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Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

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**HISTORY P1
MEMORANDUM**

MARKS: 150

This memorandum consists of 29 pages.

SOURCE-BASED QUESTIONS

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

LEARNING OUTCOMES	ASSESSMENT STANDARDS The ability of the learner to:
Learning Outcome 1 (Historical enquiry)	1. Formulate questions to analyse concepts for investigation within the context of what is being studied. (Not for examination purposes.) 2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purposes.) 3. Interpret and evaluate information and data from sources. 4. Engage with sources of information evaluating the usefulness of the sources for the task, including stereotypes, subjectivity and gaps in the evidence available to the learners.
Learning Outcome 2 (Historical concepts)	1. Analyse historical concepts as social constructs. 2. Examine and explain the dynamics of changing power relations within the societies studied. 3. Compare and contrast interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events.
Learning Outcome 3 (Knowledge construction and communication)	1. Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data. 2. Synthesise information to construct an original argument using evidence to support the argument. 3. Sustain and defend a coherent and balanced argument with evidence provided and independently accessed. 4. Communicate knowledge and understanding in a variety of ways including discussion (written and oral), debate, creating a piece of historical writing using a variety of genres, research assignments, graphics, oral presentation.

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

LEVELS OF SOURCE-BASED QUESTIONS	
LEVEL 1 (L1)	• Extract relevant information and data from the sources. • Organise information logically. • Explain historical concepts.
LEVEL 2 (L2)	• 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)	• 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:

• 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.

EXTENDED WRITING

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

LEVELS OF QUESTIONS
Level 1 - 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.
Level 2 - 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✓

I✓

4. The Matrix

4.1 **Use of analytical matrix in the marking of extended writing (refer to page 7)**

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 8)**

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 matrix

PRESENTATION CONTENT	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.
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

GRADE 12 HOLISTIC RUBRIC TO ASSESS EXTENDED WRITING (SUCH AS AN ESSAY USING SOURCES, 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 focuses, 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 sources copied without relevance

QUESTION 1: HOW DID THE CUBAN MISSILE CRISIS LEAD TO COLD WAR TENSIONS BETWEEN THE USA AND USSR IN THE 1960s?

1.1 1.1.1 *[Extraction of evidence from Source 1A – L1 – LO1(AS3)]*
America/USA (Any 1 x 1) (1)

1.1.2 *[Interpretation and evaluation of evidence from Source 1A – L1 – LO1(AS3)]*

- Wanted to ensure the spread and protection of Communism in Central America
- Protect Cuba from American aggression
- Any other relevant response

(Any 2 x 1) (2)

1.1.3 *[Interpretation and evaluation of evidence from Source 1A – L2 – LO1(AS3)]*

- USA had missiles in Turkey and Germany within strike range of the USSR
- Strategic for Russia to have a missile base close to the USA
- Prevent the demise of Russian stature throughout the world
- Wanted to create a communist sphere of interest in Latin America
- Any other relevant response

(Any 2 x 2) (4)

1.1.4 *[Explanation of historical concepts from Source 1A – L2– LO2(AS1)]*

- State control over the economy
- Any other relevant response

(Any 1 x 2) (2)

1.1.5 *[Evaluate reliability in Source 1A – L2 – LO1(AS3 and 4)]*

Reliable because:

- Khrushchev is Soviet leader at that time
- He was certainly in a position to know what Soviet intentions in Cuba were in 1962
- It is also true that USA had tried to intervene in Cuba previously
- USA was strongly opposed to communism
- Any other relevant response

Not reliable because:

- Source is from Khrushchev's memoirs
 - Source written sometime after the Cuban Missile Crisis after his fall from power
 - Attempting to present his role in a favourable light for future historians
- (Any 2 x 2) (4)

- 1.2 1.2.1 *[Interpretation of evidence from Source 1B – L3 – LO1(AS3); LO2(AS2)]*
- Naval blockade
 - Naval quarantine
 - Any other relevant response (Any 1 x 2) (2)
- 1.2.2 *[Interpretation of evidence from Source 1B – L2 – LO1(AS3); LO2(AS2)]*
- Warship ready to fire
 - Military aircraft ready to attack
 - Any other relevant response (Any 2 x 2) (4)
- 1.2.3 *[Interpretation and analysis of information from Source 1B – L3 – LO1(AS3); LO3(AS2)]*
- **Justified**
 - Nuclear missiles a danger to America
 - Most American cities within striking distance of missiles
 - Kennedy sees the missiles as an offensive Soviet action
 - Accuses the USSR of being a threat to world peace
 - Any other relevant response
 - **Not justified**
 - USA had missiles pointed at Russia
 - USA missiles could destroy all Russian cities
 - USA violated international waters
 - USA did not have the right to intervene in Cuba's domestic affairs
 - Any other relevant response (Any 2 x 2) (4)
- 1.2.4 *[Interpretation and analysis of information from Source 1B – L3 – LO1(AS3); LO3(AS2)]*
- **Useful**
 - Shows the blockade
 - Shows American military power
 - Shows America determined to stop Russian ships from supplying Cuba with weapons
 - Primary source
 - Any other response (Any 2 x 2) (4)

- 1.3 1.3.1 *[Analysis/Interpretation of evidence from Source 1C – L3 – LO1(AS3 and 4; LO2(AS3))]*
- Kennedy appear as gunfighter/armed and prepared to shoot
 - Kennedy brave
 - Kennedy determined to protect America against communism
 - Any other relevant response (Any 1 x 2) (2)
- 1.3.2 *[Interpretation of evidence from Source 1C, L2 – LO1(AS3 and 4; LO2(AS3))]*
- America did not support the government of Castro
 - Castro nationalised the Cuban economy
 - USA lost control over Cuban economy
 - America tried to overthrow the Castro government (Bay of Pigs)
 - America was against communism
 - Any other relevant response. (Any 2 x 2) (4)
- 1.3.3 *[Comparison of evidence from Source 1A and 1C – L3 – LO1(AS3 and 4; LO2(AS3))]*
- Both show that Castro was supported by Russia
 - Both show that Castro could not defend Cuba against American aggression
 - Both show that the confrontation almost caused a full-scale nuclear war
 - Both show that all two parties were ready and not prepared to back down
 - Any other relevant response (Any 2 x 2) (4)

- 1.4 *[Interpretation, analysis and synthesis of evidence from all the sources L1 – LO1(AS3 and 4); LO2(AS1,2,3); LO3(AS1,2,3,4)]* (8)

Candidates may use the following points to answer the question:

- USA tried to invade Cuba
- USA exploited Cuban economy under Batista
- USA turned against Castro when he nationalised Cuban economy
- USA against Castro when he fostered closer ties with Russia
- USA blockaded international waters to stop Russia from installing nuclear weapons
- Blockade was a violation of international law and caused unnecessary tension
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	• Use evidence in an elementary manner e.g. shows no or little understanding on why the USA can be regarded as the cause of the Cuban Missile Crisis. • Uses evidence partially to report on topic or cannot report on topic.	MARKS: 0 – 2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. shows an understanding on why the USA can be regarded as the cause of the Cuban Missile Crisis. • Uses evidence in a very basic manner.	MARKS: 3 – 5
LEVEL 3	• Uses relevant evidence e.g. demonstrates a thorough understanding on why the USA can be regarded as the cause of the Cuban Missile Crisis. • Evidence relates well to the topic. • Use evidence very effectively in an organised paragraph that shows understanding of the topic.	MARKS: 6 – 8

1.5 EXTENDED WRITING

1.5.1 *[Analysis, interpretation and synthesis of evidence from all sources L1 – 3 – LO1(AS1,2,3,4); LO2(AS2,3); LO3(AS1,2,3,4)]*

SYNOPSIS

Candidates should explain how the Cuban missile crisis led to tension between the US and the Soviet Union.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction:

Candidates should explain how the Cuban missile crisis led to tension between the US and the Soviet Union.

ELABORATION

- Cuba under Batista
- Cuba under Castro
- Bay of Pigs
- Increasing superpower tension 1961 – 62
- Crisis unfolds 1962
- Kennedy's options during the Cuban missile crisis
- What other options did the US have?
- Results of the crisis
- Any other relevant response

Conclusion:

Candidates should wrap up their arguments by explaining the impact of the Cuban missile crisis on the US and the Soviet Union.

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

(30)

- 1.5.2 *[Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument – L2 – LO1(AS3 and 4); LO2(AS1,2,3); LO3(AS1,2,3,4)]*

SYNOPSIS

In answering this question, candidates should take a line of argument. Candidates can either agree or disagree with the statement. If candidates disagree then they may decide that it was Khrushchev diplomacy, which prevented war, or that it was both leaders willingness to concede to concessions that prevented an outbreak of a nuclear war.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction:

Candidates should critically discuss the validity of the statement and indicate how they intend answering the question.

ELABORATION

In evaluating this statement, candidates need to indicate whether they agree or disagree. The following aspects can be used to support the line of argument.

- Reasons for the missile build-up in Cuba
- Kennedy calls for the removal of missiles, launched a blockade instead of an attack showed he was searching for a peaceful solution
- Khrushchev shows he is also willing to give peace a chance by asking America not to invade Cuba and to lift the blockade
- Khrushchev left the door open for discussion on destruction and removal of missiles
- Khrushchev also asked America for the removal of the Turkish and Italian missiles
- Kennedy did not accede to this demand publicly, he privately gave assurances that it will be removed
- Kennedy showed restraint when an American spy plane was (shot) down over Cuban airspace
- Kennedy demanded removal of missiles/America will be forced to attack/Khrushchev finally agrees
- Both leaders emerge from the crisis as victors
- Impact on Khrushchev's career
- Any other relevant response

Conclusion:

Candidates need to tie up the argument

Use the matrix on page 8 in this document to assess this extended writing.

(30)
[75]

QUESTION 2: WAS JULIUS NYERERE'S POLICY OF SOCIALISM A SUCCESS IN TANZANIA?

2.1 2.1.1 *[Explanation of historical concepts from Source 2A – L2 – LO2(AS1)]*

(a) **Socialism**

- Socialism is an economic system, based on the ideal that enterprises which produce wealth should be owned by those who work in them
- Socialism is a belief in a classless society in which the means of production are owned and controlled by all its members
- Any other relevant response (Any 1 x 2) (2)

(b) **Capitalism**

- Private ownership over economy
- Economic system that encourages the private accumulation of wealth
- Any other relevant response (Any 1 x 2) (2)

2.1.2 *[Interpretation of evidence from Source 2A – L2 – LO1(AS3)]*

- It banned capitalism/the accumulation of wealth
- Co-operative farming that benefits the whole nation
- Any other relevant response (Any 1 x 2) (2)

2.1.3 *[Interpretation of evidence from Source 2A – L2 – LO1(AS3)]*

- Capitalism led to the exploitation
- Socialism led to conflict amongst people
- Any other relevant response. (Any 2 x 2) (4)

2.1.4 *[Analysis of evidence from Source 2A – L3 – LO1(AS3)]*

- Happy because it was the end of economic exploitation
- Happy because it was a voluntary process
- Happy because they would receive agricultural advice and improved technology
- Happy because they were provided with better water, health and education facilities
- Any other relevant response (Any 1 x 2) (2)

2.1.5 *[Extraction of evidence from Source 2B – L1 – LO1(AS3)]*

- Created by the people
- Governed by those who live and work in them
- No one can be forced
- People decide of their own free will to live together and work together
- Any other relevant response (Any 2 x 1) (2)

- 2.2 2.2.1 *[Interpretation of evidence from Source 2B – L3 – LO1(AS3); LO3(AS2)]*
- Life expectancy increased
 - More villages were built
 - More health care centres were built (3 x 1) (3)
- 2.2.2 *[Interpretation and analysis of evidence from Source 2B – L3 – LO1(AS3); LO3(AS1,2,3,4)]*
- Tanzania under colonial rule
 - Colonial power only interested in exploiting Tanzanian labour
 - Colonial power did not prioritised health facilities for blacks
 - Any other relevant response (Any 2 x 2) (4)
- 2.2.3 *[Interpretation and analysis of evidence from Source 2B – L3 – LO1(AS3); LO3(AS1,2,3,4)]*
- Ujamaa policy was implemented
 - People moved to villages as it was equipped with piped water and better facilities
 - Ujamaa was forced onto the people
 - Any other relevant response (Any 2 x 2) (4)
- 2.2.4 *[Interpretation and extraction of evidence from Source 2B – L2 – LO1(AS3)]*
- 52 years (1 x 2) (2)
- 2.2.5 *[Interpretation and analysis of evidence from Source 2B – L2 – LO1(AS3)]*
- 12 years (1 x 2) (2)
- 2.2.6 *[Interpretation and analysis of evidence from Source 2B – L3 – LO1(AS3); LO3(AS1,2,3,4)]*
- Villages were equipped with piped water and better facilities
 - Basic services like roads, schools and clinics were provided
 - Health centres meant that illnesses were treated efficiently
 - Collective farming produced more food
 - Schools educated people
 - Any other relevant response (Any 2 x 2) (4)
- 2.2.7 *[Interpretation and analysis of evidence from Source 2B – L3 – LO1(AS3); LO3(AS1,2,3,4)]*
- Reliable**
- Primary source
 - Stats were verified by reputable historians
 - Stats were consistent with what happened in Tanzania
 - It shows how things improved
 - Any other relevant response
- Not reliable**
- Does not show the negative impact of Ujamaa (Any 2 x 2) (4)

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

- Self-reliance through mutual cooperation based on African Socialism
- Promotion of socialist values
- Development of Tanzania's economy through local resources and cooperative labour
- Communal labour
- Positive results: more villages
- Better education facilities
- Better health facilities
- Improved life expectancy
- Negative impact: people refused to move
- Reports of coercion and brutality
- People moved back to ancestral land
- Food production fell
- Tanzania on the verge of famine
- Tanzania depended on imports and loans
- Any other relevant point

(8)

Use the following rubric to allocate a mark:

LEVEL 1	• Use evidence in an elementary manner e.g. shows no or little understanding of the impact of the Ujamaa policy on Tanzania. • Uses evidence partially to report on topic or cannot report on topic.	MARKS: 0 – 2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. shows an understanding of the impact of the Ujamaa policy on Tanzania • Uses evidence in a very basic manner.	MARKS: 3 – 5
LEVEL 3	• Uses relevant evidence e.g. demonstrates a throughout understanding of the impact of the Ujamaa policy on Tanzania. • Evidence relates well to the topic. Use evidence very effectively in an organised paragraph that shows understanding of the topic.	MARKS: 6 – 8

2.4 EXTENDED WRITING

2.4.1 *[Analysis, interpretation and synthesis of evidence from all sources L1 – 3 – LO1(AS1,2,3,4); LO2(AS1,2,3); LO3(AS1,2,3,4)]*

SYNOPSIS

Candidates need to indicate the role Nyerere played in achieving the goal of building a socialist Ujamaa society in Tanzania.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction:

Candidates should highlight the impact of Nyerere's role in Tanzania.

ELABORATION

- Arusha declaration
- One party state
- Leadership Code
- Focus on African Socialism/Self-reliance – community projects
- The impact of the Ujamaa policies – positive and negative
- Focus on the political, social and the economic consequences
- Any other relevant point

Conclusion:

Candidates should tie up their argument by focusing on the role of Nyerere in promoting growth in Tanzania.

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

(30)

2.4.2 *[Analysis, interpretation and synthesis of evidence from all sources L1 – 3 – LO1(AS1,2,3,4); LO2(AS2,3); LO3(AS1,2,3,4)]*

SYNOPSIS

Candidates need to indicate why Nyerere's policy of Ujamaa was a success or not.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction:

Candidates should highlight the impact of Nyerere's role in Tanzania.

ELABORATION**POSSIBILITIES**

- The 1967 Arusha Declaration set out Nyerere's vision for Ujamaa
- Tanzanians should return to their traditional African way of life villagisation and Ujamaa
- Tanzania should build its own economy and not depend on foreign aid – avoid dependency syndrome
- Villages should farm collectively which would be to the benefit of the whole community
- Tanzanians had to become self-reliant (agricultural production had to be increased)
- Literacy levels increased because of compulsory education for all Tanzanian children
- Peasants were educated in modern farming methods
- A Leadership Code was introduced to prohibit politicians from becoming corrupt
- Health services were improved and Tanzanians had access to piped water
- Nyerere wanted to create a socialist country by reducing the gap between rich and poor

CONSTRAINTS

- Peasants were reluctant to change their lifestyle and farming practices
- They were unsure of improvements that ujamaa villages would bring
- Fewer people were engaged in co-operative farming
- Many lacked the knowledge of modern farming methods
- Shortage of farm equipment hampered success
- Government officials also were not committed to the concept of ujamaa
- Peasants were forced to sell their crops at low prices
- Foreign capitalists and government officials autocratically set food prices
- Lead to many abandoning communal farms
- Any other relevant response

Conclusion:

Candidates should tie up their argument with a relevant conclusion.

Use the matrix on page 8 in this document to assess this extended writing.

(30)
[75]

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

- 3.1 3.1.1 *[Extraction of evidence from Source 3A – L1 – 2 – LO1(AS3); LO3(AS2,3)]*
- They were humiliated
 - They suffered abusive language
 - They were exploited every day
 - They were trampled on every day
 - Any other relevant response (Any 3 x 1) (3)
- 3.1.2 *[Interpretation of evidence from Source 3A – L1 – 2 – LO1(AS3); LO3(AS2,3)]*
- Unfair treatment of people based on race
 - Any other relevant response (Any 1 x 2) (2)
- 3.1.3 *[Interpretation of evidence from Source 3A – L2 – LO1(AS3); LO3(AS2,3)]*
- Peaceful/non-violent
 - Any other relevant response (Any 1 x 2) (2)
- 3.1.4 *[Interpretation of evidence from Source 3A – L1 – 2 – LO1(AS3); LO3(AS2,3)]*
- Even though the present condition looked depressing and miserable, but the future was promising. African Americans were not far from achieving the aims of civil rights
 - The new reforms would bring new opportunities for all African Americans
 - Any other relevant response (Any 2 x 2) (4)
- 3.2 3.2.1 *[Interpretation of evidence from Source 3B – L2 – LO2(AS3)]*
- Southern states refused to desegregate public transport
 - Black people in south still afraid to sit anywhere in busses
 - To force the federal government to enforce the law
 - Any other relevant response (Any 2 x 2) (4)
- 3.2.2 *[Interpretation of evidence from Source 3B – L2 – LO1(AS3); LO3(AS2)]*
- They were prepared to take the beatings
 - They were willing to accept death
 - Any other relevant response (Any 2 x 1) (2)
- 3.2.3 *[Interpretation and analysis of evidence from Source 3B – L2 – LO2(AS2,3)]*
- American constitution stated that all men are equal and have inalienable right
 - Southern states treated blacks as second class citizens
 - High court desegregated public transport but south refused to adhere to federal law
 - Any other relevant response (Any 2 x 2) (4)

3.2.4 *[Interpretation of evidence from Source 3B – L1–2 – LO1(AS2)]*

- **Reliable**
- It shows how liberal whites supported the freedom rides
- It shows how liberal whites were beaten and attacked by conservative whites
- It mentions the “South” notorious for racism
- It shows that southern states were against desegregation/integration
- Any other relevant response (Any 2 x 2) (4)

3.3 3.3.1 *[Interpretation and extraction of evidence from Source 3C – L2 – LO3(AS2,3)]*

- To encourage Blacks to vote
- Any other relevant response (Any 1 x 2) (2)

3.3.2 *[Interpretation and analysis of evidence from Source 3C – L2 – LO1(AS3 and 4); LO2(AS2,3)]*

- Blacks were required to read and write
- Blacks were forced to pass a literacy test
- Any other relevant response (Any 1 x 2) (2)

3.3.3 *[Interpretation of evidence from Source 3C – L2 – 3 – LO1(AS3); LO3(AS2)]***No**

- Saw it as communist propaganda
- Freedom summer perceived to be a plan to start a racial revolution in America
- Any other relevant response (Any 2 x 2) (4)

3.3.4 *[Interpretation and analysis of evidence from Source 3C – L3 – LO1(AS3 and 4); LO2(AS2,3)]***No**

- Editor is in favour of discrimination
- Editor is a racist
- Editor against integration
- Editor sees blacks as inferior
- Any other relevant response (Any 2 x 2) (4)

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

- American constitution guaranteed that all men were equal and have inalienable-rights that cannot be taken away
- Southern states ignored the constitution
- Southern states practised racism against blacks
- Blacks were not allowed to vote
- Blacks were not given a fair trial
- Certain jobs were reserved for whites only
- Blacks were beaten, tortured and lynched
- Although high court desegregated facilities, they continued to enforce racism.
- Any other relevant response

(8)

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. shows no or little understanding of how the Southern States violated the American constitution. • Uses evidence partially to report on topic or cannot report on topic.	MARKS: 0 – 2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. shows an understanding of how the Southern States violated the American constitution. • Uses evidence in a very basic manner.	MARKS: 3 – 5
LEVEL 3	• Uses relevant evidence e.g. demonstrates a thorough understanding of how the Southern States violated the American constitution. • Evidence relates well to the topic. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS: 6 – 8

3.5 EXTENDED WRITING

3.5.1 *[Analysis, synthesis and the ability to construct a coherent argument based on evidence L1 – LO2(AS2,3); LO3(AS1,2,3,4)]*

SYNOPSIS

An explanation of how the civil rights movements influenced change in the USA.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction:

Explain how the Civil rights movement influenced change in the United States of America during the 1960s.

ELABORATION

- Jim Crow laws
- Martin Luther King Junior' s leadership role and philosophy of non-violence
- Examples of non-violent protest such as sit-ins
- Freedom Rides and their impact
- Freedom Summer and its impact
- The 1963 March on Birmingham
- The march on Washington DC and Kings "I have a dream"-speech
- The passing of the laws such as 1964 Civil Rights Act
- Any relevant response

Conclusion:

Candidates should tie up their argument with a relevant conclusion.

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

(30)

3.5.2 *[Analysis, synthesis and the ability to construct a coherent argument based on evidence L1 – LO2(AS2,3); LO3(AS1,2,3,4)]*

SYNOPSIS

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

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction:

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

ELABORATION

- The earlier protests before 1960
- Fights against the segregation laws
- US government's attitude towards African American
- Sit-ins
- Freedom Rides
- Freedom summer
- Martin Luther King Junior's march and the famous speech
- Momentum gained through these protests
- The emergence of white Supremacists
- The political intervention by authorities
- Civil Rights Act
- Any other relevant point.

Conclusion:

Candidates should tie up their argument with a relevant conclusion.

Use the matrix on page 8 in this document to assess this extended writing.

(30)
[75]

QUESTION 4: HOW DID STEVE BIKO AND THE BLACK CONSCIOUSNESS MOVEMENT (BCM) CONTRIBUTE TO THE LIBERATION STRUGGLE IN SOUTH AFRICA DURING THE 1970s?

4.1 4.1.1 *[Definition of a historical concept L1 – LO2(AS2)]*

- A philosophy that was based on the belief that liberation for blacks would only be attained if they removed the shackles of their inferiority
- Further that blacks should shape own destinies and conduct own political campaigns and not depend on the whites. (Any 1 x 2) (2)

4.1.2 *[Interpretation of information from Source 4A – L2 – LO1(AS2)]*

- (a) **Politically**
Blacks could not vote (1 x 2) (2)
- (b) **Economically**
Blacks were excluded from getting skilled jobs (1 x 2) (2)
- (c) **Socially**
Blacks were given inferior separate facilities (1 x 2) (2)

4.1.3 *[Interpretation of information from Source 4A – L2 – LO1(AS2)]*

- No – it refers to all people who were discriminated against
- Any other relevant response. (Any 1 x 2) (2)

4.1.4 *[Analysis of information from Source 4A – L2 – LO2(AS3)]*

- Blacks should free themselves from mental oppression
- Blacks must remove the shackles of inferiority
- Blacks must be proud of themselves
- Blacks should liberate themselves not wait for whites
- Any other relevant response (Any 2 x 2) (4)

4.1.5 *[Interpretation of information from Source 4A – L2 – LO1(AS3)]*

- If whites continue to think and do things on behalf of Blacks then blacks will be continuously discriminated against.
- If somebody controls your mind then you will not be able to liberate yourself or think for yourself
- Any other relevant response (Any 1 x 2) (2)

4.1.6 *[Interpretation and analysis of information from Source 4A – L3 – LO1(AS3)]*

Useful

- Primary source
- It shows how blacks were discriminated against
- It shows how blacks thought about themselves as inferior
- It shows how Biko emphasised the need for self-reliance
- It explains the aims of Black Consciousness

Not useful

- One sided view
- Does not show white response to the ideas of Black Consciousness.

(Any 2 x 2) (4)

4.2 4.2.1 *[Interpretation of information from Source 4B – L3 – LO1(AS3)]*

- Students were against the idea of being taught in Afrikaans
- Students against Bantu Education
- Shows that the youth are unhappy and will take action against the government
- Any other relevant response

(Any 1 x 2) (2)

4.2.2 *[Interpretation and evaluation of information from Source 4B – L2 – LO1(AS3)]*

- It was a barrier to effective learning
- Students did not understand Afrikaans
- Led to high failure rate amongst black students
- Prepared blacks for servitude
- Any other relevant response

(Any 2 x 2) (4)

4.2.3 *[Extraction of information from Source 4B – L2 – LO1(AS3)]*

- Peaceful *Interpretation and evaluation*
- Students are happy
- No evidence of violence
- Students look determined

(Any 2 x 1) (2)

4.2.4 *[Interpretation and evaluation of information from Source 4B – L2 – LO1(AS3)]*

- Police encountered the protesters
- A scuffle occurred
- Police fired on the protesters
- Students retaliated
- Any other relevant response

(Any 2 x 2) (4)

- 4.3 4.3.1 *[Interpretation and extraction of information from Source 4C – L1 – LO1(AS3)]*
- By providing alternative structures
 - By providing black initiatives without white assistance
 - Any other relevant response (Any 1 x 1) (1)
- 4.3.2 *[Interpretation of information – L2 – LO2(AS2)]*
- It provided blacks with the opportunity to help themselves without white assistance
 - Any other relevant response (Any 1 x 1) (1)
- 4.3.3 *[Interpretation of information – L2 – LO2(AS2)]*
- The Zanempilo Clinic
 - Zimele Trust Fund
 - Any other relevant response (Any 1 x 1) (1)
- 4.3.4 *[Interpretation and extraction of information – L2 – LO2(AS2)]*
- **No:** political leaders were banned or arrested
 - **No:** social programs were dismantled Any 1 (2 x 1) (2)
- 4.4 *[Interpretation, analysis and synthesis of evidence from all the sources L3 – LO1(AS3 and 4); LO2(AS1,2,3); LO3(AS1,2,3,4)]*
- Blacks were discriminated against
 - Blacks accepted their position as inferior through years of discrimination
 - BC influenced blacks to rid themselves of the feeling of inferiority
 - BC encouraged blacks to liberate themselves and not to wait for whites
 - BC created self-help schemes
 - BC influenced students to protest against Bantu Education
 - BC filled the vacuum left by the ANC
 - BC revived the aims of the ANC
 - Many cadres joined the ANC in exile
 - Any other relevant response. (8)

Use the following rubric to allocate a mark:

LEVEL 1	• Use evidence in an elementary manner e.g. shows no or little understanding on how Black Consciousness defied the apartheid regime. • Uses evidence partially to report on topic or cannot report on topic.	MARKS: 0 – 2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. how Black Consciousness defied the apartheid regime. • Uses evidence in a very basic manner.	MARKS: 3 – 5
LEVEL 3	• Uses relevant evidence e.g. demonstrates a throughout understanding on how Black Consciousness defied the apartheid regime. • Evidence relates well to the topic. • Use evidence very effectively in an organised paragraph that shows understanding of the topic.	MARKS: 6 – 8

4.5 EXTENDED WRITING

4.5.1 *[Analysis, interpretation and synthesis of evidence from all sources L1 – 3 – LO1(AS1,2,3,4); LO2(AS2,3); LO3(AS1,2,3,4)]*

SYNOPSIS

Candidates should try and indicate how Biko and Black Consciousness brought change in the 1970s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction:

Explain how Biko and Black Consciousness brought change in the 1970s.

ELABORATION

- BCM philosophy
- Self-reliance instilled through social projects
- Formations of educational committees
- SASO still exists and influential in South African universities
- Revival of trade unionism
- 1976 uprising
- SA government response towards blacks
- Biko's death encouraged African revolt
- Any other relevant response

Conclusion:

Candidates should tie up their argument with relevant conclusion.

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

(30)

4.5.2 *[Analysis, interpretation and synthesis of evidence from all L1 – 3 – LO1(AS1,2,3,4); LO2(AS2,3); LO3(AS1,2,3,4)]*

SYNOPSIS

Candidates should discuss events that they believe were influenced by Steve Biko and Black Consciousness should try to relate the events to the aims and principles of black consciousness.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction:

A candidate should outline how he/she will approach and present the topic.

ELABORATION

- Black consciousness philosophy/origins
- Formation BPC
- Formation of SAMS and other schooling organisations/SASCO/SASO/SRC
- Soweto uprising
- Revival of trade unions activities
- Formation of social projects e.g. ZANEMPILO, etc.
- Any other relevant response

Conclusion:

Candidates should tie up their argument with relevant conclusion.

Use the matrix on page 8 in this document to assess this extended writing.

(30)
[75]

TOTAL: 150