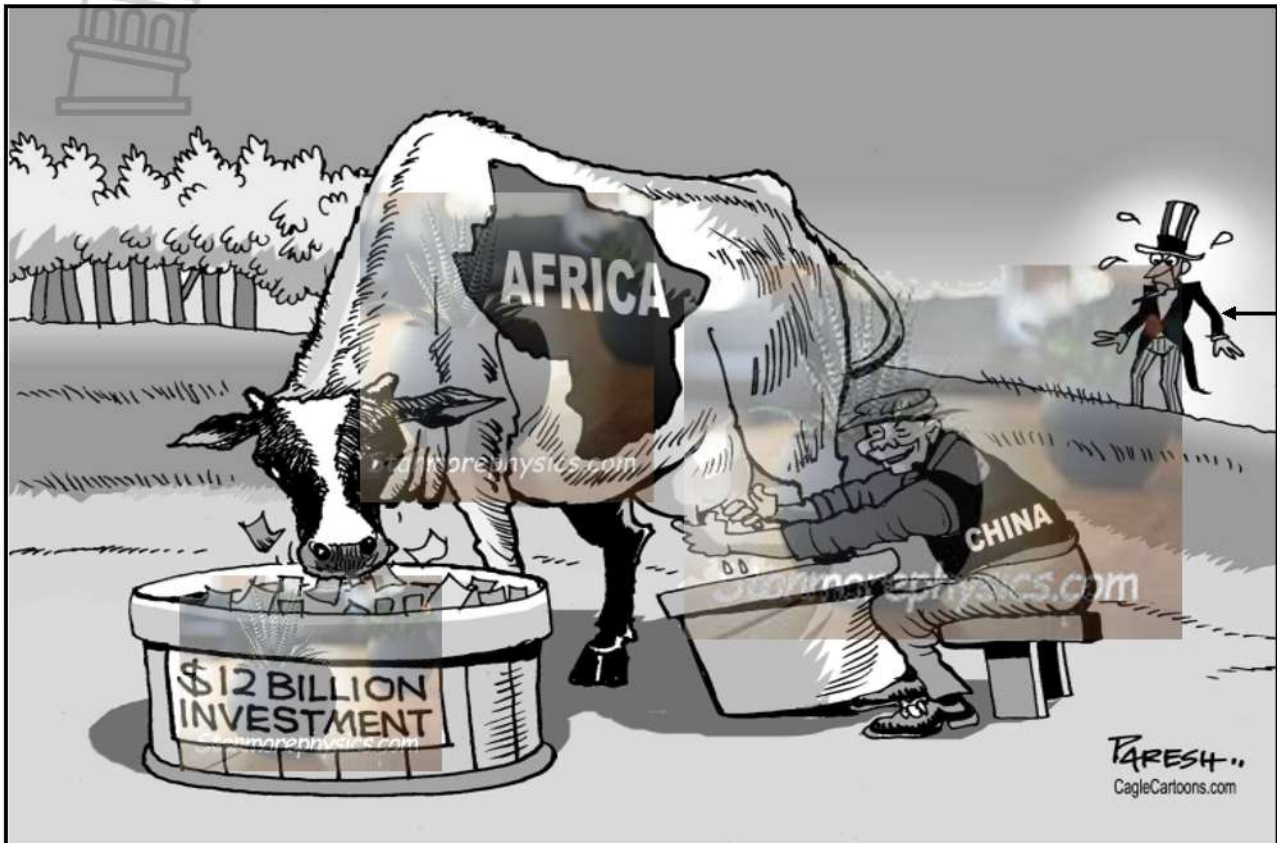
We will work with Africa to undertake a number of key connectivity projects. We will support Africa in developing the Single African Air Transport Market and open more direct flights between China and Africa. On the basis of following multilateral rules and procedures, we will support African countries in making better use of financing resources of the Asian Infrastructure Investment Bank, the New Development Bank, and the Silk Road Fund.

[From *China Daily*, 4 September 2018]

***RMB = RENMINBI (The official Chinese currency)**

SOURCE 3C

The cartoon below was published in the *Hustle East Africa* magazine on 6 August 2018. It highlights a view on the China-Africa economic relationship.



[From *Hustle East Africa* magazine, 6 August 2018]

USA

SOURCE 3D

The extract below, taken from *A Roadmap for Strategically Countering China's Development Influence in Africa*, written by J Malobisky, was published by the New Lines Institute of the George Washington University on 18 January 2024. It highlights the challenges created by China's expansion into Africa.

While the Belt and Road Initiative (BRI) infrastructure investments appear to offer attractive development opportunities, the initiative has created challenges for African countries that have been unable to pay back the programme's high-interest loans and are now caught in a debt trap. Continued exploitation under neo-colonialism in Africa has contributed to a wealth gap that contributes to some countries' inability to make payments on Chinese infrastructure loans, forcing these states to borrow additional money. China, which rarely cancels these debts, has used debt traps to expand its influence over African countries by forcing states to restructure their debt with long-term repayment plans that cede (give up) mining and natural resource rights to China under the guise of collecting collateral (security) for debt owed.

Nevertheless, African countries have continued to seek Chinese infrastructural investment money. In October, Beijing hosted its annual Belt and Road Initiative Forum, where President Xi Jinping announced \$100 billion of new funding for physical infrastructure and green energy projects. The attendance of leaders from Kenya, Ethiopia, Nigeria, and the Republic of the Congo signals that many African states continue to prefer working with China to Western countries. Across the continent, there continues to be a positive perception of China because of its willingness to sponsor infrastructure projects in any African country. However, there is also concern among Africans that their governments are too deeply indebted (financially dependent) to China. This widespread concern can provide an opportunity for the United States to engage with the continent and provide an alternative form of development that does not create a debt burden.

[From the New Lines Institute: *A Roadmap for Strategically Countering China's Development Influence in Africa* by J Malobisky, 18 January 2024]

ACKNOWLEDGEMENTS

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

Amandla newspaper, 5 August 2024

Cissé, D. 2015. 'Globalisation and sustainable Africa-China trade: what role play the African regional organisations' (Nordiska Afrikainstitutet, Uppsala, Sweden)

China Daily, 4 September 2018

Daily Maverick newspaper, 14 May 2015

Hustle East Africa magazine, 6 August 2018

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basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

HISTORY P2

MAY/JUNE 2025

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 27 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 in own words	30% (15)
Level 2	- Interpretation of evidence from sources - Explain information gathered from sources - Analyse evidence from sources - Explain historical concepts in context	40% (20)
Level 3	- Interpret and evaluate evidence from sources - Engage with sources to determine 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 ✓✓✓✓

COMMENT

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

- 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

Λ

- Wrong statement
- Irrelevant statement

|

- Repetition
- Analysis
- Interpretation
- Line of Argument

R

A✓

I✓

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.



MARKING MATRIX FOR ESSAY: TOTAL: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
PRESENTATION →	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 and 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 used 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.
CONTENT ↓							
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 a 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 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

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW EFFECTIVE WERE THE STRATEGIES OF THE BLACK SASH IN MOBILISING AGAINST THE APARTHEID REGIME IN THE 1980s?

1.1.1 [Extraction of evidence from Source 1A – L1]

- '... removing 'coloured' citizens from the voter's roll' (1 x 2) (2)

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

- A list of people eligible for voting/A register of people qualifying to vote
- Any other relevant response (1 x 2) (2)

1.1.3 [Extraction of evidence from Source 1A – L1]

- 'Jean Sinclair ...'
- '... Ruth Folley ...'
- '... Elizabeth McLaren ...'
- '... Tertia Pybus ...'
- '... Jean Bosazza ...'
- '... Helen Newton-Thompson ...' (any 2 x 1) (2)

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

- The Black Sash organised protests that rejected the National Party government's apartheid policies
- The organisation was seen as a threat because it was in an alliance with black resistance movements
- It was a female-led organisation that challenged decisions taken by male dominated National Party government
- The National Party government expected all whites (including liberals) to support all apartheid policies of the white government
- The Black Sash provided information about state harassment to the media
- Any other relevant response (any 2 x 2) (4)

1.1.5 [Interpretation of evidence from Source 1A – L2]

- Black people consulted the Black Sash advise officers on issues concerning their discrimination or segregation
- The Black Sash became a more powerful organisation that fought against apartheid laws as it also represented black people
- The organisation was effectively exposing the violation of human rights
- Any other relevant response (any 1 x 2) (2)

1.2

1.2.1 [Interpretation of evidence from Source 1B – L2]

- They highlight defiance as a common strategy applied also by other internal resistance movements
- To show that the Black Sash was also concerned with the human rights of all South Africans
- To show that the Black Sash was non-violent (peaceful) in their approach of resisting apartheid laws
- Any other relevant response (any 2 x 2) (4)

- 1.2.2 *[Interpretation of evidence from Source 1B – L2]*
- To support the notion of majority rule in South Africa
 - To show their opposition to the apartheid government's exclusion of the majority of South Africans from voting/wanted every South African citizen irrespective of colour to have the right to vote
 - To challenge the National Party policies that were based on discrimination and not on democratic principles
 - Any other relevant response
- (any 1 x 2) (2)
- 1.3 *[Comparison of evidence in Sources 1A and 1B to ascertain how they support each other – L3]*
- Source 1A states that the Black Sash was an organisation of white women that developed into a powerful anti-apartheid force and Source 1B depicts protesting white women displaying anti-apartheid demands/Both sources make reference to the fact that the Black Sash was an anti-apartheid organisation
 - Both sources refer to 'black-sashing' as a form of protest
 - Source 1A refers to silent protests as a symbol of their resistance to apartheid and Source 1B shows women silently protesting apartheid/Both sources refer to the Black Sash engaging in silent protest
 - Source 1A refers to the Black Sash volunteers/supporters (staffing advice offices) and Source 1B shows volunteers/supporters protesting in Cape Town
 - Source 1A refers to Black Sash's 'withering stares' and 'genteel' manner and Source 1B shows women protesting with 'stares'
 - Any other relevant response
- (any 2 x 2) (4)
- 1.4
- 1.4.1 *[Extraction of evidence from Source 1C – L1]*
- '... feel aggrieved (upset) ...'
- (1 x 2) (2)
- 1.4.2 *[Extraction of evidence from Source 1C – L1]*
- '...deliberate campaign against children ...'
 - '... persecution (torture) ...'
 - '... harassment ...'
 - '... damage inflicted ...'
- (any 2 x 1) (2)
- 1.4.3 *[Extraction of evidence from Source 1C – L1]*
- '... to observe 1 June, this year (1987), as a national children's day ...'
- (1 x 2) (2)
- 1.4.4 *[Interpretation of evidence from Source 1C – L2]*
- The claim that South Africa (apartheid government) is a Western Christian society was undermined/contradicted by the persecution of the children during the state of emergency
 - Any other relevant response
- (1 x 2) (2)

1.5

1.5.1 [Extraction of evidence from Source 1D – L1]

- '... was to uphold (maintain) the rule of law ...'
- '... absolute commitment to lawful and peaceful protest ...' (any 1 x 2) (2)

1.5.2 [Explanation of a term from Source 1D – L2]

- Isolating and curtailing any form of human contact (to create psychological damage) as a form of punishment for imprisoned political activists
- Any other relevant response (1 x 2) (2)

1.5.3 [Interpretation of evidence from Source 1D – L2]

- So that she could not influence people through the media to act against the government/threat to the South African government
- To restrict her influence as a Black Sash member against the government/not to tarnish the image of the apartheid government
- To block the spread of ideas of democracy and equality
- Any other relevant response (any 2 x 2) (4)

1.5.4 [Determining the usefulness of Source 1D – L3]

The source is USEFUL because:

- The extract was taken from a book, titled *Black Sash, The Beginning of a Bridge in South Africa* by K Spink based on collections of experiences of women who were arrested for Black Sash campaigns/informed by research
- The author (K Spink) was a writer reporting on the violation of women's human rights for the Black Sash
- The date of publication of the book (1991) is not far from the activities of the Black Sash in the 1980s
- It provides specific details of the harsh treatment meted out to the Black Sash members by the apartheid government e.g. solitary confinement, banishment, etc.
- 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:

EFFECTIVE

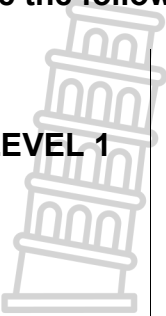
- The Black Sash was formed by white women who were angered by the apartheid government's removal of the coloured from the common voters' roll (Source 1A)
- The Black Sash developed into a powerful force for protest and change served as a visible prod (push) to the consciousness of those who implemented and benefited from an unjust system (Source 1A)
- The stares of the women unsettled ministers in the ruling National Party government (Source 1A)
- The various advice offices across the country offered free services with regard to employment, housing, pensions and access to health (Source 1A)
- They were an invaluable (a helpful) source of information for the newspapers that were restricted by apartheid laws (Source 1A)
- The Black Sash protests against Botha's constitutional reforms ran across the country through convoys, demonstrations and vigils (own knowledge)
- They communicated their demands publicly through banners, placards and protests (Source 1B)
- The Black Sash also supported the End Conscription Campaign (ECC) and demanded franchise for all South Africans (Source 1B)
- They condemned the National Party government through letters (Source 1C)
- The organisation stood resolute in organising a national children's day to expose their persecution by the state (Source 1C)
- Arrests, detentions, interrogations and banning orders did not discourage the members of the Black Sash from continuing with the anti-apartheid protests (Source 1D)
- Any other relevant response

AND/OR

NOT EFFECTIVE

- They operated in difficult circumstances with constant harassment by the state (Source 1A)
- Only a few Black Sash members could protest from the public gallery of the Parliament (own knowledge)
- The organisation worked as an English white only – in isolation from the other anti-apartheid organisations at the time (Source 1B)
- Some of the protesting Black Sash members were intimidated and verbally abused by bystanders (own knowledge)
- They could not prevent the persecution and harassment of the children by the state (Source 1C)
- During the State of emergency in the 1980s Black Sash leaders were imprisoned (Source 1C)
- Some of the leaders were kept in solitary confinement (Source 1D)
- Others were placed under severe restrictions of house arrest (Source 1D)
- Any other relevant response

Use the following rubric to allocate marks:

 LEVEL 1	• Uses evidence in an elementary manner, e.g. shows no or little understanding of how effective the strategies of the Black Sash were in mobilising against the apartheid regime in the 1980s. • Uses evidence partially or cannot write a paragraph. • Evidence is mostly relevant and relates to a great extent on the topic, e.g. shows some understanding of how effective the strategies of the Black Sash were in mobilising against the apartheid regime in the 1980s.	MARKS: 0–2
LEVEL 2	• Uses evidence in a very basic manner to write a paragraph. • Uses relevant evidence, e.g. demonstrates a thorough understanding of how effective the strategies of the Black Sash were in mobilising against the apartheid regime in the 1980s.	MARKS: 3–5
LEVEL 3	• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS: 6–8

(8)
[50]



QUESTION 2: WHY WAS THE MOHAPI FAMILY DISSATISFIED WITH THE MANNER IN WHICH THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEALT WITH THE DEATH OF MAPETLA MOHAPI IN 1976?

2.1

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

- '... Jozanashoek'

(1 x 1) (1)

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

- '... held pro-FRELIMO rallies in October 1974 to celebrate the independence of Mozambique ...'

(1 x 2) (2)

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

- He was regarded as a danger/threat to the state
- To limit his influence to the BCM
- To control his movements
- Any other relevant response

(any 1 x 2) (2)

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

- He could have succumbed to interrogation/tortured by the security police
- He was killed while in custody
- Any other relevant response

(any 1 x 2) (2)

2.2

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

- '... I was never happy in the 20 years about the matter of Mapetla ...'
- '... to come and give evidence about the hurt that I felt ...'
- '... to tell the Commission so that they can assist me in finding out what happened to him because he never killed himself'

(3 x 1) (3)

2.2.2 *[Definition of a term from Source 2B – L1]*

- A formal/official investigation to ascertain facts relating to an undesirable incident
- Any other relevant response

(1 x 2) (2)

2.2.3 *[Interpretation of evidence from Source 2B - L2]*

- There was no convincing evidence to prove that Mapetla Mohapi killed himself/someone must have killed him
- The alleged suicide note was a fabrication
- Any other relevant response

(any 1 x 2) (2)

- 2.2.4 *[Interpretation of evidence from Source 2B – L2]*
- Because of the testimony given by the policeman that Mohapi would not have taken his own life
 - Letters were produced as evidence that Mohapi would not have taken his own life
 - She expected the Supreme Court to act on the evidence provided
 - The evidence provided by experts indicated that the suicide letter was not written in his own handwriting
 - Any other relevant response
- (any 1 x 2) (2)

- 2.2.5 *[Determining reliability of Source 2B – L3]*
The source is RELIABLE because:
- It is an extract from an interview conducted at the TRC HRVC hearing on 15 April 1996
 - It was published in the official TRC Report, Vol. 3, 1998
 - Mrs Mohapi is retelling her personal experience of the events following her husband's death
 - Any other relevant response
- (any 2 x 2) (4)

2.3

- 2.3.1 *[Interpretation of evidence from Source 2C – L2]*
- To find closure for his mysterious death
 - To connect with Mohapi by visiting a place where his spirit departed from him/spiritual repatriation
 - To connect the family with the place where Mohapi died
 - Any other relevant response
- (any 2 x 2) (4)

- 2.3.2 *[Interpretation of evidence from Source 2C – L2]*
- For the commemoration of his death
 - To honour his memory/legacy as he made a great impact in challenging the apartheid government
 - Any other relevant response
- (any 1 x 2) (2)

2.4

- 2.4.1 *[Extraction of evidence from Source 2D – L1]*
- '... for its modus operandi that echoes AZAPO's standpoint ...'
 - '... to question exactly how the TRC has served justice in Mohapi's case'
 - 'No one came forward to seek amnesty ...'
 - '... the government did nothing to pursue the known suspects ...'
 - '... accountability is unfulfilled ...'
 - '... the original inquest verdict is still part of the judicial record ...'
 - '... and historical truth remains incomplete'
- (any 4 x 1) (4)

- 2.4.2 *[Extraction of evidence from Source 2D – L1]*
- '... private initiative ...'
 - '... resources'
- (2 x 1) (2)

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

- An honour/respect awarded by the post-apartheid (democratic) government to people who supported the liberation struggle while fighting against the apartheid government – in this case, like Mapetla Mohapi who through the BCM fought against the apartheid regime
- Any other relevant response (1 x 2) (2)

2.4.4 [Interpretation of evidence from Source 2D – L2]

- The TRC could not reveal as to how Mapetla Mohapi died while in police custody
- The government did nothing to follow up on Mohapi's death
- Mohapi's family unsuccessfully tried to get the truth through a civil case
- Any other relevant response (any 2 x 2) (4)

2.5 [Comparison of Sources 2B and 2D to ascertain similarities – L3]

- In Source 2B Nonhle appeared before the TRC seeking facts regarding her husband's (Mapetla's) death and in Source 2D the TRC is criticised for not helping Nonhle with finding answers to her questions
- Both sources refer to 20 years having passed between Mapetla's death and the TRC hearing with no clue of how he died
- Source 2B refers to an inquest finding (about a suicide letter) that Nonhle and handwriting experts refuted and Source 2D indicates that inquests were successful only through private initiatives or for people with resources
- Source 2B refers to the Mohapi family having opened a civil case and Source 2D refers to the government not doing enough to support the Mohapi family
- Any other relevant response (any 2 x 2) (4)



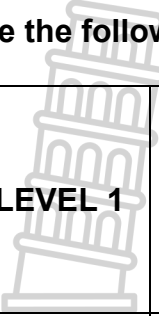
2.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources – L3]*

Candidates could include the following aspects in their response:

- On 5 August 1976, Mohapi mysteriously died in police custody (Source 2A)
- Nonhle Mohapi appeared before the TRC's Human Rights Violations Committee because she wanted answers on how her husband was killed (Source 2B)
- Nonhle rejected the allegation that Mapetla died by committing suicide (Source 2B)
- The Mohapi family opened a civil case to seek answers on Mohapi's death because the government could not help them (Source 2B)
- Approaching the Supreme Court of Law by the Mohapi family also did not help – they lost the case and had to pay R250 000 with a possibility of liquidation (Source 2B)
- The Mohapi family visited the Kei Police station and were unsuccessful to access the cell in which Mapetla died because the TRC could not help them (Source 2C)
- The modus operandi of the TRC was criticised because no one came forward to seek amnesty for Mapetla's death (Source 2D)
- Inquests that succeeded were only due to private initiatives or because the family had resources – not because of the TRC (Source 2D)
- The inability of the TRC and the democratic government to help the Mohapi family is regarded as 'a shameful state of affairs' (Source 2D)
- No one sought amnesty and the TRC did nothing to pursue the known suspects (Source 2D)
- Any other relevant response



Use the following rubric to allocate marks:

 LEVEL 1	• Uses evidence in an elementary manner, e.g. shows no or little understanding of why the Mohapi family was dissatisfied with the manner in which the Truth and Reconciliation Commission (TRC) dealt with the death of Mapetla Mohapi in 1976. • Uses evidence partially or cannot write a paragraph.	MARKS 0–2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g. shows some understanding of why the Mohapi family was dissatisfied with the manner in which the Truth and Reconciliation Commission (TRC) dealt with the death of Mapetla Mohapi in 1976. • Uses evidence in a very basic manner to write a paragraph.	MARKS 3–5
LEVEL 3	• Uses relevant evidence, e.g. demonstrates a thorough understanding of why the Mohapi family was dissatisfied with the manner in which the Truth and Reconciliation Commission (TRC) dealt with the death of Mapetla Mohapi in 1976. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS 6–8

(8)
[50]



QUESTION 3: HOW DID TRADE RELATIONS BETWEEN CHINA AND AFRICA EVOLVE BETWEEN THE 1970s AND 2023?

3.1

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

- 'China's trade liberalisation ...'
 - '... openness to the world ...'
- (2 x 1) (2)

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

- '... trade ...'
 - '... industrial reforms ...'
 - '... the manufacture of products to sell abroad ...'
- (3 x 1) (3)

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

- Trade liberalisation encouraged China to open up its economy for trade and investments with the rest of the world
 - China relaxed tariffs on import and export goods making it easy for China to infiltrate foreign markets
 - It led to China engaging in more foreign direct investment
 - It encourages free competition in the domestic Chinese market and free international trade
 - Any other relevant response
- (any 1 x 2) (2)

3.1.4 *[Interpretation of evidence from Source 3A – L2]*

- China initially provided financial aid to Africa, but is currently investing through infrastructure and raw materials in Africa
 - China initially provided humanitarian aid and resources to Africa but is currently providing infrastructural support through investments/business – profit-making
 - Any other relevant answer
- (any 1 x 2) (2)

3.1.5 *[Definition of term from Source 3A – L1]*

- Process whereby the world has become more integrated and connected beyond borders due to technology
 - Interconnectedness of transport, technology and communication
 - The way in which people, goods, money and ideas are moved around the world faster and cheaper than ever before due to transport, communication and technology
 - Any other relevant response
- (any 1 x 2) (2)

3.2

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

- '... open a China-Africa economic and trade expo in China ...'
 - '... we encourage Chinese companies to increase investment in Africa ...'
 - '... will build and upgrade a number of economic and trade cooperation zones in Africa'
 - 'We will support Africa in achieving general food security by 2030 ...'
 - '... work with Africa to formulate and implement a programme of action to promote China-Africa cooperation on agricultural modernisation'
- (any 3 x 1) (3)

3.2.2 [Explanation of concept in context from Source 3B – L2]

- Process whereby China utilise new farming technologies to increase efficiency and productivity in agriculture in Africa
- Process whereby China support localised production of fertilisers, pesticides, small-scale machines and tools to boost production of agricultural raw material in Africa
- Any other relevant response (any 1 x 2) (2)

3.2.3 [Interpretation of evidence from Source 3B - L2]

- To benefit from Africa's exports on agricultural raw materials
- To help address food security challenges in Africa
- To boost Africa's agriculture through modernisation
- To enhance agricultural cooperation by helping rural villages and towns to foster local agricultural industries
- To help Africa increase its food exports, not necessarily to China but to the rest of the world
- Any other relevant response (any 2 x 2) (4)

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

- President Xi Jinping committed China to embark on large-scale economic and investment programmes in Africa through different funding agencies
- China would further invest humanitarian, financial and agricultural support to Africa
- Through bilateral agreements between China and Africa by means of various forums and connectivity projects
- Any other relevant response (any 1 x 2) (2)

3.2.5 [Determining limitations of evidence from Source 3B – L3]

The source is LIMITED because:

- It is a speech by the Chinese president to justify China's influence in Africa
- It is a speech to hide the monopoly of China over Africa by providing funding which would leave Africa in debt/Propaganda/Bias
- It does not address the needs of Africa as required by Africans
- Any other relevant response (any 2 x 2) (4)

3.3 [Comparison of evidence in Sources 3A and 3B to ascertain how they support each other – L3]

- Source 3A states that China's engagement with Africa is currently economically driven and underpinned by trade and investments and in Source 3B Xi Jinping mentions that Chinese companies are encouraged to increase investments in Africa/Both sources indicate China's investment in Africa
- Source 3A refers to trade liberalisation which increased China's trade relationships with developing countries and Source 3B highlights China's intentions to build and upgrade economic and trade cooperation zones in Africa
- Source 3A refers to African countries looking east to meet China's long-term strategy for resources and markets and Source 3B mentions that China will support Africa in developing the Single African Air transport market opening more direct flights between China and Africa
- Source 3A refers to the establishment of Forum on China-Africa Cooperation (FOCAC) as a platform to enhance cooperation between China and Africa and in Source 3B the Chinese President addresses the forum on the FOCAC during the Beijing Summit
- Any other relevant response (any 2 x 2) (4)

3.4

3.4.1 [Interpretation of evidence from Source 3C – L2]

- (a)
- Chinese funding or investment to Africa
 - Humanitarian food assistance/assistant program to Africa
 - Any other relevant response (any 1 x 2) (2)
- (b)
- China's dependence on Africa
 - Exploitation of Africa by China
 - China is reaping benefits from Africa through investments
 - Any other relevant response (any 1 x 2) (2)

3.4.2 [Interpretation of evidence from Source 3C - L2]

- The USA is portrayed as being surprised and shocked because of the new competitor (China) investing in Africa
- China is replacing the USA and reaping the benefits from Africa
- Any other relevant response (any 1 x 2) (2)

3.5

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

- '... been unable to pay back the program's high-interest loans ...'
- '... are now caught in a debt trap' (2 x 1) (2)

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

- Africa become indebted to China as a result of loans which put Africa at risk of being controlled by China
- Loans offered by China to Africa have conditions attached which make it possible for China to get ownership over Africa's natural resources
- Any other relevant response (any 1 x 2) (2)

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

- '... Kenya ...'
- '... Ethiopia ...'
- '... Nigeria ...'
- '... Republic of Congo ...' (any 2 x 1) (2)

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

Candidates could include the following aspects in their response:

- Globalisation in the form of trade liberalisation triggered China's increased trade relations with developing and developed countries including African countries (Source 3A)
- China aimed to shape the world political economy through engaging with African countries through trade and investments by expanding its markets (Source 3A)
- In the past, the China-Africa trade relations was aid-driven (Source 3A)
- The current China-Africa trade relations became economic-driven (Source 3A)
- Globalisation made it possible for China to develop strategic relations and cooperation with Africa through bilateral forums (own knowledge)
- President Xi Jinping launched industrial promotion initiative to open the China-Africa economic and trade expo in China (Source 3B)
- By 2018 Xi Jinping committed to strengthen the China-Africa trade relations through funding in the form of China-Africa Development Fund, China-Africa Fund for Industrial Cooperation, Asian Infrastructure Investment Bank, New Development Bank, Silk Road Fund (Source 3B)
- Chinese companies entered African markets and increased exports to Africa (own knowledge)
- Opening up of Chinese markets with advance technologies and funding made African countries become competitive (own knowledge)
- Unequal trade relations between China and Africa portrayed in the cartoon, with China monopolising African products (Source 3C)
- Recently getting Africa into debt traps (Source 3D)
- Subjecting Africa to long term payments with mining and natural resources as collaterals for debt owed
- China's continued financial injection into Africa for infrastructural investments through the Belt and Road Bilateral Forums (Source 3D)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. shows no or little understanding of how trade relations between China and Africa evolved between the 1970s and 2023. • Uses evidence partially or cannot write a paragraph.	MARKS 0–2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g. shows some understanding of how trade relations between China and Africa evolved between the 1970s and 2023. • Uses evidence in a very basic manner to write a paragraph.	MARKS 3–5
LEVEL 3	• Uses relevant evidence, e.g. demonstrates a thorough understanding of how trade relations between China and Africa evolved between the 1970s and 2023. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS 6–8

(8)
[50]



SECTION B: ESSAY QUESTIONS

QUESTION 4: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA: THE CRISIS OF APARTHEID IN THE 1980s

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

SYNOPSIS

Candidates should critically discuss whether the political liberation of Black South Africans was the only focus of the Black Consciousness Movement during the late 1960s to the 1970s. The critical discussion should indicate that the **political liberation** of Black South Africans was not the only focus because the Black Consciousness Movement also focused on **psychological, economic and social liberation** of all Black South Africans. They need to substantiate their argument with relevant historical evidence.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

- Introduction: Candidates should indicate that the Black Consciousness Movement did not only focus on the **political liberation** of Black South Africans but also on the **psychological, economic and social liberation** of all Black South Africans. They should provide an outline of the content that they will use for the focus on political liberation as well as on **psychological, economic and social liberation** of all Black South Africans.

ELABORATION

- Political vacuum (background information)
 - Created after ANC and PAC political leaders and parties were banned or imprisoned in 1960
- Political liberation was necessary:
 - Black South Africans not full citizens
 - No voting rights within South Africa
 - Bantustanisation
- Using political organisations to empower black South Africans to be self-reliant and liberate themselves politically
 - 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
 - Black Consciousness (BC) led to the formation of the Black People's Convention (BPC) in 1972 which involved students, churches, communities and trade unions
 - Unions aligned to the BC philosophy included Black Parents' Association and Black Allied Workers Union (BAWU)
 - 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

- Worker's Rights
 - Used labour (workers) union to challenge the apartheid state – for political rights of workers
 - Mobilised workers to form trade unions
 - BC led to the formation of the Black Allied Workers Union (BAWU) – worker's strikes in Durban in 1973)
- Press Freedom for African perspective
 - Used their own media to challenge the apartheid state and empower its members
 - Role of media that was sympathetic to the BC philosophy, e.g. the *World* newspaper
- Black Consciousness philosophy (Psychological liberation)
 - Instilling blacks with pride and self-belief to challenge the apartheid state
 - Infused blacks with a sense of pride
 - Influenced blacks 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
- Liberation in Education (Political and Social liberation)
 - Influencing students through their structures to liberate themselves mentally and politically
 - 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 the ideas of Biko and the BC philosophy through SASO student teachers from universities
 - The departmental circular on Afrikaans (50/50) was the trigger for the Soweto uprising
 - 16th June 1976 students protested peacefully against the implementation of the circular
 - Police response to student protests (Hector Petersen, a 13-year-old boy was one of the first casualties of this uprising)
- Community Empowerment (Psychological and Economic liberation)
 - Established community programmes for self-sufficiency and the removal of inferiority complex among Black Africans
 - 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. (Zanempilo Health Clinic/Ginsburg Educational Trust/Zimele Trust Fund/Solempilo Community Health Centre/Ithuseng Community Health Programme and Winter School Projects)
- Any other relevant response
- Conclusion: Candidates should sum up their argument with a relevant conclusion. **[50]**

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

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

SYNOPSIS

- Candidates need to explain that the political will and determination of leaders from various political parties during the negotiation process, to a **greater or lesser extent** led to a democratic South Africa in 1994. They need to support their argument with relevant historical evidence.

MAIN ASPECTS

- Candidates could include the following aspects in their essays:
- Introduction: Candidates should take a stance by stating that the political will and determination of leaders from various political parties during the negotiation process, to a **greater or lesser extent** led to a democratic South Africa in 1994. They should provide an outline or examples of content they would use to support their line of argument.

ELABORATION

- FW de Klerk replaced PW Botha in 1989
- Unbanning of the ANC, the PAC and the SACP and other banned organisations
- Release of Nelson Mandela on 11 February 1990 and other banned political leaders in 1990 (political will and determination by De Klerk)
- Groote Schuur Minute, 2 May 1990 – NP released political prisoners and both parties committed themselves to end violence and to negotiate (political will and determination by leaders of ANC and NP)
- Violence in the Vaal Triangle
- Pretoria Minute in August 1990 – ANC stopped armed struggle and NP stopped State of Emergency (political will and determination by leaders of ANC and NP)
- The National Peace Accord signed by 27 political organisations - provided a safety net for negotiations (political will and determination by leaders of various political organisations)
- CODESA 1 (20 December 1991) – 19 political parties except for the Conservative Party (CP) and Pan Africanist Congress. Parties could not agree on power-sharing and constituent assembly – meeting ended (political will and determination by leaders of 19 political organisations)
- The Declaration of Intent – parties agreed to draw up a new constitution and interim government (political will and determination by leaders of 19 political organisations)
- Whites-only referendum – De Klerk tested white opinion after losing three by-elections to CP, Result – landslide Yes – negotiations continued (political will and determination by De Klerk)
- CODESA 2 (2 May 1992) – did not last because of violence and inability of parties to agree on power-sharing (political will and determination by leaders of various political organisations)
- Boipatong massacre and influence of Third Force (17 June 1992)
- Bisho massacre (September 1992)
- ANC called for rolling mass action against the National Party

- Record of Understanding (September 1992) – Meyer and Ramaphosa committed themselves to peace and to negotiations (political will and determination by leaders of ANC and NP)
- Meyer and Ramaphosa agreed on Joe Slovo's sunset clause (political will and determination by Joe Slovo)
- Parties winning more than 5% of the vote will form a Government of National Unity to govern the new SA and whites could retain their jobs for 5 years (political will and determination by leaders of various political organisations)
- Multi-party negotiations resumed at the World Trade Centre but did not last (political will and determination by leaders of various political organisations)
- The AWB interrupted the negotiations on 25 June 1993, when they stormed the World Trade Centre with an armoured vehicle
- Assassination of Chris Hani (10 April 1993) – Janus Walusz
- Mandela addresses the nation on TV – calming the nation down (political will and determination by Mandela)
- St James massacre (25 July 1993)
- Heidelberg tavern shooting (30 December 1993)
- Shell House massacre (28 March 1994)
- Date for the first democratic elections set (27–29 April 1994) (political will and determination by leaders of various political organisations)
- Continued violence throughout elections – car bomb outside ANC head offices
- Car bomb exploded at Jan Smuts Airport
- Elections were held due to a compromise
- Results of election: ANC 62,7%, NP 20,4% and IFP 10,5%
- ANC, NP and IFP formed the government of national unity as agreed upon in the sunset clause (political will and determination by leaders of various political organisations)
- Mandela became the first black state president of the new democratic Republic of South Africa with Thabo Mbeki and FW de Klerk as his deputies
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. [50]



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

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

SYNOPSIS

- Candidates need to **agree or disagree** with the statement that Mikhail Gorbachev's policies in 1985 led to a new political dispensation in South Africa from 1989. Candidates should use relevant evidence to support their line of argument. If candidates disagree, they need to substantiate their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- Introduction: Candidates need to take a stance by **agreeing or disagreeing** with the statement that Mikhail Gorbachev's policies in 1985 led to a new political dispensation in South Africa from the late 1980s. They should provide an outline or examples of content they would use to support their line of argument. If candidates disagree, they need to substantiate their line of argument with relevant historical evidence.

ELABORATION

SOVIET UNION

- 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 the 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 superpower/Communism was no longer seen as a 'global threat'

IMPACT ON SOUTH AFRICA

- 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 Cuanavale 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

- It became evident that the National Party government could not maintain white supremacy rule indefinitely
 - Influential National Party members started to realise that apartheid was not the answer for the development of 'white' economic interests
 - 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
 - Constructive engagement between FW de Klerk and Reagan (US President) with Margaret Thatcher (British Prime Minister) facilitated by Chester Crocker
 - 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 replaced the conservative PW Botha after he suffered from stroke in 1989
 - 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 a democratic South Africa
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. [50]

TOTAL: [150]

