



# education

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Department:  
Education  
PROVINCE OF KWAZULU-NATAL

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**HISTORY P2  
MARKING GUIDELINES  
COMMON TEST  
JUNE 2020**

**This marking guidelines consists of 18 pages.**

## 1. SOURCE-BASED QUESTIONS

### 1.1 The following cognitive levels were used to develop source-based questions:

Cognitive Levels	Historical skills	Weighting of questions
Level 1	<ul style="list-style-type: none"> <li>Extract evidence from sources</li> <li>Selection and organisation of relevant information from sources</li> <li>Define historical concepts/terms</li> </ul>	30% (15)
Level 2	<ul style="list-style-type: none"> <li>Interpretation of evidence from sources</li> <li>Explain information gathered from sources</li> <li>Analyse evidence from sources</li> </ul>	40% (20)
Level 3	<ul style="list-style-type: none"> <li>Interpret and evaluate evidence from sources</li> <li>Engage with sources to determine its usefulness, reliability, bias and limitations</li> <li>Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions</li> </ul>	30% (15)

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

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

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

<b>P</b>	<b>Point:</b> 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.
<b>E</b>	<b>Explanation:</b> The candidate should explain in more detail what the main point is about and how it relates to the question posed (line of argument).
<b>E</b>	<b>Example:</b> 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.
<b>L</b>	<b>Link:</b> 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

^

- Wrong statement

\_\_\_\_\_

- Irrelevant statement

|  
|  
|

- Repetition

R

- Analysis

A ✓

- Interpretation

I ✓

- Line of Argument

LOA ⇕

## 2.5 The matrix

### 2.5.1 Use of the matrix in the marking of essays

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

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

C	LEVEL 4	

- (b) The second reading of essays will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 3	



- (c) Allocate an overall mark with the use of the matrix.

C	LEVEL 4	} 26–27
P	LEVEL 3	

#### COMMENT

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

**MARKING MATRIX FOR ESSAY: TOTAL: 50**

	<b>LEVEL 7</b>	<b>LEVEL 6</b>	<b>LEVEL 5</b>	<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1*</b>
<b>PRESENTATION</b> 	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 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.
<b>CONTENT</b> 							
<b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
<b>LEVEL 6</b> Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
<b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
<b>LEVEL 4</b> Question recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
<b>LEVEL 3</b> Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
<b>LEVEL 2</b> Question inadequately addressed. Sparse content.					20–23	18–19	14–17
<b>LEVEL 1*</b> 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: WHAT IMPACT DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS HAVE ON BLACK SOUTH AFRICANS IN THE 1970s?**

1.1

1.1.1 *[Explanation of a historical concept from Source 1A – L1]*

- A philosophy that promoted self-confidence/ assertiveness and pride among black South Africans
  - A philosophy which encouraged black South Africans to be independent from other races
  - A philosophy that encouraged equality, justice, pride and unity
  - Any other relevant response
- any (1 x 2) (2)

1.1.2 *[Extraction of evidence in Source 1A – L1]*

- 'SASO was formed after black students decided to break away from the multiracial but white dominated National Union of South African Students (NUSAS)'
- (1 x 2) (2)

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

- SASO promoted self-confidence and self-esteem among black South Africans students
  - It instilled in the students a political radicalism and militancy
  - SASO played a role of conscientising black South African students to reject white supremacy and domination
  - Any other relevant response
- any (2 x 2) (4)

1.2

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

- 'SASO member'
  - 'President of the SRC'
- (2 x 1) (2)

1.2.2 *[Interpretation of information from Source 1B – L2]*

- Tiro shared his knowledge about BC with Mashinini
  - Tiro encouraged Mashinini not to be subjected to inferiority/not to be treated as a second-class citizen • Tiro shared his vision of 'one Azania' with Mashinini
  - Tiro inspired Mashinini with his ideas and 'political thinking'/influenced him to believe that BC would bring about freedom from oppression
  - Mashinini became devoted to the philosophy of BC
  - Any other relevant response
- any (2 x 2) (4)

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

- 'For a fiery (powerful) speech he delivered at a graduation ceremony attacking Bantu Education' (1 x 2) (2)

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

- 'Mozambique in 1974'
- 'Angola in 1976' (2 x 1) (2)

1.2.5 *[Interpretation of information from Source B – L2]*

- To highlight the dissatisfaction of the students of Soweto against the imposition of Afrikaans as a medium of instruction.
- To promote unity and solidarity amongst the students of Soweto against oppression and discrimination
- Any other relevant response any (1 x 2) (2)

## 1.3

1.3.1 *[Interpretation of information from Source 1C – L2]*

- To expose police brutality
- To expose how the apartheid regime responded to mass protest action
- To highlight the unity that students of Soweto demonstrated against the imposition of Afrikaans as a medium of instruction
- To show how the police responded to unarmed children that were fighting for a just cause
- The event was of national importance/newsworthy
- To sympathise/empathise with the struggle of black South African students
- Any other relevant response any (2 x 2) (4)

1.3.2 *[Ascertain the usefulness of the evidence in Source 1C – L3]***The source is USEFUL because:**

- It gives first-hand information on what occurred on 16 June 1976
- It contains the iconic photograph that Sam Nzima took of the slain Hector Pieterse being carried by Mbuyisa Makhubu
- It gives you insights as to how the apartheid regime responded (brutality) to protest action by black South African students
- It highlights the solidarity and unity amongst black South African students fighting against the imposition of Afrikaans as a medium of instruction
- It indicates how many students were killed and injured (statistics) during the Soweto Uprising
- Any other relevant response any (2 x 2) (4)



## 1.4

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

- The government's brutality against unarmed children was exposed by the international media
  - Economic and diplomatic sanctions became harsher which put pressure on the government
  - Was pressurised by white businesses to change its policies
  - Any other relevant response
- any (1 x 2) (2)

1.4.2 *[Extraction of evidence in Source 1D- L1]*

- 'The police caught up with him and put him under house arrest'
  - 'Shut down *The World* two years later and raided the office'
  - 'Nzima's negatives are thought to be destroyed'
- any (2 x 1) (2)

1.4.3 *[Extraction of evidence in Source 1D – L1]*

- 'The picture destroyed my future in journalism'
  - 'I was compelled to leave my job'
- any (1 x 2) (2)

1.4.4 *[Interpretation of information in Source 1D – L2]***To a large extent:**

- The photograph exposed police brutality against unarmed children in South Africa which highlighted the horror of apartheid.
- International opinion hardened against apartheid and therefore weakened its' structures.
- The imposition of sanctions brought South Africa to its' knees and the government was forced to make changes.
- Any other relevant response

**To a lesser extent:**

- There were other factors that contributed to South Africa's freedom, not only Sam Nzima's photograph.
  - The BCM also played a significant part in influencing black South African's to protest against the apartheid regime.
  - Any other relevant response.
- any (2 x 2) (4)

1.5 *[Comparison of information in Source 1C and 1D – L3]*

- Source 1C shows the photograph taken by Sam Nzima to inform the world about the brutality of the apartheid regime and Source 1D describes the impact that this photograph had on Sam Nzima's career/life.
  - Source 1C exposes the events of the Soweto Uprising nationally and internationally and Source 1D describes the reaction of the international and local community to apartheid
  - Any other relevant response
- (2 x 2) (4)

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

Candidates could include the following aspects in their response.  
Use the following rubric to allocate a mark:

- Black Consciousness influenced students to break away from psychological oppression and humiliation caused by apartheid (Source 1A)
- SASO was formed as an organisation to represent black student interests and to fill the political vacuum in black communities (Source 1A)
- SASO promoted Black consciousness ideology to black communities and school children (Source 1A)
- Students were empowered by the philosophy of Black consciousness to speak out and oppose discrimination (Source 1B)
- Onkgopotse Tiro was expelled from University for his radical views (Source 1B)
- Students were inspired to protest against the introduction of Afrikaans as a teaching medium (Source 1B)
- Students were exposed to police brutality and lost their lives from clashes with the police (Source 1C)
- The government was threatened by the philosophy of Black Consciousness and therefore reacted harshly towards the students (Source 1C)
- Black South African students were inspired to instill a sense of black pride in themselves and to reject oppressive laws levelled at them (own knowledge)
- Any relevant response

LEVEL 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of what impact the philosophy of Black Consciousness had on black South African students in the 1970s.</b></li> <li>• Uses evidence partially or cannot write a paragraph.</li> </ul>	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows some understanding of what impact the philosophy of Black Consciousness had on black South African students in the 1970s.</b></li> <li>• Uses evidence in a basic manner to write a paragraph.</li> </ul>	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of what impact the philosophy of Black Consciousness had on black South African students in the 1970s.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	MARKS 6–8

(8)  
[50]

**QUESTION 2: HOW DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) DEAL WITH THE DEATH OF BANTU STEPHEN BIKO?**

2.1

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

- 'Their only hope of avoiding prosecution was to testify before the Truth and Reconciliation commission' (1 x 1) (1)

2.1.2 *[Explanation of a historical concept from Source 2A – L1]*

- An official pardon granted to an offender for crimes that were politically motivated
- To demonstrate a sense of forgiveness for gross human rights violation and tell the truth
- Any other relevant response any (1 x 2) (2)

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

- 'Major Harold Snyman'
- 'Captain Daniel Siebert'
- 'Warrant Officer Johan Beneke'
- 'Warrant Officer Rubin Marx'
- 'Detective Sergeant Gideon Niewoudt' any (4 x 1) (4)

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

- He believed together with the family that the policemen did not make a full disclosure of their involvement
- He also felt that the policemen did not have a political motive for fatally assaulting Biko
- Any other relevant response (2 x 2) (4)

2.2

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

- 'This story that you made up'
- 'Bizo refers to Snyman as an 'inventive' (creative) person'
- 'Your Honour, that was because of the false statements that we compiled'
- 'It could possibly be'
- Any other relevant response as contained in the source any (1 x 2) (2)

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

- ‘Your Honour, that was because of the false statements that we compiled’ (1 x 2) (2)

2.2.3 *[Ascertaining the reliability of evidence from Source 2B – L3]*

**Candidates can state RELIABLE or NOT RELIABLE and support their answer with relevant evidence**

**RELIABLE**

- The information is the original testimony that was given to the Amnesty Committee
- The information is from the state archives and has not been tampered with
- Any other relevant response

**NOT RELIABLE**

- It was a 20 year time lapse between the inquest and the amnesty hearing
- Any other relevant response (2 x 2) (4)

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

- He was hostile/aggressive towards Mr Snyman
- He showed no leniency
- Interrogative questions
- Any other relevant response any (2 x 2) (4)

## 2.3

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

- Harold Snyman is portrayed as an unreliable/dishonest/untrustworthy/uncooperative person (different views portrayed in the speech bubbles)
- Harold Snyman is depicted as a devious person (forked tongue)
- Depicts Harold Snyman as aged over a period of time (colour of his hair – grey)
- Wanted to avoid being arrested
- Any other relevant response any (2 x 2) (4)

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

- He was inventive and changed his statement on how Biko was killed without telling the truth
- He wanted to fool the amnesty committee on how Biko was killed and therefore changed his words in his testimony
- Any other relevant response (2 x 2) (4)

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

- In Source 2B Snyman admits that he provided false information during the inquest (there was no interrogation) while in Frame 2 of Source 2C Snyman changes his testimony regarding his role during the interrogation of Biko
- In Source 2B Snyman provides inaccurate information on the events leading to the death of Biko while in Frame 2 of Source 2C he is depicted as misleading/tried to deceive the Amnesty Committee (the wall attacked Biko) hence injuries led to the death of Biko
- Any other relevant response any (2 x 2) (4)

## 2.5

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

- They had not made full disclosure
- They did not admit to committing the political crime against activists
- Failed to prove that their actions had been politically motivated any (1 x 2) (2)

2.5.2 *[Interpretation of evidence from Source 2D – L2]*(a) **Pleased**

- Because the police were not granted amnesty for their role in the killing of political activists
- Nkosinathi Biko stated that for the first time someone was held responsible for his father's death (Biko)
- Any other relevant response any (1 x 2) (2)

(b) **Disappointed**

- The family never got the full account of how Biko died in police custody because the policemen did not reveal all the crucial information
- Any other relevant response (1 x 2) (2)

## 2.5.3 [Interpretation of evidence from Source 2D – L2]

- The state did not have adequate and credible evidence to convict the policemen/no eyewitnesses
- A lot of time elapsed since 1977
- Any other relevant response (2 x 2) (4)

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

Candidates could include the following aspects in their response:

- Security policemen applied for amnesty for the murder of many people including Steve Biko (Source 2A)
- George Bizos opposed the amnesty as he believed that full disclosure was not made ( Source 2A)
- Security policeman Harold Snyman was interrogated by George Bizos a representative of the Biko family at the TRC hearing ( Source 2B)
- Harold Snyman wanted to confuse the committee with his testimony and changed his statements(Source 2C)
- The TRC denied amnesty to the perpetrators responsible for Biko’s murder ( Source 2D)
- Biko’s family did not forgive the perpetrators, wanted retributive justice and were happy with the decision of the TRC ( Source 2D)
- Biko’s family did not find closure with the disclosure of the security policemen (Source 2D)
- Any other relevant response

Use the following rubric to allocate a mark:

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

(8)

**[50]**

## SECTION B: ESSAY QUESTIONS

### QUESTION 4

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

#### SYNOPSIS

Candidates need to state whether they agree or disagree with the statement. In agreeing with the statement they need to explain how international anti-apartheid movements were single-handedly responsible for the demise of the apartheid regime in the 1980s. If they disagree with the statement they need to substantiate their response with relevant historical evidence.

#### MAIN ASPECTS

Candidates could include the following aspects in their response:

- **Introduction:** Candidates need take a stance and focus on how international anti-apartheid movements contributed to the downfall of the apartheid regime in the 1980s.

#### ELABORATION

- Reasons for the formation of the Anti-Apartheid Movement (AAM) and the Irish Anti-Apartheid Movement (IAAM) in the 1970s (Brief background)
- In the 1980s (International Defence and Aid Fund (IDAF) funded state of emergency detentions / smuggled R200 million into South Africa / created a network of donors who funded release of political prisoners / From January 1985 IDAF funded 16 551 legal matters (e.g. detentions, common law prosecutions of street activists)
- **Sport Boycotts:** 1981 New Zealand protested against the 'racist' Springbok tour/ South African Council on Sport (SACOS) established political links with the UDF and COSATU / slogan 'No normal sport in an abnormal society' / By the late 1980s SA was banned from 90% of world sport
- **Cultural Boycotts:** (International artists - non-segregated audiences only / Artists against Apartheid formed in Britain by Dali Tambo and Jerry Dammers / The British Actors' Union Equity forbid the use of television programmes in SA involving its members / In 1985 the USA 'Artists United against Apartheid' refused to perform in South Africa and raised money for liberation movements / In 1986 Freedom Festival in London audience of 250 000 attended / musicians expressed their solidarity with people in SA / speakers from ANC, SWAPO and British Anti-Apartheid Movement addressed the crowd)
- **Academic Boycotts:** (Scholars refused to travel to South Africa / Publishers refused to publish SA manuscripts/No collaboration of scholars / Publishers abroad refused to grant access to information / International conferences barred South African participation/Institutions abroad denied SA academic access / overseas institutions refused to recognise SA degrees/ schools abroad refused to act as external examiners for thesis presented at SA universities / Trinity College forbade its faculties to collaborate with South African universities)

- **Consumer Boycotts:** (SA experienced a recession in 1980s / Anti-apartheid groups encouraged the public to boycott SA products / Irish workers refused to handle fruits from SA / Imports of raw materials such as coal, iron, steel from South Africa were banned)
- **Disinvestments:** (This was a consequence of the Soweto Uprising and the death of Steve Biko / Sweden was the first industrial country to disinvest in SA / By 1984 foreign investments in South Africa dropped by 30% / By 1980 Britain already disinvested from Simon's Town Naval Dockyard / General Motors and Barclays Bank pulled out of SA / In the 1980s SA's economy struggled as investors left the country / The rand was devalued / the effects of AAM actions began to show results / Between 1985 and 1990 over 200 US companies pulled out of SA) / University of California withdrew investments of three billion dollars from SA
- **Sanctions:** (In the 1980s the Sullivan Principle (workers of all USA companies should be treated equally) formed the basis for the disinvestments campaign/ Students protests in 1980s sparked withdrawal of USA trading companies / 1982 United Nations (UN) condemned apartheid and called for total sanctions against SA/ In 1985 the US bank - Chase Manhattan Bank cut ties with SA / Johannesburg Stock Exchange (JSE) closed for 4 days/ The value of the rand dropped by 35% from 54 to 34 cents to the dollar/ In 1985 the European Economic Community banned new investments in SA/ In 1986 the US Congress passed a law that banned all new investments and loans in SA / Big corporations such as General Electric, Pepsi Cola, General Motors, Mobil and IBM stopped their activities in SA / The USA threatened to stop the sale of weapons to SA / In 1986 the Anti-Apartheid Law of the USA caused Europe and Japan to introduce sanctions against SA / International banks lost confidence in SA's economy/ In 1987 Israel voted not to extend existing defence contracts with SA / In 1988 one fifth of British and 184 American companies withdrew from SA because of pressure from shareholders / Barclays Bank sold their shares due to pressure of the British public / The SA economy kept stagnating and produced a growth of only 1.1%)
- **The Role of International Trade Unions:** (The AAM in Europe and Australia / Liverpool dockworkers / Finland's Transport Workers Union imposed a ban on trade with SA / Irish Congress of Trade Unions opposed apartheid regime in SA)
- Political and financial crisis in SA continued / Western nations applied enormous pressure on SA to end apartheid / The apartheid regime had no choice but to start negotiations with anti-apartheid organisations in earnest
- **Release Mandela campaign** Wembley Stadium/United Nations/UN Security Council and the UN General Assembly called for the release of Nelson Mandela
- **Role of the Front Line States** in allowing South African liberation movements to set up bases for training of freedom fighters; it condemned South Africa's apartheid policies at the UNO
- Any other relevant response
- Conclusion: Candidates should sum up their argument with a relevant conclusion



**QUESTION 4**

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

**SYNOPSIS**

Candidates need to critically discuss how Nelson Mandela was of the opinion that 'negotiations and not war' in South Africa will be able to overcome the obstacles and challenges that confronted them during 1990 to 1994. They need to highlight the significant negotiations that took place between Nelson Mandela and FW de Klerk and demonstrate how they effectively overcame them through a process of negotiations and compromise.

**MAIN ASPECTS**

Candidates could include the following aspects in their essays:

- Introduction: Candidates need to discuss how the negotiations of various political organisations in South Africa were able to overcome the obstacles and challenges that confronted them.

**ELABORATION**

- De Klerk comes to power in 1989 (brief background)
- De Klerk's speech in parliament on 2 February 1990 regarded as a turning point
- The removal of restrictions on COSATU and AZAPO De Klerk's decision to release Mandela from prison on 11 February 1990 paved the way for negotiations
- Groote Schuur Minute, 2 May 1990 (ANC and NP met: ANC delegation led by Nelson Mandela and the NP delegation led by FW de Klerk)
- Apartheid legislation revoked such as Separate Reservation of Amenities Act
- Pretoria Minute 6 August 1990 (ANC agreed to suspend the armed struggle)
- CODESA 1 (19 political parties excluding AZAPO, CP and PAC - 300 delegates met)
- Violence erupts in various parts of South Africa such as the Rand, Natal and elsewhere (IFP, ANC and Third force violence)
- CODESA 2 (2 May 1992) collapsed. Parties failed to agree on a new constitution making body and interim government (uncertainty)
- NP wanted minority veto while ANC wanted an interim government for no longer than 18 months and simple majority rule
- Boipatong massacre (17 June 1992) and its consequences (violence and uncertainty)
- Bhishe massacre (7 September 1992) almost derailed the process of negotiations (violence and uncertainty)
- 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 (violence and uncertainty)
- Significance of the Multiparty negotiating Forum for South Africa's future

- Right-wing (AWB) attack on World Trade Centre and its consequences (violence and uncertainty)
- Sunset Clause introduced by Joe Slovo broke the negotiations deadlock
- Heidelberg Tavern massacre – 31 January 1993 (violence and uncertainty)
- St James Massacre in July 1993 – APLA open fire – 11 killed and 58 wounded (violence and uncertainty)
- Interim Constitution in November 1993
- Shell House Massacre in March 1994 – IFP marches to the ANC headquarters – 8 people killed and 250 injured (violence and uncertainty)
- Election date – 27 April 1994 announced
- ANC won elections and Mandela became the first black South African President
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

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