



Province of the
EASTERN CAPE
EDUCATION

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REPUBLIC OF SOUTH AFRICA

CHIEF DIRECTORATE – CURRICULUM MANAGEMENT

**GRADE 12 LEARNER SUPPORT
PROGRAMME**

**REVISION AND REMEDIAL TEACHING
INSTRUMENT:
ANSWERS**

SUBJECT: HISTORY – FIRST PAPER

June 2009

This document consists of 26 pages.

Strictly not for test/examination purposes

INSTRUCTIONS AND INFORMATION**1. 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*.

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

LEVELS OF SOURCE-BASED QUESTIONS	
LEVEL 1 (L1)	<ul style="list-style-type: none">• Extract relevant information and data from the sources.• Organise information logically.• Explain historical concepts.
LEVEL 2 (L2)	<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 (L3)	<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.

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 guideline.**
- **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 an 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

R

- analysis

A✓

- interpretation

I✓

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 2	F
P	LEVEL 2	11

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

C	LEVEL 2	
P	LEVEL 2	

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 seven competency levels. Each with criteria that will be used to assess an essay. (See below)

GRADE 12: EXTENDED WRITING MATRIX (30)

GRADE 12 RUBRIC TO ASSESS EXTENDED WRITING

PRESENTATION	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.
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 – 6	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

Use the Holistic Rubric to assess the extended writing.

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 Good use of relevant evidence from the sources. Good attempt to refer to relevancy, bias, accuracy, limitation of sources 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 good 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 poor Makes a very good 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 COLD WAR TENSIONS PLAY OUT IN GERMANY AFTER THE WAR?

- 1.1 1.1.1 *Interpretation of evidence from Sources 1A and B – L1 – LO1 (AS1)]*
 • Yalta Conference (1 x 2) (2)
- 1.1.2 *[Evaluation of Sources 1A and 1B – L2 – LO1 (AS4); LO3 (AS1&2)]*
 • Diplomatic conflict between East and West
 • The question of German reunification
 • The fear of the spreading of communism (2 x 2) (4)
- 1.1.3 *[Interpretation of evidence from Sources 1A and 1B – L1 – LO1 (AS1)]*
 • Soviet sector (1 x 2) (2)
- 1.1.4 *[Evaluation of Sources 1A and 1B – L2 – LO1 (AS4); LO3 (AS1&2)]*
 • Food shortages
 • Economic chaos
 • Poor living conditions (2 x 2) (4)
- 1.1.5 *[Interpretation of evidence from Sources 1A and 1B – L1 – LO1 (AS1)]*
 • Cut off all surface traffic into West Berlin
 • Prevent the import of provisions, food and fuel
 • Molotov Plan/Comecon
 • Prevent East Block countries from receiving aid (2 x 2) (4)
- 1.1.6 *[Interpretation of evidence from Sources 1A and 1B – L1 – LO1 (AS1)]*
 • Ignore the airlift and drive through the blockade
 • Pull out of Berlin
 • Continue airlift supplies to West Berlin
 • Consider war
 • Any relevant answer (3 x 1) (3)
- 1.2 1.2.1 *[Interpretation of evidence from Source 1C – L1 – LO1(AS1)]*
 • Berlin Airlift (1 x 2) (2)
- 1.2.2 *[Interpretation of evidence from Source 1C – L1& L2 – LO1 (AS1); LO3(AS1&2)]*
 • Air-lift of food, fuel and resources
 • Changed their living standards
 • Saving them from starvation
 • Any relevant answer (2 x 2) (4)

- 1.2.3 *[Interpretation of evidence from Source 1C – L1& L2 – LO1(AS1); LO3(AS1&2)]*
Useful
- Explain the involvement of Western forces in the Cold War.
 - Provides direction of flights.
 - This indicates the area needing aid.
 - It also reflects the airlift as the only solution.
 - Explain the feelings of the children.
 - Any relevant answer. (2 x 2) (4)
- 1.3 1.3.1 *[Interpretation of evidence from Source 1D – L1 – LO1(AS1)]*
- Stop East Berliners moving to West Berlin. (1 x 2) (2)
- 1.3.2 *[Extraction of evidence from Source 1D – L1 – LO1(AS1)]*
- Shot dead
 - Could be arrested (1 x 2) (2)
- 1.3.3 *[Interpretation of evidence from Source 1D – L1 – LO1(AS1)]*
- Division between East and West
 - Division between communism and democracy
 - Division between USA and Russia (2 x 1) (2)
- 1.3.4 *[Explanation of evidence from Source 1D – L1 & L2 – LO1(AS1); LO2(AS3); LO3(AS1&2)]*
- Free access between East and West came to an end
 - Stopped the flow of East Berliners to West Berliners
 - Tension between East and West increased
 - Both sources deal with the blockade or stoppage
 - Source 1C deals with the Berlin Blockade preventing food, coal and fuel reaching West Berlin.
 - Source 1D deals with the Berlin Wall preventing people moving from East Berlin to West Berlin.
 - Any relevant explanation. (2 x 2) (4)

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

Learners should take a stance by describing the conditions in East Berlin.

Substantiation should include the following points:

- Berliners did not have freedom anymore
- Families were separated
- Cut off from their workplace
- East Berlin was poor
- Living conditions were poor
- Relied on the West
- West was rich
- Had large supply of provisions, food and fuel supplies
- Any other relevant point

Use the following to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Cannot extract evidence or extract evidence from the sources in a very elementary manner. • Use evidence partially to report or topic 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 the sources in a very basic manner. 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Extract evidence from the sources. • Extracted evidence – relates well to the topic • Use evidence from the sources 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 – 3 – LO1(AS1&2); LO2(AS1, 2 & 3); LO3(AS1, 2, 3 & 4)]*

Candidates should include the following aspects in their response:

SYNOPSIS:

MAIN ASPECTS:

Introduction: Candidates should discuss the path, form, strategy and tactics pursued by each side advancing its ideology in the series of crisis in Berlin.

MAIN ASPECTS

- Introduction: Learners should indicate how the Berlin Crisis of 1948/9 intensified the Cold War

ELABORATION

- Yalta/Potsdam Conferences created tension between superpowers
- A brief explanation of the Berlin Crisis of 1948/9
- The Western powers saw the lifting of the blockade as a victory
- East-West relations were strained further
- Western Allies announced the joining of their zones into the Federal German Republic (West Germany)
- USSR responded by turning its zone into the German Democratic Republic
- It led to the militarisation of West Berlin and paved the way for regional defence systems – NATO and WARSAW PACT

Conclusion: Learners should tie up their argument by indicating that the Berlin Crisis did in fact intensify the Cold War and made it the focal point.

(30)

OR

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

Candidates should include the following aspects in their response:

SYNOPSIS:

MAIN ASPECTS:

- Introduction: Candidates should discuss in their report whose actions they are going to promote when covering the Airlift.

ELABORATION

- Background to the division of Berlin at the end of World War 2.
 - Food shortages and economic chaos in Western zones led to the joining of the three zones.
 - Reformed German currency
 - Marshall aid
 - Stalin's reaction to these reforms
 - Soviet Blockade of West Berlin
 - Western response to the Blockade
 - Airlifts
 - Lifting of blockade by the Soviets.
- Conclusion: Learners should tie up their argument in their report by indicating which actions they support.

(30)

[75]

QUESTION 2: WHAT WERE THE FACTORS WHICH LED TO THE INDEPENDENCE OF AFRICAN STATES DURING THE 1960s AND 1970s?

- 2.1 2.1.1 [*Extraction of evidence from Source 2A – L1 – LO1(AS1,2)*]
 • The cartoonist sees Nkrumah's vision of a United Africa as a daydream that will never become a reality. The title of the cartoon – *Daydream at Ghana*. (1 x 2) (2)
- 2.1.2 [*Interpretation of evidence in Source 2A – V2 – LO1(AS2;3)*]
 • The cartoonist does not take Nkrumah to be a serious leader. (1 x 2) (2)
- 2.1.3 [Extract and analyse information from Source 2A – L2 – LO1(AS2,3)]
 • The cartoonist views African Unity as an ideal that will be hard to achieve, idealistic. (1 x 2) (2)
- 2.1.4 [*Interpretation of evidence from Source 2A – L2 – LO1(AS3,4)*]
 • Agree: Given Africa's challenges, it would be difficult to please all African countries.
 Some leaders would threaten African unity.
 • Disagree: The fact that leaders compromised to form the OAU is an indication of Africa's leaders' commitment to African unity despite the challenges they will face. (2 x 2) (4)
- 2.1.5 [*Interpretation of evidence from Source 2A – L2 – LO1(AS3)*]
 • The giant represents African Unity, which if achieved will be a powerful force. (1 x 2) (2)
- 2.1.6 [*Interpretation of evidence from Source 2A – L2 – LO1(AS3,4), LO3(AS2)*]
 • Yes:
 • Like the cartoonist, many Europeans did not have faith in African leaders' abilities firstly to lead their countries and secondly to unify the continent. (2 x 2) (4)
- 2.2. 2.2.1 [*Interpretation of evidence from Source 2B – L2 – LO1(AS3), LO3 (AS2)*]
 • Through African unity. (1 x 2) (2)

2.2.2 *[Interpretation of evidence from Source 2B – L2 – LO1(AS1), LO2(AS1, 2)]*

- It will project more effectively the African personality.
- It will command respect from a world that has regard only for size and influence.
- It will create hope, trust, and friendship.
- Direct it for the good of all mankind. (Any 2 x 2) (4)

2.2.3 *[Analysis of evidence from Source 2B – L2 – LO1(AS2, 3)]*

- It highlighted the importance of unity
- It emphasised the advantage of a united Africa.
- It placed Africa within world politics. (Any 2 x 2) (4)

2.3 2.3.1 *[Interpretation of evidence from Source 2C – L1 – LO1(AS1, 2)]*

- Britain
- France
- Germany
- Portugal
- Italy
- Belgium (Any 3 x 1) (3)

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

- Yes: African states obtained their independence from colonial powers.
- African states govern themselves (2 x 2) (4)

2.4 2.4.1 *[Evaluate the usefulness of Source 2D – L2 – LO1(AS3)]*

- Source D points out that Africans had fought alongside Europeans in the war and had discovered the Europeans to be very much like themselves.
- Witnessing poverty and warfare in a European context convinced Africans that their colonisers were, in fact not their superiors. (2 x 2) (4)

2.4.2 *[Explanation of concepts from Source 2D – L1 – LO2(AS2,3)]*

- Nationalism is the desire to unite people of a common background and who share the same language, traditions and customs, and to strive for them to attain self-determination.
- Any relevant explanation. (1 x 2) (2)

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

Candidates should include the following in their response:

- Pan-Africanism
- Decolonisation
- Nationalism
- The influence of the Second World War

Use the following rubric to award marks:

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

(6)

2.6 EXTENDED WRITING:

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

Candidates should include the following aspects in their response:

SYNOPSIS

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

MAIN ASPECTS

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

ELABORATION

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

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

Use the matrix to assess this extended writing.

2.6.2 *[Interpretation, analysis and synthesis of evidence from all sources – L1 – 3 – LO2(AS2,3); LO3(AS1,2,3,4)]*

Candidates should include the following aspects in their response.

SYNOPSIS:

Candidates should discuss how the slogan 'Africa for the Africans' led to a uniting force amongst African states to free themselves from colonial rule. They must also explain how the slogan led to the realisation that only Africans can free themselves.

ELABORATION

- Africans must find an African solution to their problems.
- Divided Africa is weak.
- United Africa could become a great force.
- Together Africa can achieve a lot.
- United Africa could play an important role in world politics.
- African states would become independent.
- Achieve self-government

Conclusion: Africa must free itself from the shackles of colonial oppression.

Use the holistic matrix to assess this extended writing.

(30)
[75]

QUESTION 3: WHAT FORMS DID THE STRUGGLE FOR RACIAL EQUALITY TAKE IN THE UNITED STATES OF AMERICA?

- 3.1 3.1.1 *[Interpretation of evidence from Source 3A – L1 – LO1(AS3)]*
- Many white people were opposed to the integration of schools in Arkansas. (1 x 2) (2)
- 3.1.2 *[Interpretation of evidence from Source 3B – L1&2 – LO1(AS1); LO3(AS2&3)]*
- Segregation at schools had been declared illegal by the Supreme Court.
 - The protests were creating a bad image for the USA abroad.
 - Any relevant answer (Any 1 x 2) (2)
- 3.1.3 *[Interpretation of evidence from Source 3A – L2 – LO1(AS3,4)]*
- The whites reacted with shock and bitterness.
 - The civil rights activists viewed it as a victory for their cause.
 - Black people appreciated their actions.
 - Any relevant answer (2 x 2) (4)
- 3.2 3.2.1 *[Interpretation of evidence from Source 3C – L3 – LO3(AS2,3)]*
- Many African Americans were not registered as voters.
 - Black voting would preserve and protect black civil rights by law.
 - Any relevant answer (1 x 2) (2)

- 3.2.2 *[Interpretation of evidence from Source 3B – L2 – LO1(AS1); LO2(AS2,3)]*
- The African Americans were determined to fight for their civil rights.
 - They were certain that they would be victorious.
 - Any relevant answer (2 x 2) (4)
- 3.2.3 *Interpretation of evidence from Source 3B – L2&3 – LO1(AS3); [LO3(AS2)]*
- Chains symbolise the oppression of African Americans.
 - These chains could be broken through exercising the right to vote.
 - Any relevant interpretation. (2 x 2) (4)
- 3.2.4 *[Evaluation of usefulness of Source 3B – L2 – LO1(AS4)]*
- This source tells us that voter registration was used to fight segregation.
 - Blacks were encouraged to register to vote.
 - They were determined to succeed. (Any 2 x 2) (4)
- 3.3 3.3.1 *[Explanation of concepts from Source 3C – L1 – LO2(AS2,3)]*
- Blacks and white travelled together on buses going through the South in order to challenge segregation. (1 x 2) (2)
- 3.3.2 *[Interpretation of evidence from Source 3C – L3 – LO3(AS2)]*
- The white racists in the South would be provoked and attack them.
 - The government would end segregation fearing the attention of the world.
 - Any relevant answer. (2 x 2) (4)
- 3.3.3 *[Interpretation and explanation of evidence from Source 3C – L1&2 – LO1(AS1); LO2(AS3); LO3(AS1)]*
- The Freedom Rides would create a crisis that would attract the attention of the world.
 - The crisis would affect the USA's image abroad.
 - That would force the government to respond to the situation and end segregation. (Any 2 x 2) (4)
- 3.4 3.4.1 *[Extraction of information from Source 3D – L1 – LO1(AS3)]*
- African Americans had known humiliation.
 - They had known abusive language.
 - They had been plunged into the abyss of oppression. (2 x 1) (2)
- 3.4.2 *[Interpretation of evidence from Source 3D – L1&2 – LO1(AS3); LO2(AS2)]*
- The law gave the people the right to protest.
 - Any relevant interpretation. (1 x 1) (1)

3.4.3 *[Comparing evidence from Source 3B and 3D – L2 – LO1(AS3&4); LO2(AS2&3)]*

- In both sources the struggle for civil rights occurred
- In Source 3B voter registration was used and in Source 3D a bus boycott was about to start. Both encourage black people to act. (2 x 2) (4)

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

JUSTIFYING

- Love could change the attitude of white Americans to black Americans.
- Some whites participated in the civil rights movement.
- President Kennedy supported the civil rights movement.
- Non-violent protest was yielding positive results.
- Love could bring sympathy from abroad too.
- Any relevant answer.

CRITICISING

- Blacks treated with hatred.
- Violent organisations like the Ku Klux Klan and White Citizens Organisation.
- Murder of civil rights activists.
- Failure of the police to protect African Americans.
- Failure of some states to implement the Supreme Court ruling.
- Abuse and humiliation of the African Americans.
- Any relevant point.

Use the following to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Cannot extract evidence or extract evidence from the sources in a very elementary manner. • Use evidence partially to report or topic 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 the sources in a very basic manner. 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Extract evidence from the sources. • Extracted evidence – relates well to the topic. • Use evidence from the sources very effectively in an organised paragraph that shows an understanding of the topic. 	Marks: 5 – 6

(6)

3.6 EXTENDED WRITING

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

SYNOPSIS

Candidates should discuss legal challenges to segregation, non-violent and violent confrontations as different forms of civil rights protests that took place in the United States of America in the 1960s.

MAIN ASPECTS

Introduction: Candidates should focus on the different forms of civil society protests.

ELABORATION

- Legal option/challenging of segregation and racism
- Boycotts
- Sit-ins
- Freedom rides
- Mass protests
- Unrest
- Picketing
- Voter registration
- Conclusion: Candidates should tie up their argument with a critical evaluation of the different forms of protests. (30)

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

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should explain how the human rights of the African Americans were violated in the USA.

MAIN ASPECTS

Introduction: Candidates should state why the human rights of blacks were violated.

ELABORATION

- Treatment of African Americans as second-class citizens.
- Segregation in public facilities.
- Denial of equal voting rights.
- Hatred and violence against the African Americans.
- Their abuse and humiliation.
- Failure of the security forces to protect them.
- Assassination of civil rights activists.
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

Use the Holistic Rubric to assess this extended writing

(30)
[75]

QUESTION 4: WHAT CONTRIBUTION DID THE BLACK CONSCIOUSNESS MOVEMENT MAKE TO THE FREEDOM STRUGGLE IN THE 1970s?

- 4.1 4.1.1 *[Explanation of concepts from Source 4A – L1 – LO2(AS2,3)]*
- Black Consciousness was a philosophy based on the belief that liberation for blacks would only be attained if they removed the shackles of inferiority and fear.
 - Rather than waiting for whites to shape their destinies, blacks should conduct their own political campaigns and help each other gain freedom.
- (1 x 3) (3)
- 4.1.2 *[Interpretation of evidence from Source 4A – L1,2 – LO1(AS3); LO3 (AS2)]*
- To free themselves from the chains of oppression.
 - For all blacks to work towards liberation.
 - Blacks to take responsibility for their own struggle.
- (Any 2 x 2) (4)
- 4.1.3 *[Extraction of evidence from Source 4A – L1 – LO1 (AS3)]*
- It led to an inferiority complex
 - Lack of self confidence
 - Psychological damage
- (Any 2 x 2) (4)
- 4.1.4 *[Interpretation of evidence from Source 4A – L2 – LO1(AS3); LO2(AS3)]*
- Whites do not experience oppression and apartheid like Blacks.
 - Whites do not stay in black locations.
 - They do not attend black schools.
 - They were not prepared to challenge the apartheid system to its fullest.
- (Any 2 x 2) (4)

- 4.2 4.2.1 *[Interpretation of evidence from Source 4B – L2 – LO1(AS3); LO2(AS3)]*
- It symbolised unity.
 - It symbolised the Black Consciousness Movement. (1 x 2) (2)
- 4.2.2 *[Interpretation of evidence from Source 4A – L2 – LO1(AS3)]*
- Argument 1:
- Coloured and Indians were also oppressed by the apartheid government.
 - Their rights were also violated.
 - Some of them stayed amongst black people.
 - There were inter-marriage between them and blacks.
- Argument 2:
- They enjoyed both sides of life under apartheid.
 - Some of them voted for the Tri-cameral parliament.
 - Some became members of the Tri-cameral parliament.
 - Their houses, schools were better than those of blacks.
 - Their recreation facilities were better. (Any 2 x 2) (4)
- 4.2.3 *[Comparison of evidence from Source 4A and 4B – L2 – LO1(AS1); LO(AS3)]*
- Unity amongst blacks
 - Explained the philosophy of Black Consciousness (2 x 2) (4)
- 4.3 4.3.1 *[Interpretation of evidence from Source 4C – L2 – LO1(AS3)]*
- He doubted the abilities of the black pilots.
 - He was used to white pilots only.
 - He was conditioned and brainwashed by the apartheid system. (2 x 2) (4)
- 4.3.2 *[Interpretation of evidence from Source 4C – L1 – LO1(AS3)]*
- It taught him not to look at colour.
 - It exonerated the demon of self-hate.
 - To be proud to be black. (1 x 2) (2)
- 4.3.3 *[Extraction of evidence from Source 4C – L3 – LO3 (AS2)]*
- We must get rid of our:
- Victimhood
 - Our self-hatred
 - Our being shunted around as objects.
 - We are masters and mistresses of our own fate.
 - We must take charge of our lives.
 - Walk tall
 - Not apologetic (Any 2 x 2) (4)

4.3.4 *[Interpretation of evidence from Source 4C – L3 – LO3(AS2)]*

- Black Consciousness was not against white people.
- He saw black as beautiful.
- Pro-black nullify the notion that everything that is black is bad.
- We must be proud of our blackness. (Any 2 x 2) (4)

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

Candidates must include the following in their response:

- Blacks must free themselves from oppression.
- They must work towards liberation.
- They must take responsibility.
- They must develop self-confidence.
- They must free themselves from their inferiority complex.
- Psychological damage
- Blacks must unite.
- They must be proud of being black.

Use the rubric to allocate a mark

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

4.5 EXTENDED WRITING

4.5.1 [*Explanation, analysis, synthesis and interpretation – L1 – 2 – LO1(AS3); LO2(AS1,2); LO3(AS2,3,4)*]

Candidates should include the following in their response.

SYNOPSIS

Candidates should discuss the role of Steve Biko and the Black Consciousness Movement in the struggle for freedom in South Africa.

MAIN ASPECTS

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

ELABORATION

- Birth of new organisation determine to promote black liberation e.g. Azapo, Cosas, BCMA
- Provoke blacks to fight for their rights
- Provoked blacks to compel white government to recognise 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
- Biko and Black Consciousness
- Influence on schools and tertiary institutions
- Hector Peterson's death

- Conclusion: Candidates should tie up their argument by citing the gains acquired in the liberation struggle through the Black Consciousness Movement and Biko.

Use the matrix to assess this extended writing

(30)

4.5.2 *[Interpretation, analysis and synthesis of evidence from all sources – L1 – 3 – LO2(AS2,3);LO3(AS1,2,3,4)]*

Candidates should include the following aspects in their response.

SYNOPSIS

Responses should focus on the contribution of B.C.M. to restore dignity and self-reliance that helped Blacks to achieve liberation.

MAIN ASPECTS

Introduction: Candidates should discuss the impact of black consciousness in the struggle for freedom

ELABORATION:

- Revival of blacks, more especially youth
- Restore black awareness
- Promote Spirit of self-reliance
- Soweto riots and Biko's death inspired new generation
- In post apartheid South Africa many BCM leaders occupied positions in the apartheid government
- Soweto-uprising – turning point in SA history
- Ability to confront white South Africa
- Blacks must free themselves from oppression.
- They must work towards liberation.
- They must accept responsibility.
- They must develop self-confidence
- They must free themselves from their inferiority complex.
- Psychological damage
- Blacks must unite.
- They must be proud of being black.

- Conclusion: Candidates should tie up their response with relevant conclusion on the impact of Black Consciousness in the liberation struggle.

Use the Holistic Matrix to assess this extended writing.

(30)

[75]

TOTAL: 150