

SENIOR SECONDARY IMPROVEMENT PROGRAMME 2013



education
Department: Education
GAUTENG PROVINCE

GRADE 12

HISTORY

TEACHER NOTES

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TEACHER NOTES

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SESSION '1'**TOPIC: CIVIL SOCIETY PROTEST – BLACK CONSCIOUSNESS MOVEMENT OF THE 1970s****SECTION A: TYPICAL EXAM QUESTIONS**

- | | | |
|----|--|--------------------|
| 1. | Give basic outline of Civil Society protest, focusing on the Black Consciousness Movement in South Africa: | 5 minutes |
| 2. | Typical exam questions: | 1 hour, 20 minutes |
| 3. | Review typical exam questions: | 5 minutes |

SECTION A: TYPICAL EXAM QUESTIONS

KEY QUESTION: *(Taken from: DOE Preliminary Exam 2008 Paper 1)*

WHAT WAS STEVE BIKO'S AND THE BLACK CONSCIOUSNESS MOVEMENT'S CONTRIBUTION TO THE LIBERATION STRUGGLE IN SOUTH AFRICA IN THE 1970s?

! Teacher Note: The Key Question will appear at the beginning of every section in the exam paper. This question tells the learner what the OVERALL content to be tested will be. In this case, the Key Question tells us the section will test what contribution Steve Biko and the Black Consciousness Movement made to the struggle in South Africa in the 1970s. NB: The learner DOES NOT answer this question! Remember to tell the learner to answer all questions in FULL SENTENCES, as bullet points are not acceptable in an exam situation. Also, the learner must be specific as to which source and which part of the source they are referring to.

QUESTION 1: 15 minutes

SOURCE A

The following is an extract from one of Steve Biko's articles taken from '*I Write What I Like*' and signed Frank Talk, in which he writes about the philosophy of Black Consciousness.

All in all the black man became a shell, a shadow of a man, completely defeated, drowning in his own misery, a slave, an ox bearing the yoke [burden] of oppression with sheepish timidity. This is the first truth, bitter as it may seem, that we have to acknowledge before we can start on any programme to change the status quo. It becomes more necessary to see the truth as it is if you realise that the only vehicle for change are these people who have lost their personality. The first, therefore, is to make the black man come to himself; to pump back life into his empty shell; to infuse him with pride and dignity; to remind him of his complicity in the crime of allowing himself to be misused and, therefore, letting evil reign supreme in the country of his birth. This is what we mean by an inward-looking process. This is the definition of 'Black Consciousness'.

1. Study Source 1A and answer the following questions:
- 1.1 Explain the following historical concepts: (2 x 2) (4)
 a) Black Consciousness Movement
 b) Liberation
- 1.2 Explain how Steve Biko justifies the need for Black Consciousness. (2 x 2) (4)
- 1.3 Find proof in the text where Biko suggests that Black people are to a certain degree responsible for their own misuse? (1 x 3) (3)
- 1.4 What, according to Steve Biko, needs to happen to address the oppression of black people in South Africa? (2 x 2) (4)
- [15]



Teacher Note: Explaining historical concepts is one of the basic Assessment Standards for the History Curriculum. It is very important that these concepts are clearly explained to the learners, and that the learners learn these concepts well enough to be able to write definitions on them in their exams.

QUESTION 2: 20 minutes

SOURCE B

The following extract is from Donald Woods 10 August 1971, the editor of the *Daily Dispatch*, a liberal English newspaper in East London. Woods changed his views and became an ardent defender of Black Consciousness and close confidante of Steve Biko.

The emergence of SASO is one of the sad manifestations of racist policy at government level. The cornerstone of apartheid is the Bantustan policy, through which blacks are compelled to regard themselves as separate people – a people set apart – who can aspire to progress only on the basis of exclusivity. The result is the emergence of a 'blacks only' mentality among blacks. The promoters of SASO are wrong in what they are doing. They are promoting apartheid. They are entrenching the idea of racial exclusivity and, therefore, doing the government's work.

- 2.1 The source 2B refers to SASO. What was SASO? (1 x 1) (1)
- 2.2 In what way does Donald Woods believe that The Bantustan Policy and SASO's objectives are similar? (2 x 2) (4)
- 2.2 Using your knowledge of SASO, argue whether or not you agree with the above belief? (3 x 2) (6)
- 2.3 Using Source B and your own knowledge, explain how apartheid affected black people. (2 x 2) (4)

[15]

2.3 **Answer can agree or disagree.**

- Agreement can include: BC is nationalistic, SASO is created as it sought to escape white dominated movements, is exclusively black and suspicious of white inference. (3 x 2) (6)
- Disagreement can include: Pride in being black does not necessarily mean superiority or exclusivity, black exclusiveness comes from necessity. Black people are responsible for themselves and thus need to take responsibility for their freedom.

- 2.4 • The answer must seek to demonstrate empathy. The answer is open ended but can include emotions such as shame, humiliation, bitterness, anger etc. The marking must be done at the markers discretion. (2 x 2) (4) [15]

QUESTION 33.1 **Any three:**

- Biko states that the Soweto Uprising took place because of a lack of patience by the youth
- The government's unwillingness to change the education system
- Or to change Apartheid
- Afrikaans as medium of instruction
- Bantu Education (3 x 2) (6)

3.2 **Any three:**

- The police responded unnecessarily harshly and violently
- The police used tear gas and shot at the protesting pupils with live ammunition
- Two pupils died immediately and many were injured. (3 x 1) (3)

- 3.3 Leaders in jail/in exile after the Rivonia trial (1 x 2) (2)

3.2 **Any four:**

- Biko was banned in 1973
- Not allowed to speak to more than one person at a time
- Restricted to certain areas
- Could not make speeches in public
- Forbidden to quote anything he said
- Forbidden to mention him (4 x 1) (4) [15]

TOPIC: SOUTH AFRICA EMERGING AS A DEMOCRACY – THE 1980s**LESSON OVERVIEW**

- | | | |
|----|--|--------------------|
| 1. | Give a basic outline of South Africa's political, economic and social status in the 1980s: | 5 minutes |
| 2. | Typical exam questions: | 1 hour, 15 minutes |
| 3. | Review typical exam questions: | 5 minutes |

SECTION A: TYPICAL EXAM QUESTIONS**KEY QUESTION:**

HOW DID PW BOTHA'S TOTAL STRATEGY CONTRIBUTE TO THE CRISIS OF THE 1980s?



Teacher Note: The Key Question will appear at the beginning of every section in the exam paper. This question tells the learner what the OVERALL content to be tested will be. In this case, the Key Question tells us the section will test PW Botha's Total Strategy contributed to the crisis of the 1980s. NB: The learner DOES NOT answer this question! Remember to tell the learner to answer all questions in FULL SENTENCES, as bullet points are not acceptable in an exam situation. Also, the learner must be specific as to which source and which part of the source they are speaking of.

**Teacher Note: How to analyse a cartoon**

Cartoons will give the artist's point of view on a particular topic. They are useful in reflecting the attitudes of the time. When studying a cartoon the learner must ask the following questions::

1. How are the people drawn? Are they realistic? What size are they? Are some of their features exaggerated? How are they dressed?
2. What view of the people does the cartoon give?
3. What else is included in the cartoon? Is there any writing on the cartoon itself?
4. What symbols are used to get the message across?
5. What information do the date and caption contribute?
6. Where was the cartoon published?
7. What is the artist's intention?
8. Does the cartoon offer a positive or negative perspective on the topic?
9. What do you know of the period that might support your view of the cartoon?
10. What does the interpretation of the topic tell you about the artist? Can you find bias? Can you work out what issue or whom the cartoonist supports?

Taken from Oxford *In Search of History*, p 52

QUESTION 1:

17 minutes

(Taken from DOE 2008 Prelim Paper 2002)

SOURCE A:

(Taken from DOE 2008 Prelim Paper)



1. Study Source A and answer the following questions:
 - 1.1 Explain the following historical concepts in terms of NP policy:
 - (a) Reform (2 x 1)
 - (b) Repression (2)
 - 1.2 Describe two elements of the Reform policy. (2 x 2) (4)
 - 1.3 According to the cartoonist, what groups were targeted by Botha's repression measures? (name three) (3 x 1) (3)
 - 1.4 Name two ways in which the cartoonist has demonstrated that the Patient in the cartoon is a South African. (2 x 1) (2)
 - 1.5 Using details from the cartoon explain how the cartoonist is criticising PW Botha's measures of reform and repression. (4 x 1) (4)
- [15]

QUESTION 2:**17 minutes****SOURCE B**

This cartoon is taken from *Shuters History* depicting a cartoonist's fun impression of the Tricameral Parliament.



2. Study Source B and answer the following questions:

- 2.1 Explain what the tricameral government was. (2 x 2) (4)
- 2.2 Identify THREE races that were part of the tricameral parliament. (3 x 1) (3)
- 2.3 With reference to the "Dwelling", what comment is the cartoonist making about the legitimacy of the parliament? (2 x 1) (2)
- 2.4 Using your knowledge, do you think this is an accurate assessment of the tri-cameral parliament? (2 x 1) (2)
- 2.5 How useful is this source to a historian studying the history of South Africa in the 1980's? (2 x 2) (4)

[15]

Teacher Note: Usefulness of a source is generally determined by answering the question “What can a historian use this source to prove?” Sources are generally useful in some way or another –even if the source only shows what propaganda the ruling government was using at the time and it doesn’t add any other additional facts to the time period – this is still useful, maybe not reliable, but definitely useful.

QUESTION 3: 16 minutes

SOURCE C

The following extract is from *In Search of History* by J Bottaro, P Visser, et al. The government supported neighbouring movements which were fighting SA liberation movements.

The Government tried to prevent neighbouring countries from supporting South African liberation movements by launching cross border raids on suspected ANC bases, South African political leaders in exile were targeted, and several were killed or injured. The South African Defence Force (SADF) also supported opposition guerrilla groups, such as RENAMO in Mozambique and UNITA in Angola, in an attempt to ‘destabilise’ the socialist governments in these countries.

3. Study Source C and answer the following questions:
- | | | | |
|-----|--|---------|-----|
| 3.1 | What type of source is Source C? | (1 x 1) | (1) |
| 3.2 | Name two foreign movements that were supported by the South African government? | (2 x 2) | (4) |
| 3.3 | Using your own knowledge and Source C, explain why South Africa supported these guerrilla campaigns? | (3 x 2) | (6) |
| 3.4 | How useful is the source to a historian studying PW Botha’s reform policies in the 1980’s? | (2 x 2) | (4) |
- [15]

QUESTION 4: 30 minutes

EXTENDED WRITING (The length of your response should be about TWO pages.)

Using the information from the sources and your own knowledge, write a letter to your friend who left South Africa in the late 1970s and explain to him/her how the NP government reached a point of negotiation. [30]

Teacher Note: The essay question counts 40% of the exam. The learners need to learn the format and how to refer to sources. No bullet points allowed!

SECTION B: SOLUTIONS FOR SECTION A

! Teacherr Note: Mark allocation works as follows:

$$(Number\ of\ correct\ facts\ \times\ Number\ of\ marks) = (TOTAL\ MARKS)$$

QUESTION 1

- 1.1 [Explanation of historical concepts L1&L2 AS'S 1&2] (2 x 1) (2)
- (a)
- Social changes to improve living conditions / change.
 - creation of tricameral parliament.
- The idea was to make Apartheid more socially acceptable.
- (b)
- Increased government repression of any *government* threat. This would include increased military presence, state of emergency etc. The idea is to remove any threat to the Apartheid government.
- 1.2 [Extraction of information from the Source L1– Lo1AS3] (2 x 2) (4)
- Any two of the following: Black trade unions legalised, mixed marriages law repealed, strict segregation of public amenities repealed, multi-racial private schools officially permitted for first time, pass system abolished in 1986.
- 1.3 [Interpretation of the information – a Source L3 – Lo1 AS3] (3 x 1) (3)
- ANC and UDF
 - COSATU
 - English Press
 - Communists
 - Hippies etc.
- 1.4 -Map of SA on face (2 x 1) (2)
-South Africa on the label.
- 1.5 The cartoonist is showing that Botha is duplicitous (double-dealing). On the one hand he is the kind doctor, while simultaneously the bully. He is suggesting that the whole of South Africa will suffer as a result of theses policies, not just the targeted groups. Botha is also suggesting that the aim of the repression measures is to weaken the opposition so that they can manipulate them with so called reform measures. It is essential to the Apartheid government that they repress the opposition through any means necessary. Reform is secondary to the repression. (4 x 1) (4)
(can also refer to the irony in that Botha is represented as a doctor.

[15]

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- 2.1 *[Analysing historical concepts evidence from the Source L1–Lo1 AS 3: Lo 2 AS 2]* (2 x 2) (4)
- Form of Parliament created after a new Constitution in 1983.
 - Three chamber parliament.
 - Separate Parliament for White, Coloured and Indian representatives.
 - Parliament that excluded Blacks.
 - Constitution which ensured that power remained in the hands of white parliament
 - Any other relevant response.
- 2.2 *[Extraction of information from the Source B L1-Lo1 AS1]* (3 x 1) (3)
- Whites
 - Coloureds
 - Indians
- 2.3 *[Evaluate the usefulness of the Source B L2-Lo1 AS4]* (2 x 1) (2)
- He is suggesting that the parliament is illegitimate. The white room is spacious whilst the Coloureds and Indians are cramped and unable to move. They, in other words, do not have a legitimate dwelling.
- 2.4 This is an accurate assessment. The Indians and Coloureds were greatly disadvantaged with this parliament. They sat in separate chambers and decisions could be vetoed by the white-only Presidents Council. This effectively made their decisions and power null and void. (2 x 1) (2)
- 2.5 It is useful as it gives us a glimpse of how some people were critical of and against the Tricameral Parliament. Cartoons like this show us a glimpse of opposition politics and suggest that not everyone was blinded; this publication appeared in a white newspaper. (2 x 2) (4)

[15]**QUESTION 3**

- 3.1 *[Extraction of relevant data l1 lo1 as3]* (1 x 1) (1)
- Primary
- 3.2 (2 x 2) (4)
- RENAMO
 - UNITA
- 3.3 (3 x 2) (6)
- Wanted to destabilise these socialist countries
 - Wanted the west as an ally. Could use them for economic and arms investment during the cold war.
 - Stop the “rooi gevaar”.
- 3.4 (2 x 2) (4)
- Secondary sources can be very objective and just give us the clear facts.
 - This source allows us to see that the SADF were active in eliminating opponents and in socialist struggles on the continent. **[15]**
 - This evidence points to an aggressive and militaristic NP.

QUESTION 4 EXTENDED WRITING

[Comparison and contrasting interpretations and perspectives of people's actions to draw independent conclusions L1-3 L02 (AS3) L03 (AS1)]

Candidates should include the following aspects in their response.

SYNOPSIS

Candidates should outline the process that led to the negotiation process starting in 1990.

MAIN ASPECT:

Introduction: Candidate should introduce a friend to the political situation in South Africa in the 1980s.

ELABORATION:

- Internal Violence and resistance in SA since the 1976 riots
- Increased international Sanctions
- PW Botha's reforms and Tricameral Parliament
- UDF response with mass demonstration and making SA "ungovernable"
- PW Botha's Rubicon speech – Total Onslaught/Total Strategy
- State of Emergency
- USA disinvestments
- Cross-border raids
- PW Botha step down – replaced by FW de Klerk
- 2 February Opening of Parliament speech
- *Any relevant information.*

CONCLUSION: Candidates should tie up their argument with relevant conclusion.

[30]

Use the Matrix on the next page to mark the essay.

GRADE 12 HOLISTIC RUBRIC TO ASSESS EXTENDED WRITING (SUCH AS AN ESSAY USING SOURCES, REPORT, NEWSPAPER ARTICLE, ETC.) TOTAL MARKS: 30

LEVEL	If the candidate has demonstrated all or most of the skills listed in a particular level, she/he will be awarded a mark relevant to the category.
7 Outstanding 80 – 100% 24 – 30 [Excellent]	Consistently focuses on topic – demonstrates a logical and coherent progress towards a conclusion Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Groups sources (not essential but should not merely list sources) Demonstrates a setting of sources in background understanding If appropriate, deals fully with counter-argument Refers appropriately to relevancy, bias, accuracy, limitation of sources Expresses him/herself clearly Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
6 Meritorious 70 – 79% 21 – 23 [Very Good]	Makes a good effort to focus consistently on the topic but, at times, argument loses some focus Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Good use of relevant evidence from the sources. Good attempt to consider counter-argument Good attempt to refer to relevancy, bias, accuracy, limitation of source Expression good Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
5 Substantial 60 – 69% 18 – 20 [Good]	Makes an effort to focus on the topic but argument has lapses in focus Comprehends most of the sources Uses most of the sources Selects relevant sources Expression good but with lapses Perhaps, lacking some depth of overall-focus, or does not make reference to one or more relevant sources If appropriate, makes an attempt to consider counter-argument Rather superficial or no attempt to refer to relevancy, bias, accuracy, limitation of sources Makes an attempt to take a stand (focuses on limitations, etc.) in reaching an independent conclusion
4 Moderate 50 – 59% 15 – 17 [Satisfactory]	Makes some effort to focus on the topic but argument has many lapses in focus Moderate comprehension of most of the sources Moderate use of relevant evidence from the sources Moderate attempt to consider counter-argument Moderate attempt to refer to relevancy, bias, accuracy, limitation of sources Expression is satisfactory Makes an attempt to take a stand but there are serious inconsistencies with making links with the rest of the essay Essay might have a tendency to list sources and “tag” on focus
3 Adequate 40 – 49% 12 – 14 [Fair]	Little attempt to focus on the topic Little comprehension of the sources Struggles to select relevant information from the sources No quotes – or generally irrelevant Makes little effort to consider counter-arguments Mainly characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression poor Makes a poor attempt to take a stand. (i.e. battles to reach an independent conclusion)
2 Elementary 30 – 39% 09 – 11 [Weak]	Unable to focus on the topic Unable to identify relevant sources No quotes – or generally irrelevant Makes no effort to consider counter-argument Essay characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression very poor Makes a very poor attempt to take a stand – if at all
1 Not Achieved 0 – 29% 0 – 8 [Poor]	No attempt to focus on the topic Uses no sources Completely irrelevant Copies directly from the sources Answer extremely poor

SECTION C: HOMEWORK

Teacher Note: If the learners have difficulty with the homework questions, they should refer to the content notes or to you the class teacher for assistance.

QUESTION 1:

(Taken from DOE Preliminary Examination Paper 2 2008)

SOURCE D

This is an extract from *Making History* by H Claire, et al. In which the reaction of blacks towards the Tricameral Parliament is described.

The UDF's campaign to boycott the tricameral elections started in July 1984. UDF leaders travelled throughout the country mobilising people and addressing meeting. Speakers from different religious and racial groups shared the platform and spoke with one voice, denouncing the Tricameral Parliament. In July 1984, in Kimberley, Albertina Sisulu, one of the presidents of the UDF, addressed a conference and criticised the government's policy of reforms and demanded the release of Nelson Mandela and Walter Sisulu. She also stressed the multiracial nature of the UDF and criticised the government's policy of divide and rule. The UDF changed the political landscape in South Africa and captured the imagination of thousands of people. It instilled a passion for resistance and rekindled the struggle of the 1970's. The UDF planned programmed of action against the tricameral system and pass laws took the lead in the anti-apartheid struggle within the country.

- | | | | |
|-----|---|---------|-----|
| 1.1 | What evidence in the source suggests that Albertina Sisulu was a UDF activist? | (3 x 2) | (6) |
| 1.2 | Why was Albertina Sisulu so concerned about the release of Nelson Mandela and Walter Sisulu? | (2 x 2) | (4) |
| 1.3 | What was Albertina Sisulu's view on the government issue of a tricameral parliament? | (1 x 2) | (2) |
| 1.4 | Using all the sources and your own knowledge, write a paragraph of about TWELVE lines in which you explain the success/failure of the total strategy. | | (6) |

[18]

SECTION D: SOLUTIONS TO HOMEWORK

QUESTION 1

- 1.1 *[Extraction of Relevant data L1 LO1 AS3]* (3 x 2) (6)
- She was one of the presidents of UDF
 - Criticism of government policy reforms
 - Stressed the multiracial nature
 - Demanded the release of Nelson Mandela and Walter Sisulu
 - Any other relevant response
- 1.2 *[Interpretation and evaluation of information L3 LO1 AS3]* (2 x 2) (4)
- UDF was the sister organisation of the ANC
 - She was annoyed by the Tricameral Parliament
 - Any other relevant response
- 1.3 *[Comparison and contrasting of people's action L3 LO2 AS3]* (1 x 2) (2)
- Divide and Rule policy
 - Continuation of apartheid
 - Any other relevant response
- 1.4 *[Interpretation, analysing, evaluation and synthesising data L3, L02 (AS2) L01 (AS 4)]* (6)
- The candidate should look at the attempts by apartheid government
- South African Government tried to prevent neighbouring countries from supporting liberation movement.
 - By launching cross border raid on suspected ANC bases.
 - South African political leaders in exile were targeted.
 - Several were killed and injured
 - SADF supported guerrilla groups
- The candidates should conclude whether these were successes or failures.
- Use the rubric on the following page to assess the paragraph. **[18]**

LEVEL 1	<ul style="list-style-type: none"> ▪ Cannot extract evidence or extract evidence from the sources in a very elementary manner ▪ Use evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> ▪ Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic ▪ Use evidence from sources in a very basic manner 	Marks: 2 – 4
LEVEL 3	<ul style="list-style-type: none"> ▪ Extract relevant evidence from the sources ▪ Extracted evidence – relates well to the topic ▪ Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 4 – 6

SESSION)**TOPIC: SOUTH AFRICA EMERGING AS A DEMOCRACY – 1990-1994****LESSON OVERVIEW**

- | | | |
|----|--|--------------------|
| 1. | Give basic outline of South Africa's political, economic and social status in the early 1990s: | 5 minutes |
| 2. | Typical exam questions: | 1 hour, 20 minutes |
| 3. | Review typical exam questions: | 5 minutes |

SECTION A: TYPICAL EXAM QUESTIONS**KEY QUESTION:****WHY WAS THE ROAD TO DEMOCRACY IN SOUTH AFRICA FRAUGHT (FILLED) WITH UNCERTAINTY, FEAR AND ANXIETY?**

Teacher Note: The Key Question will appear at the beginning of every section in the exam paper. This question tells the learner what the OVERALL content to be tested will be. In this case, the Key Question tells us the section will test why the road to democracy in South Africa was filled with uncertainty, fear and anxiety. NB: The learner DOES NOT answer this question!

Remember to tell the learner to answer all questions in FULL SENTENCES, as bullet points are not acceptable in an exam situation. Also, the learner must be specific as to which source and which part of the source they are speaking of.

QUESTION 1: **15 minutes** (*Taken from DOE November Examination 2009 Paper 2*)
SOURCE A

The following extract is taken from a South African History school textbook, *Making History*.

Mandela was allowed to hold a meeting with his ANC [African National Congress], UDF [United Democratic Front] and MDM [Mass Democratic Movement] comrades in preparation for the meeting with De Klerk. This included Cyril Ramaphosa, general secretary of the National Mineworkers' Union, as well as his comrades from Robben Island, such as Tokyo Sexwale and Patrick 'Terror' Lekota. Together they drafted a letter to FW de Klerk in which they proposed negotiations and rejected preconditions for talks, requested the dismantling of apartheid and the paving of the roads to reconciliation ...

On 13 December 1989, De Klerk invited Mandela to Tuinhuys, to the same room where he had tea with PW Botha. Mandela congratulated De Klerk on his appointment as State President and expressed his hope that they would work well together in shaping a new South Africa.

- | | | | |
|-----|---|---------|-----|
| 1. | Use Source A | | |
| 1.1 | Why is it significant that Mandela met with various political groups before his meeting with De Klerk? | (2 x 2) | (4) |
| 1.2 | Name TWO of the comrades who met with him before the meeting. | (2 x 1) | (2) |
| 1.3 | What do the proposals drafted in the letter suggest about the attitude of the liberation movements? | (2 x 1) | (2) |
| 1.4 | What qualities displayed by Mandela at the meeting with De Klerk defined him as a leader of high standing? | (2 x 1) | (2) |
| 1.5 | Explain the value of Source A to a historian studying the negotiation process in South Africa in the 1990s. | (2 x 1) | (2) |
- [12]



Teacher Note: When looking at leadership qualities (Question 1.4), it is important that a learner understands what qualities makes a good leader. Learners should be able to pick this up from leaders that they have studied through the NCS syllabus, but here are some qualities that make a good leader:

- **Integrity** (strength of character; honesty; trustworthiness; keeping one's word)
- **Dedication** (being 100% committed to their cause)
- **Magnanimity** (giving credit where credit is due; being prepared to congratulate someone no matter what)
- **Humility** (A humble leader can relate to his followers; a conceited leader will bully his followers)
- **Openness** (Considers others' opinions; shows respect for other people's ideas; shares their own thoughts openly; not secretive)
- **Creativity** (the ability to think out of the box)
- **Fairness** (being consistent and just)
- **Assertiveness** (Once a decision is made, the ability to run with that decision and push their followers in the right direction, no matter what)

QUESTION 2: 20 minutes**SOURCE B**

This source is an extract of a televised speech by Nelson Mandela on 10 April 1993 after the death of Chris Hani.

Today, an unforgivable crime has been committed. The calculated, cold-blooded murder of Chris Hani is not just a crime against a dearly beloved son of our soil. It is a crime against all the people of our country. A man of passion, of unsurpassed courage, has been cut down in the prime of his life. During that time he served the cause of liberation with distinction, earning the respect and love of millions in the country. His death demands that we pursue that cause with even greater determination. We appeal to every religious service over the Easter Holidays to commemorate Chris Hani's life and what he stood for. This killing must stop.

Tonight I am reaching out to every South African, black and white, from the very depths of my being. A white man, full of prejudice and hate, came to our country and committed a deed so foul that our whole nation now teeters on the brink of disaster. A white woman, of Afrikaner origin, risked her life so that we may know, and bring to justice, this assassin ... Now is the time for all South Africans to stand together against those who, from any quarter, wish to destroy what Chris Hani gave his life for – the freedom of all of us.

2. Refer to Source B
- 2.1 Explain why it became necessary for Mandela to make this televised speech. (2 x 2) (4)
- 2.2 Why did Mandela refer to Chris Hani's assassination as a crime against all the people of our country? (2 x 1) (2)
- 2.3 What, do you think, were the motives for assassinating Chris Hani? (2 x 1) (2)
- 2.4 Quote from the source to show that Chris Hani was a popular struggle hero. (1 x 2) (2)
- 2.5 Who is the "white man, full of prejudice and hate.."? (2 x 2) (4)
- 2.6 What point is Mandela making when he mentions the "white man" and then the Afrikaner woman? (2 x 2) (4)
- [18]

QUESTION 3: 5 minutes

3. Using all the sources and your own knowledge, write a paragraph of about TEN lines explaining how Chris Hani's assassination failed to derail political progress in South Africa. [5]

Teacher Note: The guideline of 10 lines is just a SUGGESTION, not a set parameter. You also do not have to count their words. The format for the paragraph is as follows: 1 sentence introduction. 3-4 sentences elaborating answer. 1 sentence conclusion.

QUESTION 4:**10 minutes****SOURCE C**

*Magnum photos.com
Photographer: Ian Barry*

Just prior to the elections bringing the ANC to power, with Johannesburg's streets alive with soldiers and barbed wire, an African draws attention to the "Use the Ballot" poster.

4. Refer to Source C
- 4.1 What type of source is source C? (1 x 1) (1)
- 4.2 What does the presence of the soldier and barbed wire suggest about the situation in the country before the elections in 1994? (2 x 2) (4)
- 4.3 What does "use the ballot" mean? (1 x 1) (1)
- 4.4 What message is the photographer trying to convey through this picture? (2 x 2) (4)
- [10]

QUESTION 5

EXTENDED WRITING (The length of their response should be about TWO pages.)

- 5.1 Using all the sources and your own knowledge, write an article for the *International Daily* on the following statement:
'South Africa can never pay back Mandela for the role he played in transforming the country into a democracy.'

[30]



Teacher Note: This essay question can often trap the learner into singing Mandela's praises as a leader and as a human being; instead of focussing on the role he actually played and the things he actually did. The learner has to focus on Mandela's HISTORICAL value in South Africa; not on the hope and peace and love he brought to the country.

The essay question counts 40% of the exam. They need to learn the format and how to refer to sources. No bullet points allowed!

SECTION B: SOLUTIONS FOR SECTION A



Teacher Note: Mark allocation works as follows:

$$(Number\ of\ correct\ facts \times Number\ of\ marks) = (TOTAL\ MARKS)$$

QUESTION 1

- 1.1 [Interpretation of evidence from Source A – L2 – LO1 (AS3)] (2 x 2) (4)
- It shows that he wants to legitimise the whole negotiation by getting all opposition on board
 - It demonstrates that Mandela was committed to multi-party democracy.
 - Any other relevant response
- 1.2 [Extraction from Source A – L1 – LO1 (AS3); LO3 (AS2)] (2 x 1) (2)
- Terror Lekota
 - Cyril Ramaphosa
 - Tokyo Sexwale
- 1.3 [Extraction using Source A – L1 – LO1 (AS3); LO3 (AS3)] (2 x 1) (2)
- It demonstrates their willingness to co-operate and not dictate conditions.
 - Demonstrates willingness for reconciliation.
 - Any other relevant response.

- 1.4 *[Interpretation of evidence from Source A – L2 – LO1 (AS3)]* (2 x 1) (2)
- He congratulated de Klerk, sign of respect and integrity; magnanimous
 - Humility in victory, no pomp and entitlement
 - Very open, understanding, mature leadership
 - Hope they will work together in a new South Africa
 - Any other relevant response
- 1.5 *[Interpretation and analysis of evidence from Sources A – L3 – LO3 (AS2&3)]* (2 x 1) (2)
- The source is valuable because:**
- RELIABILITY**
- Textbook is a secondary source – information is less bias than primary. More reflective of the period.
 - It shows the commitment of Mandela and his comrades for reconciliation and peace.
 - Demonstrates that the ANC wanted multi-party democracy.
 - Any other relevant information

[12]

QUESTION 2

- 2.1 *[Interpretation of evidence – L3 – LO2 (AS1&2)]* (2 x 2) (4)
- To calm both black and white citizens of the country
 - To give direction to negotiation process/to bring the negotiation process back on track
 - To strengthen the process of negotiations
 - To prevent civil war/bloodshed
 - To stand as one
 - Any other relevant response
- 2.2 *[Interpretation of evidence using Source B – L2&3 – LO1 (AS3); LO2 (AS2&3); LO3 (AS2)]* (2 x 1) (2)
- The whole nation lost a son/leader of the masses
 - Hani was a fighter during the war and soldier of peace during peaceful times
 - Assassination was intended to derail negotiations
 - Any other relevant response

HISTORY

GRADE 12

SESSION)

(TEACHER NOTES)

- 2.3 *[Interpretation of evidence using Source B – L2&3 – LO1 (AS3); LO2 (AS2&3); LO3 (AS2)]* (2 x 1) (2)
- To destabilise the country
 - To derail negotiations
 - To halt talks of the elections
 - He was a Communist
 - He showed great leadership qualities
 - He was a man of passion/served the nation
 - Any other relevant response
- 2.4 *[Interpretation of evidence using Source B – L2&3 – LO1 (AS3); LO3 (AS2)]* (1 x 2) (2)
- He served the cause of liberation with distinction, earning the respect and love of millions in the country
 - Beloved son of the soil
 - Any other relevant quote
- 2.5 *Interpretation and analysis of evidence from Source B – L3 – LO3 (AS2&3)]* (2 x 2) (4)
- Clive Derby Lewis, the man behind the assassination of Chris Hani
- 2.6 Mandela is trying to show South Africa that even though a white man murdered Chris Hani, another white Afrikaner got justice for him. This is trying to demonstrate that we must not hate white people as everyone must be judged individually. This is fitting his aims of reconciliation. He is suggesting that any violence in retaliation will go against Everything Chris Hani stood for. (2 x 2) (4)
- [18]

QUESTION 3:

3. *[Interpretation, analysis and synthesis of evidence from all sources- L1-3 – LO1 (AS1); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]*

Candidates should include the following aspects in their response:

- Mandela used his stature to contain the situation
- Mandela appealed to both black and white for calm
- Used the colour of the perpetrator as well as witness to demonstrate the willingness of the people to move forward with negotiations
- Disastrous situation averted
- Country was well ahead in the process of negotiated settlement
- Realisation by all concerned parties that a settlement was essential for peace in the country
- The Transitional Executive Council and IEC was created
- Any relevant response

Use the rubric on the following page to allocate a mark:

[5]

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. Shows no or little understanding of how Hani's assassination failed to forestall political progress in South Africa • Uses evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. Shows an understanding of how Hani's assassination failed to forestall political progress in South Africa • Uses evidence in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. Demonstrates a thorough understanding and knowledge of how Hani's assassination failed to forestall political progress in South Africa • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

QUESTION 4

- 4.1 Primary Source (1 x 1) (1)
- 4.2 Things were very tense. There was increasing violence in the townships between ANC and Inkhata and the Right wing was also creating tension. Many believed that civil war was imminent. Any other relevant answer. (2 x 2) (4)
- 4.3 Means to vote. (1 x 1) (1)
- 1.3 The photographer is trying to say that there is no need for violence. He is suggesting that a difference can be made with the power of voting. It is also a commentary about the contradiction of the times. Violence yet hope. Any motivated answer. This question is very much open to interpretation. (2 x 2) (4)

[10]

QUESTION 4

EXTENDED WRITING

[Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]

SYNOPSIS

Candidates may take a specific line of argument in writing the article. It must be accurate and to the point and demonstrate his/her support of the transition and transformation to democracy. Candidates should include the following aspects in their response:

MAIN ASPECTS

Introduction: Candidates should take a line of argument. In agreeing with the statement candidates should foreground the role of Mandela, but some may bring issues of collective leadership and the processes.

ELABORATION

- Early years – 27 years in prison; international icon; leadership – great qualities of humility, integrity and selflessness; sacrifices made by him loom larger than life
- Mandela's age at the time of negotiations
- Mandela's stature
- Willingness to compromise
 - Groote Schuur Minute
 - Pretoria minute
 - Record of Understanding
- Reaching out to all the people
- Forsaking his personal interest for the benefit of the country
- Persuading foreign countries to assist South Africa
- Talking to opposition parties
 - CODESA 1 and 2
 - Multi-Party Negotiating Forum
- Reassuring the National Party of his commitments to peace
- Any other relevant point

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

Use the matrix on the next page to assess this extended writing question. [30]

GRADE 12 HOLISTIC RUBRIC TO ASSESS EXTENDED WRITING (SUCH AS AN ESSAY USING SOURCES, REPORT, NEWSPAPER ARTICLE, ETC.) TOTAL MARKS: 30

LEVEL	If the candidate has demonstrated all or most of the skills listed in a particular level, she/he will be awarded a mark relevant to the category.
7 Outstanding 80 – 100% 24 – 30 [Excellent]	Consistently focuses on topic – demonstrates a logical and coherent progress towards a conclusion Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Groups sources (not essential but should not merely list sources) Demonstrates a setting of sources in background understanding If appropriate, deals fully with counter-argument Refers appropriately to relevancy, bias, accuracy, limitation of sources Expresses him/herself clearly Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
6 Meritorious 70 – 79% 21 – 23 [Very Good]	Makes a good effort to focus consistently on the topic but, at times, argument loses some focus Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Good use of relevant evidence from the sources. Good attempt to consider counter-argument Good attempt to refer to relevancy, bias, accuracy, limitation of source Expression good Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
5 Substantial 60 – 69% 18 – 20 [Good]	Makes an effort to focus on the topic but argument has lapses in focus Comprehends most of the sources Uses most of the sources Selects relevant sources Expression good but with lapses Perhaps, lacking some depth of overall-focus, or does not make reference to one or more relevant sources If appropriate, makes an attempt to consider counter-argument Rather superficial or no attempt to refer to relevancy, bias, accuracy, limitation of sources Makes an attempt to take a stand (focuses on limitations, etc.) in reaching an independent conclusion
4 Moderate 50 – 59% 15 – 17 [Satisfactory]	Makes some effort to focus on the topic but argument has many lapses in focus Moderate comprehension of most of the sources Moderate use of relevant evidence from the sources Moderate attempt to consider counter-argument Moderate attempt to refer to relevancy, bias, accuracy, limitation of sources Expression is satisfactory Makes an attempt to take a stand but there are serious inconsistencies with making links with the rest of the essay Essay might have a tendency to list sources and “tag” on focus
3 Adequate 40 – 49% 12 – 14 [Fair]	Little attempt to focus on the topic Little comprehension of the sources Struggles to select relevant information from the sources No quotes – or generally irrelevant Makes little effort to consider counter-arguments Mainly characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression poor Makes a poor attempt to take a stand. (i.e. battles to reach an independent conclusion)
2 Elementary 30 – 39% 09 – 11 [Weak]	Unable to focus on the topic Unable to identify relevant sources No quotes – or generally irrelevant Makes no effort to consider counter-argument Essay characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression very poor Makes a very poor attempt to take a stand – if at all
1 Not Achieved 0 – 29% 0 – 8 [Poor]	No attempt to focus on the topic Uses no sources Completely irrelevant Copies directly from the sources Answer extremely poor

SECTION C: HOMEWORK

Teacher Note: If the learner has difficulty with the homework questions, they should refer to the content notes or to their class teacher for assistance.

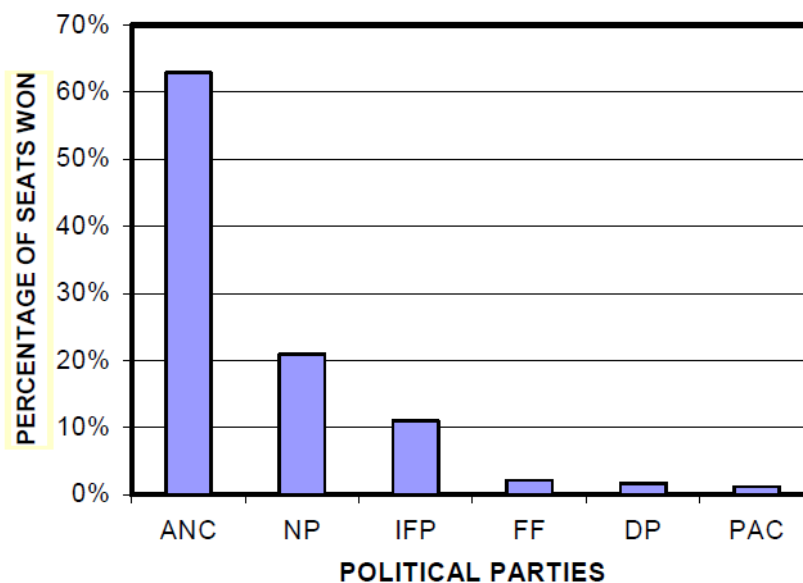
QUESTION 1: (Taken from DOE November Examination 2009 Paper 2)

SOURCE C

The source below is an extract and a graph showing the percentage of seats won in the general elections of 1994. Details provided by the Independent Electoral Commission.

On 6 May the Independent Electoral Commission declared the election 'free and fair'. The ANC obtained just short of the two-thirds majority that would have enabled it to write the final constitution on its own. The NP won 20,4% of the votes, enough to give it a Deputy President, and control of the Western Cape, one of the nine new provinces. The IFP won 10,5% of the vote and control of KwaZulu-Natal; the Freedom Front of General Viljoen won 2,2% of the vote, the Democratic Party 1,7%, and the Pan-Africanist Congress 1,2%. The ANC won control of the other provinces, and the former nominally independent Bantustans were reincorporated into a united South Africa of the nine new provinces.

RESULTS OF THE 1994 ELECTIONS



HISTORY	GRADE 12	SESSION)	(TEACHER NOTES)
1.1	Explain why the 1994 elections can be described as being Democratic.	(1 x 2)	(2)
1.2	What, do you think, would the implications have been of the ANC winning a two-thirds majority?	(1 x 2)	(2)
1.3	Using the source and your own knowledge, explain why the participation of the IFP in the 1994 elections was very significant.	(2 x 2)	(4)
1.4	(a) Explain the reference to 'independent Bantustans'.	(1 x 2)	(2)
	(b) How were the 'independent Bantustans' catered for in the 1994 general elections?	(1 x 2)	(2)
			[12]

Teacher Note: Reading a graph should be an easy skill for learners to understand. This graph clearly shows the percentage of the vote that each political party received. This was explained even further in the written section of the source.

SECTION D: SOLUTIONS TO HOMEWORK

QUESTION 1

- 1.1 *Interpretation and analysis of evidence from Source C – L3 – LO2 (AS2&3); LO3 (AS2&3)]* (1 x 2) (2)
- Participation by all parties without fear
 - Election was open to people of colour who were previously disenfranchised
 - International observers declared the elections free and fair
 - Any other relevant response
- 1.2 *Interpretation and analysis of evidence from Source C – L3 – LO2 (AS2&3); LO3 (AS2&3)]* (1 x 2) (2)
- Fear that the constitution could be altered
 - Overwhelming majority of the ANC could be a source of fear and uncertainty
 - Not good for democracy – role of opposition made insignificant
 - Any other relevant response

HISTORY	GRADE 12	SESSION)	(TEACHER NOTES)
1.3	<i>Interpretation and analysis of evidence from Source C – L3 – LO2 (AS2&3); LO3 (AS2&3)]</i>		(2 x 2) (4)
	<ul style="list-style-type: none"> • The country could have been plunged into a civil war • Without the IFP's participation the process could not have been inclusive • The kingdom was part of a new South Africa • Any other relevant response 		
1.4	<i>Interpretation and analysis of evidence from Source C – L3 – LO2 (AS2&3); LO3 (AS2&3)]</i>		(1 x 2) (2)
	(a) <ul style="list-style-type: none"> • Segregated homelands created by the apartheid government to give blacks a semblance of self-rule • To explain the results of the election • Areas set aside for Blacks to set up where they lived in poverty 		
	(b) <ul style="list-style-type: none"> • The independent Bantustans were incorporated into a united South Africa of nine provinces 		(1 x 2) (2)

[12]