



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

**HISTORY P1
PREPARATORY EXAMINATION
MEMORANDUM 2008**

MARKS: 150

TIME: 3 hours

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 purposes). 2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purposes). 3. Interpret and evaluate information and data from sources. 4. Engage with sources of information evaluating the usefulness of the sources for the task, including stereotypes, subjectivity and gaps in the evidence available to the learners.
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 with evidence provided and independently accessed. 4. Communicate knowledge and understanding in a variety of ways including discussion (written and oral) debate, creating a piece of historical writing using a variety of genres, research assignments, graphics, oral presentation.

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 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.
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2. EXTENDED WRITING

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

LEVELS OF QUESTIONS
<p><u>Level 1</u></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><u>Level 2</u></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 by 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. This approach discourages learners from preparing "model" answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of extended writing credits learners' opinions supported by evidence. 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 extended writing

1. Keep the synopsis in mind when assessing 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 the 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 matrix

4.1 Use of analytical matrix in the marking of extended writing (refer to page 6)

In the marking of extended writing with reference to page 6 the given criteria shown in the matrix should be used. In assessing the extended writing note should be taken of 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.

4.1.1 The first reading of extended writing 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	

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

C	LEVEL 4	
P	LEVEL 5	

4.1.3 Allocate an overall mark with the use of the matrix.

C	LEVEL 4	18-19
P	LEVEL 5	

4.2 Use of holistic rubric in the marking of extended writing (refer to page 7)

The given rubric which takes into account both content and presentation should be used in the marking of extended writing

C & P	LEVEL 5	18 - 20
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Grade 12 extended writing analytic matrix: Total Marks: 30

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PRESENTATION	Very well planned and structured. Good synthesis of information. Constructed an argument. Well-balanced argument. Sustained and defended the argument throughout.	Well planned and structured. Synthesis of information. Constructed an original argument. Well - balanced, independent argument. Sustained and defended the argument.	Writing structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	Planned and constructed an argument. Evidence used to support. Reached independent conclusion. Conclusion not clearly supported by evidence.	Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	Attempted to structure the answer. Largely descriptive/ some attempt at developing an argument.	Little analysis and historical explanation. No structure.
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							9-10	0-8
Question not answered. Inadequate content. Totally irrelevant.								

Grade 12 Holistic Rubric to assess extended writing (such as report, newspaper article, etc.)

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

2 Elementary 30 - 39% 09 - 11	Uses only one or two sources Unable to identify relevant sources No quotes – or generally irrelevant Makes no effort to consider counter-argument Essay characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression very poor Makes a very poor attempt to take a stand – if at all
1 Not Achieved 0 – 29% 0 - 8	No attempt to focus on the topic Uses no sources Completely irrelevant Answer extremely poor

QUESTION 1 HOW DID BERLIN DEEPEN THE TENSION BETWEEN THE USA AND THE USSR DURING THE COLD WAR?

Study Sources 1A, 1B and 1C.

1.1

1.1.1 [*Interpretation of evidence from Source 1A - L1-LO1 (AS 3)*]

- Trying to cross the wall.
- Defecting 2 x 1 = (2)

1.1.2 [*Interpretation of evidence from Source 1A – L1-LO1 (AS 3)*]

- To prevent people from crossing to West Berlin.
- To curb the influence of Capitalism.
- Any other relevant response. 2 x 1 = (2)

1.1.3 [*Interpretation and evaluation of evidence from Source 1A – L2 & 3-LO1 (AS 3)*]

- Impact of the tension.
- Berlin crisis
- Consequences of the crisis
- Any other relevant response. 3 x 1 = (3)

1.1.4 [*Explanation and evaluation of information Source 1A - L2-LO1 (AS 4)*]

- Economic reasons – poverty
 - unemployment
 - looking for greener pastures
- Political reasons – unhappy with the political system
 - not subscribing to communism
- Any other relevant response 3 x 1 = (3)

1.1.5 [*Interpretation and evaluation of evidence from Source 1A - L3-LO1 (AS 3 & 4)*]

- Indicates the brutality of the wall.
- Shows how they dealt with defectors.
- Indicate how deep were the Berlin crisis.
- Shows the price the victims had to pay.
- Any other relevant response.

2 x 2 = (4)

1.2

1.2.1 [*Interpretation and analysis of information from Source 1B – L2 & 3- LO1 (AS 3)*]

- 1960 – Two hundred thousand people moved from East to West.
- 1962 – Dropped to less than fifty thousand.

2 x 2 = (4)

1.2.2 [*Explanation using Source 1B - L1- LO2 (AS 1 & 2)*]

- In 1953.
- Death of Stalin.
- Assumption of Nikita Khrushchev.

2 x 2 = (4)

1.3

1.3.1 [*Interpretation and evaluation from Source 1C - L1-LO1 (AS 3)*]**Justified**

- Khrushchev wanted to separate East Berlin from West Berlin.
- He want to curb the spread of capitalism.
- Any other relevant response.

Not Justified

- He separated people of the same origin.
- This threatened USA as they anticipated another blockade.
- Any other relevant response.

3 x 1 = (3)

1.3.2 [*Analysis of the information from Source 1C - L2-LO3 (AS 2)*]

- West German was better than East Germany.
- They envied the lifestyle and opportunities of their fellow Germans in the West.
- Any other relevant response.

2 x 2 = (4)

1.3.3 [*Interpretation of evidence from Source 1C - L2 & 3-LO1 (AS 3)*
LO2 (AS 2)]

- They anticipated another Berlin Blockade.
 - They did not expect East Berlin to be cut off from West Berlin.
 - Any other relevant response.
- 2 x 1 = (2)

1.3.4 [*Comparison of evidence from Sources 1B and 1C - L3-LO2 (AS 3)*]

- Both sources talk about East and West Berlin, Source 1B. is based on the number of defectors and the years which are portrayed in a form of a graph and source 1C is based on the building of the Berlin Wall.
- 2 x 2 = (4)

1.3.5 [*Interpretation and evaluation of information from Source 1C - L3-LO1 (AS 3)*]

- To prevent the spread of Capitalism.
- To win the Ideological War.
- Any other relevant response.

2 x 2 = (4)

1.3.6 [*Interpretation, analysis of the information and synthesis of evidence from all sources L2- LO1 (AS 3); LO2 (AS 1, 2 & 3); LO3 (AS 1, 3 & 4)*]

- East Germany used communism.
- West German used capitalism.
- West Berlin had shops packed with luxury goods.
- East German was struggling and had no shops with luxury goods.
- West Berlin suffered from brain drain.
- Talented and skilled workers flocked to West Berlin.
- East Berlin was left unproductive with untalented and unskilled workers.
- Any other relevant response.

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 organized paragraph that shows an understanding of the topic. 	Marks: 4 – 6

(6)

1.4 EXTENDED WRITING**1.4.1** [*Analysis, interpretation and synthesis of evidence from all sources*
L3 - LO1 (AS 3 & 4); LO2 (AS 1, 2 & 3); LO3 (AS 1, 2, 3 & 4)]

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should explain how Berlin became the symbol of the tension and division during the Cold War between USSR and USA.

MAIN ASPECTS

- Introduction: Candidates should state how Berlin increased tension between USSR and USA.
- Elaboration
- Ideological feud (clash) broad outline)
- Division of Germany / Berlin
- Construction of the Berlin Wall.
- Formation of Nato and Warsaw Pact.
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)

OR**1.4.2** [*Interpretation, analysis and synthesis of evidence from all sources*
L3 - L01; (AS 3, 4); LO2 (AS 1, 2 & 3); LO3 (AS 1, 2, 3 & 4)]

Candidates should include the following aspects in their response.

SYNOPSIS

Candidates should be specific and substantiate their response with relevant evidence.

Responses should be focused on how conditions in Berlin affected ordinary people.

MAIN ASPECTS

- Introduction: Candidate should indicate their viewpoint and how they intend supporting it.

ELABORATION

- Focus on Cold War and its consequences.
- How the candidate was affected by the division.
- Impact on the ordinary citizens of Berlin.
- How ordinary people were politically and economically affected.
- Any other relevant response.
- Conclusion: Candidates should tie up the argument by focusing on the impact and elant the way forward.
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)
[75]

QUESTION 2 **HOW DID THE SOCIO-ECONOMIC AND POLITICAL CHALLENGES AFFECT THE STRUGGLE FOR UHURU IN AFRICA IN THE 1960s AND 1970s?**

2.1 Refer to Source 2A.

2.1.1 [*Explanation using Source 2A - L1-LO2 (AS 1)*]

- A
- Ruler with unrestricted authority.
 - Head of state with Supreme authority in Socio economic and political spheres.
 - Ruler possessing absolute powers i.e. legislature, executive and judicial powers.
 - And other relevant answers. 2 x 1 = (2)
- B
- A sovereign (ruler) of an empire.
 - A sovereign (ruler) of high rank than a king.
 - Any other relevant answer. 2 x 1 = (2)

2.1.2 [*Analysis of information from source 2A. L2 - LO1 (AS 3); LO2 (AS 1)*]

- Chief of staff of Central African Republic who ousted president David Dacko in a bloodless coup in 1965.
- Became the emperor and dictator of central African Republic who was notorious for his horrendous human rights atrocities.
- Head of state well known for plundering his countries wealth, his personal greed and his tactics to eliminate all opposition.
- Declared himself president in 1972.
- Crowned himself emperor in an extravagant coronation funded by France in exchange of uranium. Any 2 x 2 = (4)

2.1.3 [*Interpretation and evaluation of evidence from Source 2A - L2 & 3 - LO1 (AS 3 & 4); LO3 (AS 1 & 2)*]

- Accurate
- Dictatorship enabled some African leaders to accumulate wealth.
- Money was wasted on grandiose projects that did not benefit ordinary people.
- Some African leaders acted in the interest of former colonial powers [were proxies and surrogates].
- Any other relevant answer. 2 x 2 = (4)

2.1.4 [*Interpretation and evaluation of evidence from Source 2A - L3 - LO1 (AS 3); LO3 (AS 2)*]

- France gave financial support to Jean Bokassa.
 - France did not condemn the expensive life style of Jean Bokassa.
 - Any other relevant response
- 2 x 2 = (4)

2.2

2.2.1 [*Interpretation of evidence from Source 2A - L3 - LO1 (AS 3)*]

- To alleviate poverty in struggling countries.
 - To fund countries.
 - Any other relevant response.
- 2 x 2 = (4)

2.2.2 [*Interpretation and evaluation of information from the source L3 - LO1 (AS 3, 4)*]

- The army.
 - The IMF and World Bank NATO.
 - The group of people (class) in power.
- 3 x 1 = (3)

2.2.3 [*Synthesis of information to construct an original argument L3 - LO1 (AS 3); LO3 (AS 2)*]

- Lack of financial resources to fund the development projects.
 - Failure to pay for imports throughout the 1960's and 1970's.
 - Corruption and inefficiency.
- 2 x 2 = (4)

2.2.4 [*Interpretation and analysis of information from the source L2 - LO1 (AS 3); LO3 (AS 2)*]

- There are economic crisis in Africa.
 - There is corruption and mismanagement of funds.
 - Corrupt leaders stay in power by making use of the army.
 - IMF and World Bank are in control of Africa.
 - And other relevant answers.
- Any 2 x 1 = (2)

2.3 Refer to Source 2C.

2.3.1 [*Interpretation of evidence from the source* L1 – LO1 (AS 1)]

- Gold coast 2 x 1 = (2)

2.3.2 [*Interpretation, evaluation and synthesis of information from Source 2C - L3 - LO1 (AS 3); LO3 (AS 1, 2)*]

- There is evidence in the source that foreign rule was imposed on Africans.
- There is evidence that Africa's resources were looted by colonial powers.
- There is starvation, diseases and non-provision of essential services.
- Any other relevant response. 2 x 2 = (4)

2.3.3 [*Interpretation and evaluation of information from the source. L3 - LO1 (AS 3, 4); LO2 (AS 2)*]

- The colonial masters looted African resources.
- The promise of independence by the colonial powers had not been fulfilled.
- Any other relevant answer. 2 x 2 = (4)

2.3.4 [*Interpretation, analysis and synthesis of evidence from all sources L2 – LO1 (AS 3 & 4); LO2 (AS 1, 2 & 3); LO3 (AS 1, 2, 3 & 4)*]

- Africa has become more desolate.
- There is non provision of essential services.
- The looting of Africa's resources by colonial masters with disrespect and disdain. (6)

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 organized paragraph that shows an understanding of the topic. 	Marks: 4 – 6

2.4 EXTENDED WRITING**2.4.1** [*Interpretation, analysis and synthesis of evidence from all sources*
L1 – 3 - LO1 (AS 3 & 4); LO2 (AS 1, 2 & 3); LO3 (AS 1, 2, 3 & 4)]

The candidates include the following aspects in their response:

SYNOPSIS

Candidates should discuss the political and social constraints that African states faced since independence.

MAIN ASPECTS

- Introduction: Candidates should focus on how the political and social factors hindered growth and development in newly independent African states.

ELABORATION

- Western political system
- One party rule
- Military dictatorship
- Ethnic rivalries
- Civil wars
- Regionalism
- Poor education system
- Poor health services
- Diseases and malnutrition
- Lack of skill and personnel / officials
- Any other relevant response
- Conclusion: Candidates should tie up their argument. (30)

OR

2.4.2 [*Interpretation, analysis and synthesis of evidence from all sources*
L1 - 3; LO1 (AS 1 & 2); LO2 (AS 1, 2 & 3); LO3 (AS 1, 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 how the countries particularly the Western World contributed to underdevelopment in independent African states. In disagreeing with the statement candidates should substantiate their argument.

MAIN ASPECTS

Introduction: Candidates should discuss how former colonial powers dictated terms on Africa's economic growth and development since the 1960's.

ELABORATION

- Cash crops
- Lack of capital
- Neo-colonialism
- Massive debts
- Structural adjustment programme
- Single product economy
- Civil wars
- Any other relevant response
- Conclusion: Candidate should tie up their argument with a relevant conclusion.

(30)
[75]

QUESTION 3 **WHAT INFLUENCE DID MARTIN LUTHER KING JR AND
MALCOLM X HAVE ON CIVIL SOCIETY PROTEST
MOVEMENT IN THE USA IN THE 1960s?**

3.1

3.1.1 [*Interpretation of evidence from Source 3A - L1 – LO1 (AS 3);
LO2 (AS 2); LO3 (AS 2)*]

- Peaceful protest. 2 x 1 = (2)

3.1.2 [*Explanation using Source 3A - L1 - LO2 (AS 1)*]

- Right to vote.
- Right to freedom of expression.
- Right of freedom of association. 2 x 2 = (4)

3.1.3 [*Interpretation and evaluation of evidence from Source 3A -
L1 & 2 - LO1 (AS 3); LO3 (AS 2)*]

- It means as much as they fight for freedom, they should not respond violently to repression.
- Any other relevant information. 2 x 2 = (4)

3.1.4 [*Explanation of Source 3A - L1 & 2 - LO1 (AS 3); LO2 (AS 3);
LO3 (AS 2)*]

Appropriate

- His approach avoided violence.
- He was constructive.
- His approach was accepted by both sides in confrontation blacks and whites.
- Any other relevant answer.

Inappropriate

- His approach was moderate while the oppressed continued to suffer.
- Martin Luther did not put much pressure on the system.
- His approach appealed to the middle class urban black Americans not the majority who lived in the ghettos. Any 2 x 2 = (4)

3.2

3.2.1 [*Interpretation of evidence from Source 3B* - L2 - LO1 (AS. 3);
LO3 (AS 2)]

- It confirms that the protest took place.
- Both the Ku Klux Klan and white citizens council were violent organizations.
- Both Ku Klux Klan and white citizens council used violent means to attack Civil Rights protesters.
- Any other relevant response.
- Can be retrieved from archives.
- Can study from the source.

3 x 1 = (3)

3.2.2 [*Interpretation of evidence from Source 3B* - L2 - LO1 (AS 3);
LO2 (AS 2)]

- If they make Ku Klux Klan non-violent, I will be non-violent.
 - If they make white citizens council non-violent, I will be non-violent.
- (Speech by Malcom X to students from Mississippi in 1964)

2 x 1 = (2)

3.2.3 [*Comparison of evidence from sources 3A & 3B* – L1, 2 & 3 –
LO1 (AS. 3); LO2 (AS 3)]

Malcolm X's approach:

- The only way the USA could be forced to implement the Constitutional rights of black is through radicalism.
- His approach put more pressure on the system.

Martin Luther King's approach:

- Violence is not the correct way to solve problems.
- Violence is destructive.
- Exposing followers to dangerous situations was unacceptable.

2 x 2 = (4)

3.2.4 [*Explanation* - L1 & 2 - LO2 (AS 2 & 3)]**Justified**

- Ku Klux Klan was a violent anti-black organization.
- Ku Klux Klan perpetrators of violence without fear of being arrested.

Not justified

- One cannot condone violence.
- Instigating people to use violence.
- Any other relevant answer.

2 x 2 = (4)

3.3

3.3.1 [*Interpretation and evaluation of information from the source*
L3 - LO1 (AS. 3)]

- Organized protest and demonstrations where students would occupy a particular public place that they were not allowed to and refuse to move.
- Any other relevant response. 2 x 2 = (4)

3.3.2 [*Interpretation of evidence from Source 3B - L2 - LO1 (AS 3); LO2 (AS 2)*]

- Public places were desegregated.
- Protesters show determination and unity.
- And other relevant responses. 2 x 2 = (4)

3.3.3 [*Interpretation and evaluation of evidence from Source 3B -*
L2 & 3 - LO1 (AS 3); LO3 (AS 2)]

- There is visual evidence of people engaging in a sit in.
- It is indicated in the source that protesters are African students.
- And other relevant answers. 2 x 2 = (4)

3.4 [*Interpretation, analysis and synthesis of evidence from sources -*
L3 – LO1 (AS 3); LO2 (AS 1); LO3 (AS 2)]

- Great march to Washington DC.
- Martin Luther was the leader of the march.
- Made a famous speech “I have a dream”
- The march was against segregation.
- The march was about human rights.
- The march drew the attention of the world. (6)

Use the following to allocate marks:

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 organized paragraph that shows an understanding of the topic. 	Marks: 4 – 6

3.5 EXTENDED WRITING**3.5.1** [*Interpretation, analysis and synthesis of evidence from all sources*
L1 – 2- LO1 (AS 3 & 4); LO2 (AS 1, 2 & 3); LO3 (AS 1, 2, 3 & 4)]

Candidates should include the following aspects in their response.

SYNOPSIS

Candidates should explain the forms of civil rights protests and the extent to which they shook the political situation in the United States of America.

MAIN ASPECTS

Introduction: Candidates should focus on the forms of civil rights protest.

ELABORATION

- Legal route / challenge to segregation and racism.
 - Boycott
 - Sit-ins
 - Freedom rides
 - Mass marches
 - Riots
 - Picketing
 - Voter registration
 - Black Panther and their role of Malcolm X
 - Back to Africa movement/evaluate failures and successes.
- Conclusion: candidates should tie up their argument by making a critical evaluation of protests. (30)

OR

3.5.2 [*Explanation, analysis, synthesis and Interpretation*]
L1 – 2 - LO1 (AS. 3); LO2 (AS 1 & 2); LO3 (AS 2, 3 & 4)]

Candidates should include the following aspects in their response.

SYNOPSIS

Candidates should explain the role and impact of Martin Luther King's speech and response of other civil rights movements and the government of USA.

MAIN ASPECTS

Introduction: Candidates should focus on the content and message entailed in the speech.

ELABORATION

- Hope for Peaceful America.
 - Against segregation and racism.
 - For equality.
 - Strive for Constitutional reforms.
 - Unity of races.
 - USA government responses constructively.
 - Allowed legal routes to solve the problems
 - Other civil rights movements were unhappy with the approach.
 - They favoured radicalism
 - Black Panther.
- Conclusion: Candidates should tie up their argument by drawing an independent conclusion.

(30)
[75]

QUESTION 4 **WHAT WAS STEVE BIKO AND BLACK CONSCIOUSNESS
MOVEMENT CONTRIBUTION TO THE LIBERATION
STRUGGLE IN SOUTH AFRICA IN THE 1970s?**

4.1 Refer to Source 4A.

4.1.1 [*Explanation* - L1 - LO2 (AS 1); LO3 (AS 2)]

- a.
- Philosophy that instilled pride and dignity in the black man
 - Philosophy that empowered blacks mentally.
 - Philosophy which sought to free the minds of black people
- 1 x 2 = (2)
- b.
- Freedom
 - Equality
 - Independence
 - Uhuru
 - any other relevant response
- 1 x 2 = (2)

4.1.2 [*Interpretation and analysis of information from Source 4A* - L2 – LO1 (AS 3)]

- To receive the acknowledgement of a black man.
 - To rebuild blacks lost personality.
 - To go back to his roots.
 - Any other relevant answer.
- 2 x 1 = (2)

4.1.3 [*Interpretation and evaluation from the source* - L3 - LO1 (AS 3)]

- Completely defeated.
 - Slave.
 - Accepted oppression.
 - Has lost his personality.
 - Any other relevant response.
- 2 x 1 = (2)

4.1.4 [*Interpretation and evaluation of evidence from Source 4A* - L1 & 2 - LO1 (AS 3); LO2 (AS 3); LO3 (AS 3)]

- its for a black to stand for himself.
 - Its to rebuild his dented personality.
 - Its to stand on his toes and defend himself.
 - Its to wake up and look the other way.
- 2 x 2 = (4)

4.2

4.2.1 [Interpretation and evaluation of evidence from Source 4B – L2 – LO1 (AS 3 & 4); LO3 (AS 2 & 3)]

- South African Student Organisation
- Distracting of fight against apartheid.
- Promotion racial exclusiveness.

2 x 1 = (2)

4.2.2 [*Interpretation and evaluation of evidence from Source 4B - L1 & 2 – LO1 (AS 3); LO2 (AS 3); LO3 (AS 2)]*

- To set people apart / separate people.
- Divide and rule.
- Promote racism

2 x 2 = (4)

4.2.3 [*Interpretation of evidence from the source – L2 & 3 – LO1 (AS 3); LO2 (AS 3); LO3 (AS 2)]*

- Blacks to be inferior.
- It removed confidence
- overcrowding
- labour

(Any two)

2 x 2 = (4)

4.2.4 [*Explanation from Source 4B – L1 & 2 - LO1 (AS 3); LO2 (AS 3); LO3 (AS 2 & 3)]*

- Record of events.
- Source for further research.
- It can prove that events did happen.

2 x 2 = (4)

4.3 Study Source 4C

[*Interpretation of evidence from Source 4C - L1 & 2 – LO1 (AS 3); LO3 (AS 2 & 3)*]

4.3.1

- Against the state and encouraging people to revolt against the state.
- They fought for freedom.
- There was no freedom of speech.
- Oppression of black people.
- They had an awakening idea against ruling party.
- Any other relevant answer. 2 x 1 = (2)

4.3.2 [*Interpretation of evidence from the source – L1 & 2 - LO1 (AS 3); LO3 (AS 2)*]

- It is useful in that the chains on his hands resembles hardship that hindered him freedom of choice.
- Handcuffing alone indicates infringement of freedom, therefore he is trying to break them.
- Any relevant response. 1 x 3 = (3)

4.3.3 [*Interpretation of evidence from Source 4C - L2 & 3 – LO1 (AS 3); LO2 (AS 3); LO3 (AS 2)*]

- The then S.A. government responded negatively.
- Biko was detained.
- Biko died on the hands of rulers policemen.
- Biko tortured to his death.
- Any other relevant thought. 2 x 2 = (4)

4.3.4 [*Interpretation of evidence from the source - L2 - LO1 (AS 3); LO3 (AS 2)*]

- Indicates how conditions were in the 1970's.
- Gives a better understanding of how Biko was tortured.
- Makes it simple for a historian to compare past and present governments policies and principles.
- Gives a researcher a basis on his research about events that led to Soweto riots.
- Any other relevant response. (Any one) 2 x 2 = (4)

4.3.5 [*Interpretation, analysis and synthesis of evidence from Sources*
L3 - LO2 (AS 1); LO3 (AS 2)]

- Detained
- Imprisoned
- Tortured
- Beaten
- Died in 1977.

Use the following to allocate marks:

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 organized paragraph that shows an understanding of the topic. 	Marks: 4 – 6

(6)

4.5 **EXTENDED WRITING**

4.5.1 [*Explanation, analysis, synthesis and interpretation*
L1 – 2 - LO1 (AS 3); LO2 (AS 1 & 2); LO3 (AS 2, 3 & 4)]

Candidates should include the following aspects in their response.

SYNOPSIS

Candidates should discuss the role and influence of Black Consciousness Movement.

MAIN ASPECTS

Introduction: Candidates should discuss how the Black Consciousness Movement contributed to the liberation struggle in South Africa.

ELABORATION

- Birth of new organization determine to promote black liberation e.g. Azapo, Cosas, BCMA.
- Provoked blacks to fight for their rights.
- Provoked blacks to compel white government to recognize black existence.
- Growth of S.A. student movement (SASM)
- Served as stepping stone in the changes of education policy (use of Afrikaans).
- Made students to be radicals, fight for revolution.
- Affirmation of black identity.
- Aggravated the fight for human dignity.
- Influence on schools and tertiary institution Hector Peterson's death

- Conclusion: Candidates should tie up their argument by citing the gains acquired in the liberation of South Africa. (30)

OR

4.5.2 [*Interpretation, analysis and synthesis of evidence from all sources - L1 – 3 - LO2 (AS 2, 3); LO3 (AS 1, 2, 3 & 4)*]

Candidates should include the following aspects in their response.

SYNOPSIS

Candidates should take a specific stance and support the line of argument with relevant substantiation. Responses should focus on the contribution of B.C.M to restore dignity and self reliance that helped South African to achieve liberation.

ELABORATION

- Revival of blacks more especially youth.
- Restore black awareness.
- Promoted spirit of self reliance.
- Soweto riot and Biko's death inspired new generation.
- In post apartheid S.A. many B.C.M leaders occupied top positions in government and
- SASO members became highly influential in the post apartheid SA government.
- Soweto uprising – turning point in SA history.
- Ability to confront white South Africa.
- Conclusion: Candidates should tie up their argument with the relevant conclusion.

(30)
[75]

TOTAL MARKS: 150