



education

Department:
Education
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

PROVINCIAL ASSESSMENT

GRADE 12

HISTORY P2

JUNE 2025

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 18 pages.

1. SOURCE-BASED QUESTIONS**1.1 The following cognitive levels were used to develop source-based questions:**

Cognitive Levels	Historical skills	Weighting of questions
LEVEL 1	• Extract evidence from sources • Selection and organisation of relevant information from sources • Define historical concepts/terms	30% (15)
LEVEL 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	40% (20)
LEVEL 3	• Interpret and evaluate evidence from sources • Engage with sources to determine its usefulness, reliability, bias and limitations • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions	30% (15)

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

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

1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 x 2) which translates to one reason and is given two marks (✓✓)
- If a question carries 4 marks, then indicate by placing 4 ticks (✓✓✓✓)

Paragraph question

Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- Read the paragraph and place a bullet (•) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.

- At the end of the paragraph indicate the ticks (✓) that the candidate has been awarded for the paragraph; as well as the level (1, 2 or 3) as indicated in the holistic rubric and a brief comment e.g.

_____ • _____ • _____
 _____ • _____ • _____
 Level 2 ✓✓✓✓✓

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the right-hand bottom margin, e.g. $\frac{32}{50}$
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

Be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion.

2.2 Marking of essay questions

Candidates may have any other relevant introductions and/or conclusions than those included in a specific essay marking guideline for a specific essay.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will **not** be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of argument (planned, structured and has an independent line of argument).

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay, ticks need to be awarded for a relevant introduction (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains /defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline). For example, in an essay where there are five (5) main points there could be about seven (7) ticks.

2.4.3 Keep the **PEEL** structure in mind in assessing an essay.

P	Point: The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
E	Explanation: The candidate should explain in more detail what the main point is about and how it relates to the question posed (line of argument).
E	Example: Candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	Link: Candidates should ensure that the line of argument is sustained throughout and is written coherently.

2.4.4 The following symbols **MUST** be used when assessing an essay:

- Introduction, main aspects and conclusion not properly contextualised

^

- Wrong statement

- Irrelevant statement

|
|
|

- Repetition

R

- Analysis

A✓

- Interpretation

I✓

- Line of argument

LOA ⇕

2.5 The matrix**2.5.1 Use the matrix in the marking of essays**

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

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

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	}26–27
P	LEVEL 3	

COMMENT

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

GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

PRESENTATION  CONTENT 	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
	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, sustained, and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	Little or no attempt to structure the essay.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection relevant to the line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20–23	18–19	14–17
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

Guidelines for allocating a mark for Level 1:

- Question not addressed at all/totally irrelevant content no attempt to structure the essay = 0
- Content selection includes basic and generally irrelevant information; no attempt to structure the essay = 1-6
- Question inadequately addressed and vague; little attempt to structure the essay = 7-13

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 2: HOW DID THE UNITED DEMOCRATIC FRONT (UDF) RESPOND TO THE INTRODUCTION OF THE TRICAMERAL PARLIAMENT BY THE WHITE-DOMINATED NATIONAL PARTY GOVERNMENT?**

1.1

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

- Whites
- Coloured
- Indians

(3 x 1) (3)

1.1.2 *[Interpretation of evidence from Source 1A – L2]*

- Botha introduced reforms in the hope of winning support in the black community, at the same time he intensified repression in order to stamp out all opposition.
- PW Botha wanted apartheid to look less discriminatory to the outsideworld
- PW Botha's intention was not to dismantle apartheid but to reinforce/revamp/renew/restructure it in a different way
- Any other relevant response

(any 1 x 2) (2)

1.1.3 *[Definition of concept in Source 1A – L2]*

- All the people in a country or area who are entitled to vote in an election
- People who are eligible to vote in an election
- Any other relevant response

(1 x 2) (2)

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

- Because they would outvote the white voters who were in the minority
- They would change the apartheid laws and address the inequalities
- Africans would not be able to fight for their rights
- PW Botha wanted to protect white privileges
- Provision was made for them to vote in the Bantustans/municipal/local councils/The National Party granted them political rights in the Bantustans
- To weaken resistance against apartheid
- Any other relevant response

(any 2 x 2) (4)

1.1.5 *[Extraction of evidence from Source 1A – L1]*

- House of Assembly
- House of Delegates
- House of Representatives

(3 x 1) (3)

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

- to oppose the many hardships that apartheid created in their lives
(1 x 2) (2)

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

- UDF sent out letters, flyers and brochures to advertise the launch of the group.
- Public rallies were held.
- UDF and its affiliates promoted boycotts and worker stay-away
- Any other relevant response (any 1 x 2) (2)

1.2.3 *[Interpretation of evidence from Source 1B – L2]*

- He implies that we cannot agree to government policies that continue to deny political rights to black South Africans.
- Rev Boesak is of the view that Botha's reforms are still deeply plagued by racist apartheid policies that oppress the majority of blacks.
- The apartheid policy of divide and rule was maintained
- Any other relevant response (any 2 x 2) (4)

1.2.4 *[Determining the reliability of Source 1B – L3]***The source is reliable because:**

- It highlights the origin and the launch of the UDF which was in response to the introduction of apartheid reforms and the establishment of the Tricameral Parliament
- The speech was delivered by Allan Boesak who was one of the leaders of the UDF
- The information in the source can be corroborated with other sources
- Any other relevant response (any 2 x 2) (4)

1.3

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

- Troops were banning UDF meetings and organizations; and preventing media from reporting on unrest and protests
- SADF was ruthless in the townships as it attacked the homes of people and killing people.
- Any other relevant response (any 1 x 2) (2)

1.3.2 *[Extraction of evidence from Source 1C – L1]*

- Troops out of the townships
- No Apartheid War (2 x 1) (2)

1.4

- [Comparison of evidence from Sources 1B and 1C to ascertain how they support each other – L3]
- Source 1B speaks about the UDF's mass campaigns against the apartheid government and Source 1C shows organizations against the apartheid.
- Source 1B states that the UDF mobilized people and organisations

against the apartheid injustice Source 1C shows that South Africans are opposing apartheid injustice and end of compulsory military service.

- Source 1B speaks to the unity of people and organisations working together and Source 1C shows the unity of organisations on the poster regarding resistance against apartheid
- Any other relevant response (any 2 x 2) (4)

1.5

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

- Private Schools
- Universities (2 x 1) (2)

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

- The UDF led mobilization of people and organizations to stop buying or using the goods from white-owned shops and shops owned by Black collaborators with apartheid.
- Deliberate refusal to buy products/goods as a measure to try and force the government to end apartheid.
- Stay away and demands against the introduction of the tricameral parliament because it continued with the implementation of apartheid
- Any other relevant response (1 x 2) (2)

1.5.3 *[Extraction of evidence from Source 1D – L1]*

- to force the resignation of the local community council (1 x 2) (2)

1.5.4 *[Interpretation of evidence from Source 1D – L2]*

- During the 1980s a number of civil society organizations emerged in South Africa which played a significant role in the collapse of the apartheid government
- Resistance in the 1980s was not restricted to the students and youth, it was community-based involving adults and workers
- In the 1980s the black population was more politicised and organised in various associations and formation
- In the 1980s workers were involved in the resistance through strikes and stay away from work
- In the 1980s the resistance was also moved to white businesses that supported apartheid through boycotts of white business not just schools.
- In the 1980s the liberation movement (PAC, ANC, BCM) were directly involved in the resistance e.g. the ANC's call to make the townships "ungovernable" and the APLA's "Decade of the Storm"
- Any other relevant response (any 1 x 2) (2)

1.6 *[Interpretation, analysis and synthesis of evidence from relevant sources L3]***Candidates could include the following aspects in their response:**

- People across South Africa organized community-based groups to oppose the many sufferings that apartheid made in their lives (Source 1B)
- Formation of a united, non-racial, non-sexist, and democratic South Africa that was totally against the injustices of apartheid. (Source 1B)
- Different campaigns held by the ECC contributed in making the country ungovernable (Source 1C)
- The ECC perceived as a direct enemy/threat of the SADF (Source 1C)
- The ECC put pressure on the conscription system and made it impossible for the state to implement (Source 1C)
- White opposition to conscription and SADF troops in the township and the End Conscription Campaign (Source 1C)
- Violent protests against local council's started in the Vaal Triangle (Source 1D)
- Forms of protests/resistance: rent, consumer boycotts, stayaways, strikes and political rallies (Source 1D)
- Formation of Civic organisations to coordinate opposition to community councils (Source 1D)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. shows no or little understanding of how the United Democratic Front (UDF) responded to the introduction of tricameral parliament by the white-dominated National Party government • Uses evidence partially or cannot write a paragraph.	MARKS 0–2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g. shows some understanding of how the United Democratic Front (UDF) responded to the introduction of tricameral parliament by the white-dominated National Party government • Uses evidence in a very basic manner to write a paragraph.	MARKS 3–5
LEVEL 3	• Uses relevant evidence, e.g. demonstrates a thorough understanding of how the United Democratic Front (UDF) responded to the introduction of tricameral parliament by the white-dominated National Party government Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS 6–8

(8)
[50]

QUESTION 2: HOW DID THE TRC INVESTIGATE THE DEATH OF ASHLEY KRIEL TO PROMOTE NATIONAL RECONCILIATION?**2.1****2.1.1** *[Extraction of evidence from Source 1A – L1]*

- to investigate the gross human rights violations that occurred under apartheid between March 1960 and May 1994
- to provide a platform for victims/survivors to share their stories, document these abuses in its final report and provide recommendations for redress and measures to prevent future abuses.

(2 x 1) (2)

2.1.2 *[Definition of concept in Source 1A – L2]*

- the process of making persons or people friendly or peaceful again after a they had a fight.
- To bring two persons or groups together (reconcile) after a conflict
- Any other relevant response

(1 x 2) (2)

2.1.3 *[Extraction of evidence from Source 1A – L1]*

- Torture
- assault
- murder
- assassination
- Any other relevant response

(any 3 x 1) (3)

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

- The TRC collected more than 21 000 victim/survivor statements, which explicitly detailed over 37,672 human rights violations in the period being investigated to confront the perpetrators
- The TRC also collected statements, 446 contained details on forms of violent abuse that affected those detained by the police.

(2 x 2) (4)

2.2**2.2.1** *[Extraction of evidence from Source 12 – L1]*

- To join the banned ANC

(1 x 1) (1)

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

- Warrant Officer Jeffrey Benzien
- Sergeant Abels

(2 x 1) (2)

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

- According to the police Kriel was armed with a pistol which he held under a towel
- The police claimed that there was a scuffle after which Kriel was accidentally shot
- Kriel who was armed was shot after a scuffle.

(2 x 2) (4)

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

- Operational planning was done at the police station prior to the incident.
- Other members of the Security Branch (Police) were in the vicinity
- Evidence collected showed blood was found on the bathroom and kitchen floors.
- The entrance wound indicated direct contact
- Any other relevant responses (any 3 x 1) (3)

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

- Truth of what happened under apartheid between 1960 -64
- The uncover the truth about political crimes committed by the security forces
- Reconciliation between perpetrators and victims
- Reconciliation between the different peoples of South Africa.
- Healing the hostility, hatred and anger between divided people of South Africa
- Any other relevant response (any 2 x 2) (4)

2.3.2 *[Determining the usefulness of Source 2C – L3]*

- Photograph is a primary source
- It was taken at the time when the TRC hearings was taking place.
- Any other relevant response (2 x 2) (4)

2.4 *[Comparison of evidence from Source 2B and 2C – L3]*

- In Source 2B the placard refers to the truth and in Source 2D says TRC sought to expose the truth of political crimes and human rights abuses. (Both sources refer to exposing the truth)
- In Source 2B the placard refers to reconciliation and in Source 2C it states that the TRC hoped that these proceedings would expose the truth and promote reconciliation.
- Any other relevant response (2 x 2) (4)

2.5

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

- Ashley Kriel
- Ahmed Timol
- Cradock four (3 x 1) (3)

2.5.2 *[Definition of concepts from Source 2D – L2]*

- An official pardon for people accused or guilty of political crimes/ offenses committed during apartheid years.
- An official pardon for people/persons who provided evidence about human rights abuses or political crimes during apartheid years and shown remorse for their actions
- Any other relevant response (1 x 2) (2)

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

- They believed he was responsible for the death of Ashley Kriel
- He was involved in the torture of detainees/activist.
- He used inhuman torture methods such as electronic shocks and suffocating of detainees with wet bags. (2 x 2) (4)

2.6 [Interpretation, evaluation and synthesis from relevant sources - L3]

Candidates could include the following aspects in their response:

- Mandate of TRC to investigate human rights abuses (Source 2A)
- TRC was to provide a platform for both victims and perpetrators to testify and about human rights abuses. (Source 2A)
- For perpetrators to testify reveal the truth and show remorse in exchange for possible amnesty (Source 2A)
- The TRC proceeded and collected thousands of statements (Source 2A)
- Ashley Kriel a young activist joined the ANC and was then killed shortly after his return to South Africa (Source 2B)
- Captain Benzien claimed Kriel was killed after resisting arrest and was in possession of a pistol (Source 2B)
- The police claims were disputed by the family (Source D)
- Evidence collected disputed police version. (Source D)
- The family and organisations such as Institute for Justice and Reconciliation (IJR) called for reopening of the case (Source 2D)
- Captain Benzien testified and was granted amnesty (Source 2D)
- The family believed was unjust as Captain Benzien's evidence was not credible and that he was guilty of other serious human rights abuses such as torture.
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. shows no or little understanding of how the TRC investigated human rights abuses and how it wanted to promote reconciliation. • Uses evidence partially or cannot write a paragraph.	MARKS 0–2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g. shows some understanding of how the TRC investigated human rights abuses and how it wanted to promote reconciliation. • Uses evidence in a very basic manner to write a paragraph.	MARKS 3–5
LEVEL 3	• Uses relevant evidence, e.g. demonstrates a thorough understanding of how the TRC investigated human rights abuses and how it wanted to promote reconciliation. • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.	MARKS 6–8

(8)
[50]

SECTION B: ESSAY QUESTIONS**QUESTION 4**

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

SYNOPSIS

Learners need to critically discuss how Black Consciousness Movement (BCM) contributed to the liberation of South Africa by inspiring resistance to apartheid, encouraging self-reliance and promoting psychological transformation.

MAIN ASPECTS

Learners could include the following aspects in their essays:

Introduction: Candidates need to critically discuss how Black Consciousness Movement (BCM) contributed to the liberation of South Africa by inspiring resistance to apartheid, encouraging self-reliance and promoting psychological transformation.

ELABORATION

- Political vacuum (Background information)
 - Created after ANC and PAC political leaders and parties were banned or imprisoned in 1960
- Mobilisation as blacks
 - Infused blacks with sense of pride
 - To accept themselves/have self-confidence/self-reliance/sense of identity
 - Empowered blacks to reject the spirit of self-pity; inferiority complex; self-alienation and domination by external forces
 - The formation of BC was welcomed by the apartheid government as an extension of separate development
- Political mobilisation
 - Black students started to organise themselves to resist white domination by breaking away from NUSAS and formed SASO (1968)
 - Black students adopted the philosophy of Black Consciousness (Role of Biko/SASO)
 - SASO was for university students and SASM for schools
 - BC led to the formation of the Black Peoples Convention (BPC) in 1972 which involved students, churches, communities and trade unions
 - Unions aligned to the BC philosophy included Black Parents' Association and Black Allied Workers Union (BAWU)
 - South African Students Movement formed in 1972 which exposed Blacks to the ideals of BC
 - Expulsion of Tiro which led to student protests
 - BCM and SASO organised FRELIMO Rallies (1974)
 - Expulsion of students from universities
 - The arrests of BC leaders heightened political activism
- Student mobilisation
 - Bantu Education introduced Afrikaans as a medium of instruction in schools (1975)
 - SASO and SASM influenced the formation of Soweto Students Representative Council (SSRC)

- Both black teachers and students rejected Afrikaans - as the language of the oppressor
- Some teachers and learners were already exposed to the ideas of Biko and the BC philosophy through SASO student teachers from universities
- The departmental circular on Afrikaans (50/50) was the trigger for the Soweto uprising
- 16 of June 1976 students protested peacefully against the implementation of the circular
- Police response to student protests (Hector Petersen, a 13-year-old boy was one of the first casualties of this uprising)
- Mobilisation through Community Programmes
 - Biko's banishment to King Williams Town led to diverted focus to community programmes
 - Mamphela Ramphele's banishment to Tzaneen
 - BC promoted independence from whites through Black Community Programmes to support blacks without white assistance. (Zanempilo Health Clinic/Ginsburg Educational Trust/Zimele Trust Fund/Solempilo Community Health Centre/Ithuseng Community Health Programme and Winter School Projects)
- Mobilisation through Labour
 - Mobilised workers to form trade unions
 - BC led to the formation of the Black Allied Workers Union (BAWU) — worker's strikes in Durban in 1973)
- Killing of Biko (1977) in police custody
- 19 October 1977 banning of 19 organisations aligned to BC
- Mobilisation through Media
 - Role of media that was sympathetic to the BC philosophy, e.g. *The World* and *The Weekend World* newspapers were closed
- Any other relevant response
- Conclusion: Candidates should sum up their argument with a relevant conclusion.

[50]

QUESTION 5

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

SYNOPSIS

Learners need to indicate whether they agree or disagree with the statement. If they agree with the statement, they need to explain how Nelson Mandela was solely responsible in sustaining the negotiation process that ultimately led to a new democratic Republic of South Africa in 1994. If they disagree with the statement, they need to support their line of argument.

MAIN ASPECTS

Learners should include the following aspects in their response:

- Introduction: Candidates need to take a stance and indicate whether Nelson Mandela was solely responsible in sustaining the negotiation process that ultimately led to a new democratic Republic of South Africa in 1994.

ELABORATION

- De Klerk comes to power in 1989
- De Klerk's speech in parliament on 2 February 1990
- Unbanning of the political and civic organisations, such as the ANC and SACP
- Release of Nelson Mandela on the 11 February 1990 and other banned political leaders in 1990
- Unbanning of the ANC, the PAC and the SACP and other banned organisations
- Groote Schuur Minute, 2 May 1990 - NP released political prisoners and both parties committed themselves to end violence and to negotiate
- Violence in the Vaal Triangle (Role of various political organisations)
- Pretoria Minute in August 1990 — ANC stopped armed struggle and NP stopped state of emergency
- The National Peace Accord signed by 27 political organisations - provided safety net for negotiations
- CODESA 1 (20 December 1991) - 19 political parties except for CP and PAC
- Parties could not agree on power-sharing and constituent assembly — meeting ended
- The Declaration of Intent — parties agreed to draw up a new constitution and interim government
- Whites-only referendum — De Klerk tested white opinion after losing three by-elections to CP
- CODESA 2 (2 May 1992) — did not last because of violence and inability of parties to agree on power-sharing
- Boipatong massacre and influence of Third Force (17 June 1992)
- Bisho massacre (September 1992) — ANC supporters who wanted to be part of negotiation process
- ANC called for rolling mass action against the National Party
- Record of Understanding (September 1992) — Meyer and Ramaphosa committed themselves to peace and to negotiations
- Meyer and Ramaphosa agreed on Joe Slovo's Sunset clause

- Parties winning more than 5% of vote will form a government of national unity to govern the new SA and whites could retain their jobs for 5 years
 - Multi-party negotiations resumed at the World Trade Centre but did not last
 - The AWB interrupted the negotiations on 15 June 1993, when they stormed the World Trade Centre with armoured vehicle
 - Assassination of Chris Hani (10 April 1993) – Janusz Waluś
 - Mandela addresses nation on TV
 - St James massacre (25 July 1993)
 - Heidelberg Tavern shooting (30 December 1993)
 - Shell House massacre (28 March 1994)
 - Date for the first democratic elections set (27–29 April 1994)
 - Continued violence throughout elections – car bomb outside ANC head offices
 - Car bomb exploded at Jan Smuts Airport
 - Elections held due to commitment and compromise
 - Results of election: ANC 62,7%, NP 20,4% and IFP 10,5%
 - ANC, NP and IFP formed the Government of National Unity as agreed upon in the Sunset Clause
 - Mandela became first black State President of the new democratic Republic of South Africa with Thabo Mbeki and FW de Klerk as his deputies
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion [50]

If candidates disagree with this statement, they need to support their line of argument with relevant evidence

TOTAL: 150