



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2012**

**HISTORY P2  
MEMORANDUM**

**MARKS: 150**

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This memorandum consists of 23 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> <b>The ability of the learner to:</b>
<b>Learning Outcome 1</b>  <b>(Historical enquiry)</b>	1. Formulate questions to analyse concepts for investigation within the context of what is being studied. <b>(Not for examination purposes.)</b> 2. Access a variety of relevant sources of information in order to carry out an investigation. <b>(Not for examination purposes.)</b> 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.
<b>Learning Outcome 2</b>  <b>(Historical concepts)</b>	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.
<b>Learning Outcome 3</b>  <b>(Knowledge construction and communication)</b>	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:

<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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## EXTENDED WRITING

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

LEVELS OF QUESTIONS
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Discuss or describe according to a given line of argument set out in the extended writing question.</li> <li>• Plan and construct an argument based on evidence, using the evidence to reach a conclusion.</li> </ul>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• Synthesise information to construct an original argument using evidence to support the argument.</li> <li>• Sustain and defend a coherent and balanced argument with evidence.</li> <li>• Write clearly and coherently in constructing the argument.</li> </ul>

### 2.2 Marking of extended writing

<ul style="list-style-type: none"> <li>• <b>MARKERS MUST BE AWARE THAT THE CONTENT OF THE ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT THE PARTICULAR CENTRE.</b></li> <li>• <b>CANDIDATES MAY HAVE ANY OTHER RELEVANT INTRODUCTION AND OR CONCLUSION THAN THOSE INCLUDED IN A SPECIFIC EXTENDED WRITING MARKING GUIDELINE.</b></li> <li>• <b>IN ASSESSING THE OPEN-ENDED SOURCE-BASED QUESTIONS CANDIDATES SHOULD BE GIVEN CREDIT FOR ANY OTHER RELEVANT RESPONSE.</b></li> </ul>
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#### 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 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 11 EXTENDED WRITING MATRIX

PRESENTATION	LEVEL 7 Very well planned and structured. Good synthesis of information Constructed an argument Very good use of evidence to support the argument	LEVEL 6 Well planned and structured Synthesis of information Constructed an argument Evidence used to support the argument	LEVEL 5 Writing structured. Constructed an argument Evidence used to support argument	LEVEL 4 Clear attempt to construct an argument Evidence used to a large extent to support the argument	LEVEL 3 Some attempt to organise the information into an argument Evidence not well used in supporting the argument.	LEVEL 2 Largely descriptive /with little some attempt to develop an argument.	LEVEL 1 Answer not at all well structured.
<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 recognisable 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. 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.
<p 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 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 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 align="center"><b>4</b> <b>Moderate</b> <b>50 – 59%</b> <b>15 – 17</b> <b>[Satisfactory]</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 align="center"><b>3</b> <b>Adequate</b> <b>40 – 49%</b> <b>12 – 14</b> <b>[Fair]</b></p>	<p>Little 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)</p>
<p align="center"><b>2</b> <b>Elementary</b> <b>30 – 39%</b> <b>09 – 11</b> <b>[Weak]</b></p>	<p>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</p>
<p align="center"><b>1</b> <b>Not Achieved</b> <b>0 – 29%</b> <b>0 – 8</b> <b>[Poor]</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 WAS RACISM APPLIED ON BLACK AMERICANS IN THE USA IN THE 1900's?**

- 1.1 1.1.1 [*Explanation of historical concepts from Source 1A – L1 – LO1 (AS1)*]
- Segregation laws that forced black people to live separately from whites.
  - Public facilities like busses, theatres, churches and schools were separated.
  - Any relevant explanation. (Any 1 x 2) (2)
- 1.1.2 [*Interpretation of evidence from Source 1A – L2 – LO2 (AS2)*]
- Treated as second-class citizens.
  - Not allowed to attend the same schools as whites.
  - Not allowed to eat in the same restaurants.
  - Not allowed to ride in the same railway carriages.
  - Not allowed to vote.
  - Not allowed to serve on juries. (Any 2 x 1) (2)
- 1.2 1.2.1 [*Definition of concept from Source 1B – L1 – LO1 (AS1)*]
- White racist group in the USA.
  - Any relevant explanation. (Any 1 x 2) (2)
- 1.2.2 [*Extraction and interpretation of evidence from Source 1B – L1 – LO2 (AS2)*]
- To protect whites.
  - To maintain white supremacy.
  - To defend their country from foreigners.
  - Any other relevant response. (Any 3 x 1) (3)
- 1.2.3 [*Extraction of evidence from Source 1B – L1 – LO1 (AS3)*]
- Beaten
  - Houses and businesses burnt down.
  - Hanged (lynched)
  - Chased from towns (Any 2 x 1) (2)
- 1.2.4 [*Interpretation and synthesis of evidence from Source 1B – L2 – LO3 (AS2)*]
- Hanged without a trial.
  - Sometimes innocent were killed.
  - Any other relevant response. (Any 2 x 2) (4)

1.2.5 *[Interpretation and analyses of evidence from Source 1B – L3 – LO2 (AS2)]*

- Woman and children were part of the killing of blacks and other races.
- Children are being taught at a young age of racist hatred.
- Hide their faces with hoods as some of them were high ranking officials, breaking the laws.
- Any other relevant response. (Any 2 x 2) (4)

1.3 1.3.1 *[Interpretation and analysis of evidence from Source 1C – L2 – LO3 (AS2)]*

- According to Viewpoint 1 segregation made blacks feel humiliated, inferior with a feeling of hopelessness.
- According to Viewpoint 2 segregation promotes harmony and that it was supported by all races.
- Any other relevant answer. (2 x 2) (4)

1.3.2 *[Interpretation of evidence from Source 1C – L2 – LO2 (AS1)]*

- She was warned that any action on her part would lead to further problems for blacks. (1 x 2) (2)

1.3.3 *[Interpretation and synthesis of evidence from Source 1C – L3 – LO2 (AS2)]*

**OPINION AGAINST**

- Racist
- Forced segregation does not promote unity.
- He justified racism.
- Misinterpretation of the constitution.
- Any other relevant response.

**OR**

**OPINION IN FAVOUR**

- Any relevant response. (Any 2 x 2) (4)

1.4 1.4.1 *[Interpretation and synthesis of evidence from Source 1D – L3 – LO3 (AS2)]*

- Source 1C, Viewpoint 2, states that a free man has the right to send their children to school schools of their own choosing
- Source 1D shows that white students did not want blacks in their schools.
- Any other relevant response. (2 x 2) (4)

1.4.2 *[Interpretation and analysis of evidence from Source 1D – L2 – LO2 (AS2)]*

- It shows that the younger generation and children were indoctrinated to have hatred towards blacks.
- Any other relevant response. (2)

1.4.3 *[Interpretation and analysis of evidence from Source 1D – L3 – LO2 (AS2)]*

**Candidate should indicate if the statement is Justified or Not Justified and should motivate their answer if Justified.**

**Justified**

- Fear that if blacks have education they had to compete with them for jobs.
- Learned to hate other races.
- Any relevant answer.

**OR**

**Not Justified**

- The USA constitution states that everybody has equal opportunities.
- The US Supreme Court desegregated all public facilities.
- Any other relevant response. (Any 2 x 2) (4)

1.5 *[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 should include some of the following in their response:

- KKK in a racist organisation that shows hatred to other races.
- Violated the human rights of black Americans.
- The constitution guaranteed equality and human rights to all races.
- Black American was lynched without a fair trial.
- American constitution guarantees a fair trial before one is punished.
- White students refused to let Elizabeth Eckford attend their school.
- The Supreme Court proclaimed that schools were open to all races.
- Any other relevant response. (6)

Use the following rubric to allocate a mark.

LEVEL 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>Makes no or little reference to how the actions of the KKK differs from the constitution of America.</b></li> <li>• Uses evidence partially to report on the topic or cannot report on topic.</li> </ul>	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>Makes reference on how the actions of the KKK differs from the constitutions of America.</b></li> <li>• Uses evidence on a very basic manner.</li> </ul>	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> <li>• Uses relevant evidences e.g. <b>Demonstrate a thorough understanding of the difference between the actions of the KKK and the American constitution.</b></li> <li>• Uses the evidence in an organised paragraph that shows an understanding of the topic.</li> </ul>	Marks: 5 – 6

## 1.6 EXTENDED WRITING

1.6.1 [*Plan and construct an argument on evidence using analytical and interpretation skills – L1 – LO1 (AS3 and 4), LO2 (AS1, 2 and 3), LO3 (AS1, 2, 3 and 4)*]

Candidates should include the following aspects in their response:

### SYNOPSIS

In the writing the essay candidates should explain how racism was applied on Black Americans in the 1900s.

### MAIN ASPECTS

- Candidates should indicate why racism was applied in America in the 1900s or any relevant introduction.

### ELABORATION

- Focus on the theories of Social Darwinism and Eugenics that gave rise to the idea of racism.
- Did not want to accept ex-slaves as equal.
- Afraid that they will have to compete with blacks on the job market.
- Slaves were seen as inferior.

- White Americans were not ready for change and transformation.
  - Jim Crow laws
  - Blacks forced to use separate facilities.
  - Blacks intimidated not to vote.
  - By the early 1900s the KKK re-emerged.
  - Racist organisation.
  - Activities of the KKK.
  - Any other relevant response.
- Conclusion: Candidates should tie up their essay with a relevant conclusion.

(30)

**Use the analytical matrix on page 7 to assess this essay.**

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

Candidate should include some of the following in their response:

#### SYNOPSIS

In writing the report candidates should discuss the statement why black Americans were not free after emancipation of slavery.

#### MAIN ASPECTS

- Introduction: Candidates can give a background how the idea of racism started in America.

#### ELABORATION

- Jim Crow laws applied on blacks especially in the Southern States.
  - Black American deprived of political, economic and social rights as well as equality.
  - In contrast with the constitution of America / can explain.
  - Re-emergence of the KKK.
  - Even woman and children indoctrinated to hate other races.
  - Black Americans were beaten and tortured.
  - Lynched without a fair trial.
  - No opportunity was afforded to them to give their side of the story.
  - Human rights violated.
  - Not allowed to use the same public facilities or attend white schools.
  - Any other relevant response.
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)  
[75]

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

**QUESTION 2: WHAT FACTORS BEFORE AND AFTER WORLD WAR TWO CONTRIBUTED TO THE DECOLONISATION PROCESS IN AFRICA?**

- 2.1 2.1.1 *[Interpretation and analysis of evidence from Source 2A – L2 – LO2 (AS3)]*
- Not free
  - Oppressed
  - In chains
  - Any other relevant response. (Any 1 x 2) (2)
- 2.1.2 *[Interpretation of evidence from Source 2A – L1 – LO2 (AS2)]*
- Colonial powers
  - Britain/France/Belgium/Portugal (Any 1 x 2) (2)
- 2.1.3 *[Interpretation of information from Source 2A – L2 – LO1 (AS1)]*
- World War 2 (1 x 2) (2)
- 2.2 2.2.1 *[Definition of concept using Source 2B – L1 – LO1 (AS1)]*
- To bring unity amongst or inhabitants of African descent.
  - Any relevant explanation. (1 x 2) (2)
- 2.2.2 *[Interpretation of evidence from Source 2B – L1 – LO1 (AS2)]*
- To end colonialism. (1 x 1) (1)
- 2.2.3 *[Interpretation and analyses of evidence from Source 2B – L2 – LO2 (AS3)]*
- Suffered oppression.
  - Had no say in the running of their own country.
  - Africa received no share in the profits taken out of their country.
  - Africa was economically exploited by the colonial powers.
  - Any other relevant response. (Any 2 x 2) (4)
- 2.2.4 *[Interpretation and analyses from Source 2B – L3 - LO2 (AS3)]*
- The colonial powers suffered great losses during World War 2.
  - Blacks who fought in the war came into contact with the ideas of freedom and democracy.
  - The losses suffered during the war broke down the assumption that the colonial powers have the natural right to rule the uncivilised world.
  - Showed that the colonial powers are not high and mighty and could be resisted.
  - Any other relevant response. (Any 2 x 2) (4)

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

- Strikes
- Boycotts (2 x 1) (2)

2.2.6 *[Interpretation and analyses of information from Source 2B – L2 – LO2 (AS2)]***YES**

- They motivated African countries to end colonialism.
- To organise themselves into political organisations, trade unions, etc.
- “We are determined to be free.”
- Any other relevant response. (Any 2 x 2) (4)

2.3 2.3.1 *[Extraction from Source 2C – L2 – LO1 (AS1)]*

- Not prosecuted for action against non-loyalists.
- Exempted from school fees.
- Travel without a pass.
- Can become member of land consolidation and other committees.
- Plant coffee and other cash crops.
- Obtained licences to own trading plots in market areas.
- Obtained vehicle licences. (Any 3 x 1) (3)

2.3.2 *[Interpretation and synthesis of evidence from Source 2C – L3 – LO2 (AS2)]*

- Get support for Britain.
- Put Britain in a positive light.
- Britain be seen as granting rights to people.
- Not lose their wealth.
- Not support the Mau-Mau.
- Any other relevant response. (Any 2 x 2) (4)

2.3.3 *[Interpretation and analysis of evidence from Source 2C – L3 – LO2 (AS3)]*

- Determination to take action against Britain
- Use violence/murder
- Dedication towards the Mau-Mau.
- Do anything to get rid of the British.
- Any other relevant response. (Any 1 x 3) (3)

2.3.4 *[Explanation of concept from Source 2C – L1 – LO1 (AS3)]*

- The guerrilla organisation in Kenya fighting against British domination.
- Any relevant explanation. (1 x 2) (2)

2.3.5 *[Compare evidence from Source 2C – L3 – LO3 (AS2 and 3)]*

**Candidates must choose one viewpoint and substantiate their answer.**

**Viewpoint 1**

- As people suffered they signed loyalty certificates.
- There were advantages for a better life.
- Any other relevant response.

**OR**

**Viewpoint 2**

- Determined to get independence.
- Prepared to kill.
- To fight for African land/soil.
- Any other relevant response. (Any 2 x 2) (4)

2.4 *[Interpretation, analysis and synthesis of evidence from all sources – L3 – LO2 (AS3)]*

Candidates should include some of the following aspects in their response:

- Africa was colonised.
- Ruled by foreigners.
- Exploited Africa for their own benefit.
- Influence of World War 2.
- Influence of Pan-Africanism
- Formed organisations, trade unions to resist colonialism.
- Forced their people to sign loyalty certificates.
- Determined to get rid of colonialism.
- Prepare to die for their independence.
- Any other relevant response. (6)

Use the following rubric to allocate a mark.

LEVEL 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>Show little or no understanding of why African states were in “chains” and how they rid and themselves of these chains to get independence.</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows an understanding of of why African states were in “chains” and how they rid themselves of these chains to get independence.</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>Demonstrates a thorough understanding of why African states were in “chains” and how they rid themselves of these chains to get independence.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	Marks: 5 – 6

## 2.5 EXTENDED WRITING

2.5.1 *[Plan and construct an argument on evidence using analytical and interpretative skills – L3 – LO2 (AS2 and 3); LO3 (AS1, 2 ,3 and 4)]*

Candidates should include the following in their response:

### SYNOPSIS

Candidates should discuss how the rise of African Nationalism led to the independence of African states.

### MAIN ASPECTS

- Introduction: Candidates can describe what the idea of African Nationalism mean.

### ELABORATION

- Colonialism led to the awakening of African Nationalism.
- Colonialism led to the urbanisation and detribalisation of blacks.
- Like whites, the blacks wanted freedom, independence and equality in towns.
- Educational services provided by colonial powers led to the establishment of an educated black middleclass (elite class) e.g. K. Nkrumah and others.
- Educated elite who came into contact with the ideas of democracy took the lead to establish political parties and independence movements.

- African leaders feel they were ready for Uhuru.
  - World War Two also contributed to the rise of African Nationalism.
  - Soldiers involved in the war came into contact with the ideas of democracy.
  - As stated by a Nigerian soldier that returned from the war “We have been told what we fought for. That is freedom. We want freedom, nothing but freedom.”
  - The influence of Pan Africanism.
  - Stirred a sense of unity and loyalty amongst blacks towards Africa.
  - To be united in their fight against colonialism.
  - Any other relevant response.
- Conclusion: Candidates must tie up their argument with relevant conclusion. (30)

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

2.5.2 *[Synthesise information to construct an original argument using evidence from sources and your own knowledge to support the argument L2 – LO1 (AS2 and 3); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

The candidates should include the following in their response.

#### SYNOPSIS

Candidates must discuss how World War 2 contributed more to the urge to get independence.

#### MAIN ASPECTS

- Introduction: Candidates can explain why African countries were in chains and wanted independence.

#### ELABORATION

- Africa found herself in chains, economically, politically and socially oppressed.
- Influence of World War 2.
- Soldiers returning from the war also influenced the process for independence.
- Started liberation movements.
- The UNO pressure colonial powers.
- Some colonial powers hesitant to give independence.
- Sign loyalty certificates and bribed African people.
- Keep Africans in inferior position
- Forced Africans to sign loyal certificates
- Mau-Mau movement in Kenya prepared to fight for independence.
- Prepared to kill and die for independence.
- Any relevant response.

- Conclusion: Candidates must tie up their argument with a relevant conclusion. (30) [75]

**Use the holistic matrix on page 7 of this document to assess the extended writing.**

**QUESTION 3: HOW DID THE FREEDOM CHARTER CHALLENGE THE APARTHEID GOVERNMENT AND THE RESULTS THEREOF?**

- 3.1 3.1.1 *[Interpretation of evidence of Source 3A – L1 – LO2 (AS3)]*
- Democratic (1 x 2) (2)
- 3.1.2 *[Interpretation and analysis of evidence from Source 3A – L2 – LO2 (AS3)]*
- It became the foundation on which the constitution of the new South Africa is based on.
  - It united people of all races in South Africa who have the same goals.
  - Any other relevant response. (2 x 2) (4)
- 3.1.3 *[Interpretation of information from Source 3A – L3 – LO2 (AS2)]*
- For the first time in history white and black came together draw up a new constitution for a future South Africa.
  - All races were represented.
  - Suggestions for laws for a new constitution were made by ordinary South African such as domestic workers, teachers, miners, factory workers, housewives, peasants, students and even the unemployed.
  - Any other relevant response. (Any 2 x 2) (4)
- 3.1.4 *[Interpretation of evidence from Source 3A – L1 – LO1 (AS3)]*
- South African Indian Congress
  - The Coloured People’s Congress
  - Congress of Democrats
  - ANC (Any 3x1) (3)
- 3.1.5 *[Interpretation of evidence from Source 3A – L1 – LO1 (AS1)]*
- Freedom Charter (1 x 1) (1)

- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1 – LO1 (AS3)]*
- “A form of government founded on injustice and inequality.”  
(1 x 1) (1)

- 3.2 3.2.2 *[Interpretation and analysis of information from Source 3B – L3 – LO2 (AS3)]*

**Candidates should take a stand and motivate their answer.**

**Useful**

- All races were involved in submitting their demands.
- Demands came from urban and rural areas.
- Any other relevant answer.

**OR**

**Not Useful**

- Bias
- One sided viewpoint – in favour of the Freedom Charter.
- Does not give the perspective of the apartheid government.
- Any relevant answer. (Any 2 x 2) (4)

- 3.2.3 *[Comparison of viewpoint 1 with Viewpoint 2 – L2 – LO2 (AS2)]*

- Shows that not everybody was happy with content of the Freedom Charter.
- Viewpoint 1 shows that the wishes of all races was considered and would benefit.
- Viewpoint 2 shows Africanist preferred the idea that only African people should benefit and not all national groups.
- Any other relevant response. (Any 2 x 2) (4)

- 3.3 3.3.1 *[Explanation of concept from Source 3C – L1 – LO1 (AS3)]*

- To overthrow the government.
- To commit treason against your country.
- Any relevant explanation. (Any 1 x 2) (2)

- 3.3.2 *[Interpretation and analysis of evidence from Source 3C – L2 – LO2 (AS2)]*

- Lifelong imprisonment
- Could be hanged. (Any 1 x 2) (2)

- 3.3.3 *[Interpretation and analysis of evidence from Source 3C – L2 – LO2 (AS3)]*
- To keep leaders and organisation inactive.
  - To prevent further resistance against the state.
  - Any other relevant answer. (Any 1 x 2) (2)
- 3.3.4 *[Interpretation and synthesis of information from Source 3C – L3 – LO3 (AS2)]*
- The government feared violence.
  - The people might try to free the accused.
  - The government has become aware of the power of the mass movement.
  - The government has realised how much support Mandela and others enjoyed.
  - Any other relevant response. (Any 2 x 2) (4)
- 3.3.5 *[Interpretation of evidence from Source 3C – L3 – LO3 (AS2)]*
- People who opposed apartheid were treated badly.
  - Symbolic of the oppressive nature of the government.
  - Majority of people treated like animals.
  - Any other relevant answer. (Any 2 x 2) (4)
- 3.3.6 *[Interpretation and analysis of information from Source 3C – L2 – LO2 (AS2)]*
- Not serious
  - Dozed off
  - Read
  - Did crossword puzzles.
  - Played chess.
  - Any relevant answer. (Any 2 x 1) (2)
- 3.4 *[Interpretation, analysis and synthesis of evidence from all sources – L3 – LO2 (AS3)]*

Candidates should include some of the following in their response:

- Meeting held at Kliptown.
- Representatives of all different organisations invited.
- All races represented.
- Political wishes from ordinary citizens collected in urban and rural areas.
- Forms the basis of the new constitution of South Africa.
- The wishes of all races are accommodated in the new constitution
- Promises freedom for everybody.
- All races shall enjoy political, economic and social equality.
- Any other relevant response. (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>Makes no or little reference to how the Freedom Charter represent the wishes of the people and its link with the new constitution of South Africa.</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 an understanding of the how the Freedom Charter represents the wishes of the people and its link with the new constitution of South Africa.</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>• Uses relevant evidence, e.g. <b>Demonstrates a thorough understanding of how the Freedom Charter represent the wishes of the people and its link with the new constitution of South Africa.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows and understanding of the topic.</li> </ul>	<b>Marks: 5 – 6</b>

### 3.5 EXTENDED WRITING

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

Candidates should include the following in their response:

#### SYNOPSIS

Candidates must highlight the different forms of resistance against apartheid in the 1950s.

#### MAIN ASPECTS

- Introduction: The candidates should indicate the different types of resistance that was used during the 1950s.

#### ELABORATION

- Defiance campaign did not really achieve its aims.
- On the other hand successful – membership increase.
- World attention on apartheid
- Congress Alliance and Freedom Charter
- Anti-pass campaign by woman
- The Treason trial
- Formation of the PAC – POQO and MK
- Any other relevant response.
- Conclusion: Candidates must tie up their argument with a relevant response.

(30)

**Use the matrix on page 6 to mark this question.**

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

Candidates should include the following in their response:

#### SYNOPSIS

Candidates must write a report on how the resistance movement started a new resistance plan, the Congress Alliance and the results thereof.

#### MAIN ASPECTS

Introduction: Candidates can give a background on the partial failure of the Defiance campaign that made the resistance movements to start a new resistance plan.

#### ELABORATION

- ANC's decision to draw up a document for a new non-racial South Africa.
  - Call representatives of all resistance movements
  - Met in Kliptown – 1955
  - Not all leaders could attend because of restraining orders.
  - Meeting led by white democrats.
  - Police presence search for pass and transport permits.
  - Collected demands and wishes of all citizens in the urban and rural areas.
  - Drawing up of the Freedom Charter.
  - Laid the basis for the new Constitution in South Africa.
  - Freedom Charter was seen as a communist document.
  - To overthrow the government.
  - Led to treason trial.
  - Accused escorted by heavy armed police and army.
  - Accused caged like animals.
  - Symbolic of government's attitude towards other races.
  - Government prolonged proceedings.
  - Accused ignored proceedings as a sign of defiance.
  - 1961 – All accused acquitted from all charges.
  - Any other relevant response.
- Conclusion: Candidates must tie up their argument with a relevant conclusion.

**Use the holistic matrix on page 8 to mark this question.**

**(30)  
[75]**

**TOTAL: 150**