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Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P1

NOVEMBER 2013

MEMORANDUM

MARKS: 150

This memorandum consists of 31 pages.

1. SOURCE-BASED QUESTIONS

1.1 The following Learning Outcomes and Assessment Standards will be assessed 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 purpose). 2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purpose). 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.

2. 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 FOR A SPECIFIC ESSAY.**
- WHEN ASSESSING OPEN-ENDED SOURCE-BASED QUESTIONS, LEARNERS SHOULD BE CREDITED FOR ANY OTHER RELEVANT RESPONSES.**

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 of 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 extended writing marking credits learners' opinions supported by evidence. Holistic assessment, unlike content based marking, does not penalise language inadequacies as the emphasis is on the following:

- The construction of argument
- The appropriate selection of factual evidence to support such argument and
- The learner's interpretation of the question

Assessment procedures of extended writing

1. Keep the synopsis in mind when assessing extended writing.
2. During the first reading of the extended writing ticks need to be awarded for a relevant introduction (indicated by a bullet in marking guideline/ memorandum) each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline/ memorandum) and a relevant conclusion (indicated by a bullet in marking guideline/ memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

3. The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised

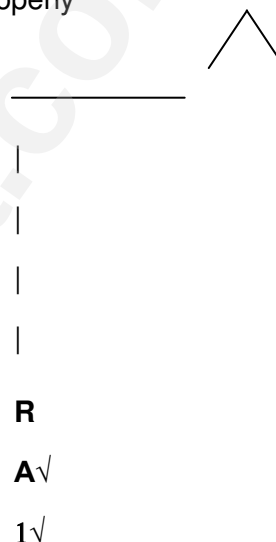
- Wrong statement

- Irrelevant statement

- Repetition

- Analysis

- Interpretation



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 determine 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 and P	LEVEL 5	18 - 20
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GRADE 12 ANALYTICAL MATRIX FOR EXTENDED WRITING: TOTAL MARKS: 30

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PRESENTATION	Very well planned and structured. Good synthesis of information. Constructed an argument. Well balanced argument. Sustained and defended the argument throughout.	Well planned and structured. Synthesis of information. Constructed an original well - balanced, independent argument. Evidence used to defend the argument.	Well planned and structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	Shows some evidence of a planned and constructed argument. Some evidence used to support argument. Conclusion not clearly supported by evidence.	Attempts to structure the answer. Largely descriptive/ some attempt at developing an argument.	Little analysis and historical explanation. No structure in answer.
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 AN ESSAY USING SOURCES AND OWN KNOWLEDGE.
TOTAL MARKS: 30

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 [Excellent]	Consistently focuses on topic – demonstrates a logical and coherent progress towards a conclusion Clearly comprehends the sources Uses all or most of the sources and own knowledge 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 [Very Good]	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 and own knowledge Selects relevant sources Quotes selectively 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 Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
5 Substantial 60 – 69% 18 – 20 [Good]	Makes an effort to focus on the topic but argument has lapses in focus Comprehends most of the sources Uses most of the sources and own knowledge Selects relevant sources Expression good but with lapses Perhaps, lacking some depth of overall-focus, or does not make reference to one or more relevant sources If appropriate, makes an attempt to consider counter-argument Rather superficial or no attempt to refer to relevancy, bias, accuracy, limitation of sources Makes an attempt to take a stand (focuses on limitations, etc.) in reaching an independent conclusion
4 Moderate 50 – 59% 15 – 17 [Satisfactory]	Makes some effort to focus on the topic but argument has many lapses in focus Moderate comprehension of most of the sources Moderate use of relevant evidence from the sources and own knowledge Moderate attempt to consider counter-argument Moderate attempt to refer to relevancy, bias, accuracy, limitation of sources Expression is satisfactory 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 [Fair]	Little attempt to focus on the topic Little comprehension of the sources Struggles to select relevant information and own knowledge from the sources No quotes – or generally irrelevant Makes little effort to consider counter-arguments Mainly characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression poor Makes a poor attempt to take a stand. (i.e. battles to reach an independent conclusion)
2 Elementary 30 – 39% 09 – 11 [Weak]	Unable to focus on the topic Unable to identify relevant sources and limited use of own knowledge 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 [Poor]	No attempt to focus on the topic Uses no sources Does not use own knowledge Completely irrelevant Copies directly from the sources Answer extremely poor

QUESTION 1: HOW DID THE DETECTION OF SOVIET MISSILES BY THE UNITED STATES OF AMERICA (USA) IN CUBA INTENSIFY COLD WAR TENSIONS IN THE 1960s?

1.1

1.1.1 *[Extraction of evidence from Source 1A – L1 – LO1 (AS3); LO3 (AS2)]*

- To show the deployment of nuclear missiles in Cuba
- To highlight the stockpiling of Soviet Missiles in Cuba
- Any other relevant answer (any 1 x 2) (2)

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

- It portrays the USSR/Khrushchev as aggressive/violent
- It exposed their intention to use Cuba as a pawn in the Cold War conflict
- USSR/Khrushchev was regarded as a threat to peace
- Any other relevant response (any 1 x 2) (2)

1.1.3 *[Evaluating limitations from Source 1A - L3 - LO (AS3)]*

- This photograph could have been manipulated by the CIA since it was labelled by them
- Photograph lacked clarity and therefore was labelled by the CIA
- The source depicts an American perspective of the deployment of missiles
- The source reflects an American perspective
- The source is produced by an American
- Any other relevant response (any 2 x 2) (4)

1.1.4 *[Ascertaining the bias of Source 1A – L3 – LO1 (AS3 and 4); LO3 (AS2)]*

- The source portrays the USSR as the aggressor
- Information given by the CIA
- Use of words such as 'Kremlin's duplicity' shows bias
- Any other relevant response (any 1 x 3) (3)

1.1.5 *[Comparing the evidence in the written and the visual sources from Source 1A – L3 – LO1 (AS4)]*

- The written source refers to evidence captured in the photos about the deployment of missiles in Cuba
- The written source indicates the captions such as 'erector launcher equipment; missile trailers and tent areas while the visual source makes reference to missile erector, missile shelter tent' etc.
- Any other relevant response (any 2 x 2) (4)

1.2

1.2.1 *[Extraction of evidence from Source 1B – L1 – LO1 (AS3); LO3 (AS2)]*

- They wanted to prevent a nuclear war/feared a nuclear war
- They desired a peaceful settlement regarding the missile crisis
- Any other relevant response (any 2 x 2) (4)

1.2.2 *[Interpretation of evidence from Source 1B – L2 – LO1 (AS3); LO3 (AS2)]*

- Turkey is the country where the USA (NATO) deployed missiles against the USSR
- Khrushchev wanted US missiles in Turkey to be removed
- These missiles posed a threat to the security and stability of the USSR
- Any other relevant response (any 1 x 2) (2)

1.2.3 *[Explain the reliability of Source 1B – L3 – LO 1 – (AS4)]*

- The telegram is first hand information and an official document
- It was written by Dobrynin the USSR ambassador
- Telegram was written at the time when the Cold War tension was at its peak
- The information in the telegram can be corroborated by other sources
- It captures the brinkmanship that existed between the superpowers i.e. the withdrawal of Russian missiles from Cuba vs. the withdrawal of USA (NATO) missiles from Turkey
- Any other relevant response (any 2 x 2) (4)

1.3

1.3.1 *[Interpretation of evidence from Source 1C – L2 – LO1 (AS3); LO3 (AS2)]*

- The USSR/Khrushchev removed the missiles from Cuba
- USSR's status as a super power was compromised/dented
- Khrushchev was reluctant to remove the missiles from Cuba
- Any other relevant response (any 2 x 2) (4)

1.3.2 *[Interpretation of evidence from Source 1C – L2 – LO1 (AS3); LO3 (AS2)]*

- Khrushchev as a leader of a super power was not happy (reluctant) to remove the missiles from Cuba
- Khrushchev was forced to accede to the demands of the US to remove the missiles
- Khrushchev has 'lost' this battle/prestige in Cold War conflict with the US
- The removal of missiles will also 'hurt' Cuba (Castro would be toothless and powerless)
- It seems that Cuba had no choice in this matter (removal of missiles)
- Any other relevant response (any 2 x 2) (4)

1.3.3 *[Interpretation of evidence from Source 1C – L2 – LO1 (AS3); LO3 (AS2)]*

A mere statement of 'unhappy' or 'happy' for an answer would not suffice. It is expected of candidates to substantiate their answer.

(a)

- Resentment because of the removal of nuclear missiles from Cuba
- Vulnerability because of a USA invasion
- They could have felt that the Soviet Union has abandoned them
- Alienated because the Soviet Union gave in too easily to the demands of the USA
- Any other relevant response (any 1 x 2) (2)

(b)

- Relieved because the USA was able to stop the spread of communism in Latin America
 - Satisfied that Kennedy was resolute in his demands that USSR missiles must be removed
 - Kennedy had stopped Cuba becoming a nuclear power
 - Proud the Americans were superior and outmanoeuvred the Russians in the context of the Cold War
 - Satisfied that a nuclear war between USA and Soviet Union was averted
 - Any other relevant response
- (any 1 x 2) (2)

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

**Candidates can either choose Source 1A, 1B or 1C to explain usefulness:
In answering this question candidates need to show that the source is relevant
to the investigation and reliable by interrogating the provenance (origin) and
level of bias**

SOURCE 1A

- The source shows the manner in which the US gathered intelligence to protect its safety and security
- The source shows that the US disregarded Cuban sovereignty by entering their airspace without approval
- The source shows that the US had concrete evidence that missiles were deployed in Cuba
- The source shows that the US tampered with the photograph (Visual Source)
- The source shows that the US had proof of the origin (USSR) of these missiles
- The source shows the US reaction towards the USSR's deployment of missiles
- Any other relevant response

SOURCE 1B

- The source shows the secrecy surrounding the negotiations between the US and USSR
- The source highlights that both the US and USSR were looking for a solution to prevent a nuclear war
- The source shows the willingness of the US and USSR to make concessions
- The source shows that Cold War tensions were not just confined to Latin America
- The source shows the underlining reasons for the deployment of missiles
- Any other relevant response

SOURCE 1C

- The source shows that Khrushchev was reluctant to remove the missiles from Cuba
- The source shows that Khrushchev had 'lost' this confrontation with the US regarding the missile crisis in Cuba
- The source shows that Cuba was a pawn in this conflict
- The source shows that the removal of missiles will also 'hurt' Cuba
- The source implied that Cuba could be vulnerable to US aggression
- Any other relevant answer

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. shows little or no understanding of the usefulness of this source to a historian writing about 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 the usefulness of this source to a historian writing about 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 of the usefulness of this source to a historian writing about the Cuban Missile Crisis • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	MARKS: 6–8

(8)

1.5 EXTENDED WRITING

- 1.5.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS 3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

SYNOPSIS

Candidates need to discuss how the detection of Soviet missiles by the USA in Cuba led to intensified Cold War tensions between the superpowers during the 1960s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate their line of argument and how they intend to support their line of argument.

ELABORATION

- Background - Reasons for the missile build-up in Cuba (Bay of Pigs; NATO missiles in Turkey and Italy; Spreading of communism in Latin America)
- USA spy planes discovered missiles sites in Cuba (The American reaction- blockade, calls for removal, threatened invasion of Cuba)
- The Soviet response (disobeyed blockade and gave its submarine commanders orders to take action against US ships)
- At first the Soviet Union did not admit to missiles sites in Cuba (Later the Soviet Union admits, but claims it is for defensive purposes only)
- Negotiations between the USA and Soviet Union intensified the Cold War (The Soviet Union agreed to remove missiles from Cuba only if the USA gave an undertaking not to invade Cuba)
- The USA acceded to this demand (Undertook to remove missiles from Turkey but it should not be made public so that Kennedy is not portrayed as 'weak')
- Tensions between the USA and USSR increased as an American spy plane is shot down over Cuban airspace, but the USA did not respond
- The superpowers reached an agreement on the missile crisis (USA would not invade Cuba and will remove missiles from Turkey and Italy; The USSR would remove missiles from Cuba and would dismantle missiles under United Nations supervision)
- A hotline was set up between the White House and the Kremlin/Nuclear Test Ban Treaty was signed/Through negotiations a 'Hot War' was averted
- Any other relevant response
- Conclusion: Candidates need to tie up the discussion with a relevant conclusion. (30)

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

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

SYNOPSIS

In answering this question, candidates should take an independent line of argument in showing how Khrushchev and Kennedy search for a peaceful solution to prevent total destruction of human kind

MAIN ASPECTS

- Introduction: Candidates should show their line of argument and indicate how they intend answering the question.

ELABORATION

- Reasons for the missile build-up in Cuba (Bay of Pigs; NATO missiles in Turkey and Italy; Spreading of communism in Latin America)
- USA spy planes discovered missile sites in Cuba (Kennedy called for the removal of missiles, USSR refuses; Kennedy launched a blockade and quarantine; Kennedy did not attack Cuba, showed that he was searching for a peaceful solution)
- Khrushchev showed he was also willing to give peace a chance by asking the USA to lift the blockade, not invade Cuba (Khrushchev left the door open for discussion on destruction and removal of missiles from Cuba)
- Khrushchev also asked America to remove missiles from Turkey and Italy (Kennedy did not accede to this demand publicly, he privately gave assurances that it will be removed after discussions with NATO)
- Kennedy did not retaliate when an American spy plane was shot down over Cuban airspace (Kennedy demanded removal of missiles or America will be forced to attack)
- Khrushchev finally agrees to remove missiles under UNO supervision
- Both leaders emerge from the crises as victors
- Any other relevant response
- Conclusion: Candidates should tie up their argument. (30)

[75]

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

QUESTION 2: HOW SUCCESSFUL WAS NYERERE'S POLICY OF AFRICAN SOCIALISM IN TANZANIA DURING THE 1960s?

2.1

2.1.1 *[Extraction of evidence from Source 2A – L1 – LO1 (AS3); LO2 (AS2)]*

To ensure:

- Freedom
- Development
- Discipline

(3 x 1) (3)

2.1.2 *[Interpretation and evaluation of Source 2A – L2 – LO1 (AS3)]*

- Spent a huge amount of money on settlements
- Supplied modern equipment
- Ensured the supply of social services e.g. health; education
- Good management
- Promise of a better life/rich
- Any other relevant response

(any 2 x 2) (4)

2.1.3 *[Interpretation and evaluation of Source 2A – L2 – LO1 (AS3)]*

- To fulfil Nyerere's idea of Villagisation/African Socialism
- To develop Tanzania
- Easier for the government to supply equipment if people stayed together
- To increase agricultural production
- Any other relevant response

(any 1 x 2) (2)

2.1.4 *[Explanation of a concept from Source 2A – L1 – LO2 (AS1)]*

- Government/state takes control of institutions like banks, schools, etc
- Government/state control on behalf of the people
- All means of production are controlled by the state/state ownership
- Any other relevant response

(any 1 x 2) (2)

2.1.5 *[Evaluation of Source 2A – L2 – LO1 (AS3)]*

- Ujamaa villages were established
- People worked together
- Government provided health services/education etc.
- Government provided equipment
- To build a classless society
- Firms were nationalised
- No government officials were allowed to enrich themselves
- Any other relevant response

(any 2 x 2) (4)

2.2

2.2.1 *[Analysing Source 2B – L2 – LO1 (AS4); LO2 (AS2)]*

- Dedicated to the masses
- Nyerere mixed with the people
- Nyerere was approachable
- Nyerere was not detached or arrogant
- Nyerere was committed to the poor
- Any other relevant response

(any 1 x 2) (2)

2.2.2 *[Evaluating bias of the written source in Source 2B – L3 – LO1 (AS4)]*

It could be biased because:

- The extract was written by a Tanzanian national citizen
- It was written by a news reporter who supported Nyerere
- The writer worked as an information officer for Nyerere's government
- It could have been used for propaganda purposes
- It portrays the positive aspects of Nyerere
- Any other relevant response (any 2 x 2) (4)

2.2.3 *[Analysing of a visual source from Source 2B – L3 – LO1 (AS3); LO2 (AS2)]*

- The government wanted support/promote the policy of ujamaa
- The government wanted to show that Nyerere was committed to agriculture and development
- Depicted Nyerere as a good leader who was caring and committed to the people of Tanzania
- It shows people supporting the policy of ujamaa
- Any other relevant response (any 2 x 2) (4)

2.2.4 *[Comparing the evidence in the written and the visual sources from Source 2B – L3 – LO1 (AS4)]*

- Visual source shows him in company of people which is referred to in the written source as his dedication and identification with the masses
- Visual source shows him in plain simple clothes and in the written source, he mingled with peasants (shows simplicity) as one of them/ one of us
- Both sources show his involvement in the policy of ujamaa
- Both sources show that they supported the policy of ujamaa
- Any other relevant response (any 2 x 2) (4)

2.3

2.3.1 *[Interpretation and evaluation of Source 2C – L2 – LO1 (AS3)]*

- Wanted a clean break from colonialism
- General upliftment of all Tanzanians
- Believed in government providing social services e.g. to schools and clinics
- He was against capitalism
- He wanted to eradicate a class based society created by capitalism
- Any other relevant response (any 2 x 2) (4)

2.3.2 *[Interpretation and evaluation of Source 2C – L2 – LO1 (AS3)]*

- Essential supplies were unavailable e.g. gasoline
- World Bank granted more loans
- Stores were empty
- Medicine unavailable
- Any other relevant response (any 2 x 2) (4)

2.4 *[Interpretation, analysis and synthesis of evidence from all sources – L3 – LO1 (AS 3 and 4), LO2 (AS1, 2 and 3) LO3 (AS 1, 2, 3 and 4)]*

Candidates must focus on the following aspects:

It had a positive impact:

- There were many co-operative activities in rural areas
- Improved education and health
- He made Tanzanians work together
- The policy of African Socialism became a reality
- Ordinary Tanzanians could see their president mixing with them
- Through the Leadership Code Tanzanians would experience no corruption

It had a negative impact:

- Many Tanzanians were not prepared to live in ujamaa villages
- The government spent too much money on unsuccessful projects and therefore had to borrow money
- State-owned enterprises were insufficient and became bankrupt
- Agricultural production declined and affected food security
- Food shortages led to serious problems
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. shows no or little understanding of explaining the impact that the Arusha Declaration had on ordinary Tanzanians • 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 some understanding of explaining the impact that the Arusha Declaration had on ordinary Tanzanians • Uses evidence in a very basic manner	MARKS: 3–5
LEVEL 3	• Uses relevant evidence e.g. that shows a thorough understanding of explaining the impact that the Arusha Declaration had on ordinary Tanzanians • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic	MARKS: 6–8

(8)

2.5 EXTENDED WRITING

2.5.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

SYNOPSIS

Candidates should discuss to what extent Nyerere's policy of African Socialism was a success. Candidates should substantiate their line of argument with relevant examples.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate their line of argument and state to what extent they agree with the statement.

ELABORATION

To a great extent:

- Nyerere's vision for Tanzania was set out in the Arusha Declaration
- Nyerere introduced the policy of Ujamaa (self-reliance, African Socialism, reducing the gap between rich and poor)
- Rural development was important (increased agricultural productivity, implemented his villagisation programme, communities worked together)
- Tanzania became a one-party state with TANU as ruling party (A Leadership Code was introduced, politicians were prohibited to hold company shares, Swahili was made the national language, the rights of workers were encouraged)
- Nyerere proposed a sound system of education (literacy rose and many people could read and write)
- Nyerere improved good social services, people had access to clean water

To a lesser extent:

- Tanzania owed huge amounts of money to the World Bank
 - Basic needs like soap and oil had to be imported
 - Workers were unhappy with the conditions of work and embarked on strikes
 - Nyerere admitted that ujamaa had failed
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

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

- 2.5.2 *[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 and 3); LO3 (AS1, 2, 3 and 4)]*

SYNOPSIS

Candidates should critically evaluate the statement and discuss the Arusha Declaration and why Nyerere believed in it.

MAIN ASPECTS

Candidates should include the following points in their response.

- Introduction: Candidates should indicate their line of argument and give relevant examples of what was outlined in the Arusha Declaration.

ELABORATION

Nyerere believed in the Arusha Declaration because:

- It set out his vision of African Socialism
 - Policy of Ujamaa was outlined – focus on African Socialism
 - Tanzania would become self-reliant through ujamaa
 - Tanzania will be built up through Socialism
 - Class distinction was eliminated – everybody became a worker
 - Nationalisation of key sources of production occurred e.g. banks, Insurance companies, sisal plantations, farming companies and shops
 - Corruption was prevented through his Leadership Code
 - A one-party state was set up in Tanzania under TANU
 - Education became a great success because literacy rose, compulsory education for children was introduced
 - Health services improved and Tanzanians had access to piped water
 - The Arusha Declaration failed because of a lack of trained/ experienced officials but he still believed in it because it was his vision
 - Nyerere admitted that his policy had failed but it was still his vision
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)
[75]

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

QUESTION 3: WHAT ROLE DID THE VARIOUS CIVIL SOCIETY PROTESTS PLAY IN BRINGING ABOUT CHANGE IN THE UNITED STATES OF AMERICA (USA) IN THE 1960s?

3.1.1 [Definition of concepts – L1 – LO2 (AS1)]

Segregation

- Separation of people on the basis of race, colour, religion, etc.
- African Americans were segregated in terms of schooling, jobs, housing, etc.
- Any other relevant response (any 1 x 2) (2)

3.1.2 [Interpretation of evidence from Source 3A – L2 – LO1 (AS3 and 4), LO3 (AS2)]

- Were against segregation
- Against unfair treatment
- Wanted an end to discrimination
- Any other relevant response (any 1 x 2) (2)

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

- Increasingly hostile treatment (1 x 1) (1)

3.1.4 [Interpretation of evidence from Source 3A – L2 – LO1 (AS3 and 4), LO3 (AS2)]

- The South practised racial discrimination
- The majority of whites from the 'South' felt they were superior to African Americans
- Any other relevant response (any 1 x 2) (2)

3.1.5 [Interpretation of evidence from Source 3A – L2 – LO1 (AS3 and 4), LO3 (AS2)]

- Took action to protect African Americans
- Guaranteed their rights
- Legislation was passed that ensured facilities were desegregated
- African Americans gained access to polling booths (any 2 x 2) (4)

3.2

3.2.1 [Interpretation of evidence from Source 3B – L2 – LO1 (AS3); LO3 (AS2)]

- They were racist
- Against desegregation – reluctant to embrace non-racialism
- Any other relevant response (any 1 x 2) (2)

3.2.2 [Interpretation and evaluation of evidence from Source 3B – L3 – LO1 (AS3); LO3 (AS2)]

- Freedom symbolised an end to racism and segregation
- Freedom symbolises that their protests were successful
- Freedom fighters desired equal opportunity for all citizens
- Any other relevant response (any 1 x 3) (3)

3.2.3 *[Interpretation and evaluation of information from Source 3B – L2– LO1 (AS3 and 4); LO2 (AS2 and 3)]*

(a)

- Relieved
- Happy
- Proud
- Any other relevant response (any 1 x 2) (2)

(b)

- Angry
- Disappointment
- Shock
- Any other relevant response (any 1 x 2) (2)

3.3

3.3.1 *[Interpretation of evidence from Source 3C – L2 – LO1 (AS3); LO3 (AS2)]*

- It advertised the march on Washington
- It outlined reasons for the march
- It gave information about speakers who were expected to speak at the march on Washington
- Any other relevant response (any 2 x 2) (4)

3.3.2 *[Extraction of evidence from Source 3C – L1 – LO1 (AS3); LO3 (AS2)]*

- Civil rights legislation
- Federal Works Program
- Employment
- Decent Housing
- Right to vote
- Integrated Education (any 2 x 1) (2)

3.3.3 *[Interpretation and evaluation of evidence from Source 3C – L3 – LO1 (AS3); LO3 (AS2)]*

The march on Washington was successful:

- Quarter of a million people were involved in the march
- Interracial march
- Peaceful march
- Pressure was put on the US administration to pass civil rights laws
- Any other relevant response (any 1 x 3) (3)

3.3.4 *[Interpretation and evaluation of evidence from Source 3C – L3 – LO1 (AS3); LO3 (AS2)]*

- Speech united most black and white Americans
- Speech became catalyst for change/inspirational speech that brought about change
- Put pressure on the US government to introduce the Civil Rights Acts of 1964
- Any other relevant response (any 2 x 2) (4)

3.3.5 [Comparing evidence from Sources 3C – L3 – LO1 (AS3); LO2 (AS3); LO3 (AS2)]

The visual source supports the written source in the following ways:

- The visual source appeals for support for the march while the written source mentions the number of people who attended the march
- The demands made in the visual source are repeated in the written source
- Any other relevant response (any 2 x 2) (4)

3.4 [Interpretation, analysis and synthesis of evidence from all sources - L3- LO1 (AS3 and 4), LO2 (AS1, 2 and 3) LO3 (AS 1, 2, 3 and 4)]

Candidates must focus on the following aspects:

Candidates can select either Source 3A or Source 3B or Source 3C and indicate why it is useful.

In answering this question candidates need to show that the source is relevant to the investigation and reliable by interrogating the provenance (origin) and level of bias

SOURCE 3A is useful because:

- It highlights the rise and aims of the Civil Rights Movement
- It highlights the strategies used by the Civil Rights Movement
- It explains the resistance and methods used by the people of the South
- It highlights the successes of the Civil Rights Movement
- Any other relevant response

SOURCE 3B is useful because:

- Shows that both black and white in Americans opposed segregation (Written Source)
- Highlights the experiences of the Freedom Riders (Written Source)
- Highlights the attitude and behaviour of those who were opposed to desegregation (Written Source)
- It shows that on 4 May 1961 the Freedom Riders embarked on protest action
- Provides evidence that the incident did occur by showing protesters riding the bus (Visual Source)
- Highlights the demands of the Freedom Riders (Visual Source)
- Any other relevant response

SOURCE 3C is useful because:

The visual source:

- Informs the readers who the leaders were
- Informs the reader of the reasons for the march
- Informs the reader about the contact details for bus reservations and the organising committee

The written source:

- Explains the march to Washington
- Highlights the number of people who attended the march
- Highlights the reason for the march
- Shows the protestors were united / multi-racial
- Informs the reader about Martin Luther King Jr's – 'I have a dream' speech
- Explains the effects of the speech
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. shows no or little understanding of the usefulness of this source to a student of history about the Civil Rights Movement • 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 some understanding of the usefulness of this source to a student of history writing about the Civil Rights Movement • Uses evidence in a very basic manner	MARKS: 3–5
LEVEL 3	• Uses relevant evidence e.g. shows a thorough understanding of the usefulness of this source to a student of history writing about the Civil Rights Movement • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	MARKS: 6–8

(8)

3.5 EXTENDED WRITING

3.5.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

SYNOPSIS

Candidates should discuss how the Freedom Riders and other forms of civil society protests contributed to bringing about change in the USA during the 1960s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate the reasons for the formation Civil Rights Movement.

ELABORATION

- Brief background of the Montgomery Bus boycott and the reasons for the Civil Rights Movement (discrimination / segregation)
- Demands for the abolition of racial discrimination (e.g. Greensboro sit-ins in 1960)
- Reasons for the Freedom Riders embarking on protest action and consequences
- Other protests included, Birmingham and Alabama protests etc.
- Segregation in public schools e.g. (Georgia)
- Selma-Montgomery marches e.g. role of Bull Connor
- The march on Lincoln Memorial and Martin Luther Jr's 'I have a Dream speech' - impact
- Freedom Summer
- This led to a significant realignment of US policies
- These included reforms such as, Civil Rights Act, Voting Rights Act, Fair Housing Act, etc.
- Banning of discrimination in employment practices in public accommodation
- Dignity and respect regained especially for African Americans
- [Other Civil society protests]
- Any other relevant response

Conclusion: Candidates should tie up their argument by referring to the significant changes that the Civil Rights Movement was responsible for. (30)

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

- 3.5.2 *[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 and 3); LO3 (AS1, 2, 3 and 4)]*

SYNOPSIS

Candidates can either agree or disagree with the statement. In agreeing with the statement candidates should discuss how the march to Washington was regarded as a significant turning point for the liberation of all Americans. In disagreeing with the statement candidates must substantiate their response with relevant evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate whether they agree or disagree with the statement and substantiate their line of argument.

ELABORATION

In agreeing with the statement, candidates should discuss the following:

- Commitment to end segregation and racial discrimination by embarking on protest action
- Role played by Martin Luther King Junior in terms of better education; better housing; fighting for equal rights
- The march on Washington
- Support received during the march from white Americans
- Unity among black and white Americans during the march
- Civil Rights Movement gained confidence
- Significance of the march - 'I have a Dream' speech - impact
- Changes to legislation in the USA e.g. Civil Rights Act of 1964
- Segregatory laws were gradually repealed
- African Americans now enjoyed the fruits of Martin Luther King Jr's role
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

If candidates disagree with the statement, they need to support their argument with relevant evidence (30)
[75]

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

QUESTION 4: WHAT WERE THE ROLE AND IMPACT OF THE BLACK CONSCIOUSNESS MOVEMENT UNDER STEVE BIKO'S LEADERSHIP IN THE 1970s?

4.1

4.1.1 *[Extract relevant information from Extract 1 (Source 4A) – L1 – LO1(AS3)]*

- Those who can manage to hold their heads high in defiance rather than willingly surrender their souls to the white man
- Those who rid themselves of the shackles that bind themselves of perpetual servitude (any 1 x 2) (2)

4.1.2 *[Explanation of the historical concept from Extract 1 from Source 4A – L1 – LO1 (AS3)]*

- Acceptance of oneself as black, with pride and self esteem
- Having a strong mental attitude
- Working together to achieve liberation/self development
- Any other relevant answer (any 1 x 2) (2)

4.1.3 *[Analyse the information gathered from Source 4A – L2 – LO1 (AS3); LO3 (AS2 and 3)]*

- Was not afraid of death/prepared to die for his beliefs/fearless
- He would only hit back (respond) if he was tortured during interrogation
- Would not co-operate with his interrogators
- Any other relevant response (any 2 x 2) (4)

4.1.4 *[Interpret and evaluate information from Source 4A L3 – LO1 (AS3)]*
Candidates must indicate whether they AGREE or DISAGREE with Biko's attitude towards police interrogation and death.

AGREE

- Citizens/people should not be scared of the police because they (police) must defend peace and the constitution
- Police did not have to beat people when they questioned them
- Police should have a professional way of collecting information from political activists
- The apartheid police were too harsh which made Biko's attitude towards equally harsh
- One cannot run away from death – Biko was ready to die for a just cause
- He was challenging the system and was not willing to be intimidated
- Any other relevant answer

DISAGREE

- An unarmed individual cannot fight against armed police
- Police defended the constitution
- Interrogation was a way of getting information from political activists that were arrested
- Any other relevant answer (any 2 x 2) (4)

4.1.5 *[Compare evidence from Source 4A, Extracts 1 and 2 – L3 – LO1 (AS3); LO3 (AS2)]*

Extracts 1 and 2 support each other in the following way:

- In Extract 1 reference is made to real black South Africans as those who can hold their heads high which in Extract 2 is addressed by the word proud
- Extract 1 indicates that a real black South African would not surrender to a white man and Extract 2 supports that by indicating that he did not fear death and would not allow the police to beat him
- Both extracts refer to black South Africans as being proud and holding their heads high
- Any other relevant answer (any 2 x 2) (4)

4.2

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

- For distributing pamphlets 'inciting blacks to cause riots'
- Eluded the police for a year
- Arrested because he was seen as a 'terrorist' (any 1 x 2) (2)

4.2.2 *[Analyse information gathered from Source 4B – L2 – LO1 (AS3); LO3 (AS2 & 3)]*

- Was arrested and put in indefinite detention through Section 6 of Terrorism Act
- Was stripped naked and humiliated
- Was rammed against a wall during his interrogation
- Driven for 1 600 km, naked and unconscious at the back of a police van without any medical attention
- He was murdered
- He was denied legal representation
- Any other relevant answer (any 1 x 2) (2)

4.2.3 *[Analysis and interpretation of evidence from Source 4B Extract 2 – L2 – LO1 (AS 3); LO3 (AS 2)]*

- To protect the apartheid government against the crimes they had committed
- Concealed police brutality and unprofessionalism by state doctors
- To cover-up the conditions that lead to Biko's death so that the state's sinister motives were not exposed
- Doctors were put under pressure/intimidated
- Any other relevant answer (any 2 x 2) (4)

4.3

4.3.1 *[Interpretation and evaluation of information from Source 4C (Visual Source) – L3 – LO 1 (AS3)]*

- Chain of oppression against white/ apartheid domination was broken
- Symbolises freedom from ideas of oppression/servitude
- Biko's death exposed and broke down the oppressive nature of the apartheid regime
- Any other relevant answer (any 1 x 3) (3)

4.3.2 *[Interpretation of evidence from Source 4C – L2 - LO1 (AS3); LO3 (AS2)]*

- One human race
- One country of South Africa with one South African nation
- No racial division in South Africa
- No apartheid in South Africa
- Unity for all Africans
- Any other relevant answer (any 1 x 2) (2)

4.3.3 *[Analysis of information from source 4C – L2 – LO1 (AS3 & 4); LO3 (AS2)]*

- Biko was regarded as a political martyr
- Biko's death contributed to liberating black South Africans from a life of servitude
- Biko sacrificed his life for the liberation of black South Africans
- Biko's death left a legacy of having broken the chains of oppression and marginalisation
- To show how powerful Biko was
- Provided a catalyst for change
- Any other relevant answer (any 2 x 2) (4)

4.4 *[Evaluate the usefulness of Sources 4A, 4B and 4C on the philosophy of Black Consciousness L3 – LO 1 – (AS4)]*

In answering this question, candidates need to show that the source is relevant to the investigation and reliable by interrogating the provenance (origin) and level of bias

SOURCE 4A is useful because

- It is first-hand information/gives Biko's definition of Black Consciousness
- Extract 1 was taken from a paper presented by Biko in an official SASO leadership Conference in 1971
- Extract 2 is also first - hand information, as an extract from an interview
- It is made up of words presented by Biko, the leader of Black Consciousness philosophy
- It was presented at the time when the BCM was very active
- Any other relevant answer

SOURCE 4B is useful because

- It gives you information on how Biko was arrested
- Tells us how Biko was interrogated and eventually murdered
- The information can be corroborated by other sources
- The source shows Biko and Black consciousness was seen a threat
- Any other relevant answer

SOURCE 4C is useful because

- It is a poster by the Black People's Convention
- It is a viewpoint of the BPC to their leader
- It was used at the time of his funeral
- Any other relevant answer

(any 2 x 2) (4)

4.5 *[Interpretation, analysis and synthesis of evidence from all sources - L3- LO1 (AS3 and 4), LO2 (AS1, 2 and 3) LO3 (AS 1, 2, 3 and 4)]*

Candidates must focus on the following aspects:

- BPC was seen as a threat
- Arrest and detention of Biko
- Government's alleged involvement in his death
- Collusion of state doctors and police in concealing reasons for his death
- Banning of 18 political organisations associated with BCM/leaders were decimated
- Banning of the newspapers: The World and The Weekend World, considered supportive to BCM
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. shows no or little understanding of the reaction of the apartheid government to the popularity of the Black consciousness Movement in the 1970s. • 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 some understanding of the reaction of the apartheid government to the popularity of the Black consciousness Movement in the 1970s. • Uses evidence in a very basic manner	MARKS: 3-5
LEVEL 3	• Uses relevant evidence e.g. shows thorough understanding of the reaction of the apartheid government to the popularity of the Black consciousness Movement in the 1970s. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	MARKS: 6-8

(8)

4.6 EXTENDED WRITING

- 4.6.1 *[Synthesise information to construct an original and independent argument using evidence from the sources and own knowledge to support the argument - L1- L3 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

SYNOPSIS

Candidates should discuss the role and impact of the Black Consciousness Movement under Steve Biko's leadership in the 1970s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should state their viewpoint regarding the role and impact of the Black Consciousness Movement under Steve Biko in the 1970s.

ELABORATION

- The role and influence of Biko's philosophy (BCM) - instilling feeling of black dignity and self-esteem, rising up against poor living conditions and fighting unemployment
 - On the establishment of other movements and organisations supporting Black Consciousness (BPC, SASO, SASM, SSRC)
 - On students: (Biko broke away from NUSAS -1968 and established SASO 1969), and impact on the Soweto Students Representative Council in rejecting the use of Afrikaans as medium of instruction (1976)
 - On workers: (Biko influenced the 1973 strikes mainly in Durban and the East Rand because of the uncertainty created by the world oil crisis)
 - On the communities: (Biko established Black Community Projects to uplift lives of blacks)
 - Impact of the Soweto Uprising
 - Reaction of the apartheid government: arrest anti-apartheid activists like Biko; Collusion by state doctors and police over reasons for Biko's death; banned organisations associated with Black Consciousness philosophy; banned newspapers that were considered supportive to the spread of the philosophy
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.
- (30)

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

4.6.2 *[Plan and construct an essay according to a given line of argument - L1 – L3 –LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

SYNOPSIS

Candidates need to assess Biko's role in unifying black South Africans and the reaction to his untimely death in detention.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should assess the statement and indicate whether they agree with it or not and state how they intend supporting their line of argument.

ELABORATION

- The role and influence of Biko's philosophy on Black Consciousness Movement - instilling feeling of Black dignity and self-esteem/ rising up against poor living conditions and fighting unemployment/ blacks rallying together
- On the establishment of other movements and organisations supporting Black Consciousness (BPC, SASO, SASM, SSRC)
- On students: (Biko broke away from NUSAS -1968 and established SASO 1969), and impact on the Soweto Students Representative Council in rejecting the use of Afrikaans as medium of instruction(1976)
- On workers: (Biko influenced the 1973 strikes mainly in Durban and the East Rand because of the uncertainty created by the world oil crisis)
- On the communities: (Biko established Black Community Projects to uplift lives of blacks)
- Reaction to his death: Black People's Convention (BPC) reacted strongly to his death - BPC had made Biko their honorary president and regarded him as their martyr, Many black communities responded with anger over his death; School boycotts increased
- His funeral was attended by 20 000 mourners
- Many foreign countries had representatives at his funeral
- Biko's death in detention made headlines locally and internationally and it exposed the brutality of the apartheid regime
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)

[75]

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