



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

**HISTORY P1
EXEMPLAR 2008
MARKING GUIDELINE**

This memorandum consists of 28 pages.

1. SOURCE-BASED QUESTIONS

1.1 The following Learning Outcomes and Assessment Standards were used to assess candidates in this question paper:

Learning Outcomes	Assessment Standards The ability of the learner to:
Learning Outcome 1 (Historical enquiry)	1. Formulate questions to analyse concepts for investigation within the context of what is being studied. (Not for examination purpose). 2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purpose). 3. Interpret and evaluate information and data from sources. 4. Evaluate the usefulness of the sources for the task, taking into account stereotypes, subjectivity and gaps in the available evidence.
Learning Outcome 2 (Historical concepts)	1. Analyse historical concepts as social constructs. 2. Examine and explain the dynamics of changing power relations within the societies studied. 3. Compare and contrast interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events.
Learning Outcome 3 (Knowledge construction and communication)	1. Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data. 2. Synthesise information to construct an original argument using evidence to support the argument. 3. Sustain and defend a coherent and balanced argument. 4. Communicate knowledge and understanding in a written form.

1.2 The following levels of questions were used to assess source-based questions.

LEVELS OF SOURCE-BASED QUESTIONS	
LEVEL 1 (L 1)	<ul style="list-style-type: none"> • Extract relevant information and data from the sources. • Organise information logically. • Explain historical concepts.
LEVEL 2 (L 2)	<ul style="list-style-type: none"> • Categorise appropriate or relevant source of information provided to answer the questions raised. • Analyse the information and data gathered from a variety of sources. • Evaluate the sources of information provided to assess the appropriateness of the sources for the task.
LEVEL 3 (L 3)	<ul style="list-style-type: none"> • Interpret and evaluate information and data from the sources • Engage with sources of information evaluating the usefulness of the sources for the task taking into account stereotypes, subjectivity and gaps in the evidence available. • Analyse historical concepts as social constructs. • Examine and explain the dynamics of changing power relations within the aspects of societies studied. • Compare and contrast interpretations and perspectives of peoples' actions or events and changes to draw independent conclusions about the actions or events. • Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data.

1.3 The following table indicates how to assess source-based questions.

<ul style="list-style-type: none"> • In marking all 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 addressing the requirements of the question. • In these marking guidelines the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in
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italics.

2. EXTENDED WRITING

2.1 The extended writing questions focus on one of the following levels:

LEVELS OF QUESTIONS
<p>Level 1</p> <ul style="list-style-type: none"> • Discuss or describe according to a given line of argument set out in the extended writing question. • Plan and construct an argument based on evidence, using the evidence to reach a conclusion.
<p>Level 2</p> <ul style="list-style-type: none"> • Synthesise information to construct an original argument using evidence to support the argument. • Sustain and defend a coherent and balanced argument with evidence. • Write clearly and coherently in constructing the argument.

2.2 Marking of extended writing

- **MARKERS MUST BE AWARE THAT THE CONTENT OF THE ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT THE PARTICULAR CENTRE**
- **CANDIDATES MAY HAVE ANY OTHER RELEVANT INTRODUCTION AND OR CONCLUSION THAN THOSE INCLUDED IN A SPECIFIC EXTENDED WRITING MARKING GUIDELINE**
- **IN ASSESSING THE OPEN ENDED SOURCE-BASED QUESTIONS CANDIDATES SHOULD BE GIVEN CREDIT FOR ANY OTHER RELEVANT RESPONSE**

Global assessment of extended writing

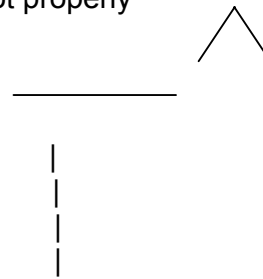
The extended writing will be assessed holistically (globally). This approach requires the educator to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion through using selected factual evidence to support an argument. The learner will not be required to simply regurgitate "facts" in order to achieve a high mark. It will also discourage learners to prepare "model" answers and reproduce them without taking into account the specific requirements of the question. Holistic extended writing marking credits learners' opinions. Holistic assessment, unlike content based marking, does not penalise language inadequacies as the emphasis is on the following:

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

Assessment procedures of an extended writing

1. Keep the synopsis in mind when assessing the extended writing.
2. During the first reading of the extended writing ticks need to be awarded for a relevant introduction (indicated by a bullet in marking guideline/ memorandum) each of the main points/aspects that is properly contextualised (also indicated by bullets in marking guideline/ memorandum) and a relevant conclusion (indicated by a bullet in marking guideline/ memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.
3. The following additional symbols can also be used:

- introduction, main aspects and conclusion not properly contextualised
- wrong statement
- irrelevant statement



- repetition **R**
- analysis **A√**
- interpretation **1√**

4. The first reading of an extended writing will also be to determine to what extent the main aspects have been covered and to allocate the content level (on the matrix).

C	LEVEL 4	

5. The second reading of an extended writing will relate to the level (on the matrix) of presentation.

C	LEVEL 4	
P	LEVEL 5	

6. Allocate an overall symbol and mark with the use of the matrix.

C	LEVEL 4	
P	LEVEL 5	18-19

The matrix

The criteria according to which the extended writing will be assessed are organised within a matrix and the matrix will be used to allocate a mark to an extended writing. Both the content and presentation axes are divided into seven competency levels. Each with criteria will be used to assess an extended writing. (See overleaf)

Grade 12 extended writing matrix: Total Marks: 30

	LEVEL 7 Very well planned and structured. Good synthesis of information. Constructed an argument. Well balanced argument. Sustained and defended the argument throughout.	LEVEL 6 Well planned and structured. Synthesis of information. Constructed an original argument. Well - balanced, independent argument. Sustained and defended the argument.	LEVEL 5 Writing structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	LEVEL 4 Planned and constructed an argument. Evidence used to support. Reached independent conclusion. Conclusion not clearly supported by evidence.	LEVEL 3 Plans and constructs an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	LEVEL 2 Attempts to structure the answer. Largely descriptive/ some attempt at developing an argument.	LEVEL 1 Little analysis and historical explanation. No structure.
PRESENTATION							
CONTENT							
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	27-30	24-26					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	24-26	23	21-22				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		21-22	20	18-19			
LEVEL 4 Question recognisable in answer. Some omissions/ irrelevant content selection.			18-19	17	15-16		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				15-16	14	12-13	
LEVEL 2 Sparse content. Question inadequately addressed.					12-13	11	9-10
LEVEL 1 Question not answered. Inadequate content. Totally irrelevant.						9-10	0-8

QUESTION 1: WHY DID BERLIN BECOME THE FOCAL POINT OF IDEOLOGICAL CLASH IN THE COLD WAR BETWEEN USSR AND THE USA?

1.1

1.1.1 (a) *[Explanation using Source 1A – L1 – LO2 (AS1 & AS2)]*

- Benefited from Marshall Plan
- People prospered
- West Berliners returned to luxurious life
- Enjoyed freedom of speech
- Could vote
- Any other relevant response

(b) *[Explanation using Source 1A – L1 – LO2 (AS1 & AS2)]*

- East Berliners remained poor
- Lived under constant fear of secret police
- Buildings in a state of collapse
- Very little to obtain from shops
- Did not enjoy freedom of speech
- Any other relevant response

(any 2 x 2) (4)

1.1.2 (a) *[Interpretation of evidence from Source 1A – L2 – LO1 (AS1); LO2 (AS3); LO3 (AS2)]*

- West Berlin was governed through democratic principles
- East Berlin was under the dictatorship of USSR/oppressive regime/Communist control
- West Berliners were exposed to rewards for hard work: capitalist incentives
- East Berlin socialist in approach
- West Berlin benefited from Marshall Plan while East Berlin did not
- Any other relevant response

(any 1 x 2) (2)

1.1.3 *[Interpretation of evidence from Source 1A – L1 – LO1 (AS1); LO2 (AS2); LO3 (AS2)]*

- Berlin was the focal point of the Cold War
- Berlin was divided after WW Two between the USA and the allies and the USSR
- Kennedy wanted to safeguard Western interests in Berlin
- Khrushchev wanted East Berlin to remain under Soviet influence

(any 2 x 1) (2)

1.1.4 *[Interpretation of evidence from Source 1A – L1 – LO1 (AS1); LO2 (AS2); LO3 (AS2)]*

Candidates may state Yes or No and substantiate their response with relevant evidence

Yes

- Prevent an exodus of East Berliners from moving into West Berlin
- East would be seen as failing thus discrediting communism in general
- Stalin wanted to prevent skills leaving the USSR
- Stalin wanted to prove that the USSR was a force to be reckoned with
- Any other relevant response

No

- People were exercising their democratic right
- There were no jobs in the East
- People in search of a better life
- Any other relevant response (2 x 2) (4)

1.2

1.2.1 *[Interpretation of evidence from Source 1B – L2 – LO2 (AS3)]***Free World**

- Democracy is not perfect
- Freedom has many difficulties
- No forced conditioning of people
- No wall erected to prevent people from leaving
- Any other relevant response

Communist World

- Total state control
- Limited or no freedom
- Any other relevant response (any 2 x 2) (4)

1.2.2 (a) *[Interpretation and evaluation of evidence from Source 1B – L2 – LO1 (AS1); LO2 (AS3)]*

- Encouraging and positive
- Reassuring West Berliners of the USA's presence and support
- Any other relevant response (any 1 x 2) (2)

(b) *[Interpretation of evidence from Source 1B – L2 – LO1 (AS3); LO2 (AS3)]*

- Wished to get the support of West Berliners
- West provided opportunities for people
- Wished to show the East that the USA was concerned about the well-being of the West Berliners
- Promote psychological superiority of the West
- Any other relevant response (any 2 x 2) (4)

1.2.3 *[Interpretation of evidence from Source 1B – L2&3 – LO1 (AS3); LO3 (AS2)]*

- West Berlin became a symbol of free world
- Democracy and rule of law strengthened
- Free men were welcome in Berlin
- Being sarcastic by criticising the policy of USSR
- Any other relevant response (any 2 x 2) (4)

1.2.4 *[Interpretation of evidence from Source 1B – L2&3 – LO2 (AS3); LO3 (AS2)]*

- “ Yet Another Interference by USA in Europe” for Pravda
- “ Communism failed dismally in Berlin” Washington Post
- Any other relevant response (any 1 x 3) (3)

1.3

1.3.1 *[Interpretation of evidence from Sources 1C – L2 – LO1 (AS2); LO2 (AS2) LO3 AS4]*

- To remind them of hardship and warn them about communism
- Propaganda used to discredit East Berlin (Communism)
- Berlin was divided into East Berlin and West Berlin
- Implication: you are now leaving a world of freedom and choice and entering a world of restriction and limitation
- Any other relevant response (any 1 x 2) (2)

1.3.2 *[Interpretation of evidence from Source 1C – L1, 2 &3 – LO1 (AS3); LO2 (AS2); LO3 (AS3)]*

- Berlin Wall was used as a centre of the Cold War between West and East
- Each side used the Berlin Wall to discredit the other side
- Each was suspicious of the other and used the wall to serve its own selfish interests
- Any other relevant response (2 x 2) (4)

1.3.3 *[Analysis of data from Source 1C – L1 & 2 – LO1 (AS2); LO2 (AS3); LO3 (AS2)]*
Candidates may state reliable or unreliable and substantiate their response with relevant evidence**RELIABLE**

- They demonstrate the level of difference between Communism and Capitalism
- They show the extent of the struggle for domination
- They show the level of mistrust between the two camps
- Any other relevant response

UNRELIABLE

- The pictures are from one side only (West)
- The purpose of the warning was to deter people from leaving West Berlin
- The photos show old buildings on the East side
- Used to arouse emotions
- Any other relevant response (any 2 x 2) (4)

1.4 *[Interpretation, analysis and synthesis of evidence from all sources - L2 – LO1 (AS1); LO2 (AS1, 2 &3); LO3 (AS1, 2,3 &4)]*

Candidates should take a particular stance and then support it with relevant evidence

Defending

- Communism was relatively new to the world
- Soviet Russia had to create suitable conditions for communism.
- The wall would discourage East Berliners from leaving before experiencing the advantages of communism
- Capitalism was responsible for poverty throughout the world
- The Soviet was offering the alternative to capitalism
- Soviet wanted to safeguard the communist interests
- The wall was to act as a deterrent to would-be defectors from East Berlin
- Any other relevant point

Criticising

- One party system
- Lack of freedom
- People's individual potential not harnessed
- No scope for incentives
- No motivation
- Hindered progress
- Exploitation of labour and resources
- Violation of human rights
- Any other relevant point

LEVEL 1	<ul style="list-style-type: none"> • Cannot extract (relevant) evidence from sources • Extracts evidence from sources in a very elementary manner or cannot report on topic • Uses evidence/or own knowledge partially to report on topic 	Marks: 0 – 1
LEVEL 2	<ul style="list-style-type: none"> • A relevant point of view has been chosen. • Valid reasons for the choice were given. • The justification, the use of evidence from the sources and own knowledge show to a certain extent an understanding of the situation/event/issue. • Shows an awareness of a certain attitude or belief as being typical of a certain period or place. 	Marks: 2 – 4
LEVEL 3	<ul style="list-style-type: none"> • A relevant point of view has been chosen. Logical, clear and valid reasons for the choice have been made. • The justification relates very well to the situation/event/issue. • Evidence from sources and own knowledge was used effectively to show an understanding of the range of attitudes within a person or group being typical of a certain period or place. 	Marks: 5 – 6

(6)
(45)

1.5 EXTENDED WRITING

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

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should discuss the path, form, strategy and tactics pursued by each side in advancing its ideology.

MAIN ASPECTS

- Introduction: Candidates should explain why Berlin became the focal point of the ideological clash in the Cold War.

ELABORATION

- Berlin was the capital city of Germany
- Hitler had predicted the division of the world into two power blocs
- Whoever wins control of Berlin would dominate the world

- Berlin became the symbol of the struggle between East and West
- To stop any further re emergence of tyrant regimes Berlin had to be checked
- For the West the control of Berlin meant a safe Europe
- For the East the control of Berlin meant the springboard to spread communism(or so was the perception from the West)
- Conclusion: Candidates should tie up their extended writing. (30)

Use the matrix on page 6 in this document to assess this extended writing

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

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should discuss how the Berlin Crisis heightened tension and division in Europe.

MAIN ASPECTS

- Introduction: Candidates should present their line of argument.

ELABORATION

- Europe was divided into East and West
- The Berlin Wall was built
- Uprisings against communist governments
- Formation of NATO and WARSAW
- Any other relevant point
- Conclusion: Candidates should tie up their line of argument (30)

Use the matrix on page 6 in this document to assess this extended writing [75]

QUESTION 2: WHAT WERE THE FACTORS THAT LED TO THE DECOLONISATION PROCESS IN AFRICA IN THE 1960s AND 1970s?

2.1

2.1.1 *[Interpretation of evidence from Source 2A – L1 – LO1 (AS1)]*

- (a) France
- (b) Gold Coast (Ghana)
- (c) Britain
- (d) Belgium (4 x 1) (4)

2.1.2 *[Interpretation of evidence from Source 2A – L2 &3 – LO3 (AS1&2)]*

Candidates may state No or Yes and substantiate their response with relevant evidence

NO

- They were reluctant, they wanted to continue exploiting Africa's riches.

- European economies were dependent on Africa's raw material.
- Any other relevant response

YES

- Some leaders felt that they needed to leave Africa
- Africa should shape its own destiny and future
- Any other relevant point

(any 2 x 2) (4)

2.1.3 *[Evaluation of Source 2A – L2 – LO1 (AS4); LO3 (AS 1&2)]*

- Africans were tired of colonial oppression and exploitation
- Nkrumah was spearheading a campaign for African rule in Africa

(1 x 2) (2)

2.1.4 *[Interpretation of evidence from Sources 2A – L2 – LO1 (AS2); LO2 (AS3); LO3 (AS3)]*

- Colonisation started in 1884 and after 60 years the colonial powers cannot justify that Africans were not ready to govern themselves
- There were African leaders who were capable of managing their governments
- It is the colonial powers who exposed Africans to WW2 from which they gained their experience
- Any other relevant response

(any 1 x 3) (3)

2.2

2.2.1 *[Interpretation of evidence from Source 2B – L2 – LO1 (AS2); LO3 (AS2)]*

Candidates may state useful or not useful and substantiate their response with relevant evidence

USEFUL

- The speech confirms the period when decolonisation started
- The message in the source was intended for white ruled South Africa and therefore is useful
- The speech was made in the South African parliament
- It shows that the colonial powers read the signs about imminent change
- It also demonstrates that Britain had learnt her lessons from her other colonial possessions
- Any other relevant response

NOT USEFUL

- Britain had a vested interest
- It cannot give an objective opinion on the process of decolonisation

The following rubric should be used in the marking of the question on the usefulness of the source/s

LEVEL 1	Does not understand or partially understands the term usefulness and does not have the ability to establish the usefulness of the source(s).	0 – 1 marks
LEVEL 2	Understands the term usefulness and is able to establish the usefulness of the source(s) to a certain extent.	2 – 3 marks
LEVEL 3	Understands how and has the ability to establish the usefulness of the source(s). The candidate uses this ability to come to a clear and sound conclusion about the usefulness of the source(s).	4 marks

(4)

2.2.2 *[Interpretation of evidence from Source 2B – L2 &3 – LO1 (AS1); LO2 (AS2)]*

- The strength of the African national consciousness
- Africans all over Africa were demanding self rule and end to colonialism (any 1 x 2) (2)

2.2.3 (a) *[Interpretation of evidence from Source 2C – L2 &3 – LO1 (AS1); LO2 (AS3); LO3 (AS2)]*

- The time of exclusive white rule has come to an end
- There was a growth of African national consciousness
- Independence was being granted to African countries (any 1 x 2) (2)

(b) *[Interpretation of evidence from Source 2C – L2 &3 – LO1 (AS1); LO2 (AS3); LO3 (AS2)]*

- South Africa was showing resistance to change
- Should become aware that the wind of change was blowing through the continent
- The struggle for majority rule in South Africa was on the increase (2 x 1) (2)

2.3 *[Comparison of evidence from Source 2A and 2B – L1 &2 – LO1 (AS1); LO2 (AS3)]*

- Both sources show the speed at which the demand for self rule by Africans gained momentum after 1945
- Both sources reflect the unity of African countries towards the decolonisation process
- Both sources reflect that there was some understanding on the part of the colonial powers that independence was inevitable
- Any other relevant response (2 x 2) (4)

2.4

2.4.1 *[Interpretation of evidence from Source 2C – L1 & 2 – LO1 (AS1); LO3 (AS1 & 2)]*

- With African countries gaining political control everything else will be achieved
- Self-rule would make a difference
- Means of production will be in the hands of Africans
- Economy will be controlled by Africans
- Social, education and health will be determined by Africans
- Africa's destiny will be in the hands of Africans.
- Achieving political independence will open the way for all other freedoms
- Any other relevant response (any 1 x 3) (3)

2.4.2. *[Interpretation of evidence from Sources 2C – L1 – LO1 (AS1); LO2 (AS2); LO3 (AS1)]*

- Colonies existed for the benefit of the colonial masters (1 x 2) (2)

2.4.3 *[Interpretation of evidence from Sources 2C – L1, 2 &3 – LO1 (AS3); LO2 (AS2); LO3 (AS1)]*

- Nkrumah was an astute and a shrewd politician who articulated

a belief that self-rule would make a profound difference to the lives of people

- Nkrumah was a true leader who had a vision for the whole of Africa
- Very persuasive and steadfast in his view that Africa should be freed from foreign rule
- Any other relevant response (any 1 x 2) (2)

2.5 [Interpretation, analysis and synthesis of evidence from all sources - L2 – LO1 (AS1); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]

- They wanted to show that they can rule themselves
- Free from colonial rule
- African natural resources to be utilised by Africans for Africans
- Ghana will determine its own destiny
- Forging of new links within Africa
- Health and education to be controlled by Africans
- Development of Africa
- To be free to practise African traditions without interference
- Any other relevant point

Use the following to allocate a mark:

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

(6)

2.6

2.6.1 [Interpretation of evidence from Sources 2D – L 2 &3 – LO1 (AS1); LO2 (AS2); LO3 (AS1)]

- Colonies were created with several culturally and historically different groups
- As these people shared nothing, their unity was forged by struggling against common foreign ruler.
- Colonial powers were motivated by greed and not concerned about anything else
- Colonial powers committed atrocities
- Any other relevant response (any 1 x 3) (3)

2.6.2 [Evaluation of Source 2D – L2 – LO1 (AS1); LO3 (AS 1&2)]

- New identities became necessary so that it would help them in their struggle

- They developed new identities so that they could fight the atrocities and shortcomings of the colonial rule
- African brotherhood was necessary to fight a colonial oppressor (any 2 x 1) (2)

2.7 EXTENDED WRITING

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

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should discuss the factors that led to the decolonisation process in Africa in the 1960s and 1970s.

MAIN ASPECTS

- Introduction: Candidates should focus on why decolonisation took place and what were the factors that led to the decolonisation process in Africa .

ELABORATION

- White domination of African political, economic and social destiny
- Experience gained by African soldiers during WW2
- The growth of nationalism among Africans
- Realisation of continued exploitation of African resources
- Europeans were pursuing their interests in Africa
- First step was demanding political power
- Any other relevant response

- Conclusion: Candidates should tie up their argument. (30)

Use the matrix on page 6 in this document to assess this extended writing

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

The candidate should include the following points in the response.

SYNOPSIS

Candidates should either agree or disagree with the statement. In agreeing with the statement they should discuss whether uhuru was achieved not without a price. In disagreeing with the statement they should explain that uhuru was achieved without a price.

MAIN ASPECTS

- Introduction: Candidates should state whether they agree/disagree with the statement and then outline how uhuru was achieved.

ELABORATION

- Focus on reasons for uhuru
- Post World War II
- Concept of freedom and democracy
- Role of the United Nations Organisation
- Factors leading to decolonisation: The role of World War II; African Nationalism; Self-government; Self-determination; etc
- Conclusion: Candidates should tie up their argument. (30)

Use the matrix on page 6 in this document to assess this extended writing [75]

QUESTION 3: WHAT FORMS OF CIVIL RIGHTS PROTESTS OCCURRED IN THE UNITED STATES OF AMERICA (USA) DURING THE 1960s?

3.1

3.1.1 *[Interpretation of evidence from Source 3A – L1 – LO1 (AS1); LO2 (AS2); LO3 (AS2)]*

- A society where all human beings are treated as equals
- Freedom to be enjoyed by all citizens
- Free from all forms of discrimination and injustice (any 1 x 2) (2)

3.1.2 *[Interpretation of evidence from Source 3A – L1 & 2 – LO1 (AS1); LO2 (AS2); LO3 (AS2)]*

- Inspired by the vision that people can overcome differences
- Inspired by the injustices black people endured in the USA
- Inspired by the knowledge that the sufferings by their slave parents can sustain their fight for equal rights.
- Inspired by the scripture that reconciliation was still possible
- Any other relevant response (any 1 x 2) (2)

3.1.3 *[Explanation – L1 & 2 – LO1 (AS1); LO2 (AS2); LO3 (AS2)]*

- Competency of people must be judged according to merit, not to be judged by the colour of the skin (1 x 2) (2)

3.1.4 *[Interpretation of evidence from Source 3A – L1 & 2 – LO1 (AS1); LO2 (AS2); LO3 (AS1&2)]*

- African Americans had long cherished the day when they would be free.
- They were wanting to break free from the shackles of the past

- The decade of the 60s gave them hope, they were optimistic about change.
- They were prophetic words
- The words were reassuring and encouraging people to hang-on since victory was certain
- Any other relevant response

(any 1 x 2) (2)

3.2

3.2.1 *[Interpretation of evidence from Source 3B – L1 &2 – LO1 (AS1); LO3 (AS3)]*

- Revolutionaries used it to preach guerrilla warfare
- Liberals to demand reform
- Conservatives to demand self help

(3 x 1) (3)

3.2.2 *[Interpretation of evidence from Source 3B – L1 &2 – LO1 (AS1); LO3 (AS2&3)]*

- Black is beautiful
- Rejection of skin bleaches
- Young blacks donned dashikis, wore Afro hair styles
- Chanted aloud 'I'm black and I'm proud'
- Raised fist salute

(any 3 x 1) (3)

3.2.3 *[Interpretation of evidence from Source 3B – L1 &2 – LO1 (AS1); LO3 (AS2&3)]*

- It reflected that African Americans shaped their own culture
- That African American defined their identity
- Any other relevant response

(any 1 x 2) (2)

3.2.4 *[Interpretation of evidence from Sources 3B – L1 &2 – LO1 (AS1); LO3 (AS2&3)]*

- By teaching self reliance
- Black Power re-inforced the belief in themselves, determining what they want and how they wanted to be treated(governed)
- Any other relevant response

(2 x 1) (2)

3.3

3.3.1 *[Explanation of Source 3C – L1 &2 – LO1 (AS1); LO2 (AS3); LO3 (AS1&2)]*

Candidates may state justified or not justified and substantiate their response with relevant evidence

JUSTIFIED

- Yes, in America there were segregation laws
- African Americans did not have equal rights
- Treated as slaves
- Any other relevant response

NOT JUSTIFIED

- America did not practise racism as some former colonial masters
 - America believed in extensive preparations of Africans before giving (according) rights
 - Any other relevant response
- (any 2 x 2) (4)

3.3.2 *[Interpretation of evidence from Source 3C – L1 &2 – LO1 (AS1); LO3 (AS1&3)]*

- Elevate civil rights struggle to human rights struggle
 - Take USA government to United Nations and demand human rights
- (any 2 x 2) (4)

3.3.3 *[Interpretation of evidence from Source 3C – L2 – LO1 (AS1); LO3 (AS1&2)]*

- First is to get some friends, new allies
 - Address the UNO
 - Expand the civil rights struggle to the level of human rights
 - Civil rights struggle needs new interpretation
- (any 1 x 2) (2)

3.3.4 *[Interpretation of evidence from Source 3C – L2 – LO1 (AS3&4); LO3 (AS2&3)]*

- The 60s was a decade of the rise of struggles across the world for equal rights
 - Liberation wars were fought all over the world
 - Americans could achieve freedom either through legislation or through revolt
 - Any other relevant response
- (any 1 x 3) (3)

3.4 *[Interpretation of evidence from Sources 3A and 3C – L2 – LO1 (AS3); LO3 (AS1&2)]*

- The language and tone is reconciliatory in Source 3A
 - Source 3C is radical and reflects on human rights issues
 - Any other relevant response
- (2 x 2) (4)

3.5 *[Interpretation of evidence from Sources 3A, 3B & 3C – L1 &2 – LO1 (AS1); LO3 (AS1&3)]*

- Source 3A Martin Luther King promised African Americans that they would struggle for their rights until they were no longer oppressed
 - In Source 3B Black Power is adopted to be the symbol of the civil rights struggle while Source 3C advocates taking civil rights protest forward
 - All the sources reflect the desire to be free
 - Any relevant response
- (2 x 2) (4)

3.6 *[Interpretation, analysis and synthesis of evidence from all sources - L2 – LO1 (AS1&2); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]*

- Leadership roles of Luther; Malcolm X

- Luther advocated peaceful change
- Malcolm X advocated a more radical philosophy
- Any other relevant point

Use the following to allocate a mark:

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

(6)

3.7 EXTENDED WRITING**3.7.1** *[Interpretation, analysis and synthesis of evidence from all sources- L1-3 – LO1 (AS1); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should either agree or disagree with the statement. In agreeing they should discuss why the 1960s was a decade of civil rights protests. In disagreeing with the statement they should explain why they disagree.

MAIN ASPECTS

Introduction: Candidates should discuss what forms the civil rights protests took place in the United States of America.

ELABORATION

- The earlier protests before 1960
 - Fights against the segregation laws
 - US governments attitude towards African American
 - Martin Luther's march and the famous speech
 - Malcolm X's speech and his philosophy, his assassination
 - Momentum gained through these protests
 - The emergence of white Supremacists
 - The political intervention by authorities
 - Assassination of Martin Luther and subsequent victory
 - Any other relevant point
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

Use the matrix on page 6 in this document to assess this extended writing

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

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should explain what impact did the civil rights protests made in the struggle for human rights.

MAIN ASPECTS

Introduction: Candidates should discuss the origins of the civil rights protests

ELABORATION

- Roots of civil rights protests
 - Peaceful protests
 - Mass based support
 - Speeches made in support of civil rights protests
 - The widening of the struggle to human rights protests
 - Struggle icons Malcolm X, Martin Luther
 - Victory for the African Americans
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

Use the matrix on page 6 in this document to assess this extended writing

[75]

QUESTION 4: HOW DID STEVE BIKO INFLUENCE BLACK CONSCIOUSNESS IN SOUTH AFRICA IN THE 1970s?

4.1

4.1.1 *[Explain of terms – L1 – LO2 (AS1); LO3 (AS2)]*

- Black Consciousness is the belief in oneself as a black, self - reliance and fight against the syndrome of inferiority to any other group.
- Any other relevant response (1 x 2) (2)

4.1.2 *[Interpretation and evaluation of evidence from Source 4A – L1 &2 – LO1 (AS1); LO2 (AS3); LO3 (AS2)]*

- Whites leading in both oppression as well as fight against that oppression
- Blacks were not throwing their lot in the shift to effect change in political opinion
- Feeling of inferiority amongst blacks
- Superiority amongst whites (2 x 2) (4)

4.1.3 *[Interpretation and explanation – L1 &2 – LO1 (AS1); LO2 (A23); LO3 (AS1)]*

- Blacks to defeat psychological feeling of inferiority
- Blacks to devise a programme to elevate their political status
- Whites needed to defeat one problem of superiority (1 x 2) (2)

4.1.4 *[Interpretation of evidence from Source 4A – L1 &2 – LO1 (AS3); LO2 (AS3); LO3 (AS1&2)]*

AGREE

- From schools and home blacks were taught that the whites are superior
- Political and political power was controlled absolutely by the whites. Therefore whites determined what was learned at school
- Any other relevant response

DISAGREE

- Any relevant response (any 2 x 2) (4)

4.1.5 *[Interpretation and evaluation of evidence from Source 4A – L1 &2 – LO1 (AS1); LO2 (AS2); LO3 (AS2)]*

- SASO was firmly based on Black Consciousness - the essence of which was for black man to elevate his own position by positively looking at those value systems that makes him distinctively a man in society

(1 x 3) (3)

4.2

4.2.1 *[Interpretation of evidence from Source 4B – L1 &2 – LO1 (AS1); LO3 (AS2)]*

- Extraordinary man who at the age of 30 years had already acquired a towering status
- Wisdom
- Humour
- Compassion
- Understanding
- Brilliancy of intellect
- Unselfishness
- Modesty
- Courage

(any 3 x 1) (3)

4.2.2 *[Interpretation of evidence from Source 4B – L1 &2 – LO1 (AS3); LO3 (AS2&3)]*

Candidate may indicate whether they either agree or disagree and support their argument with relevant substantiation.

AGREE

- He was a man of peace
- The government did not understand
- He was determined to fight for his own rights but did not preach war
- Any other relevant response

DISAGREE

- Candidate must substantiate why they disagree with the assessment (2 x 2) (4)

4.2.3 *[Interpretation of evidence from Source 4B – L1 &2 – LO1 (AS1); LO2 (AS2); LO3 (AS2&3)]*

- He was impressed by the strong principles of Biko
- He was impressed by Biko's intellectual ability
- He was impressed by Biko's characteristics as a leader e.g. humour; brilliancy of intellect, etc.
- Any other relevant response

(1 x 3) (3)

4.3 *[Interpretation of evidence from Sources 4B &4A– L1 &2 – LO1 (AS1); LO2 (AS2); LO3 (AS2&3)]*

- Source 4A brings in Biko's humility and his analysis of the root problem in South Africa while Source 4B lists his strong attributes.
- Source 4B also presents Steve Biko as a man of peace who was not understood by the government of the day.

- Any other relevant response (2 x 2) (4)

4.4

4.4.1 *[Interpretation and evaluation of evidence from Source 4C – L1 &2 – LO1 (AS1); LO2 (AS2); LO3 (AS2)]*

- The words portray Biko's dedication to freedom, to justice, and bravery
- Biko's understanding of his people made him a genuine representative of their demands
- He was able to fight the evil system of apartheid instead of being absorbed by the system
- There were still heroes amongs freedom fighters (any 1 x 3) (3)

4.4.2 *[Interpretation of evidence from Sources 4C – L1 &2 – LO1 (AS1); LO3 (AS2&3)]*

Candidate may indicate whether the source is either useful or not useful and support their argument with relevant substantiation.

USEFUL

- It portrays Biko's role in the liberation struggle
- In spite of the difficulties Biko was able to rise above this
- It is a source written by a renowned struggle writer

NOT USEFUL

- Could be biased
- Written by a friend of Biko
- Any other relevant response
-

The following rubric should be used in the marking of the question on the usefulness of the source/s

LEVEL 1	Does not understand or partially understands the term usefulness and does not have the ability to establish the usefulness of the source(s).	0 – 1 marks
LEVEL 2	Understands the term usefulness and is able to establish the usefulness of the source(s) to a certain extent.	2 – 3 marks
LEVEL 3	Understands how and has the ability to establish the usefulness of the source(s). The candidate uses this ability to come to a clear and sound conclusion about the usefulness of the source(s).	4 marks

(4)

4.4.3 *[Interpretation of evidence from Source 3C – L1 &2 – LO1 (AS1); LO3 (AS1&3)]***AGREE WITH GORDIMER**

- Could have been one of the leaders in the new democracy
- His deep knowledge of the country and its people's real needs would have contributed to the country's development (1 x 3) (3)

4.5 *[Interpretation, analysis and synthesis of evidence from all sources -*

L2 – LO1 (AS1); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4]

- Founder of Black Consciousness
- Black Consciousness led to an increase in political activity
- He was able to unite the black people
- He was a militant in standing up for his principles
- Black Consciousness gave people renewed courage to take up the struggle for their freedom
- Any other relevant point

Use the following to allocate a mark:

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

(6)

4.6 EXTENDED WRITING

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

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should either agree or disagree with the statement. In agreeing with the statement candidates should discuss the philosophy of Black Consciousness and show how successful it was in conquering feelings of black inferiority and inculcating black pride. In disagreeing with the statement candidates should substantiate their argument.

MAIN ASPECTS

Introduction: Candidates should discuss how Black Consciousness attempted to address inferiority among black people.

ELABORATION

- Anomalies observed by Steve Biko
- Shifting of black political opinion
- Removal of whites from dominating black affairs
- Programmes of the Black Consciousness
- Elimination of both inferiority and superiority complex

- Activities and programmes of SASO
- Any other relevant point

- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

Use the matrix on page 6 in this document to assess this extended writing

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

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should evaluate the role and influence Biko had in the Black Consciousness movement in South Africa.

MAIN ASPECTS

Introduction: Candidates should assess the role and influence of Biko in the Black Consciousness movement.

ELABORATION

- Biko as the founder of Black Consciousness
- The Role of Black Consciousness
- Principles that Biko stood for
- Formation of SASO
- He was critical of the role of whites
- He taught self - reliance
- He used understanding and knowledge to challenge the status quo
- Succeeded in winning the psychological battle of inferiority
- He elevated the status of blacks in order to restore their human dignity
- Biko's legacy lives on among many black people.
- The threat he posed to the South African government
- Any other relevant response

- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

Use the matrix on page 6 in this document to assess this extended writing [75]

TOTAL MARKS: 150