



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2012**

**HISTORY P1  
MEMORANDUM**

**MARKS: 150**

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This memorandum consists of 20 pages.

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## SOURCE-BASED QUESTIONS

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

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT STANDARDS</b> The ability of the learner to:
<b>Learning Outcome 1</b> <b>(Historical enquiry)</b>	<ol style="list-style-type: none"> <li>1. Formulate questions to analyse concepts for investigation within the context of what is being studied. <b>(Not for examination purposes.)</b></li> <li>2. Access a variety of relevant sources of information in order to carry out an investigation. <b>(Not for examination purposes)</b></li> <li>3. Interpret and evaluate information and data from sources.</li> <li>4. <b>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.</b></li> </ol>
<b>Learning Outcome 2</b> <b>(Historical concepts)</b>	<ol style="list-style-type: none"> <li>1. Analyse historical concepts as social constructs.</li> <li>2. Examine and explain the dynamics of changing power relations within the societies studied</li> <li>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.</li> </ol>
<b>Learning Outcome 3</b> <b>(Knowledge construction and communication)</b>	<ol style="list-style-type: none"> <li>1. Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data.</li> <li>2. Synthesise information to construct an original argument using evidence to support the argument</li> <li>3. Sustain and defend a coherent and balanced argument with evidence provided and independently accessed.</li> <li>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 and oral presentation.</li> </ol>

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

<b>LEVELS OF SOURCE-BASED QUESTIONS</b>	
<b>LEVEL 1 (L1)</b>	<ul style="list-style-type: none"> <li>• Extract relevant information and data from the sources.</li> <li>• Organise information logically.</li> <li>• Explain historical concepts.</li> </ul>
<b>LEVEL 2 (L2)</b>	<ul style="list-style-type: none"> <li>• Categorise appropriate or relevant source of information provided to answer the questions raised.</li> <li>• Analyse the information and data gathered from a variety of sources.</li> <li>• Evaluate the sources of information provided to assess the appropriateness of the sources for the task.</li> </ul>
<b>LEVEL 3 (L3)</b>	<ul style="list-style-type: none"> <li>• Interpret and evaluate information and data from the sources.</li> <li>• 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.</li> <li>• Analyse historical concepts as social constructs.</li> <li>• Examine and explain the dynamics of changing power relations within the aspects of societies studied.</li> <li>• Compare and contrast interpretations and perspectives of peoples' actions or events and changes to draw independent conclusions about the actions or events.</li> <li>• Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data.</li> </ul>

1.3 The following table indicates how to assess source-based questions:

<ul style="list-style-type: none"> <li>• In the marking of source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.</li> <li>• In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.</li> <li>• 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.</li> </ul>
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## 2. EXTENDED WRITING

### 2.1 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
- 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



4. The matrix

**4.1 Use of analytical matrix in the marking of extended writing (refer to page 6)**

In the marking of extended writing with reference to page 6 the given criteria shown in the matrix should be used. In assessing the extended writing note should be taken of both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

4.1.1 The first reading of extended writing will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	

4.1.2 The second reading of extended writing will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 5	

4.1.3 Allocate an overall mark with the use of the matrix.

C	LEVEL 4	18 – 19
P	LEVEL 5	

**4.2 Use of holistic rubric in the marking of extended writing (refer to page 7)**

The given rubric, which takes into account both content and presentation, should be used in the marking of extended writing.

C & P	LEVEL 5	18 – 20
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## GRADE 11 EXTENDED WRITING ANALYTIC MATRIX: TOTAL MARKS: 30

	<b>LEVEL 7</b> Very well planned and structured. Good synthesis of information. Constructed an argument. Well-balanced argument. Sustained and defended the argument throughout.	<b>LEVEL 6</b> Well planned and structured. Synthesis of information. Constructed an original argument. Well-balanced, independent argument. Sustained and defended the argument.	<b>LEVEL 5</b> Writing structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	<b>LEVEL 4</b> Planned and constructed an argument. Evidence used to support. Reached independent conclusion. Conclusion not clearly supported by evidence.	<b>LEVEL 3</b> Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	<b>LEVEL 2</b> Attempted to structure the answer. Largely descriptive/some attempt at developing an argument.	<b>LEVEL 1</b> Little analysis and historical explanation. No structure.
<b>PRESENTATION</b>							
<b>CONTENT</b>							
<b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.	27 – 30	24 – 26					
<b>LEVEL 6</b> Question has been answered. Content selection relevant to a line of argument.	24 – 26	23	21 – 22				
<b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.		21 – 22	20	18 – 19			
<b>LEVEL 4</b> Question recognizable in answer. Some omissions/irrelevant content selection.			18 – 19	17	15 – 16		
<b>LEVEL 3</b> Content selection does not always relate. Omissions in coverage.				15 – 16	14	12 – 13	
<b>LEVEL 2</b> Sparse content. Question inadequately addressed.					12 – 13	11	9 – 10
<b>LEVEL 1</b> Question not answered. Inadequate content. Totally irrelevant.						9 – 10	0 – 8

**GRADE 11 HOLISTIC RUBRICS TO ASSESS EXTENDED WRITING (SUCH AS ESSAY USING SOURCES, REPORT, NEWSPAPER ARTICLE, ETC.)**

LEVEL	If the candidate has demonstrated <b>all or most of the skills listed in a particular level, she/he will be awarded a mark relevant to the category.</b>
<p style="text-align: center;"><b>7</b> <b>Outstanding</b> <b>80 – 100%</b> <b>24– 30</b></p>	<p>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)</p>
<p style="text-align: center;"><b>6</b> <b>Meritorious</b> <b>70 – 79%</b> <b>21– 23</b></p>	<p>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)</p>
<p style="text-align: center;"><b>5</b> <b>Substantial</b> <b>60 – 69%</b> <b>18– 20</b></p>	<p>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)</p>
<p style="text-align: center;"><b>4</b> <b>Moderate</b> <b>50 – 59%</b> <b>15– 17</b></p>	<p>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</p>
<p style="text-align: center;"><b>3</b> <b>Adequate</b> <b>40 – 49%</b> <b>12– 14</b></p>	<p>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 characterized 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)</p>
<p style="text-align: center;"><b>2</b> <b>Elementary</b> <b>30– 39%</b> <b>09– 11</b></p>	<p>Uses only one or two sources Unable to identify relevant sources No quotes – or generally irrelevant Makes no effort to consider counter-argument Essay characterized 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</p>
<p style="text-align: center;"><b>1</b> <b>Not Achieved</b> <b>0 – 29%</b> <b>0– 8</b></p>	<p>No attempt to focus on the topic Uses no sources Completely irrelevant Answer extremely poor Sources copied without relevance</p>

**QUESTION 1      HOW DID THE FIVE YEAR PLANS TRANSFORM RUSSIA INTO A POWERFUL STATE?**

- 1.1    1.1.1    [*Interpretation and analysis of information from Source 1A-L3-LO1(AS3&4); LO2(AS3); LO3(AS2)*]
- To rid the ownership of land by ordinary people
  - To solve the food problem (2x1) (2)
- 1.1.2    [*Interpretation and analysis of information from Source 1A-L3-LO1(AS3&4); LO2(AS3); LO3(AS2)*]
- (a)      **Collectivisation**
- Combining smaller farms into bigger state farms
  - Any other relevant response (Any 1x2) (2)
- (b)      **Mechanisation**
- Use of machinery to cultivate farms
  - Any other relevant response (Any 1x2) (2)
- 1.1.3    [*Interpretation of evidence from Source 1A-L2-LO2(AS3); LO3(AS2)*]
- No: peasants hoarded food
  - Peasants forced to hand over their farms
  - Any other relevant response. (Any 2x1) (2)
- 1.2    1.2.1    [*Interpretation, analysis and synthesis of evidence from Source 1B-L3-LO2(AS1,2&3); LO3(AS1,2,3&4)*]
- Farms were collectivized
  - Farms were mechanized
  - No private ownership allowed
  - Everyone works for the state
  - Any other relevant response (Any 1x2) (2)
- 1.2.2    [*Interpretation, analysis and synthesis of evidence from Source 1B-L3-LO2(AS1,2&3); LO3(AS1,2,3&4)*]
- Rich or wealthy farmer
  - Any other relevant response (Any 1x2) (2)
- 1.2.3    [*Interpretation, analysis and synthesis of evidence from Source 1C-L3-LO2(AS1,2&3); LO3(AS1,2,3&4)*]
- Killed their livestock
  - Refused to sow
  - Any other relevant response (Any 2x1) (2)
- 1.2.4    [*Interpretation, analysis and synthesis of evidence from Source 1C-L3-LO2(AS1,2&3); LO3(AS1,2,3&4)*]
- Drop in agricultural production
  - Food shortage
  - Starvation
  - Any other relevant response (Any 2x2) (4)

- 1.2.5 [*Interpretation, analysis and synthesis of evidence from Source 1C-L3-LO2(AS1,2&3); LO3(AS1,2,3&4)*]
- Stalin killed/liquidated them
  - They were sent to Siberia
  - Any relevant answer (Any 2x1) (2)
- 1.2.6 [*Interpretation, analysis and synthesis of evidence from Source 1C-L3-LO2(AS1,2&3); LO3(AS1,2,3&4)*]
- Useful as it is a primary source
  - Useful as it is a picture, first-hand account of how collectivisation worked
  - Useful as it shows farmers working together and mechanisation
  - Not useful because it does not show the peasant resistance towards collectivisation
  - Any other relevant response (Any 1x3) (3)
- 1.3 1.3.1 [*Extraction and Interpretation of information from Source 1C-L3-LO1-(AS3&4); LO2(AS3); LO3(AS2)*]
- Peasants supplied him with cheap industrial labour
  - Export of raw materials to pay for industrial machinery
  - Any other relevant answer (Any 2x1) (2)
- 1.3.2 [*Interpretation of information from Source 1C-L3-LO1(AS3&4); LO2(AS3); LO3(AS2)*]
- He was brutal
  - Zero tolerance
  - Any other relevant response (Any 1x2) (2)
- 1.3.3 [*Interpretation, analysis and synthesis of evidence from all sources-L3-LO1-(AS3&4), LO2(AS1,2,3); LO3(AS1,2,3&4)*]
- Farmers terrified
  - Farmers worked for state instead of being killed
  - Any other relevant response (Any 1x2) (2)
- 1.3.4 [*Interpretation, analysis and synthesis of evidence from Source 1 C-L3-LO1-(AS3&4), LO2(AS1,2,3); LO3(AS1,2,3&4)*]
- Shows you the successes of the Five Year Plans
  - Does not show brutalities and purges of Stalin
  - It does not show the resistance of the peasants towards collectivisation
  - It favours Stalin's view
  - Any other relevant response (Any 2x2) (4)

- 1.4 1.4.1 [*Interpretation, analysis and synthesis of evidence from Source 1D-L3-LO1-(AS3&4), LO2(AS1,2,3); LO3(AS1,2,3&4)*]
- Five Year Plans not yet implemented
  - Russia still under NEP
  - Any other relevant response (Any 1x2) (2)
- 1.4.2 [*Interpretation, analysis and synthesis of evidence from Source 1D-L3-LO1-(AS3&4), LO2(AS1,2,3); LO3(AS1,2,3&4)*]
- Peasants resisted the Five Year Plans
  - Peasants still favoured NEP
  - Peasants killed their livestock and refused to sow
  - Any other relevant response (Any 1x2) (2)
- 1.4.3 [*Interpretation, analysis and synthesis of evidence from Source 1D-L3-LO1-(AS3&4), LO2(AS1,2,3); LO3(AS1,2,3&4)*]
- Outbreak of World War Two
  - Any other relevant response (Any 1x2) (2)
- 1.5 [*Interpretation, analysis and synthesis of evidence from all sources-L3-LO1-(AS3&4), LO2(AS1,2,3); LO3(AS1,2,3&4)*]
- Peasant land taken away without consultation
  - Collectivisation forced upon them
  - Peasants' freedom of choice violated
  - Peasants forced to work against their will
  - Peasants were killed/right to live violated
  - Peasants sent to Siberia
  - No fair trial
  - Peasants were forced into starvation
  - Any other relevant answer.

**Use the following rubric to allocate a mark:**

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows little or no understanding</b> of how the human rights of peasants were violated.</li> <li>• Uses evidence partially to report on topic or cannot report on topic</li> </ul>	<b>MARKS: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates largely to the topic e.g. <b>shows an understanding</b> of how the human rights of peasants were violated.</li> <li>• Uses evidence in a very basic manner</li> </ul>	<b>MARKS: 3 – 4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding</b> of how the human rights of peasants were violated.</li> <li>• Evidence relates well to the topic</li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic</li> </ul>	<b>MARKS: 5 – 6</b>

(6)

## 1.6 EXTENDED WRITING

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

**SYNOPSIS**

Candidates need to focus on the three Five Year Plans

**MAIN ASPECTS**

Candidates should include the following aspects in their response:

**Introduction**

Candidates should indicate whether they agree with statement or not.

**Elaboration**

- Aims of Five Year Plans
- First Five Year Plan
- Agriculture
- Industries
- Second Five Year Plan
- Focus on shortcomings
- Third Five Year Plan
- War armaments

**Conclusion**

Candidates need to tie up the argument

**Use the holistic matrix on page 6 to assess this report.**

(30)

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

**SYNOPSIS**

Candidates need to focus on the three Five Year Plans

**MAIN ASPECTS**

Candidates should include the following aspects in their response:

**Introduction**

This is a descriptive essay and candidates should focus on the following.

**Elaboration**

- Aims of Five Year Plans
- First Five Year Plan
- Agriculture
- Industries
- Second Five Year Plan
- Focus on shortcomings
- Third Five Year Plan
- War armaments

**Conclusion**

Candidates need to tie up the argument

**Use the holistic matrix on page 7 to assess this report.**

(30)

[75]

**QUESTION 2 WHAT FACTORS CONTRIBUTED TO THE PERIOD OF ECONOMIC PROSPERITY IN THE U.S.A. IN THE 1920s?**

- 2.1 2.1.1 [*Extraction of evidence from Source 2A-L1-LO1(AS3) and Interpretation of evidence from Source 2A-L2-LO2(AS3); LO2(AS2)*]  
 • To protect American industries against foreign competition (1x2) (2)
- 2.1.2 [*Interpretation of evidence from Source 2A-L2-LO2(AS3); LO2(AS2)*]  
 • High taxes were imposed on foreign goods  
 • Foreign goods more expensive than American products  
 • Americans bought local products which were cheaper than foreign goods  
 • Any other relevant response. (Any 2x2) (4)
- 2.1.3 [*Interpretation and analysis of evidence from Source 2A-L2-LO1(AS3)*]  
 • Farmers saddled with surpluses which they could not sell  
 • European farmers began producing for themselves  
 • Any other relevant response (Any 2x2) (4)
- 2.1.4 [*Interpretation of evidence from Source 2A-L1-LO1(AS3&4)*]  
 • No: post-war conditions created prosperity (1x3) (3)
- 2.1.5 [*Interpretation and analysis of evidence from Source 2A-L3-LO1(AS3); LO2(AS3)*]  
 • European economies were non-existent after the war  
 • Europe depended on US imports to keep their economy running  
 • American companies over-produced and exported to Europe  
 • American businesses made lots of money  
 • Any other relevant response (Any 2x2) (4)
- 2.2 2.2.1 [*Extraction of evidence from Source 2B-L1-LO1(AS3&4)*]  
 • Credit (1x1) (1)
- 2.2.2 [*Interpretation of evidence from Source 2B-L1-LO1(AS3&4)*]  
 • Banks  
 • Any other relevant response (Any 1x1) (1)
- 2.2.3 [*Interpretation and analysis of evidence from Source 2B-L2-LO1(AS3&4)*]  
 • Banks charge interest on loans  
 • Any other relevant response (Any 1x2) (2)

- 2.2.4 *[Interpretation and analysis of evidence from Source 2B-L3-LO1(AS3); LO2(AS3)]*
- People bought products which they could not afford
  - This stimulated demand
  - Demand created jobs
  - People earned wages and spent
  - Production cycle continued
  - Any other relevant response (Any 2x2) (4)
- 2.2.5 *[Interpretation and analysis of evidence from Source 2B-L3-LO1(AS3); LO2(AS3)]*
- The notion that the prosperity would go on forever
  - The idea that anyone can get rich
  - Any other relevant response (Any 1x2) (2)
- 2.3 2.3.1 *[Interpretation of evidence from Source 2C-L1-LO1(AS3)]*
- By investing in shares (1x1) (1)
- 2.3.2 *[Interpretation and analysis of information from Source 2C-L3-LO1(AS3&4); LO2(AS3); LO3(AS2)]*
- People bought shares on the margin
  - Share prices increase
  - People sell shares – make profit
  - Any other relevant response (Any 2x1) (2)
- 2.4 2.4.1 *[Extraction of evidence from source-L3-LO1(AS3&4)]*
- Rubber
  - Steel
  - Oil
  - Road construction
  - Housing
  - Service stations (Any 2x1) (2)
- 2.4.2 *[Interpretation of evidence from Source 2D-L1-LO1(AS3&4)]*
- Ford Model T (1x1) (1)
- 2.4.3 *[Interpretation and interpretation of evidence from Source 2D-L2-LO1(AS3&4)]*
- Created jobs
  - Created jobs for other industries like rubber, steel etc.
  - Any other relevant response (Any 2x1) (2)

2.4.4 [Comparison of sources, interpretation and analysis of evidence from Source 2D-L3-LO1(AS3); LO2(AS3)]

- 2A origin of prosperity was post-war conditions
- 2D origin of prosperity was the motor industry
- 2A impact - not everybody benefited from post-war conditions
- 2D impact - anyone could get rich
- Any other relevant response (Any 2x2) (4)

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

- Useful: Source 2A shows how government protected industries
- People could buy anything on credit
- People invested in shares to enrich themselves
- Motor industry created many jobs
- Jobs created opportunities to enrich yourself
- Jobs stimulated demand
- Any other relevant answer

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner i.e. <b>shows no or little understanding of the economic prosperity of people in the USA</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic</li> </ul>	<b>MARKS: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows some understanding of the economic prosperity of people in the USA.</b></li> <li>• Uses evidence in a very basic manner</li> </ul>	<b>MARKS: 3 – 4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• <b>Uses relevant evidence that shows a thorough understanding of the economic prosperity of people in the USA.</b></li> <li>• Evidence relates well to the topic</li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic</li> </ul>	<b>MARKS: 5 – 6</b>

(6)

## 2.6 EXTENDED WRITING

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

**SYNOPSIS**

**Candidates need to focus on the factors that contributed to the period of prosperity in the USA**

**MAIN ASPECTS**

Candidates should include the following aspects in their response:

**Introduction**

Candidates should outline what prosperity means.

**Elaboration**

- Government policy of non-interference
- Fordney-McCumber Act
- Motor Industry
- New Technology and mass production
- Advertising and hire purchase
- Wage increases in the 1920s
- Investing in shares

**Conclusion**

Candidates need to tie up the argument

**Use the holistic matrix on page 6 to assess this report.**

(30)

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

**SYNOPSIS**

Candidates should state whether the statement is valid by either agreeing or disagreeing with it

**MAIN ASPECTS**

Candidates should include the following aspects in their response:

**Introduction**

Candidates must answer question.

**Elaboration**

- Government policy of non-interference
- Fordney-McCumber Act
- Motor Industry
- New Technology and mass production
- Advertising and hire purchase
- Wage increases in the 1920s
- Investing in shares

**Conclusion**

Candidates need to tie up the argument

**Use the holistic matrix on page 7 to assess this report.**

(30)

[75]

### QUESTION 3 WHAT WERE THE CAUSES AND NATURE OF COLOURED AND INDIAN NATIONALISM?

- 3.1 3.1.1 [*Interpretation of evidence from Source 3A-L1-LO1(AS3)*]  
 (a) **Coloureds**  
 • Mixed race (1x2) (2)
- (b) **Apartheid**  
 • Separation of races (1x2) (2)
- 3.1.2 [*Extraction and Interpretation of information from Source 3A-L3-LO1(AS3&4); LO2(AS2&3)*]  
 • Immorality Act  
 • Population Registration Act (2x1) (2)
- 3.1.3 [*Interpretation of evidence from Source 3A-L2-LO3(AS3&4)*]  
 • Coloureds removed from common voters roll  
 • Coloureds had no political rights  
 • Any other relevant response (Any 2x2) (4)
- 3.1.4 [*Interpretation and extraction of evidence from Source 3A-L3-LO3(AS3&4)*]  
 • Coloureds appealed for non-racial franchise  
 • Coloureds formed the Anti-CAD  
 • Coloureds joined Defiance Campaign  
 • Coloureds joined the anti-apartheid resistance struggle (Any 2x2) (4)
- 3.1.5 [*Interpretation and analysis of Source 3A-L1-L3(AS3&4)*]  
 • They were discriminated against  
 • They were stripped of their political rights  
 • They were forcefully removed  
 • They realized that they had to work with other oppressed minorities to achieve liberty  
 • Any relevant response (Any 2x2) (4)
- 3.2 3.2.1 [*Interpretation of evidence from Source 3B-L2-LO1(AS3&4)*]  
 • Apartheid  
 • Any other relevant response (Any 1x2) (2)
- 3.2.2 [*Extraction of evidence from Source 3B-L1-L3(AS3&4)*]  
 • Hanover Park  
 • Lavender Hill (2x1) (2)
- 3.2.3 [*Interpretation and analysis of evidence from Source 3B-L1-L3(AS3&4)[L1-LO2(AS1)]*]  
 • No – People had the right to choose  
 • Freedom of movement  
 • People must decide their own destiny  
 • Any other relevant response (Any 2x2) (4)

- 3.2.4 [Interpretation of evidence from Source 3B-L2-LO1(AS3&4)]
- Matchbox - small inadequate houses
  - Any other relevant response (Any 1x2) (2)
- 3.2.5 [Interpretation of evidence from Source 3C-L2-LO1(AS3&4)]
- Crime
  - Unemployment
  - Poverty
  - Gangsterism
  - Any other relevant response (Any 2x2) (4)
- 3.3 3.3.1 [Extraction of evidence from source-L3-LO1]
- Pegging Act of 1943
  - Asiatic Trading and Occupation of Land Restriction Act (Any 1x1) (1)
- 3.3.2 [Interpretation of Source L3-LO3 AS3&4]
- Indians were opposed to Apartheid
  - Indians stood up to the National Party
  - Indians supported the idea of equality
  - Any other relevant response (Any 1x2) (2)
- 3.3.3 [Interpretation, analysis and synthesis of evidence from Source 3C-L3-LO1(AS3&4), LO2(AS1,2,3); LO3(AS1,2,3&4)]
- Useful as it shows that Indians were oppressed
  - It shows that Indians were fighting against Apartheid
  - It shows that Indians were not willing to compromise on their rights
  - Indians did not tolerate the divide-and-rule tactic of NP government
  - Any other relevant response. (Any 2x2) (4)

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

- Coloureds discriminated against
- Coloureds removed from common voters role
- Indians pegged with regards to land ownership and trade
- Coloureds received inadequate housing facilities
- Both groups negatively affected by Apartheid
- Both groups were minority groups
- Both groups realized that their destiny was tied to the liberation struggle of Blacks
- Both wanted a free non-racial government.

(6)

**Use the following rubric to allocate a mark:**

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding</b> of why Coloureds and Indians identified themselves with the Black resistance movement.</li> <li>• Uses evidence partially to report on topic or cannot report on topic</li> </ul>	<b>MARKS: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows some understanding</b> why Coloureds and Indians identified themselves with the Black resistance movement.</li> <li>• Uses evidence in a very basic manner</li> </ul>	<b>MARKS: 3 – 4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>shows a thorough understanding of</b> why Coloureds and Indians identified themselves with the Black resistance movement.</li> <li>• Evidence relates well to the topic</li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic</li> </ul>	<b>MARKS: 5 – 6</b>

(6)

### 3.5 EXTENDED WRITING

3.5.1 [*Descriptive essay -interpretative skills-L1-LO1(AS3&4); LO2(AS1,2&3); LO3(AS1,2,3 &4)*]

#### **SYNOPSIS**

Candidates should explain the reasons for Coloured and Indian Nationalism

#### **MAIN ASPECTS**

Candidates should include the following aspects in their response:

##### **Introduction**

Candidates should give an explanation of Nationalism.

##### **Elaboration**

- Position of Coloureds and Indians under British rule
- Position of Indians and Coloureds under Afrikaner rule
- Apartheid legislation towards Coloureds and Indians
- Coloured response to Apartheid
- Indian response to Apartheid
- Formation of political parties
- Working with the ANC
- Role of Coloureds and Indians in the liberation struggle.
- Freedom Charter
- Congress of the People
- March of women
- UDF
- Role of Indians and Coloureds in the negotiating process
- Any other relevant response

##### **Conclusion**

Candidates should tie up their argument by referring to the stance taken in introduction

**Use the holistic matrix on page 6 to assess this report.**

**(30)**

- 3.5.2 [Argumentative essay - construct an original argument using evidence from the sources and own knowledge to support the argument-L2-LO1(AS3&4); LO2(AS1,2&3); LO3(AS1,2,3&4)]

### **SYNOPSIS**

In writing the article, candidates must show either they agree or disagree with the statement and elaborate

### **MAIN ASPECTS**

Candidates should include the following aspects in their response:

#### **Introduction**

Candidates should give a brief explanation of minority groups.

#### **Elaboration**

- Position of Coloureds and Indians under British rule
- Position of Indians and Coloureds under Afrikaner rule
- Apartheid legislation towards Coloureds and Indians
- Coloured response to Apartheid
- Indian response to Apartheid
- Formation of political parties
- Working with the ANC
- Role of Coloureds and Indians in the liberation struggle.
- Freedom Charter
- Congress of the People
- March of women
- UDF
- Role of Indians and Coloureds in the negotiating process
- Any other relevant response

#### **Conclusion**

Candidates should tie up their argument by referring to the stance taken in introduction

**Use the holistic matrix on page 7 to assess this report. (30)**

**[75]**

**TOTAL: 150**