



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**JUNE 2016**

**HISTORY P2  
MEMORANDUM**

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This memorandum consists of 14 pages.

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## 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 (L1)	<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 (L2)	<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 (L3)	<ul style="list-style-type: none"> <li>Interpret and evaluate evidence from the 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 following information below indicates how to source-based questions are assessed:

<ul style="list-style-type: none"> <li>In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.</li> <li>In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.</li> <li>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.</li> </ul>
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## 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 essays 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.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answer.

## 2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learners will not be required to simply regurgitate 'facts' in order to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinion supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The construction of argument
- The appropriate selection of factual evidence to support such argument
- The learner's interpretation of the question

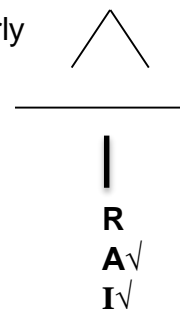
## 2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing essays.

2.4.2 During the first reading of the extended writing, ticks need to be awarded for a relevant introduction (indicated by a bullet in memorandum) each of the main points/aspects that is properly contextualised (also indicated by bullets in the memorandum) and a relevant conclusion (indicated by a bullet in the memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

2.4.3 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised
- Wrong statement
- Irrelevant statement
- Repetition
- Analysis
- Interpretation



## 2.5 The Matrix

### 2.5.1 Use of analytical matrix in the marking of essay

In the marking of essays, with reference to page 5, the given criteria shown in the matrix should be used. In assessing the extended writing note should be taken of 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 essay will be to determine to what extent the main aspects have been covered and to allocate the content level (on the matrix).

C	LEVEL 4	



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

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	} 30–33
P	LEVEL 5	

## MARKING MATRIX FOR ESSAY: TOTAL MARKS: 50

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

**SECTION A: SOURCE-BASED QUESTIONS****QUESTION 1: HOW DID STEVE BIKO AND THE PHILOSOPHY OF BLACK CONSCIOUSNESS INFLUENCE THE STUDENT UPRISING OF 1976?**

- 1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- Because he has become a shell, a shadow of a man
  - completely defeated
  - drowning in his own misery
  - a slave
  - an ox bearing yoke
  - sheepish timidity
  - lost his personality
  - because black people are the only vehicle for change (Any 3 x 1) (3)
- 1.1.2 *[Extraction of evidence from Source 1A – L1]*
- The black man must come to himself
  - Pump life back into his empty shell
  - Infuse him with pride and dignity
  - Remind him of his support in allowing himself to be miss-used
  - Look inwards (self-reflection) (Any 3 x 1) (3)
- 1.1.3 *[Explanation of concept from Source 1A – L1]*
- A philosophy or set of ideas put forward by Steve Biko which called upon all black people in South Africa to unite, free their minds from mental imprisonment and a sense of inferiority, to be proud to be black
  - Any other relevant answer (Any 1 x 2) (2)
- 1.1.4 *[Interpretation of evidence from Source 1A – L2]*
- All black people were oppressed by the Apartheid system whether they were classified African, Coloured or Indian so should stand together
  - The apartheid system tried to divide black people (through racial classification, group areas, homeland policy etc.) in order to prevent them forming a united front against the oppression of apartheid
  - The apartheid government used a divide and rule strategy
  - Black people were separated socially and in terms of the opportunities were made available to them in an attempt to prevent them uniting against apartheid
  - Any other relevant answer (Any 2 x 2) (4)
- 1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- To indicate that it had become aligned to Black Consciousness Movement
  - To show that it was aligned to the South African Student Organisation (SASO) (Any 1 x 2) (2)

- 1.2.2 *[Interpretation of evidence from Source 1B – L2]*
- SASM leaders organised students at their own schools
  - SASM leaders held meetings at local schools to discuss political issues
  - The issue of Bantu Education (an unequal system of education which limited the opportunities of black students) was discussed at meeting with students to raise their political awareness
  - SASM invited university students (guest speakers) who were members of SASO to come and talk (rousing speeches) with the school students
  - SASO members introduced BC ideas, consciousness raising addresses, encouraged school students to be proud to be black
  - Any other relevant answer (Any 2 x 2) (4)
- 1.2.3 *[Extraction of evidence from Source 1B – L1]*
- SASM events attracted large audiences (1 x 2) (2)
- 1.2.4 *[Engage with issue of usefulness of Source 1B – L3]*

**USEFUL BECAUSE**

- The source is relevant to the research topic – it provides information about a student movement, affiliated to the BCM in the 1970s
- The source provides a mixture of eye-witness accounts from a student involved in politics in the mid-1970s and academic commentary written with the benefit of hindsight
- The source provides details about people, places and events which highlight the influence of BC thinking on students in the mid-1970s
- Any other relevant answer (Any 2 x 2) (4)

**OR**

**OF LIMITED USE BECAUSE**

- The source does not provide any information on student politics outside Soweto
- Only one perspective is given which highlights the BC influence but does not speak about the language issue or other socio-economic of the uprising
- It does not quantify how many students actively participated in SASM structures or who supported SASM because of its BC philosophy
- Any other relevant response (Any 2 x 2) (4) (4)

- 1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- SASM was active in the Eastern Cape
  - Confrontation between students and security police in Soweto
  - SASO established SSRC
  - SSRC called for a demonstration on 16 June (Any 2 x 1) (2)
- 1.3.2 *[Interpretation of evidence from Source 1C – L2]*
- The uprising was triggered by the language issue but it had far deeper roots – students were protesting against their oppression under apartheid
  - After police shot and killed student demonstrators the protest spread and all symbols of the apartheid state became targets
  - The student uprising in Soweto inspired other students, workers and members of black communities across the country to stand up against apartheid inequality
  - Black consciousness ideas had spread so that all black people across the country saw the language struggle as part of a bigger struggle against apartheid oppression
  - Any other relevant answer (Any 2 x 2) (4)
- 1.3.3 *[Extraction of evidence from Source 1C – L1]*
- They were influenced by the Black Consciousness philosophy.
  - It encouraged all people oppressed by apartheid to unite in one struggle, as black people.
  - Any other relevant response (2 x 2) (4)
- 1.4 1.4.1 *[Interpretation of evidence from Source 1D – L2]*
- Brimming with confidence and energy
  - Full of vigour and desire to confront their challenges
  - Daring, not afraid to challenge the authorities
  - Giving Black Power salutes, smiling, running, look defiant not scared or shy
  - Any other relevant answer (Any 2 x 2) (4)
- 1.4.2 *[Engage with issue of limitation of Source 1D – L3]*
- The photograph does not give us any indication of why the students are protesting
  - It is unclear when on 16 June this photograph was taken
  - We cannot see how many students were involved in the uprising
  - The photograph gives very small snapshot so we cannot identify all the schools which were involved in the protest
  - The student uprising spread to other centres around the country
  - We would need to use other historical evidence to verify the details seen in this photograph
  - Any other relevant answer (Any 2 x 2) (4)



1.5 *[Interpretation, analysis and synthesis of evidence from sources and using own knowledge to evaluate their usefulness – L3]*

**Learners need to include some of the following points in their answer:**

- Black Consciousness philosophy emphasised the need for change, pride, dignity, pumping back life, unity – all these are seen in action during the student uprising of 1976 (Source 1A)
- SASM had been organising student in Soweto since 1974 – already had structures and roots in schools by 1976 (Source 1B)
- SASM had been actively involved in politicising school students around BC ideas and Bantu Education since 1972 (Source 1B)
- The schools which were at the centre of organising the 16 June demonstration in Soweto had the strongest SASM branches (Source 1B)
- SASM established SSRC which called the demonstration on 16 June (Source 1C)
- Orlando West High School where first shootings took place had a strong SASM group (Source 1B and 1C)
- Demonstration spread to other communities including coloured township in Cape Town suggesting the influence of BC ideas of unity (Source 1C)
- The uprising did not stop when the language issue was withdrawn which suggest that BC ideas of pumping life back into the ‘black man’ had taken root. (Source 1A and 1C)
- Students in photograph look defiant, proud, dignified, courageous, etc. all things which BC philosophy encourage (Source 1A and 1D)
- Any other relevant answer

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of the influence which the philosophy of black consciousness had upon the student uprising of 1976</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic</li> </ul>	<b>MARKS</b> 0-2
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows an understanding of the influence which the philosophy of black consciousness had upon the student uprising of 1976</b></li> <li>• Uses evidence in a basic manner</li> </ul>	<b>MARKS</b> 3-5
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>shows a thorough understanding of the influence which the philosophy of black consciousness had upon the student uprising of 1976</b></li> <li>• Evidence relates well to the topic</li> <li>• Uses evidence very effectively in an organized paragraph that shows understanding of the topic</li> </ul>	<b>MARKS</b> 6-8

(8)  
[50]

**QUESTION 2: WHAT WERE THE CHALLENGES FACING THE TRC?**

- 2.1 2.1.1 *[Explanation of historical concepts from Source 2A – L1]*
- (a)
  - Killings
  - Kidnapping
  - Torture (Any 1 x 2) (2)
- (b) **Amnesty**  
Pardon for a wrongdoing or crime (1 x 2) (2)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*
- To investigate the nature and extent of gross human rights violations committed between 1960 and 1994
  - To hear the stories and testimonies of victims and perpetrators of human rights violations
  - To offer forgiveness to wrongdoers who provided full disclosure
- (3 x 1) (3)
- 2.1.3 *[Explanation of evidence from Source 2A – L2]*
- For the families of the victims to hear what happened to their loved ones
  - For the nation to hear what happened during the Apartheid era
  - To put on record the atrocities of the Apartheid era
  - Any other relevant answer
- (Any 1 x 2) (2)
- 2.1.4 *[Interpretation of evidence from Source 2 A – L2]*
- Restorative justice
- (1 x 2) (2)
- 2.1.5 *[Interpretation of evidence from Source 2A – L2]*
- Perpetrators needed to disclose the whole truth
  - Perpetrators had to show remorse
  - Perpetrators had so show that they had a political motive
- (Any 2 x 2) (4)
- 2.2 2.2.1 *[Interpretation of evidence from Source 2B – L2]*
- Krog**
- Offered opportunities for stories to be told
  - Exposed South Africa's past
  - The silenced voices were heard
  - Ordinary people helped to shape history
- (Any 2 x 2) (4)
- 2.2.2 *[Extraction of evidence from Source 2B – L1]*
- Blacks and whites living harmoniously
  - Reconciliation
- (Any 1 x 2) (2)
- 2.3 2.3.1 *[Interpretation of evidence from Source 2C – L2]*
- That full disclosure has not been made
  - The whole truth has not been told
  - Any other relevant response
- (Any 1 x 2) (2)

- 2.3.2 *[Interpretation of evidence from Source 2C – L2]*
- He viewed it as a witch hunt against the NP
  - He believed the TRC was biased towards the ANC
  - Any other relevant response (Any 2 x 2) (4)
- 2.3.3 *[Interpretation of evidence from Source 2C – L2]*
- They feared prosecution
  - They did not want to expose their wrong-doing
  - They did not want to take responsibility for their crimes
  - They did not support the ideals of the TRC
  - Any other relevant response (Any 2 x 2) (4)
- 2.3.4 *[Evaluation of Source 2C to determine reliability]*  
**Not reliable**
- It expresses the opinion of the cartoonist
  - De Klerk supported the TRC but had his own reservations
  - Many apartheid agents appeared before the TRC
  - Any other relevant response (Any 2 x 2) (4)
- 2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*
- Not achieved: in her generation “cannot accept white South Africans...”
  - “acknowledges that this might come later”...“hoping that my grandchildren...”
  - Any other relevant response (Any 2 x 2) (4)
- 2.4.2 *[Comparison of evidence from sources]*
- Opinion 1 shows the unwillingness to forgive whereas opinion 2 emphasises
  - Forgiveness to accelerate reconciliation
  - Any other relevant response (Any 1 x 2) (2)
- 2.4.3 *[Extraction of evidence from Source 2D – L1]*
- Truth placed on record
  - Evidence of atrocities
  - Acknowledgement of shortcomings (Any 1 x 1) (1)

2.5 [Interpretation, evaluation and analysis of information to construct a paragraph]

**Main Points (Learners should balance his/her answer between the successes and limitations)**

*Successes:*

- The TRC heard the testimonies of approximately 22 000 victims
- Some perpetrators gave full disclosure and were granted amnesty
- It disclosed the existence of death squads
- Opponents to Apartheid were killed through the use of torture, arson, sabotage, ambushes and assassination
- Successful in bringing forward victims and witnesses who informed the nation about the apartheid atrocities
- Helped to solve many of the murders and disappearances during apartheid
- Any other relevant response

*Limitations:*

- Did not do enough to reconcile South Africa
- It did not give attention to socio-economic abuses and structural effects of apartheid
- Victims were not satisfied with the very inadequate reparation
- The ANC was critical of report, because they believed that the fight against apartheid was a just one and they did not violated human rights of others
- De Klerk claimed he was not aware of human rights violations
- Atrocities of the Zulus were ignored
- Any other relevant response

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of the successes and the failures of the TRC</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	<b>MARKS</b> 0-2
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows an understanding of the successes and the failures of the TRC</b></li> <li>• Uses evidence in a basic manner</li> </ul>	<b>MARKS</b> 3-5
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>shows a thorough understanding of the successes and the failures of the TRC</b></li> <li>• Evidence relates well to the topic</li> <li>• Uses evidence very effectively in an organised paragraph that shows understanding of the topic</li> </ul>	<b>MARKS</b> 6-8

(8)  
[50]

**SECTION B****QUESTION 3: 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 indicate whether they agree or disagree with the statement. They then have to explain the reasons for the political reforms and indicate the extent to which internal resistance to those reforms led to the demise of Apartheid.

**MAIN ASPECTS**

Candidates should include the following in their response:

**Introduction:**

- Candidates should answer the question in their introduction by referring to the statement.

**Elaboration:**

- Total Onslaught Total Strategy
- Tricameral Parliament
- The formation of UDF
- Don't Vote campaign
- Role of trade unions
- Role of students
- Role of civic organisations
- The Mass Democratic Movement (MDM)
- SACC
- Black Sash
- End Conscription Campaign
- Any other relevant response

**Conclusion:** Candidates should tie up their argument

**[50]**

**QUESTION 4: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST: NEGOTIATED SETTLEMENT AND THE GNU**

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

**SYNOPSIS**

In their argument candidates must focus on why negotiations became a stop-start affair and show that in spite of all these issues SA became a democracy in 1994.

**MAIN ASPECTS**

Candidates should include the following in their response:

**Introduction:**

- Candidates should indicate whether the statement is correct and elaborate on their reasons.

**Elaboration:**

- De Klerk's speech announcing the release of Mandela, 2<sup>nd</sup> February 1990
- The process of negotiations begins
- First formal meeting takes place at Groote Schuur (May 1990) - release of political prisoners
- Pretoria minutes (August 1990), ANC announces the suspension of the armed struggle
- CODESA 1 (December 1991) - working groups were set up to deal with specific issues
- IFP leader refused to attend
- Right wing Conservative Party, left wing Pan Africanist Congress boycotted CODESA
- Whites only referendum gave De Klerk a clear mandate to negotiate
- CODESA 2 (May 1992) collapsed over majority rule
- Record of understanding (26 Sept 1992)
- Multi-party Negotiation process (MPNP) (2 April 1993)
- Sunset clause and the role of Slovo
- Final agreement was reached
- 1994 elections
- Government of National Unity
- Any other relevant response

**Conclusion:** Candidates should tie up their argument

**[50]**

**TOTAL: 100**

