



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 11

HISTORY P2

EXEMPLAR 2007

This memorandum consists of 16 pages.

1. SOURCE-BASED QUESTIONS

| MARKING SOURCE-BASED QUESTIONS | |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| • | 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 italics. |

| 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 • Use historical concepts to structure information about a period or issue |
| LEVEL 3 (L 3) | <ul style="list-style-type: none"> • Analyse the socio-economic and political power relations operating in societies • Explain the various interpretations and perspectives of historical events and why people in a particular historical context acted as they did • Handle and draw conclusions from quantitative data |

2. 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 ESSAY MARKING GUIDELINES
- IN ASSESSING THE OPEN ENDED SOURCE-BASED QUESTIONS CANDIDATES SHOULD BE GIVEN CREDIT FOR ANY OTHER RELEVANT RESPONSE

Global assessment of essays

The essays 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 essay 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 essay

1. Keep the synopsis in mind when assessing the essay.
2. During the first reading of the essay 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
- analysis
- interpretation

R**A**✓**1**✓

4. The first reading of an essay 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 3 | |
| | | |

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

| | | |
|---|---------|--|
| C | LEVEL 3 | |
| P | LEVEL 1 | |

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

| | | |
|---|---------|----|
| C | LEVEL 3 | B+ |
| P | LEVEL 1 | 39 |

The matrix

The criteria according to which the essay will be assessed are organised within a matrix and the matrix will be used to allocate a symbol to an essay. Both the content and presentation axes are divided into eight competency levels. Each with criteria that will be used to assess an essay. (See below)

Grade 11 extended writing matrix

| | LEVEL 7 Very well planned and structured. Good synthesis of information Constructed an argument Very good use of evidence to support the argument | LEVEL 6 Well planned and structured Synthesis of information Constructed an argument Evidence used to support the argument | LEVEL 5 Writing structured. Constructed an argument Evidence used to support argument | LEVEL 4 Clear attempt to construct an argument Evidence used to a large extent to support the argument | LEVEL 3 Some attempt to organise the information into an argument Evidence not well used in supporting the argument. | LEVEL 2 Largely descriptive/ with little some attempt to develop an argument. | LEVEL 1 Answer not at all well structured. |
|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------|
| 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. Significant irrelevance | | | | | | 9-10 | 0-8 |

QUESTION 1: WHAT IMPACT DID EUGENICS HAVE ON PSEUDO-SCIENTIFIC RACISM?1.1.1 *[Definition of concept – L1 - LO2; AS1]*

- Eugenics is the science which deals with all influences that improve and develop the inborn quality of race (1 x 2)
- (2)

1.1.2 *[Interpretation of evidence -- L3 – LO3; AS3]*

- No – It discriminates on the basis of race and it interferes with the natural process (2 x 2)
- (4)

1.1.3 *[Interpretation of evidence -- L3 – LO1; AS3]*

- The aim is to represent each class or sect by its best specimens causing them to contribute more than their proportions to the next generations (1 x 2)
- (2)

1.1.4 *[Evaluation of evidence – L2 – LO3; AS1]*

Agree

- It is better to be healthy than sick, vigorous than weak, well fitted than ill fitted

Disagree

- The natural process does not need any aid to sustain a human being (2 x 2)
- (4)

1.2.1 *[Interpretation of evidence in Source 1B – L3 – LO1; AS3]*

- The illustration shows that Eugenics encompasses all human needs
 - Eugenics is the source of every aspect of human life (2 x 2)
- (4)

1.2.2 *[Evaluation of evidence – L2 – LO1; AS4]*

Accurate

- If the aim of eugenics is to assert control of human life then the tree provides both shade and food (2 x 2)
- (4)

1.2.3 *[Evaluation of evidence – L2 – LO1; AS4]*

- Yes, by interfering with the natural process they would be able to create a better and harmonious society as they would know the outcome of the birth of a child
 - It is better to be healthy than sick, vigorous than weak, well fitted than ill fitted for their health life as this will increase productivity and efficiency (2 x 3)
- (6)

1.2.4 *[Interpretation of evidence -- L3 – LO3; AS1&3]*

- Enraged
- Angered

- Feel victimised as they would be outcasts (any
2 x 2) (4)

1.3 *[Comparing evidence in Sources 1A and 1B – L3 – LO3; AS1]*

- Both sources propagate the creation of a master/super race
- Both sources support the theory of eugenics (2 x 2)
(4)

1.4.1 *[Use evidence to formulate an argument from Source 1D – L3 – LO3; AS1/3]*

- Hitler used many of the eugenic ideas in his laws dealing with race. He wrote about his beliefs about the purity of race and the hierarchy of race in the Mein Kampf (1 x 2)
(2)

1.4.2 *[Interpretation of evidence from Source 1D – L3 – LO3; AS1/3]*

- Eugenic movement was beneficial in terms of keeping people of the same race together and monitoring their separate growth through saving better and strong specimens
- OR
- Eugenic movement was harmful in fighting against nature in terms of mixing different races and cross cultural and natural relationships (2 x 2)
(4)

1.5 *[Comparing evidence in Sources 1A and 1C – L3 – LO3; AS1/2]*

- Eugenics co-operates with the workings of nature by ensuring that the fittest races shall represent humanity. Hitler was using this in attempts to implement his policy of super race. Hitler was fast tracking what nature does slowly by speeding up the improvement of stocks of the highest order.

1.6 **EXTENDED WRITING**

1.6.1 *[Analysis, synthesis and the ability to construct a coherent argument based on evidence – L3 – LO3; AS1,2, 3 &4]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should demonstrate how Eugenics contributed to Hitler's ideology of 'Herrenvolk'. Relevant examples should be used to highlight their arguments.

MAIN ASPECTS

- Introduction: Candidates should focus on contributions by eugenics to Hitler's ideology.

ELABORATION

- Promotion of the concept of master race “Aryan”
- Encouraging German women to give birth to more babies
- ‘Volksgemeinschaft’ (Unity of German people) working for the nation
- Compulsory sterilisation of mentally ill, dangerous habitual criminals.
- Legalised mass murder
- Gassing in Euthanasia campaign
- Policy of systematic persecution
- Policy of Genocide
- Any other relevant point
- Conclusion: Candidates should tie up their argument by focusing on the contribution made by the Eugenics to Hitler’s ideology

(30)

OR

1.6.2 *[Interpretation, analysis and synthesis of evidence from all sources- L3 – LO3; AS2,3 & 4]*

Candidates should include the following aspects in their response:

- Tree symbolises the source of human development
- Encouraging German women to give birth to more babies
- Promoting biological engineering encouraging ‘superior’ elements of society.
- Aryan race is the founder of all higher humanity
- Safeguarding of the existence and reproduction of purity of blood
- Freedom and independence of fatherland
- Policy of Genocide
- Any other relevant point

Use the following holistic rubric to allocate a mark.

| | | |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| LEVEL 3 | <ul style="list-style-type: none"> • The information selected from the sources is relevant • Information is coherent and is presented in a logical and structured manner • Discussion is well planned and constructed • Discussion is based on the evidence from all the sources provided • Conclusion is well structured based on the evidence from the sources | Marks: 21 – 30 |
| LEVEL 2 | <ul style="list-style-type: none"> • Some of the evidence from the sources is used • Discussion contains some structure • Discussion has evidence of some evidence of coherency and logical flow • Evidence extracted relates to some extent to the question • Can draw a conclusion from the sources given | Marks: 10 – 20 |
| LEVEL 1 | <ul style="list-style-type: none"> • Has not been able to select and use the information from the sources • Discussion lacks a clear plan and lacks coherency • Uses information in a very basic or elementary manner to construct an argument • Lacks a conclusion | Marks: 0 – 9 |

(30)

[75]

QUESTION 2: HOW DID AFRICAN COUNTRIES GAIN THEIR INDEPENDENCE FROM COLONIAL RULE?**2.1.1** *[Analysis of evidence from Source 2A – L1 – LO1; AS3]*

- Whether to release Nkrumah from prison or not
- The impact of Kwame Nkrumah on Ghana's election process
- Nkrumah was viewed as a threat to Britain's constitutional reform process

(any 2 x 2)

(4)

2.1.2 *[Evaluate evidence from Source 2A – L3 – LO1; AS3/4]*

- Nkrumah challenged British colonial rule
- Nkrumah organised several civil disobedient actions against the British
- Nkrumah provided a socialist political framework for after she gained independence
- Nkrumah was a confident, well spoken and radical leader who wanted a speedy end to British colonial rule

(2 x 2)

(4)

2.1.3 *[Extraction of evidence in Source 2A – L3 – LO1; AS2]*

- To participate in the up-coming election
- To organise and plan more effectively for the up-coming elections
- The political party became a legitimate organisation with a set of rules, principles and manifesto – these were the pre-requisites for a political party to fight a successful election campaign

(2 x 2)

(4)

2.1.4 *[Interpretation of evidence in Source 2A – L2 – LO3; AS1]*

- Incited them to end British colonial rule
- To fight for an independent Ghana
- After Ghana won her freedom then socio/political/economic emancipation will follow

(2 x 2)

(4)

2.1.5 *[Extrapolation of evidence from Source 2A – L1 – LO1; AS4]*

- Use the constitutional reform process
- Britain wanted to co-opt leaders like Danquah and wanted him to win the election so that they could influence the decision making process in Ghana
- This meant that Ghana will be indirectly ruled by Britain

(any 2 x 2)

(4)

2.1.6 *[Evaluation of evidence from Source 2A – L2 – LO3; AS1/2]*

- (a) Nkrumah was delighted/excited/ happy with the election results
Nkrumah realised that he would lead Ghana after the election victory

(1 x 2)

(2)

- (b) Arden-Clarke was concerned that Nkrumah's party won the election
Arden-Clarke had to decide whether to release Nkrumah to participate in Ghana's newly elected govt.

(1 x 2)

(2)

2.1.7 *[Interpretation of evidence from Source 2B – L3 – LO3; AS2/3]*

- It played a significant role in contributing to Ghana's independence
 - African nationalism influenced the thinking of Nkrumah and therefore they demanded independence from British rule
- (2 x 2) (4)

2.2.1 *[Explanation of concepts 2B – L2 – LO2; AS1]*

- (a) 'Winds of change' – colonial rule in Africa was coming to end
This change was going to bring about a transformation in the governance of post-independent African countries
- (any 1 x 2) (2)

- (b) Black nationalism – Africans desired their independence and therefore wanted to be ruled by African leaders
The impact of black nationalism will impact on other African countries that desired independence from colonial rule
- (any 1 x 2) (2)

2.2.2 *[Interpretation of evidence from Source 2B – L3 – LO1; AS1/3]*

- The cartoonist is accurate in depicting events in Africa during the 1960s
 - Most African counties received their independence e.g. Congo, while others like Zimbabwe (Rhodesia) and South Africa were fighting for their independence and freedom from colonial rule
- (2 x 2) (4)

2.2.3 *[Interpretation of evidence from Source 2B – L3 – LO3; AS2/3]*

- South Africa was being ruled a white minority regime
 - 'Private Keep out' – apartheid regime was not prepared to entertain outside interference in South Africa's affairs
- (2 x 2) (4)

2.3 *[Interpretation of evidence from Source 2B – L3 – LO3; AS1/2]*

- Sources 2A and 2B are useful but contains limited information
 - More relevant sources are needed to get a better understanding of the factors that led to African countries obtaining their independence.
 - For a historian to obtain an objective and more in-depth picture more relevant and detailed sources are needed
 - Any other relevant point to support an argument
- (5)

2.4 EXTENDED WRITING

2.4.1 *[Analysis, synthesis and the ability to construct a coherent argument based on evidence – L3 – LO3; AS2,3 & 4]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should discuss the various internal and external factors that were responsible for African states gaining their independence from colonial rule

MAIN ASPECTS

Introduction : Candidates should state the various factors that were responsible for African countries gaining their independence

ELABORATION

Focus on the role of external factors such as:

- The impact of the Second World War
- Encouraged by the UN's Declaration of the Rights of Man
- Independence movements in Asia e.g. India
- Pan - African congresses held in Manchester which paved the way for the independence of African states
- Ideas of democracy flourished among Africans who returned from WWII
- Growth of political parties

Focus on the role of internal factors such as:

- Colonial rule exposed Africans to western values, political and economic systems
- With education a new group of African educated elites began to emerge
- They demanded greater access to freedom and equality
- The role and impact of mission education
- Ideas of Pan - Africanism began to flourish
- Any other relevant point

Conclusion: Candidates should tie up their argument by highlighting the various factors that contributed to African states obtaining their independence.

(30)

Use the matrix on page 5 in this document to assess this essay

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

L3 – LO3; AS2,3 & 4]

In writing the report the candidate should focus on the following points:

- Nkrumah played a significant role
- Fought against British colonial rule
- Demanded 'self government now'
- Mobilised civil society against colonial rule
- Fought for freedom
- Established a political party to challenge colonial rule
- Imprisoned for his actions
- Won the first election in Ghana
- Any other relevant point

Use the following holistic rubric to allocate a mark.

| | | |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| LEVEL 3 | <ul style="list-style-type: none"> • The information selected from the sources is relevant • Information is coherent and is presented in a logical and structured manner • Discussion is well planned and constructed • Discussion is based on the evidence from all the sources provided • Conclusion is well structured based on the evidence from the sources | Marks: 21 – 30 |
| LEVEL 2 | <ul style="list-style-type: none"> • Some of the evidence from the sources is used • Discussion contains some structure • Discussion has evidence of some evidence of coherency and logical flow • Evidence extracted relates to some extent to the question • Can draw a conclusion from the sources given | Marks: 11 – 20 |
| LEVEL 1 | <ul style="list-style-type: none"> • Has not been able to select and use the information from the sources • Discussion lacks a clear plan and lacks coherency • Uses information in a very basic or elementary manner to construct an argument • Lacks a conclusion | Marks: 0 – 10 |

(30)
[50]

QUESTION 3: WHY DID THE FREEDOM CHARTER BECOME A DOCUMENT FOR THE PEOPLE'S STRUGGLE AGAINST APARTHEID?**3.1.1** *[Definition of concept – L1 - LO2; AS1]*

- Policy of separation of races
 - Any other relevant response (any 1 x 2)
- (2)

3.1.2 *[Extract relevant information from source – L1 – LO1; AS1]*

- Land
 - Schooling
 - Taxes
 - Food
 - Freedom
 - Better working conditions
 - Better facilities for miners (any 1 x 3)
- (3)

3.1.3 *[Interpretation of evidence – L2 – LO3; AS2/3]*

- The majority of the people lived were squeezed into a small proportion of the land
- The South African government set aside a small proportion of land for the majority
- Any other relevant response (2 x 1) (2)

3.2.1 *[Definition of concept – L1 - LO2; AS1]*

- Decision
 - Motion
 - Ruling
 - Declaration
 - Decree (any 1 x 2)
- (2)

3.2.2 *[Deduction of evidence – L3 – LO3; AS2]*

- ALL people were able to submit demands
 - People from all works of life submitted their demands (2 x 2)
- (4)

3.2.3 *[Interpretation of evidence – L2 – LO2; AS2]*

- People were not used to expressing themselves openly
 - Demands varied
 - Any other relevant response (2 x 2)
- (4)

3.2.4 *[Judge usefulness of evidence - L2 – LO3; AS4]*

Useful

- All people were involved in submitting their demands
- Demand varied according to the needs of people
- Demands came from far and wide

Not useful

- Bias
 - This is an account from one person who may have been supporting the drawing up of the Freedom Charter (2 x 2)
- (4)

3.3 *[Comparing evidence in Sources 3A and 3D – L3 – LO2; AS3]*

- The demands made in Source 3A are depicted in the placards being carried by the delegation – Source 3D
 - Source 3A – Freedom; education
 - Source 3D – depicts these demands (2 x 2)
- (4)

3.4.1 *[Engage with evidence from Sources – L2 – LO1; AS4]*

The candidate could choose either Sources 3D or 3E or both provided they substantiate their choice

- Sources depict the gathering of people
 - Sources depict different racial groups
 - Source 3D depicts the demands of the people
 - Any other relevant response (2 x 2)
- (4)

3.4.2 *[Engage with evidence from Sources 3D and 3E – L2 – LO3; AS2]*

- Source 3D depict people who are vociferous and determined – carrying their placards
- Source 3E depict people patiently waiting to be addressed by their leaders
- Difference – both photographs may have been taken by different photographers (2 x 2) (4)

3.5.1 *[Interpretation of evidence – L2 – LO3; AS3]*

- Pan Africanist wanted Africa for Africans
 - They did not want to have equal rights with other races (2 x 2)
- (4)

3.5.2 *[Interpretation of evidence – L2 – LO3; AS3]*

- It meant that the National Party would have to surrender power
 - It meant that the National Party would have to share certain basic rights
 - Any other relevant response (2 x 2)
- (4)

3.5.3 *[Evaluation of evidence – L2 – LO1; AS4]*

Agree

- Everyone has the right to basic education
- This is enshrined in the constitution

OR

Disagree

- Totally against democracy (2 x 1)
- (2)

3.6.1 *[Engage with evidence from Sources 3A and 3C – L2 – LO1; AS4]*

- All the grievances mentioned in Source 3A are addressed in Source 3C
e.g. The land shall be shared; The doors of learning shall be opened;
There shall be work; etc

(1 x 2) (2)

3.6.2 *[Engage with evidence from Sources 3B and 3C – L2 – LO1; AS4]*

- The People shall govern

(1 x 2) (2)

(45)

3.7 **EXTENDED WRITING**3.7.1 *[Interpretation, Analysis and Synthesis – L3 – LO3; AS2, 3 & 4]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should discuss how the Freedom Charter challenged the injustices of apartheid. In answering the question, candidates must explain what injustices of apartheid the Freedom Charter was addressing.

MAIN ASPECTS

line

Introduction: Candidates should take a line of argument and substantiate their of argument.

ELABORATION

- Meeting at Kliptown and the drawing up of the Freedom Charter
- Demands made by the people – show how these challenged apartheid
 - The People Shall Govern
 - All National Groups Shall Have Equal Rights
 - The People Shall Share in the Country's Wealth
 - The Land Shall Be Shared among Those Who Work It
 - All Shall Be Equal before the Law
 - All Shall Enjoy Human Rights
 - There Shall Be Work and Security
 - The Doors of Learning and Culture Shall Be Opened
 - There Shall Be Houses, Security and Comfort
 - There Shall Be Peace and Friendship
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

Use the matrix on page 5 in this document to assess this essay

3.7.2 *[Interpretation, Analysis and Synthesis – L3 – LO3; AS2, 3 & 4]*

The candidate should include the following points in their response.

- Meeting at Kliptown and the drawing up of the Freedom Charter
- Demands made by the people – show how these demands that appear in the Freedom Charter were used in the fight against apartheid
 - The People Shall Govern
 - All National Groups Shall Have Equal Rights
 - The People Shall Share in the Country's Wealth
 - The Land Shall Be Shared among Those Who Work It
 - All Shall Be Equal before the Law
 - All Shall Enjoy Human Rights
 - There Shall Be Work and Security
 - The Doors of Learning and Culture Shall Be Opened
 - There Shall Be Houses, Security and Comfort
 - There Shall Be Peace and Friendship

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(30)

[75]