NATIONAL SENIOR CERTIFICATE EXAMINATION
MAY 2025

HISTORY: PAPER II

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.

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SECTION A INDIVIDUAL SOURCE ANALYSIS

QUESTION 1 VISUAL SOURCE ANALYSIS

1.1 *Use your historical knowledge to give TWO reasons why Solidarity was formed in 1980.*
[LEVEL 1]

- There was an economic crisis which the government had failed to address leading to discontent.
- The government had raised prices of food and other essential goods putting pressure on the working class.
- Decreasing standard of living
- Workers at Gdańsk Shipyards staged a strike demanding better pay.
- Restrictions regarding trade unions and strikes.
- Any relevant answers.

[Any TWO reasons]

1.2 *How does the photograph portray the role played by Lech Walesa in Solidarity? Give TWO visual clues to support your answer.*
[LEVEL 4]

- Walesa is shown as the leader / central figure / most important / peoples' representative / popular.
- Visual clues: everyone in the crowd is looking at him / he is standing on something above everyone else / the crowd is reacting positively to him / his speech is being broadcast.

[2 for representation, 2 × 2 for visual clues to support]

1.3 1.3.1 *Use your historical knowledge to explain how the Polish government reacted to Solidarity after its formation. Give TWO comprehensive points.*
[LEVEL 1]

- Soviet government put pressure on the Polish government to crackdown on Solidarity.
- Jaruzelski declared martial law/ state of emergency
- About 5 000 Solidarity members were arrested, including Walesa.
- Censorship and police presence increased.
- Strikes were repressed.
- Banned Solidarity.
- Arrested leaders/ placed under house arrest
- Any relevant points.

[Any TWO points]

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1.3.2 *How could this photograph be used by the Soviet government to justify their reaction? Give ONE point.*
[LEVEL 4]

Number of people present shows the level of popularity and therefore a threat to the government / leaders could be accused of plotting against the government / using platforms such as this to make demands for change.
[Any reasonable point]

1.4 *Would it be accurate to state that Solidarity was a grassroots movement? Support your answer with ONE visual clue from the photograph.*
[LEVEL 3]

Yes, Solidarity was a grassroots movement.
Visual clue: ordinary people or workers are shown as the supporters of the movement/the photograph is taken at the shipyards where it started.
[2 for stance, 2 for visual clue showing understanding of it being a grassroots movement]

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QUESTION 2 TEXTUAL ANALYSIS

2.1 *Use the source to explain why the Record of Understanding was such an important agreement during the early 1990s. Give TWO points.*
[LEVEL 2]

- Help bring peace to South Africa after a period of intense violence/ a sense of urgency due to bloodshed and violence
- Help break the deadlock at negotiations to end apartheid.
- Allowed for the basis for a democratic South Africa.

[Any TWO]

2.2 *Using Paragraphs 3 and 4, explain how Nelson Mandela encouraged ordinary South Africans to support the democratic process. Give THREE points.*
[LEVEL 2]

- He says that all South Africans have a responsibility to ensure that the efforts and sacrifices made are not in vain.
- He says that South Africans must use this opportunity to create a just and democratic South Africa.
- He calls for unity and putting South Africa first in order to achieve a democracy.
- It would bring economic recovery.
  [Any THREE]

2.3 *Find a historical concept or name in the source that best fits each of the following descriptions. Write down only the historical concept.*
(No explanation is required.)

2.3.1 *A coalition of major political parties that come together to form a new government.*
[LEVEL 2]
Government of national unity

2.3.2 *The meeting of multiple major political parties in South Africa to negotiate the coming of democracy in South Africa.*
[LEVEL 2]
CODESA

2.4 *How useful would this source be to historians studying the coming of democracy in South Africa in the early 1990s? Support your answer with TWO points.*
[LEVEL 6]

- This source would be very useful.
- It is from a statement by Nelson Mandela who played a major role in the negotiation process.
- It highlights the process of what needs to be done in order to achieve democracy.
- It highlights the type of government that needs to be set up.

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- It explains how any issues that still needed to be addressed would be resolved through bilateral talks.
- It shows how important Mandela believed the Record of Understanding to be.
- Any relevant points.

[2 for usefulness, 2 × 2 for good reasons for usefulness]

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QUESTION 3 CURRENT ISSUE IN THE MEDIA

3.1 *Using your historical knowledge, give TWO aims of the Truth and Reconciliation Commission not mentioned in the source.*
[LEVEL 1]

- Uncover the truth about human rights violations that occurred during apartheid.
- Bring healing and reconciliation among the people of South Africa.
- Allowed for amnesty applications from those perpetrators willing to disclose the whole truth.
- Any relevant points.

[Any TWO aims other than reparations]

3.2 *Give TWO reasons given by the protestors to justify their claims for reparations.*
[LEVEL 2]

- Some sustained injuries or have bullets in their bodies from confrontations with the apartheid police.
- Some lost loved ones during apartheid.
- Some were chased from their homes during apartheid.

[Any TWO]

3.3 *Give TWO reasons given by the government to justify not paying the protestors' claims for reparations.*
[LEVEL 2]

- The process has been finalised.
- Reparations are for victims who came to the TRC hearings and got a number.
- TRC only dealt with victims as specified in the law – victims of human rights violations.
- Those who did not qualify for reparations could still benefit from community rehabilitation programs.

[Any TWO]

3.4 *Can this article be considered biased? Explain your answer with ONE point.*
[LEVEL 6]

- No, it isn't biased, or it is biased to a lesser extent.
- It presents both views – that of the protestors and that of the government, giving a balanced view.
- It does not make use of emotive language.

[2 for stance, 2 for relevant explanation]

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3.5 *Can the Truth and Reconciliation Commission be considered successful in terms of providing reparations to victims of apartheid? Explain your answer using the source.*
[LEVEL 6]

- No – it wasn't successful in terms of reparations.
- The number of people who received reparations was very low.
- The protestors were unhappy as they were apartheid victims and didn't receive reparations.
- Any reasonable explanation.

OR

- Yes – it can be considered successful as they met their mandate
- The TRC was tasked with identify and verifying victims qualifying for reparations.
- Everyone who was found eligible received the R30 000 grant.

[2 for stance, 2 for reasonable explanation]

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SECTION B SOURCE-BASED QUESTIONS

Study the sources contained in the Source Material Booklet and then answer the following questions:

Refer to Source A

4. *What is the author's opinion of Savimbi? Support your answer with TWO pieces of evidence from the source.*
[LEVEL 4]

- He is sceptical of Savimbi and his motives / views him negatively / sees him as manipulative
- He says that he is effective at keeping a positive public image, implying that his true motives may not be clear.
- He says he is 'calculated' and that he tries to get an emotional response from the West and gain financial aid.
- He questions Savimbi's ties with South Africa but says that Savimbi justifies them as being an unfortunate necessity.
- Any relevant answers.

[2 for opinion of Savimbi, 2 × 2 for evidence]

Refer to Source B

5. *How has the cartoonist portrayed the relationship between Jonas Savimbi and the South African government? Support your answer with ONE visual clue.*
[LEVEL 4]

- South Africa is using Savimbi to carry out their aims / he is a pawn / he is shown as a puppet.
- Savimbi is a puppet and the hand represents South Africa controlling him.

6. *Give ONE limitation of this cartoon as historical evidence.*
[LEVEL 6]

- The cartoon oversimplifies the relationship between Savimbi and South Africa.
- The cartoon is biased against Savimbi, portraying him as a puppet.
- The cartoon only represents one side, we do not know how others viewed Savimbi.
- The cartoon exaggerates the relationship between Savimbi and South Africa.

[Any relevant limitation – must be specific to this cartoon]

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Refer to Source A and B

7. *Answer TRUE or FALSE, using Source A and B and your historical knowledge. No explanation is required:*

   7.1 *The United States of America were supporting UNITA in the Angolan Civil War.*
   [LEVEL 2]

   True

   7.2 *The armed wing of UNITA was called FAPLA.*
   [LEVEL 1]

   False

   7.3 *The author believes that the main cause of the Angolan Civil War was the Cold War.*
   [LEVEL 2]

   False

   7.4 *The author of Source A and the cartoonist of Source B have similar views of Savimbi's role in the Angolan Civil War.*
   [LEVEL 2]

   True

8. *Using evidence from Source A, explain how Jonas Savimbi may have reacted to the cartoon in Source B.*
   [LEVEL 4]

   - Angry, unhappy, negative reaction.
   - He is shown as being a puppet of South Africa in Source B. He states in Source A that his military ties with South Africa were an unfortunate necessity, showing he didn't really want to work with them.
   - Any relevant point.

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Refer to Source C

9. 9.1 *Give TWO ways in which natural resources played an important role in the Angolan Civil War.*
[LEVEL 2]

- Helped fund the war.
- Helped buy favour with world powers.
- Prolonged the war.

9.2 *Does the author of the source believe that natural resources played a more significant role than Cold War rivalry in the Angolan Civil War? Support your answer with ONE piece of evidence.*
[LEVEL 2]

Yes
- 'Without Angola's natural riches, the conflict would not have persisted as it did.'/ 'natural resources remain a significant explanatory factory because of their consistent importance throughout every stage of the conflict.'

OR

No
- 'It is … less likely that the international community would have become as involved had it not been for the strategic opportunity Angola represented within the political context of the Cold War.'

[2 for stance, 2 for evidence]

Refer to Source D

10. 10.1 *According to the source, what was the nature of South Africa's involvement in Angola? Give TWO points.*
[LEVEL 2]

Military advisers and weapons to aid UNITA forces.

10.2 *According to the source, what was the aim of the South African government?*
[LEVEL 2]

- To get the West to support them in their war against Angola.
- To force the Soviet Union to back down.
- Keep communism out of Africa.

[Any ONE]

11. 11.1 *Identify a propaganda technique used in Source D.*
[LEVEL 4]

Fearmongering

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11.2 *Provide ONE quote from the source that supports your answer to question 11.1 above.*
[LEVEL 4]

'The West fiddles while Angola burns, and the flames could spread throughout southern Africa.' / 'unless the Western powers were prepared to aid in defusing it quickly.'

11.3 *How does the use of propaganda impact the reliability of a source? Explain your answer using your historical knowledge.*
[LEVEL 6]

- It makes it less reliable/impacts the reliability negatively.
- Propaganda aims to shape people's opinions and influences the way they think about a topic making it less reliable.
- Propaganda could spread misinformation making the source less reliable.

[Must explain how the reliability is negatively impacted by the use of propaganda. No credit given if not explained.]

Refer to Sources D and E

12. *Do the sources support each other in terms of why South Africa got involved in the Angolan Civil War? Explain your answer with evidence from BOTH sources.*
[LEVEL 4]

- No, they do not support each other.
- Reason in Source D: keep communism out of Africa.
- Reason in Source E: weaken Angola's ability to help nationalists in Namibia.

OR

- Yes, they do support each other.
- Reason in Source D: keep communism out of Africa.
- Reason in Source E: weaken ability to help Namibian nationalists who were also communist.

[2 for stand, 2 × 2 for evidence from BOTH sources]

Refer to Source F

13. *Find a historical concept in the source that best fits each of the following definitions. Write down only the historical concept. (No explanation is required.)*
[LEVEL 2]

13.1 *Achieving self-governance and being free from foreign control*.

Independence

13.2 *An armed conflict within a country involving opposing groups from within the same country.*

Civil war

13.3 *A political stance that favours conservative values and has a strong emphasis on national identity.*

Right-wing

13.4 *A group or individual who strongly identifies with and supports their own country's interests and sovereignty.*

Nationalist

Refer to Sources E and F

14. *Use Sources E and F to explain:*

14.1 *The role played by Portugal in causing the Angolan Civil War. Give TWO points.*
[LEVEL 2]

- Source E: Portugal failed to prepare Angola for a stable transition to independence.
- Source F: Portugal failed to impose peace or supervise elections.
- Source F: Portugal failed to hand over power to any one party.
- Source F: Portugal left Angola to work things out on their own.

[ONE from Source E; ONE from Source F]

14.2 *Why power-sharing between the Angolan liberation movements was unsuccessful. Give TWO points.*
[LEVEL 2]

- Source E: Leaders of the different groups wanted to achieve absolute power.
- Source E: the liberation movements embarked on a race to achieve supremacy before the scheduled date for independence.
- Source E: Leaders wanted power at the expense of the other movements.
- Source F: Power struggles started soon after independence and power-sharing agreements collapsed.
- Source F: liberation movements were reluctant to share power within a multi-ethnic society.

[ONE from Source E; ONE from Source F]

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Refer to Source G

15. *Use your historical knowledge to explain why Cuba got involved in the Angolan Civil War. Give TWO comprehensive points.*
[LEVEL 1]

- Cuba supported the MPLA as they shared the same communist ideology.
- Cuba was motivated by anti-imperialism and became involved as a result.
- Cuba wanted to support the MPLA against apartheid South Africa and their support for UNITA.
- Cuba could gain a strategic ally in Africa.
- Historical links between Cuba and Angola due to the slave trade.

[Any TWO]

16. *How does the photograph portray the relationship between the Cuban forces and the MPLA supporters? Support your answer with reference to TWO visual clues.*
[LEVEL 2]

- The relationship is friendly/shown as allies/ cooperative
- They are both displaying pictures of their leaders, showing similarity between them.
- The mood is light and jovial shown by the men smiling, flags waving.
- The MPLA member and the Cuban soldier are touching hands.

[2 for portrayal, 2 × 2 for visual clues]

17. *How might the Soviet Union have reacted to this photograph? Explain your answer with ONE point.*
[LEVEL 6]

- They might be supportive / proud / happy.
- They would have liked that the MPLA and Cuba were working together to ensure communism is implemented in Angola.

[2 for reaction, 2 for explanation]

Refer to Source H

18. *How did the world's view of the Angolan Civil War differ from that of the majority of the Angolan people?*
[LEVEL 2]

- Most of the world viewed the Angolan Civil War as a Cold War proxy war.
- Most Angolans didn't care about ideology but supported the movement controlling the land they were on.

19. *How did the rival groups involved in the war gain loyalty from the civilians they controlled? Give TWO points.*
[LEVEL 2]

- creating jobs
- providing services to civilians

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SECTION C SOURCE-BASED ESSAY

QUESTION 20

To what extent was the Angolan Civil War a result of foreign interference?

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

The essay is marked holistically using the IEB source-based essay rubric in the marking guidelines.

- Candidates may argue that foreign interference caused the Angolan Civil War TO A GREATER EXTENT. A war by proxy took place in Angola with different sides being supported by external backers based on differing ideologies. South Africa got involved out of fear of a communist government in Angola.
- Foreign interference was TO A LESSER EXTENT responsible for causing the Angolan Civil War – internal factors played a more significant role. Political rivalries among liberation movements with different support bases, the instability caused by Portuguese withdrawal from Angola, the use of natural resources to advance the war, the failure of power-sharing agreements, and the power struggle between liberation movements were all significant in causing the war.

OR

- Candidates may argue that foreign interference was responsible for causing the Angolan Civil War TO A LESSER EXTENT. Political and economic factors played a more significant role. Rivalries between the different liberation groups, the fact that they had different support bases which created division, the failure of power sharing agreements, and the power struggle between them to become the dominant group in Angola played a significant role. This coupled with the instability created by the withdrawal of the Portuguese from Angola and the use of natural resources to advance the war all played a major role.
- Foreign interference was TO A GREATER EXTENT responsible for causing the Angolan Civil War. International interference in terms of Cold War rivalries played a role as they supported the different liberation movements based on economic ideologies. South Africa's involvement on the side of UNITA to stop the spread of communism also was a significant cause.

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Source	Internal political and economic factors/Other factors	Foreign interference
A		**Savimbi is a major instrument in South Africa's war in Angola.** 'UNITA is the South African-backed group fighting to overthrow the government of Angola.' **US is involved in the war.** 'USA government supports the war… by supplying military aid and political recognition to UNITA rebels.' 'this has involved the US directly in the apartheid government's war against the Angolan people.' **Savimbi is manipulating the West to get funds.** 'he touches chords calculated to loosen America's purse strings…'
B		**Savimbi is used by South Africa to advance their fight against the MPLA.** Savimbi is portrayed as carrying out violence on their behalf as a 'puppet'.
C	**Natural resources played an important role in the conflict.** 'Natural resources … allowing both parties to fund a destructive war effort and buy favour with the world's leading powers.' 'natural resources remain such a significant explanatory factor … consistent important throughout every stage of the conflict'. 'Without Angola's natural riches, the conflict would not have persisted as it did.' 'They funded much of the hostilities …'	**Cold War politics played a role in the conflict.** 'it is … less likely the international community would have become as involved had it not been for the strategic opportunity Angola represented within the political context of the Cold War'.
D		**Threat of communism got South Africa involved in Angola.** 'South Africa is supplying military advisers and weapons to anti-Communist forces in Angola …' 'official statements… aimed at trying to persuade the Western world, particularly the United States, to force the Soviet Union to back down.' '…South Africa was dedicated to any action to keep Communism out of Africa…' **United States lent their support to UNITA in Angolan Civil War.** '…which are getting American help also.'

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E	**Portuguese colonialism created instability.** '… failure to prepare for a stable transition to independence …' **Internal political factors – movement had different support bases.** 'development of rival nationalist groups, each with different ethno-regional heartlands …' **Power struggle among different groups.** '…leaderships determined on achieving absolute power at the expense of their rivals …' 'embarked on a desperate race to achieve supremacy …' '… unable to present a united front, and at times fought each other …' 'the nationalist movements quickly proved unable to work together.'	**External support for different liberation groups.** 'rival nationalist groups, … each with different … external backers.' **Cold War politics was a cause.** 'The conflict was exacerbated by external intervention … driven by geo-political rivalries of the Cold War'. **South African involvement in Angola.** 'South Africa's determination to weaken Angola's ability to aid nationalists in South African-ruled Namibia.'
F	**Liberation movements were reluctant to share power.** '… reason for continuation of civil war … reluctance of the dominant liberation groups to share power' **The different groups had different supporters which created disunity.** **Power-sharing agreement failed and a power struggle ensued.** 'power-sharing arrangement was agreed upon … power struggles ensued almost immediately as the agreement collapsed.' **Portugal's withdrawal created instability**. 'aggravated by the withdrawal of the Portuguese.' 'refusing to impose peace or supervise elections, and failing to hand over power to any one party.' '… left the country and its future to its own devices.'	
G		**Involvement of Cuba on the side of the MPLA.** Cuba's support for the pro-communist MPLA group shows foreign interference played a role. They got involved to ensure the MPLA remained the legitimate government.

H	**Ordinary Angolans not involved in Cold War politics and supported movement in authority in their area.** 'simply accepted the authority of whichever military power was controlling the land they live on at that movement.' **Rival movements bought favour with the civilians to win their support.** 'rival groups began creating jobs and providing services to civilians… who in turn became loyal…'	**Angolan Civil War considered a proxy war by the rest of the world.**

Total: 200 marks

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GENERIC RUBRIC FOR SOURCE-BASED ESSAY

	Argument + focus	Use of sources	Counter-argument (C/A)	Structure + style	Main impression
7+ **90–100%** **45–50**	Takes a stand. Sustains argument throughout. Maintains clear and consistent focus. Understands all the aspects of the question. Links sources and question very well.	Uses all the sources and references them by letter. Uses detail from the sources to substantiate argument and counterargument. Quotes selectively where appropriate.	Discusses C/A fully. Acknowledges C/A in introduction and conclusion. Consistently links C/A to main argument.	Short introduction and conclusion that focus on answering the question. Use of paragraphs. Fluent expression.	Essay is logical, coherent and concise. It demonstrates excellent historical insight and understanding.
7 **80–89%** **40–44**	Takes a stand. Sustains argument but may have minor lapses that do not detract from the understanding or focus. Links sources and question well.	As above.	As above.	As above.	Essay is clear and accurate though style may not be succinct. It demonstrates very good historical insight and understanding.
6 **70–79%** **35–39**	Takes a stand. Focuses on the question but may have some lapses in focus or implied focus that detract from the argument. Links sources and question.	Uses all the sources and references them by letter. Uses detail from sources but there may be gaps or minor lapses in evidence. Quotes selectively where appropriate.	Identifies C/A.	Introduction and conclusion that focus on answering the question. Use of paragraphs. Expression satisfactory.	Essay is a good attempt but may lack depth. It is generally fluent but may have limited repetition. There may be some limitations to historical insight and understanding.
5 **60–69%** **30–34**	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.	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.	Identifies C/A but not fully. Omits some aspects of C/A.	Introduction and conclusion present but flawed. Expression satisfactory.	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.

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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 (e.g. 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. Gaps in argument. Tries to link sources to question but not successfully.	Only half of the sources used. 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 the 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 counterargument, 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.

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