



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

**HISTORY P1
ADDITIONAL EXEMPLAR 2008
MEMORANDUM**

MARKS: 150

This memorandum consists of 23 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)	<ol style="list-style-type: none">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)	<ol style="list-style-type: none">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)	<ol style="list-style-type: none">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
<u>Level 1</u> <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.
<u>Level 2</u> <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

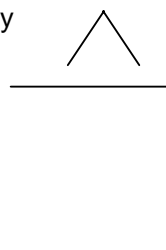
The extended writing will be assessed holistically (globally). This approach requires the educator to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support 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 the 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 the 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 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 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 Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	LEVEL 2 Attempted 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

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 Does not make an 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 THE BERLIN WALL IMPACT ON THE LIVES OF ORDINARY BERLINERS?

1.1

1.1.1 *[Extraction and explanation of evidence using Source 1A – L1 – LO1 (AS3)]*

- East Berlin was communist/controlled by the Soviet Union
- West Berlin was capitalist/free (2 x 1) (2)

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

- East Berliners crossed into West Berlin easily
- East Germany was losing workers and professionals
- A fifth of the East German population had fled to the West by August 1961 (2 x 2) (4)

1.1.3 *[Interpretation of evidence from Source 1A – L3 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

- East Germans did not want to live under communism so escaped to the West
- A fifth of the East German population fled to the West rather than live in a communist state
- People chose to live under capitalist rule rather than in a communist state
- Any other relevant point (2 x 2) (4)

1.1.4 *[Interpretation of evidence from Source 1A – L1 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

- People would be able to jump over the barbed wire so it was an ineffective barrier
- The Communists wanted to make sure no-one could escape so they built a high wall
- The barbed wire was only a temporary barrier
- A concrete wall would be a permanent, effective barrier (any 2 x 2) (4)

1.1.5 *[Interpretation of evidence from Source 1A – L2 - LO1 (AS3)]*

- The three metre high wall was topped by smooth round pipes to prevent people from trying to climb over the wall
- Any other relevant answer (1 x 3) (3)

1.2

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

- They were rebellious teenagers
- The West was seen as the free world and therefore decided to make a mass break-out to the West
- Wanted to escape from the harshness of the East
- Any other relevant answer (any 2 x 2) (4)

1.2.2 *[Interpretation and evaluation of evidence from Source 1B – L2 – LO1 (AS3); LO2 (AS2,3)]*

- The guards opened fire on him with automatic weapons and the bullets missed him by centimetres (1 x 2) (2)

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

- People were afraid that they would be shot if they went to his aid
- He was lying in no mans land
- Any other relevant response (any 1 x 2) (2)

1.2.4 *[Interpretation of evidence from Source 1B – L3 – LO2 (AS2); LO3 (AS2, 3)]*

- The West would say that the communists kill children
- The West Berliners would blame communists for killing the boy
- The West could accuse the East of erecting a wall to keep their residents imprisoned
- Any other relevant point relating to propaganda (any 2 x 2) (4)

1.3

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

- To show how Peter Fechter had been killed at the Wall
- The East would use it as a warning to people
- The West would use it to show that communism was bad (any 1 x 2) (2)

1.3.2 *[Interpretation of evidence from Source 1C – L3 – LO1 (AS3); LO2 (AS2, 3); LO3 (AS3)]*

(a) East German border guard:

- People who try to escape deserve to be shot
- He should have stopped when we opened fire
- Any other relevant response

(b) West Berlin teenager:

- How could they shoot someone my age?
- The border guards are cruel and uncaring
- I hate the Wall and the communists
- Any other relevant response (2 x 2) (4)

1.3.3 *[Analysis of data from Source 1C – L3 – LO1 (AS3); LO2 (AS3); LO3 (AS2)]*

Candidates may state which source they consider useful and substantiate their response with relevant evidence.

SOURCE 1B

- Although this is not a primary source, it does tell us the whole story
- The source reveals what the West thought about the Berlin Wall as it has a Western bias
- Any other relevant response

SOURCE 1C

- The photograph is a primary source
- The photo shows the barbed wire and the uniform of the border guard
- Any other relevant response (any 2 x 2) (4)

1.4 *[Interpretation, analysis and synthesis of evidence from all sources – L3 – LO1 (AS1); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]*

The following points should be included in the paragraph:

- The Berlin Wall divided Berliners
- The Berlin Wall restricted people – no freedom of movement
- The Berlin Wall separated families (previously united families)
- People were not able to work where they pleased
- People trying to escape were killed
- East Germans were forced to live in East Germany
- Any other relevant point

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. Makes no or little reference as to why the Berlin Wall became a famous symbol of the Cold War • Uses evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. Makes reference to why the Berlin Wall became a famous symbol of the Cold War • Uses evidence in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. Demonstrates a thorough understanding of why the Berlin Wall became a famous symbol of the Cold War • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

(6)

1.5 EXTENDED WRITING

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

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

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should discuss how the Berlin Wall impacted on the lives of ordinary Berliners.

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 and was in the Soviet sector
- Berlin was divided between East and West
- No barriers in 1950s so people could cross from one side of the city to the other
- East German economy in danger of collapse as thousands escape to West
- Barbed wire barrier erected in August 1961 and replaced with huge, well guarded wall
- Families and friends divided by wall
- Peter Fechter killed on 17 August 1962 while trying to escape
- Called Wall of Shame
- Berlin Wall became the symbol of the struggle between East and West

- Conclusion: Candidates should tie up their extended writing (30)

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

Use the matrix on page 7 in this document to assess this extended writing.

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should discuss how Berlin became the pawn in the Cold War contest in Europe.

MAIN ASPECTS

Introduction: Candidates should indicate how they intend presenting information for an article.

ELABORATION

The following points should be used in writing the article:

- Europe was divided into East and West as was Berlin in the Soviet zone
- East Germans wanted to escape communism and used Berlin as an escape route
- By August 1961, one fifth of population had fled
- The Berlin Wall was built: 3 m high, 156 km long, alarms, spotlights, guard dogs, armed guards, watchtowers
- The Wall was a visible symbol of the divisions between communism and capitalism, East and West
- John F Kennedy visited the Berlin Wall and spoke about freedom versus communism
- Any other relevant point
- Conclusion: Candidates should tie up their line of argument. (30)

[75]

QUESTION 2: WHAT WERE THE CHALLENGES FACING NEWLY INDEPENDENT AFRICAN STATES?

2.1

2.1.1 *[Definition of concepts from Source 2A – L2 – LO2 (AS1)]*

(a) Ujamaa is a form of African socialism based on familyhood (1 x 2) (2)

(b) Capitalism is a system where the means of production is privately owned and it is based on making profits (1 x 2) (2)

2.1.2 *[Comparing viewpoints from Source 2A – L2 – LO2 (AS1 & 3)]*

- Ujamaa was based on familyhood/working together in a village system
 - There would be no conflict between people or exploitation
 - Western socialism sought to build a happy society on a philosophy of inevitable conflict between man and man
- (any 2 x 2) (4)

2.1.3 *[Evaluation of Source 2A – L3 – LO1 (AS4); LO3 (AS 1 & 2)]*

Candidates must state whether or not the source is useful and substantiate their choice with evidence.

- This is a primary source as these are the actual words of Nyerere
 - First-hand evidence is generally considered to be reliable
 - Nyerere is biased towards his policy of ujamaa
 - Only one point of view given and it is biased against the West
 - Any other relevant point
- (5)

2.2

2.2.1 *[Interpretation of evidence from Source 2B – L2 – LO1 (AS3); LO3 (AS2)]*

The graph shows that the population in Nairobi, Kenya, is increasing. (1 x 2) (2)

2.2.2 *[Interpretation of evidence from Source 2B – L3 – LO1 (AS3); LO3 (AS1, 2)]*

Candidates must give one point for each challenge:

Political challenges:

- Government would have to cope with more demands from people for better living conditions
- Ethnic rivalries might decrease if people from different groups are living together in the city
- Trade unions would grow in strength and challenge the government

Economic challenges:

- More job seekers and increased unemployment
- If more money is spent developing Nairobi, there will be less money to spend on the development of rural areas
- Rural areas might become depopulated and less food would be grown

Social challenges:

- Squatter camps increase in size
- More demand for services such as water, transport, education etc.
- Hospitals and clinics would be inadequate for increased population

(3 x 2) (6)

2.2.3 *[Interpretation of evidence from Source 2B – L3 – LO1 (AS3);
LO2 (AS3); LO3 (AS1, 2, 3)]*

- Graph does not indicate reasons for population increase
 - No figures for the rest of the country
 - We cannot compare the population growth with any other states
 - Any other relevant limitation
- (5)

2.3

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

- The writer is from Ghana so would have first-hand knowledge of what was happening in the country so there is limited reliability
 - This is a work of fiction so the author has used his imagination which affects reliability
 - The author could be exaggerating for effect which makes this account inaccurate
 - From a background knowledge of the situation in Africa after independence – the inefficient civil service and frequent military coups – this account sounds credible but would not be considered historically reliable
 - Any other relevant response
- (5)

2.3.2 *[Evaluating the usefulness of evidence from Source 2C – L2 – LO1 (AS4);
LO2 (AS2); LO3 (AS2)]*

- Source shows what citizens felt about what was happening in Ghana
 - We learn that military coup d'états and corruption were commonplace
 - The insecurity of life in Africa is evident in the source
 - Any other relevant point
- (any 2 x 2) (4)

2.3.3 *[Interpretation of evidence from Source 2C – L 2 – LO1 (AS3); LO3 (AS1 & 2)]*

- There is mention of a military coup d'état
 - 'Has there been another one?' shows that coups occurred frequently
 - Government officials have been placed in protective custody
- (any 2 x 2) (4)

2.4 *[Interpretation, analysis and synthesis of evidence from all sources -
L3 – LO1 (AS3); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]*

The following points should be included in the paragraph:

- Inefficient civil service
- Civil servants wasted time doing meaningless tasks
- Frequent military coup d'états
- Evidence of government corruption in comments such as 'fat men,' and 'bellies bursting with the country's riches'
- The army and police have power
- Imprisonment without trial happens
- Any other relevant point

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> Cannot extract evidence or extracts evidence from the sources in a very elementary manner, e.g. Makes no or little reference as to why newly independent Africa countries were saddled with challenges Uses evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> Extracts evidence from the sources that is mostly relevant and relates to a great extent to the topic, e.g. Makes reference as to why newly independent Africa countries were saddled with challenges Uses evidence from sources in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> Extracts relevant evidence from the sources, e.g. Demonstrates a thorough understanding as to why newly independent Africa countries were saddled with challenges Extracts evidence that relates well to the topic Uses evidence from all the sources very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

(6)

2.5 EXTENDED WRITING

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

Use the matrix on page 7 in this document to assess this extended writing.

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should discuss the political, social and economic challenges facing Africa after independence.

MAIN ASPECTS

Introduction: Candidates should focus on the speed with which decolonisation took place and how many states were unprepared for independence, hence the challenges they experienced.

ELABORATION

Political challenges:

- Democracy imposed at independence
- Ethnic rivalries because of borders drawn up by colonial powers
- Difficulties in establishing nationhood in diverse population
- Corruption within governments
- Frequent military coup d'états
- Establishment of one-party states

Economic challenges:

- Colonial economic structures inherited at independence such as strong government control, a weak private sector and colonial trading patterns
- Focus on industrialisation rather than agriculture was expensive and short-sighted
- Many government-sponsored schemes used resources and did not benefit state
- Nationalisation of mines and industries frightened away foreign investors
- Realisation of continued exploitation of African resources by donor countries, i.e. neo-colonialism
- Debts grew and hampered economic growth

Social challenges:

- Inadequate health-care services
- Lack of educational institutes and high illiteracy rates
- High birth rate put pressure on overstretched resources
- Urbanisation led to increase in poverty and social problems

Conclusion: Candidates should tie up their argument.

(30)

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

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

The candidate should include the following points in the response:

SYNOPSIS

Candidates should outline the political and social challenges facing Africa in a report for the UN. Recommendations for improvements in the situation are also required.

MAIN ASPECTS

Introduction: Candidates should briefly contextualise the situation in newly independent African states. A lack of experience and the legacy of colonisation have created political and social problems.

ELABORATION**Political challenges:**

- Democracy imposed at independence
- Ethnic rivalries because of borders drawn up by colonial powers
- Difficulties in establishing nationhood in diverse population
- Corruption within governments
- Frequent military coup d'états
- Establishment of one-party states

Social challenges:

- Inadequate health-care services
- Lack of educational institutes and high illiteracy rates
- High birth rate put pressure on overstretched resources
- Urbanisation led to increase in poverty and social problems

Recommendations:

- Commissions to teach basic principles of democracy
 - Deploy UN peace-keeping forces in states where coups occur
 - Sanctions on states where governments are very corrupt
 - UN to help with social issues such as health and education
 - UNICEF to investigate the plight of children in unstable countries
 - Any other relevant point
-
- Conclusion: Candidates should tie up points and make final recommendations.

(30)

[75]

QUESTION 3: HOW DID THE CAMPAIGNS IN BIRMINGHAM INFLUENCE THE CIVIL RIGHTS MOVEMENT?

3.1

3.1.1 *[Extraction of evidence from Source 3A – L1 – LO1 (AS3)]*

(a)

- Massive campaign of non-violent disobedience and protest (1 x 2) (2)

(b)

- Protest by African Americans against the rights to attend Southern Universities (1 x 2) (2)

3.1.2 *[Extraction of evidence from Source 3A – L1 – LO1 (AS3)]*

- King was arrested
- Attack on supporters by tear gas etc.
- Hauled off to jail
- Any other relevant response (any 3 x 1) (3)

3.1.3 *[Explanation – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

- He gave impetus to the Civil Rights Movement
- People became aware of racism against African Americans
- The media exposed racism
- Connor's actions gave greater coverage to the civil rights protests than it deserved (any 1 x 3) (3)

3.1.4 *[Interpretation of evidence from Source 3A – L2 – LO2 (AS2, 3)]*

- Violence against innocent people
- Violence against the youth
- Aggressive action taken against defenceless people
- Any other relevant response (any 2 x 2) (4)

3.2

3.2.1 *[Interpretation of evidence from Source 3B – L3 – LO1 (AS4)]*

- Laws of segregation preventing African Americans from being served at the same counter as whites (1 x 3) (3)

3.2.2 *[Explanation of evidence from Source 3B – L3 – LO3 (AS3)]*

- With disgust and contempt
- Felt that blacks did not have the right to protest
- It was a waste of time and effort
- White Americans felt that God gave them the right to rule over African Americans
- Any other relevant point (any 2 x 2) (4)

3.2.3 *[Interpretation of evidence from Source 3B – L2 – LO1 (AS3)]*

- Waited for more than 340 years for their rights
- Tired of hate
- Tired of poverty, humiliation and segregation
- Any other relevant response (any 2 x 2) (4)

3.2.4 *[Interpretation of evidence from Sources 3B – L2 – LO1(AS4)]*

- Letter – primary source provides valuable first-hand information about the protest in Birmingham
- Written by King – therefore reliable
- Any other relevant response

(2 x 2) (4)

3.3

3.3.1 *[Interpretation of evidence from Source 3C – L2 – LO1 (AS3)]*

- Illustrates the attitude of the police against protestors
- Shows the brutality of the attack
- Makes people aware of human rights violations
- Any other relevant response

(any 1 x 2) (2)

3.3.2 *[Comparison of evidence between Source 3A and 3C – L3 – LO2 (AS3)]*

- Source 3C confirms the brutality by police on unarmed protestors
- Source 3A shows the use of high-pressure water jet while Source 3C shows the use of police dogs and batons on unarmed protestors
- Any other relevant response

(any 2 x 2) (4)

3.3.3 *[Ascertaining usefulness of evidence from Source 3C – L3 – LO1 (AS4); LO3 (AS2)]*

- Useful – there is proof of police brutality
- Shows passive demonstration
- Any other relevant answer

(any 2 x 2) (4)

3.4 *[Interpretation, analysis and synthesis of evidence from all sources - L3 – LO1 (AS1 & 2); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]*

- African Americans took a stand to protest against discrimination
- African Americans prepared to fight for their rights
- Brutality of suppression exposed and challenged
- Role of Martin Luther King
- Protest in Birmingham motivated the Civil Rights Movement/gave it impetus
- Any other relevant point

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Cannot extract evidence or extracts evidence from the sources in a very elementary manner, e.g. Makes no or little reference as to why the Birmingham Campaign was necessary • Uses evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Extracts evidence from the sources that is mostly relevant and relates to a great extent to the topic, e.g. Makes reference as to why the Birmingham Campaign was necessary • Uses evidence from sources in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Extracts relevant evidence from the source, e.g. Demonstrates a thorough understanding as to why the Birmingham Campaign was necessary • Extracts evidence that relates well to the topic • Uses evidence from all the sources very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 - 6

(6)

3.5 EXTENDED WRITING

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

Use the matrix on page 6 in this document to assess this essay.

SYNOPSIS

Candidates should either agree or disagree with the statement. In agreeing they should discuss how the Birmingham Campaign had a significant influence on the Civil Rights Movement. In disagreeing with the statement they should give appropriate evidence.

MAIN ASPECTS

Introduction: Candidates should indicate whether they agree or disagree with the statement and show how they intend supporting their line of argument.

ELABORATION

- Reasons for Civil Rights Movement
- Protests before 1960s (background)
- Fights against the segregation laws
- US government's attitude towards African Americans
- Role of Martin Luther King
- The role of the Birmingham campaign
- The significance of the Birmingham Campaign on the Civil Rights Movement
- Any other relevant point

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

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

Use the matrix on page 7 in this document to assess this essay.

Candidates should include the following aspects in the commemorative article:

SYNOPSIS

Candidates should discuss the impact of King's non-violent protest on the Civil Rights Movement.

MAIN ASPECTS

Introduction: Candidates should discuss the origins of the Civil Rights Movement.

ELABORATION

- Reasons for civil rights protests
- Focus on the philosophy of non-violence
- Forms of peaceful protests and mass mobilisation
- Role and impact of Martin Luther King
- Speeches made in support of civil rights protests
- Exposed discriminatory actions of the State
- Victory for the African Americans
- Freedom and equality were eventually attained

Conclusion: Candidates should tie up their argument.

(30)
[75]

QUESTION 4: HOW DID STEVE BIKO'S BLACK CONSCIOUSNESS IDEAS INFLUENCE THE SOUTH AFRICAN LIBERATION STRUGGLE?

4.1

4.1.1 *[Explanation of concept – L2 – LO2 (AS1); LO3 (AS2)]*

- Black Consciousness is the belief that a black person must have dignity and respect for himself
- Should be self - reliant and fight against the syndrome of inferiority to any other group
- Any relevant response (1 x 2) (2)

4.1.2 *[Interpretation of evidence from Source 4A – L2 – LO2 (AS3); LO2 (AS2)]*

- Black man is being misused by the apartheid system
- Lost his pride and dignity
- Become an empty shell (2 x 2) (4)

4.1.3 *[Extraction of evidence from Source 4A – L1– LO1 (AS3)]*

- Black man must look inside himself and change (1 x 3) (3)

4.2

4.2.1 *[Extraction of evidence from Source 4B – L1– LO1 (AS3)]*

- Between 1950 and 1975 the number of African learners increased to 280 000 (any 2 x 1) (2)

4.2.2 *[Identification of evidence from Source 4B – L1; LO1 (AS3)]*

- Big class sizes
- Under-trained teaching staff
- Under resourced schools (3 x 1) (3)

4.2.3 *[Interpretation of evidence from Source 4B – L2 – LO1 (AS4)]*

- BC leaders expelled from universities
- BC leaders taught history
- Made pupils aware of the struggle (any 2 x 2) (4)

4.2.4 *[Analysing from Source 4B – L2 – LO1 (AS3);LO2 (AS2)]*

- Debating societies
- Students Christian movements (1 x 2) (2)

4.2.5 *[Evaluating evidence from Source 4B – L3 – LO1 (AS4);LO2 (AS2); LO3 (AS1)]*

Candidates may state **useful** or **not useful** and support their response with evidence:

Useful:

- Useful because it gives valuable information regarding BC and SASO
- Gives statistics that led to student uprising
- Any other relevant response

Not useful:

- Could be a biased article
- Unreliable statistics
- Any other relevant response (2 x 2) (4)

4.3

4.3.1 *[Compare and contrast evidence from Sources 4B & 4C – L3; LO2 (AS3); LO3 (AS4)]*

Source 4B complements 4C in the following ways:

- Big class sizes
- Under-trained teaching staff
- Under-resourced schools

(any 2 x 2) (4)

4.3.2 *[Evaluation of evidence from Source 4C – L2 – LO1 (AS4)]*

- The students were unarmed but the police were armed
- Government was prepared to suppress all forms of opposition

(any 1 x 3) (3)

4.3.3 *[Reliability of evidence from Sources 4C – L2 – LO1 (AS4)]*

It depicts the following:

- The reasons for the uprising
The response of the police – weapons
- Response of the students – unarmed

(any 2 x 2) (4)

4.3.4 *[Interpretation of evidence from Source 4C – L3 – LO2 (AS2)]*

- Black South Africans became more conscious of themselves and their suppression
- Self esteem began to grow in confidence
- Any other relevant response

(any 2 x 2) (4)

4.4 *[Interpretation, analysis and synthesis of evidence from all sources - L3 – LO1 (AS1 & 2); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]*

- Youth in schools were easily influenced
- Teachers could change the thinking of learners
- Schools became the breeding ground for change
- Learners with young, fertile minds are susceptible to change and radical thinking
- Any other relevant point

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Cannot extract evidence or extracts evidence from the sources in a very elementary manner, e.g. Makes no or little reference as to why schools were used to champion the cause of Black Consciousness • Uses 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, e.g. Makes reference as to why schools were used to champion the cause of Black Consciousness • Uses evidence from sources in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Extracts relevant evidence from the sources, e.g. Demonstrates a thorough understanding as to why schools were used to champion the cause of Black Consciousness • Extracts evidence that relates well to the topic • Uses evidence from all the sources very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

(6)

4.5 EXTENDED WRITING

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

Use the matrix on page 6 in this document to assess this essay.

SYNOPSIS

Candidates should indicate the extent to which Biko's ideas influenced the BCM in the liberation struggle in the 1970s.

MAIN ASPECTS

Introduction: Candidates should indicate the various factors responsible for the formation of the BCM.

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)

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

Use the matrix on page 7 in this document to assess this essay.

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should focus on the impact of Black Consciousness on the youth of South Africa.

MAIN ASPECTS

Introduction: Candidates should focus on the philosophy of Black Consciousness.

ELABORATION

- The role and impact of Black Consciousness
- Biko's principles and influence
- Formation of SASO
- Impact and role of SASO on the youth
- Youth used Biko's teachings to challenge the apartheid regime
- Grievances of the youth led to mass protest
- Youth of Soweto responsible for organising protests against the injustices of apartheid
- Spearheaded nationwide uprisings
- National and international spotlight on the apartheid regime
- Successes – broad outline
- Any other relevant point

Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)

[75]

TOTAL: 150