



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2016

HISTORY: PAPER I

MARKING GUIDELINES

Time: 3 hours

200 marks

These marking guidelines are prepared for use by examiners and sub-examiners, all of whom are required to attend a standardisation meeting to ensure that the guidelines are consistently interpreted and applied in the marking of candidates' scripts.

The IEB will not enter into any discussions or correspondence about any marking guidelines. It is acknowledged that there may be different views about some matters of emphasis or detail in the guidelines. It is also recognised that, without the benefit of attendance at a standardisation meeting, there may be different interpretations of the application of the marking guidelines.

SECTION A INDIVIDUAL SOURCE ANALYSIS**QUESTION 1 VISUAL SOURCE ANALYSIS**

- 1.1 *Use your own knowledge to briefly explain who the Vietcong were and what they were fighting for. Your answer should include TWO points.*

[LEVEL 1]

- The Vietcong were Vietnamese communists/peasants in South Vietnam who were against the Diem regime/demanding a national coalition government/supporters of Ho Chin Minh/Against USA in Vietnam/support North Vietnam/nationalist communist guerrilla force
- The Vietcong were fighting a guerrilla war against Diem's government in order to re-unify North and South Vietnam under communist rule/fighting for independence/nationalism

[Any relevant accurate response]

[Vietcong definition 2 + Cause 2] (4)

- 1.2 *Explain how the Vietcong suspect is being shown in this photograph. Provide TWO visual clues from the source to support your answer.*

[LEVEL 2]

- The Vietcong suspect is shown in the photograph as a victim/helpless/scared/confused/panicked/fearful/vulnerable/in agony/pulled or dragged/poor/mal-nourished/unequipped or unarmed/only a suspect not a guerrilla.

[Any ONE observation 2 marks]

- Visual clues: facial expression/clothing/lack of shoes/thin and frail/small in comparison to American soldier/carries no weapons/looks young and innocent/being dragged or grabbed by American soldier and forced to go with him.

[Any TWO visual clues that support stand 4 marks]

[2 + 4 = 6] (6)

- 1.3 *Do you think the photograph shows support for the American soldier? Explain your answer by including ONE visual clue from the source.*

[LEVEL 6]

No: the American soldier handles the suspect roughly, seen dragging or grabbing the suspect and pulling him along/the American soldier looks heavily armed with guns and grenades and the suspect has no weapons/the American soldier appears much larger in the photograph than the suspect and appears more menacing.

OR

Yes: the American soldier appears larger than the suspect and is the focus of the photograph/the soldier is shown as strong/well-armed/brave/determined expression on his face/soldier caught suspect and did not harm him.

[No marks are awarded to Yes or No. Marks are awarded to the answer as a whole: 2 Explanation + 2 Visual Clue] (4)

- 1.4 *Explain what effect this photograph may have had on American public opinion on the USA's involvement in the Vietnam War in 1965. Your answer should consist of ONE point.*

[LEVEL 4]

The American public may have been shocked by the photograph and developed sympathy for the Vietcong suspect leading to the public questioning the nature of the war and the reasons for the USA's involvement/The public may have been influenced to turn against the war effort in Vietnam/Public protests and demonstrations

OR

The American public may have felt pride for the American soldier's bravery and strength/Some may have increased their support for the war effort/The public had not yet been fully exposed to the atrocities of the war in 1965 and this photograph may have been seen as demonstrating bravery and strength on the USA's behalf, strengthening public support for the war at this stage.

(2)

1.5 *The Vietnam War is often taught as a great struggle against colonialism in Vietnam. Explain how this photograph could be used to show this Vietnamese view. Your answer should consist of TWO points.*

[LEVEL 6]

- The Vietcong suspect is shown as being grabbed by the American soldier and this could be interpreted as the struggle against a foreign power/fighting for independence
- The American soldier is shown as the oppressor or foreign power abusing the Vietnamese suspect who is shown as helpless and afraid.
- The image as a whole could symbolise the fight by the Vietnamese people against a much larger, well-armed foreign power shown as the American soldier.
- Vietnam like a puppet/America enslaving Vietnam
- Racism: Asian Vietnamese caught by white American who oppresses him

(Any ONE of the above explained points)

[4 marks awarded to an explanation showing a relationship between the two sides: Vietnamese as oppressed and American as oppressor]

(4)

[20]

QUESTION 2 TEXTUAL SOURCE ANALYSIS

2.1 *Provide TWO quotes from the source that suggest that the Cold War ended with the fall of the Berlin Wall (Paragraph 1).*

[LEVEL 2]

- "... symbolised the end of one geopolitical divide ..."
- "... This symbolic moment signalled the end of the East-West ... divide ..."
- "... the collapse of the wall also marked the end of any alternative to capitalism ..."

[Any TWO] (4)

2.2 *Explain what Jeremy Cronin suggests about the new world order after 1989 when he states: "the collapse of the wall also marked the end of any alternative to capitalism ..." (Paragraph 1).*

Your answer should consist of TWO comprehensive points.

[LEVEL 2]

- Prior to 1989 the Cold War had divided the world into communist and capitalist spheres of influence and countries had a choice between the two superpowers.
- Once the Berlin Wall fell, communism collapsed and capitalism was thus the only option left to countries hoping to gain support from the remaining superpower.
- The USA was the only remaining superpower after the collapse of the Berlin Wall/Capitalism had won/triumph of capitalism.
- Countries were now reliant on capitalism for investment and support as communism had collapsed.
- Capitalism now only option/control society and no other system to fall back on.

[Any TWO] (4)

2.3 *Explain how the fall of the Berlin Wall helped to bring an end to Apartheid in South Africa (Paragraphs 2 and 4). Your answer should consist of TWO comprehensive points.*

[LEVEL 2]

- FW de Klerk announced the unbanning of the ANC, the SACP and others/ collapse of communism (Paragraph 2).
- Opening up of the South African negotiation process/balance of forces leading to negotiation (Paragraph 4).

[Any 2 points] (4)

2.4 *How accurate is Jeremy Cronin's view on how globalisation has affected society (Paragraph 5)? Use your own knowledge to support your answer.*

[LEVEL 6]

- Author is accurate.
- Globalisation has resulted in a new divide between North and South and the have and have-nots. There is a growing gap between rich and poor within countries. Developing countries struggle to compete with developed countries/ rising debt/unfair subsidies./Neo-colonialism.

OR

- Author is accurate to some extent.
- Globalisation has resulted in a new divide between North and South and the have and have-nots. There is a growing gap between rich and poor within countries. Developing countries struggle to compete with developed countries; however, globalisation has resulted in job creation and an improvement in living standards for some developing countries.

OR

- Author is not accurate.
- Globalisation has resulted in job creation and an improvement in living standards for developing countries. There are more opportunities for investment via multi-national companies and free trade.

[Judgement and own knowledge must be in agreement] (4)

2.5 *Is Jeremy Cronin biased in his interpretation of the impact of the fall of the Berlin Wall? Support your answer with ONE piece of evidence from the source.*

[LEVEL 6]

- Yes, the author is biased.
- The author is writing from a socialist/communist perspective: he was a former SACP deputy general secretary/ANC nationalist executive committee member
- The author speaks negatively about the fall of the Berlin Wall: no "... alternative to capitalism ..."/"... the existence of a seemingly powerful socialist counterbalance to the major Western powers had been a welcome reality."/"... based calculations on the prospects for a meaningful liberation on the existence of a counter-balancing and supportive socialist bloc ..."/"... considerably less favourable international balance of forces ..."/"... In 1989 the wall came tumbling down and ... humanity was supposedly reborn free — and yet, today ... everywhere the poor and marginalised majority in the world are enchained ..."
- Use of emotive language

{Judgement (2) + Evidence [Any One] (2)} (4)
[20]

QUESTION 3 CURRENT ISSUE IN THE MEDIA

3.1 *Why does Justice Malala describe the years from 1990 to 1994 as "some of the bloodiest in SA's history"? Use your own knowledge.*

[LEVEL 2]

The years were characterised by violence/political violence/many people died in political violence/example of actual violence

[Any relevant response linked to violence] (2)

3.2 *Provide ONE reason from Paragraph 2 that suggests Nelson Mandela "was a sellout" during the negotiations towards democracy.*

[LEVEL 4]

Mandela led the team that signed the Pretoria Minute and suspended the ANC's armed struggle.

[Must have full answer for 2 marks] (2)

3.3 *What is the journalist's attitude towards the negotiated settlement of 1994? Provide ONE quote from Paragraph 4 to support your answer.*

[LEVEL 2]

- The author does not think that the 1994 settlement was a perfect or ideal solution for everyone, but it was a successful negotiated process, which resulted in a promising and positive future for South Africa/ Positive attitude towards the settlement/proud of the settlement/pragmatic/realistic/In support/happy/optimistic attitude
- "Was the 1994 settlement perfect? Hell, no."/"Was it what a victorious army running into the Union Buildings would have been content with? Of course not ..."/"It was the negotiation ... that gave us the glorious country, full of possibility, we have today."

[Any One]

[2 Journalist's attitude + 2 Quote] (4)

3.4 *The journalist makes use of propaganda techniques in this article to emphasise his view of Nelson Mandela. Identify ONE propaganda technique and support your choice with TWO words or phrases from the source.*

[LEVEL 4]

- Propaganda techniques: glorifying/idealise/hero-worship/loaded words/cult of personality/glittering generalisations
- Words/Phrases: It was the will, the courage, the clear-headedness, even the stubbornness, of Mandela/glorious country, full of possibility/great work/His leadership, his ability to take his troops and followers along with him, prevailed/humble son.
- Propaganda technique: ridicule/make fun of/pinpoint the enemy/humour/name calling/
- Words/Phrases: Malema was struck by inspiration/the likes of Malema/sellout
- Other propaganda techniques accepted: inclusivity (them and us) rhetorical questions/questions ("Was the 1994 settlement perfect? Hell no..."/"Was it what a victorious army running into the union buildings would have been content with? Of course not")
- Repetition/"sellout"/"great"

[Any one Propaganda technique 2 + two supporting words/phrases 4] (6)

3.5 *How reliable is this source for historians studying the role of Nelson Mandela in the 1990 to 1994 negotiation process in South Africa?*

[LEVEL 6]

To obtain full marks mention should be made to origin, intention and bias/limitation within the source. Value is not required.

The origin of the source is an article written in 2015 by journalist Justice Malala for *The Times*, a South African newspaper. It is written in response to a speech made by Julius Malema in which he accused Nelson Mandela of being a sellout. The source is only from one perspective (Malala's perspective) and it is written in defence of Nelson Mandela's role in the negotiation process in the 1990s. It is the journalist's interpretation and opinion on the subject. The source focuses on Mandela's positive contributions and uses words and phrases to glorify Mandela. Mandela is described as a "humble son", "clear-headed" and as having "will and courage". The negotiations are described as resulting in the "glorious country" we have today, "full of possibility". Malema is mocked and made fun of in phrases like "Malema was struck by inspiration ..." The source is thus clearly biased in favour of Nelson Mandela. In addition, this is not the entire source; it has been edited and is only an extract from the original. The bias, purpose, singular perspective and editing makes this an unreliable source if used on its own. The article is written with hindsight, which does make it accurate in terms of the events that occurred and thus reliable to an extent; but limitations remain.

Use this rubric in conjunction with the abovementioned guidelines

5–6	<p>Evaluation/Limitation & Bias Comprehends the source/acknowledges limitation/focuses on origin and intention and acknowledges bias in order to deduce that the source has limited reliability or is unreliable. Must quote/provide some reference to bias in the source or bias of origin and publication to be credited with 6 marks.</p>
3–4	<p>Analysis and Limitation Shows ability to comprehend the source/acknowledges origin and/or intention and vague mention of the limitation of the source if used on its own/no attempt to evaluate the source (bias, etc.)</p>
1–2	<p>Comprehension Describes the information obtained from the source/only able to comprehend the source but no attempt to evaluate the source itself (limited discussion of origin or intention).</p>
0	<p>No attempt to answer the question.</p>

(6)
[20]

60 marks

SECTION B SOURCE-BASED QUESTIONS**Refer to Source A**

4. *Use the source to describe how the Truth and Reconciliation Commission planned to uncover the truth about human rights violations committed during Apartheid. Your answer should contain TWO clear points.*

[LEVEL 2]

- Conduct investigations
- Conduct hearings.
- Grant amnesty to people who made full disclosures. (4)

5. *Using the information in the source and your own knowledge, explain how the Truth and Reconciliation Commission hoped to achieve reconciliation. Your answer should contain TWO comprehensive points.*

[LEVEL 2]

- By revealing the truth through confessions and forgiveness of perpetrators by victims and their families/full disclosure
- Reparations were to be recommended to restore human dignity of victims (Source A).
- Report of findings and recommended measures to be published to prevent further violations (Source A).
- Televised hearings allow whole nation to be exposed to the truth and allow for forgiveness and knowledge of the past.

[Must include own knowledge and source information] (4)

Refer to Source B

6. *Does the author agree with the process followed by the Truth and Reconciliation Commission (Paragraphs 1 and 3)? Support your answer with THREE pieces of evidence from the source.*

[LEVEL 4]

- No, the author does not support the process followed by the TRC.
- Strongly opposed TRC chiefly because of the truth for amnesty clause/The author did not support the idea of amnesty (Paragraph 1).
- The author regarded the TRC process as involving blackmail (Paragraph 1).
- Victims who did not participate in the TRC process would not receive any aid, reparations or counselling and the author regarded this as blackmail (Paragraph 1).
- The victims received no counsel, while the perpetrators were well-represented by state-paid lawyers (Paragraph 3).

[6 for evidence from BOTH paragraphs/may paraphrase] (6)

7. *Identify some of the problems associated with amnesty. (Paragraph 2) Your answer should contain FOUR points.*

[LEVEL 2]

- Only found out about amnesty being granted from newspapers; victims were not personally contacted/lack of communication/communication poor
- Victims had to relive the painful memories.
- Perpetrators showed no remorse.
- Perpetrators did not tell the whole truth.
- Amnesty given to murderers

[Any 4 /may paraphrase] (8)

8. *Explain why Andy Ribeiro felt the Truth and Reconciliation Commission had failed to achieve reconciliation (Paragraph 4). Your answer should include THREE points.*

[LEVEL 2]

- Criminals returned to families and normal lives.
- Criminals went free and unpunished.
- Victims returned to shattered lives/and poverty faced/with despair and loss.
- Amnesty did not result in justice/only pain and suffering.

[Any 3 but must show difference in perpetrator and victims' experience, thus lack of justice and reconciliation] (6)

9. *Explain why you would regard Andy Ribeiro's view of the TRC as biased. Support your answer by using THREE pieces of evidence from the source.*

[LEVEL 6]

- The account is from a victim's experience and the author uses emotional language to describe the events/clouded judgement as parents were murdered/own personal experience (personal words)/Only mentions negatives about the TRC.
- The author felt "bitter".
- The author regarded the TRC as using "blackmail".
- TRC decisions were regarded as "immoral".
- The author felt pain, suffering and no sense of justice/"no reconciliation"/"relive painful memory"

[Any 3 pieces of evidence] (6)

Refer to Source B and C

10. *To what extent does Source C disagree with the conclusions made by Andy Ribeiro in Source B (Paragraph 4)? Support your answer with evidence from BOTH sources.*

[LEVELS 5 and 6]

- Source C disagrees with Source B to a large extent as Source B states that reconciliation did not occur, while Source C suggests that in some cases reconciliation did occur.
- **OR** Source C makes some reference to reconciliation being achieved, but to a large extent agrees/does not disagree with the conclusions drawn in Source B. Both suggest that reconciliation did not occur in different instances.
- **OR** Source C disagrees with the conclusions made in Source B to some extent. Both suggest lack of reconciliation being achieved, however, Source C gives examples forgiveness being achieved in some instances.
- Source B states that there was no reconciliation and that justice was not achieved.
- Source C states that for some black people the TRC process was cathartic to tell stories and hear confessions/victims felt that they were healed by the process of testimony/sight back from telling story.
- Many white people regarded the TRC process as a witch-hunt, making reconciliation impossible.
- Both sources, however, suggest that the TRC failed to achieve reconciliation, but for different reasons.

[Judgement 2 + 4 Evidence from both sources] (6)

Refer to Source D

11. *Using the information in the source, explain what the main achievements of the Truth and Reconciliation Commission were. Your answer should include THREE points.*

[LEVEL 2]

- Testimonies revealed many cases of rape, torture, deaths in detention, political assassinations, and even human burnings/Truth was revealed.
- Amnesty was used to present a gesture of reconciliation.
- In some cases forgiveness was achieved.
- Public engagement helped to prevent a return to political violence.
- Laid the foundation for a brighter future for all South Africans.

[Any THREE] (6)**Refer to Sources E and F**

12. *Was the Truth and Reconciliation Commission successful in revealing the truth about the events that took place at Boipatong? Use evidence from BOTH sources to support your answer.*

[LEVELS 4 and 5]

- Yes. Although the TRC findings were contradicted by its own amnesty committee, the TRC process in its entirety still revealed the truth of who was involved
- **OR** No the TRC report on Boipatong was contradicted by the amnesty committee findings thus it failed to reveal the truth on the matter.
- The TRC report found no direct evidence of third force involvement. (Source E)
- The report did state that a network operated with the active involvement of senior security personnel and the government deliberately or by exclusion failed to act against the violence, thereby implicating the government. (Source E)
- The Amnesty Committee ruled that the police and government were not involved in the attack. (Source E)
- The attack was between Inkatha and the ANC only. This contradicted the TRC report findings. The TRC thus failed to reveal the truth in this matter. (Source F)

[Judgement 2 + 6 for use of both sources to explain answer] (8)

13. **Find a historical concept in Source E or Source F that best fits each of the following definitions. Write down only the historical concept. (No explanation is required)**

[LEVELS 1 and 2]

- 13.1 *A group or political party who has conservative views and opposes political reform.*

Right Wing (2)

- 13.2 *An official pardon for someone who has committed a crime.*

Amnesty (2)

13.3 *A group of army and police who were suspected of stirring up violence between rival liberation movements in South Africa during the early 1990s.*

Third Force (2)

13.4 *To deliberately and brutally kill a group of people.*

Massacre (2)

13.5 *The ending of conflict and the restoring of friendly relations between people or groups who were previously in conflict with one another.*

Reconciliation (2)

14. *Use your own knowledge to briefly identify who the following personalities were:*

14.1 *Nelson Mandela*

[LEVEL 1]

Leader of the ANC/Former president of South Africa/First ANC president of South Africa. (Any relevant observation) (2)

14.2 *Desmond Tutu*

[LEVEL 1]

Chair of the TRC/Anglican bishop and opponent to Apartheid. (Any relevant observation) (2)

14.3 *Mangosuthu Buthelezi*

[LEVEL 1]

Leader of Inkatha Freedom Party. (Any relevant observation) (2)

Refer to Source G

15. **Use Source G to answer the following questions. Write down only the answer. (No explanation is required)**

15.1 *Is this cartoon a primary or secondary source?*

[LEVEL 2]

Primary (2)

15.2 *What does this cartoon suggest the Truth and Reconciliation Commission achieved?*

[LEVEL 2]

Truth /revealing true stories (2)

15.3 *Write down a visual clue that shows that the Truth and Reconciliation Commission exposed human rights violations.*

[LEVEL 2]

Skull/hand in bottle/bones/experiment tube/tyre (2)

15.4 Provide *TWO* visual clues that show that reconciliation proved difficult to achieve.

[LEVEL 4]

Maze to reach reconciliation, at end they are in the middle/individuals look angry/confused/upset/Tutu trying to lead explorers to reconciliation but they seem upset/reluctant/Tutu needs light to lead way into a still dark unexplored maze to reconciliation/two men look angry or are arguing with one another/cave-like environment, which is dark/forks in the journey upwards along stairs that must be climbed

[Any Two] (4)

Refer to Source H

16. Use the source as well as your own knowledge to state whether the following statements are **TRUE** or **FALSE**. Write down only **TRUE** or **FALSE**. (No explanation is required)

16.1 *Desmond Tutu believed that the Truth and Reconciliation Commission was successful in revealing the human rights violations from the Apartheid era.*

[LEVEL 2]

TRUE

(2)

16.2 *The payments made to victims who came forward to tell their stories allowed victims to experience justice for the crimes committed against them.*

[LEVEL 2]

FALSE

(2)

16.3 *The Truth and Reconciliation Commission's amnesty committee was a court of law with the ability to prosecute perpetrators for crimes they had committed.*

[LEVEL 2]

FALSE

(2)

16.4 *The actions taken by political parties to the publication of the Truth and Reconciliation report did not promote reconciliation.*

[LEVEL 4]

TRUE

(2)

16.5 *People who committed human rights violations during Apartheid had to apply for amnesty and if they did not, they were always prosecuted by the government.*

[LEVEL 2]

FALSE

(2)

90 marks

SECTION C SOURCE-BASED ESSAY**QUESTION 17**

Use Sources A to H in the Source Material Booklet to write a source-based essay on the following topic:

To what extent was the Truth and Reconciliation Commission (TRC) successful in achieving its aims of truth and reconciliation?

Be sure to use the sources provided to construct your argument and remember to reference the sources by letter.

[LEVELS 2, 3, 4, 5 and 6]

The essay is marked holistically using the IEB source-based essay rubric with the memoranda as a guideline.

- **Candidates may argue that overall the Truth and Reconciliation Commission was not very successful or successful to a lesser extent in achieving its aims of truth and reconciliation.**
OR
- **Candidates may argue that the Truth and Reconciliation Commission was successful to a lesser extent in achieving reconciliation and successful to a large extent in achieving the truth.**
OR
- **Candidates may argue that the Truth and Reconciliation Commission was successful to some extent as it achieved some truth and a little reconciliation but was unsuccessful to a large extent in achieving reconciliation.**

SOURCE	SUCCESSFUL	UNSUCCESSFUL
	<p>Focus words: lesser extent/some extent/large extent in achieving truth/lesser extent in achieving reconciliation</p>	<p>Focus words: large extent/some extent</p>
<p>A</p>	<p>Provides the aims of the TRC</p> <p>(May be used as context or introductory paragraph or may be used throughout essay to measure success)</p> <p>"... Commission was given the task of establishing as complete a picture as possible of the causes, nature and extent of the gross human rights violations ..."</p> <p>"... by conducting investigations and holding hearings. It also had to grant amnesty to people who made full disclosures of all the facts relating to those violations committed with a political objective ..."</p> <p>"... the Commission was required to restore the human and civil dignity of victims by recommending reparation measures."</p> <p>"The Commission had to compile a report of its findings ..."</p>	
<p>B</p>		<p>Unsuccessful in achieving Reconciliation</p> <p>"The TRC gave amnesty to the people who murdered my parents. We only learnt of the amnesty verdict from the newspapers – nobody bothered informing us personally."</p> <p>"... we as a family are very bitter about the TRC process."</p> <p>"After the TRC hearings the criminals returned to their families and continued normally with their lives ... The perpetrators remain free today and have gone unpunished ... We victims, on the other hand, have returned to our shattered lives faced with a deep sense of loss and despair, confronted with a life of poverty. There has been no reconciliation – just more pain and suffering whilst we are desperately crying out for JUSTICE."</p> <p>Unsuccessful in achieving whole truth</p> <p>"It was an immoral decision as the perpetrators did not show any remorse and neither did they divulge the whole truth ..."</p>
<p>C</p>	<p>Promoted reconciliation</p> <p>"For some black people it seems to have been cathartic* to be able to tell their stories and to hear the confessions ... Boraine quotes Lucas Sikwepere who had been shot in the face by police and blinded, then badly tortured, as saying at the end of his testimony: "I feel what has been making me sick all the time is the fact that I couldn't tell my story. But now it feels like I got my sight back by coming here and telling you the story."</p>	<p>Did not promotes reconciliation</p> <p>"Many whites accused the TRC of being a witch-hunt and of stirring up hatreds that would make reconciliation impossible."</p>

Glossary:

*cathartic – providing psychological relief through the open expression of strong emotions

<p>D</p>	<p>Successful in exposing truth</p> <p>"The TRC achieved some notable successes ... Testimonies revealed many cases of rape, torture, deaths in detention, political assassinations, and even human burnings."</p> <p>Successful in reconciliation</p> <p>"The TRC granted amnesty to qualified perpetrators in a gesture of peace and reconciliation."</p> <p>"In some cases, relatives of victims forgave individuals who admitted killing their loved ones ..."</p> <p>"... helped to prevent a return to the political violence of a few years earlier and laid the foundation for a brighter future for all South Africans."</p>	<p>Unsuccessful in achieving reconciliation</p> <p>"While the TRC may not have united the nation ..."</p>
<p>E</p>	<p>Revealed Truth/TRC pointed fingers at the government who were not pro-active</p> <p>"... found no evidence of a centrally-directed "third force", it says a network of serving and former security force members fomented violence during the 1990s. The final TRC report ... said the network collaborated with right wing elements and Inkatha Freedom Party members to initiate and facilitate violence. The report said the network often operated with the active collusion or knowledge of senior security force personnel - and the former government either deliberately, or by omission, failed to act against them."</p>	
<p>F</p>	<p>TRC report contradicted, yet amnesty committee still part of TRC and truth eventually established</p> <p>"The committee found that Inkatha Freedom Party (IFP) supporters ... perpetrated the killings on their own, without police help, and in revenge for repeated attacks by African National Congress (ANC) supporters."</p>	<p>TRC finding contradicted, thus truth not found by TRC</p> <p>"The credibility of South Africa's Truth and Reconciliation Commission (TRC) has been dealt another blow - this time by its own amnesty committee."</p> <p>"... the amnesty committee contradicted* the TRC's October 1998 report on a vital issue - police culpability ..."</p>
<p>G</p>	<p>TRC successful in uncovering truth</p> <p>The sign "You are Here" points to truth. The evidence on the floor suggests human rights violations were uncovered: skull, hand in jar, bones, experiment bottle/tyre</p>	<p>TRC unsuccessful in achieving reconciliation OR Reconciliation not yet been achieved/still to be achieved</p> <p>The people in the cartoon look upset/cross/unsatisfied/confused. Reconciliation is at the end of the maze and they are in the middle. Tutu trying to lead way to end of maze/carried a light as maze dark. Cave/dark/forks in the road/uphill climb</p>

H	<p>Promoted/achieved truth</p> <p>"The commission played a magnificent role in facilitating the telling of the story of the true horrors of Apartheid. I believe truth is central to any healing process because in order to forgive, one needs to know whom one is forgiving, and why ..."</p> <p>"The commission was a beginning, not an end. It united South Africans around a common fire for the first time in history to hear the stories of our past, so that we could begin to understand each other ..."</p>	<p>Failed to achieve reconciliation and now becomes the responsibility of the people</p> <p>"How we deal with the truth after its telling defines the success of the process. And this is where we have fallen tragically short."</p> <p>"... ANC took the commission to court in an attempt to force it to excise from the report findings in respect of human rights violations committed by ANC members and supporters."</p> <p>"The tardy and limited payments of reparations to victims of human rights violations eroded the very dignity that the commission sought to build."</p> <p>"The fact that the government did not prosecute those who failed to apply for amnesty undermined those who did."</p>
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50 marks

Total: 200 marks



GENERIC RUBRIC FOR SOURCE-BASED ESSAY

	Argument + Focus	Use of Sources	Counter-argument (C/A)	Structure + Style	Main Impression
<p>7+ 90–100% 45–50</p>	<p>Takes a stand. Sustains argument throughout. Maintains clear and consistent focus. Understands all aspects of question. Links sources and question very well.</p>	<p>Uses all the sources and references them by letter. Uses detail from the sources to substantiate argument and counter-argument. Quotes selectively where appropriate.</p>	<p>Discusses C/A fully. Acknowledges C/A in introduction and conclusion. Consistently links C/A to main argument.</p>	<p>Short introduction and conclusion that focus on answering the question. Use of paragraphs. Fluent expression.</p>	<p>Essay is logical, coherent and concise. It demonstrates excellent historical insight and understanding.</p>
<p>7 80–89% 40–44</p>	<p>Takes a stand. Sustains argument but may have minor lapses which do not detract from the understanding or focus. Links sources and question well.</p>	<p>As above.</p>	<p>As above.</p>	<p>As above.</p>	<p>Essay is clear and accurate though style may not be succinct. It demonstrates very good historical insight and understanding.</p>
<p>6 70–79% 35–39</p>	<p>Takes a stand. Focuses on question, but may have some lapses in focus or implied focus which detract from the argument. Links sources and question.</p>	<p>Uses all the sources and references them by letter. Uses detail from sources but may be gaps or minor lapses in evidence. Quotes selectively where appropriate.</p>	<p>Identifies C/A.</p>	<p>Introduction and conclusion that focus on answering the question. Use of paragraphs. Expression satisfactory.</p>	<p>Essay is a good attempt but may be lacking in depth. It is generally fluent but may have limited repetition. There may be some limitations to historical insight and understanding.</p>
<p>5 60–69% 30–34</p>	<p>Attempts to take a stand. Lapses in focus or uses tagged on/implied focus. Makes inconsistent or shallow argument. Shows some evidence of linking sources and question.</p>	<p>Uses most of the sources and references them by letter. Describes or paraphrases sources rather than using information from them. Uses too many long quotes from sources.</p>	<p>Identifies C/A but not fully. Omits some aspects of C/A.</p>	<p>Introduction and conclusion present but flawed. Expression satisfactory.</p>	<p>Essay attempts to answer the question but is not fluent and accurate throughout. It shows some basic insight but there are limitations to historical understanding.</p>

4 50–59% 25–29	Takes a weak stand. Uses tagged on or implied focus. Makes weak attempt to link sources and question.	Omits 2 or 3 sources. Describes or lists* sources rather than using information from them appropriately. Uses quotes that are irrelevant or too long. Lumps* sources together.	Identifies C/A at basic level.	Weak introduction and conclusion. Introduction OR conclusion missing. Structural problems (eg lack of paragraphs). Expression satisfactory.	Essay shows simplistic understanding of question. There is little evidence of historical understanding and insight.
3 40–49% 20–24	Makes poor attempt to take a stand. Makes little attempt to focus. Shows little understanding of argument. Includes inaccuracies and gaps. Tries to link sources to question but not successfully.	Does not use half of the sources. Has poor comprehension of sources. Uses few relevant quotes.	Has no C/A or it is very simplistic.	Structural problems. Introduction and/or conclusion missing. Expression weak.	Essay is difficult to read or the argument is hard to follow. It shows a lack of understanding of the question, or of how to use the sources to answer the question.
2 30–39% 15–19	Makes no attempt to take a stand. Does not focus on question. Is unable to link sources to question.	Uses very few sources. Has very poor comprehension of sources.	As above.	Structural problems. Expression very weak.	Essay does not demonstrate an understanding of historical issues evident in the sources. It shows very little understanding but the candidate has tried to use some information from the sources.
1 0–29% 0–14	Makes no attempt to focus. Has no understanding of question.	Uses only one or no sources. Seems unable to use relevant sources.	No C/A.	Structural problems. Expression extremely poor.	Essay shows extremely limited comprehension of sources or understanding of question, or how the two are connected.

- Listing sources – using sources alphabetically rather than grouping them in support of the argument or counter-argument [e.g. Source A shows... ; Source B states... ; According to Source C... ; In Source D... etc.]
- Lumping sources – dealing with several sources together rather than separately, implying that they all say the same thing [e.g. (Sources A, C, F and H)]