



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2012**

**HISTORY P1  
MEMORANDUM**

**MARKS: 150**

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This memorandum consists of 26 pages.

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## 1. SOURCE-BASED QUESTIONS

1.1 The following Learning Outcomes and Assessment Standards will be assessed in this question paper:

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT STANDARDS</b> <b>THE ABILITY OF THE LEARNER TO:</b>
<b>Learning Outcome 1 (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. 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.</li> </ol>
<b>Learning Outcome 2 (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 (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, 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 The extended writing questions focus on one of the following levels:

<b>LEVELS OF QUESTIONS</b>	
<b><u>Level 1</u></b>	<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>
<b><u>Level 2</u></b>	<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

- **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 ANSWERS.**

### 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



R

A√

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#### 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 7 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

	<b>LEVEL 7</b>	<b>LEVEL 6</b>	<b>LEVEL 5</b>	<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
<b>PRESENTATION</b>	Very well planned and structured. Good synthesis of information. Constructed an argument	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.
<b>CONTENT</b>	Well balanced argument. Sustained and defended the argument throughout.						
<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. Totally irrelevant.						9 – 10	0 – 8

**GRADE 12 HOLISTIC RUBRIC TO ASSESS EXTENDED WRITING (SUCH AS AN ESSAY USING SOURCES, REPORT, NEWSPAPER ARTICLE, ETC.) TOTAL MARKS: 30**

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><b>7</b> <b>Outstanding</b> <b>80 – 100%</b> <b>24 – 30</b></p> <p><b>[Excellent]</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><b>6</b> <b>Meritorious</b> <b>70 – 79%</b> <b>21 – 23</b></p> <p><b>[Very Good]</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 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)</p>
<p><b>5</b> <b>Substantial</b> <b>60 – 69%</b> <b>18 – 20</b></p> <p><b>[Good]</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 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.</p>
<p><b>4</b> <b>Moderate</b> <b>50 – 59%</b> <b>15 – 17</b></p> <p><b>[Satisfactory]</b></p>	<p>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. 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.</p>
<p><b>3</b> <b>Adequate</b> <b>40 – 49%</b> <b>12 – 14</b></p> <p><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 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).</p>
<p><b>2</b> <b>Elementary</b> <b>30 – 39%</b> <b>09 – 11</b></p> <p><b>[Weak]</b></p>	<p>Unable to focus on the topic 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><b>1</b> <b>Not Achieved</b> <b>0 – 29%</b> <b>0 – 8</b></p> <p><b>[Poor]</b></p>	<p>No attempt to focus on the topic Uses no sources Completely irrelevant Copies directly from the sources Answer extremely poor</p>

**QUESTION 1: IS THE U.S.A. THE CAUSE OF THE CUBAN MISSILE CRISIS?**

- 1.1 1.1.1 *[Interpretation of information from Source 1A – L1 – LO1 (AS3&4) LO2 (AS3); LO3 (AS2)]*
- An economic system based on private ownership.
  - Any other relevant response. (Any 1 x 2) (2)
- 1.1.2 *[Extraction from Source 1A – L1 – LO1 (AS3&4)]*
- The USA. (Any 1 x 1) (1)
- 1.1.3 *[Interpretation and extraction of evidence from Source 1A – L2 – LO2 (AS3); LO3 (AS2)]*
- Child death rate very high.
  - High illiteracy rates.
  - High unemployment.
  - Inadequate housing, schools and hospitals
  - Any other relevant response. (Any 3 x 1) (3)
- 1.1.4 *[Interpretation and analysis of information from Source 1A – L2 – LO1 (AS3&4) LO2 (AS3); LO3 (AS2)]*
- People must fight for freedom.
  - People must revolt to gain freedom
  - Any other relevant response. (Any 1 x 2) (2)
- 1.1.5 *[Interpretation, analysis and synthesis of evidence from source- L3 – LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*
- One-sided view.
  - Source is pro-communistic.
  - Source is anti-capitalistic.
  - Castro's point of view.
  - Shows negative impact of capitalism only.
  - Can be viewed as propaganda
  - Any other relevant response. (Any 2 x 2) (4)

- 1.2 1.2.1 *[Interpretation, comparison, analysis and synthesis of evidence from source – L3–; LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*
- USA had three nuclear bases pointed at Russia compared to the one.
  - Tree in US territory much bigger than the one in the Russian territory.
  - Any other relevant response. (Any 2 x 2) (4)
- 1.2.2 *[Interpretation, analysis and synthesis of evidence from source – L3–; LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*
- By installing nuclear missiles in Cuba.
  - Any other relevant response. (Any 1 x 2) (2)
- 1.2.3 *[Interpretation, analysis and synthesis of evidence from source – L3–; LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*
- Khrushchev very calm, despite nuclear threat.
  - Kennedy seems to be worried/distressed/angry.
  - Source shows that USA was alarmed.
  - Any other relevant response. (Any 2 x 2) (4)
- 1.2.4 *[Interpretation, analysis and synthesis of evidence from source – L3–; LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*
- Communism is a threat to the US influence in Latin America.
  - Most major US cities within striking range.
  - He wanted the world to see that the US will contain communism.
  - Any other response. (Any 2 x 2) (4)
- 1.2.5 *[Interpretation, analysis and synthesis of evidence from source – L3–; LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*
- US could have declared war against Cuba.
  - US could have done nothing.
  - Imposed a naval blockade.
  - Any other response. (Any 3 x 2) (6)
- 1.3 1.3.1 *[Interpretation and extraction of evidence from source – L3–; LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*
- Kennedy must not declare war.
  - United Nations must resolve the issue.
  - Peace or perish.
  - Any other relevant response. (Any 2 x 1) (2)

1.3.2 *[Interpretation and analysis of information from source – L3 – LO1 (AS3&4 ) LO2 (AS3); LO3 (AS2)]*

- There are no winners in a nuclear war.
- Would lead to Mutual Assured Destruction.
- Any other response. (Any 1 x 2) (2)

1.3.3 *[Interpretation and analysis of evidence from source – L3 – L2 (AS4); LO2&3 (AS3)]*

- The US and Russia negotiated a peaceful settlement.
- Russia withdrew their missiles from Cuba.
- The US promised not to invade Cuba.
- US promised to secretly withdraw their missiles from Turkey.
- Any other response. (Any 3 x 1) (3)

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

- Cold War conflict between capitalism and communism.
- US had upper hand in arms race.
- Russia saw opportunity to neutralise the US's advantage by placing missiles in Cuba.
- Cuba not happy with exploitation under capitalist rule
- Cuba was communist state.
- Kennedy alarmed about Russian nuclear missiles in close proximity.
- Kennedy imposed a naval blockade.
- World holds breath as showdown escalated.
- World opinion was in favour of peace.
- Nuclear weapons had capacity to destroy everyone.
- Any other relevant response.

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 of how the nuclear arms race contributed to the crisis.</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 how the nuclear arms race contributed to the crisis.</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 nuclear arms race contributed to the crisis.</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>

**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 focus on the reasons why the USA became involved in the Cuban Missile Crisis.

**ELABORATION**

- Background information (Cuba under Batista).
- Castro overthrows Batista
- Bay of Pigs Invasion
- Cuba becomes a communist state
- Russia installs nuclear missiles
- Kennedy and the Excom.
- Naval Quarantine
- How the crisis was handled
- Better relations between the USA and USSR
- Cuba independent

**Conclusion:** Candidates need to tie up the argument.

(30)

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

**SYNOPSIS**

Learners must either agree or disagree with the statement.

**MAIN ASPECTS**

Introduction: Candidates should evaluate the accuracy of the statement and indicate how they intend answering the question.

**ELABORATION**

In evaluating the accuracy of the statement candidates, need to include the following points:

- Background information (Cuba under Batista).
- Castro overthrows Batista
- Bay of Pigs Invasion
- Cuba becomes a communist state.
- Russia installs nuclear missiles
- Kennedy and the Excom
- Naval Quarantine
- How the crisis was handled.
- Better relations between the USA and USSR
- Cuba independent

Conclusion: Candidates need to tie up the argument.

(30)  
[75]

**QUESTION 2: WAS AFRICAN SOCIALISM THE SOLUTION TO TANZANIA'S POST COLONIAL PROBLEMS?**

- 2.1    2.1.1    *[Extraction of evidence from Source 2A – L1 – LO1 (AS3)]*
- 1961 (1 x 1)    (1)
- 2.1.2    *[Interpretation of evidence from Source 2A – L1 – LO2 (AS3); LO2 (AS2)]*
- (a) To bring under state control.
- (b) Wealth of country must be distributed equally amongst people.
- Any other relevant answer. (2 x 2)    (4)
- 2.1.3    *[Interpretation of evidence from Source 2A – L2 – LO1 (AS3)]*
- Capitalism leads to creation of classes – rich and poor.
  - Capitalism exploited African resources and labour.
  - Africa did not benefit from capitalism.
  - Africa was not economically empowered by colonialism.
  - Any other relevant answer. (Any 2 x 2)    (4)
- 2.1.4    *[Interpretation of evidence from Source 2A – L1 – LO1 (AS3&4)]*
- One in every six adults could read and write.
  - Fewer than five per cent of its people lived in cities.
  - Few factories and industries existed.
  - Any other relevant answer. (Any 2 x 2)    (4)

- 2.1.5 *[Interpretation and analysis of evidence from Source 2A – L3 – LO1 (AS3&4)]*
- Neo-colonialism did not benefit Africans.
  - Neo-colonialism enriched the colonial powers.
  - Neo-colonialism forced Africans into poverty.
  - Self-reliance would ensure emancipation from colonial rule.
  - Any other relevant answer. (Any 2 x 2) (4)
- 2.2 2.2.1 *[Interpretation, analysis and synthesis of evidence from Source 2B – L3 – LO1 (AS3&4)]*
- Farmers working together for the common good.
  - Farmers produce for themselves.
  - Creates impression that Africans are self-reliant.
  - Any other relevant answer. (Any 2 x 2) (4)
- 2.2.2 *[Interpretation, analysis and synthesis of evidence from Source 2B – L3 – LO1 (AS3&4)]*
- Source does not show that Ujamaa was a failure.
  - Not all peasants were in favour of Ujamaa.
  - Peasants were forced to work on Ujamaa villages.
  - Ujamaa impacted negatively on peasants.
  - Any other relevant answer. (Any 2 x 2) (4)
- 2.2.3 *[Interpretation, analysis and synthesis of evidence from Source 2B – L3 – LO1(AS3&4)]*
- That Ujamaa was a success.
  - That the peasants were happy with Ujamaa.
  - For more people to join the Ujamaa villages.
  - Any other relevant answer. (Any 1 x 2) (2)
- 2.2.4 *[Interpretation, analysis and synthesis of evidence from Source 2B – L3 – LO1 (AS3&4)]*
- Reliable:**
- Farmers working together for the common good.
  - Farmers produce for themselves.
  - Farmers produced large quantities of grain.
  - Shows the aims of Ujamaa.

**Not reliable:**

- Photo is propaganda.
- Source does not show unhappiness of peasants towards Ujamaa.
- Rich farmers resisted Ujamaa.
- Some farmers did not want to move to communal farms.
- Government officials exploited the system.
- Any other relevant answer. (Any 2 x 2) (4)

2.3 2.3.1 *[Interpretation of evidence from Source 2C – L2 – LO1 (AS3)]*

- Public was not in favour of the Ujamaa policy.
- Any other relevant answer. (1 x 2) (2)

2.3.2 *[Interpretation of evidence from Source 2C – L2 – LO1 (AS3)]*

- Some wanted to stay on their ancestral farms.
- Farmers unsure whether they would gain from moving.
- Housing was inadequate.
- Their dreams were not materialised on Ujamaa villages.
- Some farm on their private plots.
- Shortage of food.
- Any other relevant response. (2 x 1) (2)

2.3.3 *[Comparison of evidence from sources – L3 – LO1 (AS3)]*

- Source 2C – shows peasants are against Ujamaa.
- Source 2B – peasants supports Ujamaa policy. (2 x 2) (4)

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

- Colonialism exploited African states.
- Colonialism left Africa poor and undeveloped.
- After independence Africa opted for self-reliance.
- Self-reliance to show that Africa take care of herself economically.
- Ujamaa implemented to foster self-reliance.
- Aims of Ujamaa were good in theory.
- Emphasis on communal development and living.
- Unfortunately Ujamaa failed.
- 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 why Ujamaa was a response to colonialism.</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 <b>shows some understanding of why Ujamaa was a response to colonialism.</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 why Ujamaa was a response to colonialism.</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)

## 2.5 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 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 should outline the failures of colonialism and Ujamaa in Tanzania after independence.

### ELABORATION

- Impact of colonialism.
- Exploitation under capitalist colonial power.
- Socialism introduced.
- Policy of Ujamaa – encouraged national development.
- Farming and industries were nationalised.
- Failure of Ujamaa
- The failure of democracy
- Establishment of a one party state
- Fear of ethnic conflict.
- Decline in agricultural production and rural poverty.
- Urbanisation led to social problems like unemployment.
- Healthcare and education improved.

**Conclusion:** Candidates should tie up their argument with a relevant conclusion.

(30)

- 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 write an article outlining why Ujamaa failed.

**MAIN ASPECTS**

The candidate should include the following points in the response.

Introduction: Candidates should focus on the failure of Ujamaa.

**ELABORATION**

- Tanzania's struggle under colonial rule.
- Exploitation under capitalist colonial rule.
- Introduction of socialism.
- Policy of Ujamaa: aims
- Nationalisation of economy
- Failure of Ujamaa
- Dependence on foreign loans
- Failure of economy: poverty
- Any other relevant response.

(30)  
[75]

**QUESTION 3: HOW DID COURT CASES PROVIDE THE PLATFORM FOR FURTHER SUCCESSES OF THE CIVIL RIGHTS MOVEMENT?**

- 3.1 3.1.1 *[Extraction of evidence from Source 3A – L1 – LO1 (AS3)]*
- To preserve peace at the school.
  - To prevent violence.
  - Any other relevant answer. (Any 1 x 1) (1)
- 3.1.2 *[Interpretation and evaluation of information from Source 3A – L3 – LO1(AS3&4); LO2 (AS2&3)]*
- First school to be integrated.
  - Whites were against integration.
  - Public keen to see whether national government would enforce the court ruling.
  - Any other relevant answer. (Any 1 x 2) (2)
- 3.1.3 *[Interpretation, evaluation and synthesis of evidence from Source 3A – L3 – LO3 (AS3&4)]*
- Faubus refused to allow Black scholars into the school.
  - White parents and scholars were against integration.
  - President had to enforce the court ruling.
  - Any other relevant response. (Any 2 x 2) (4)
- 3.1.4 *[Interpretation of evidence from Source 3A – L2 – LO3 (AS3&4)]*
- Little Rock Nine.
  - Nine black children.
  - Any other relevant response. (Any 1 x 1) (1)
- 3.1.5 *[Interpretation, evaluation and synthesis of evidence from Source 3A – L3 – LO3 (AS3&4)]*
- Schools were racially divided.
  - Most white parents and scholars were against integration.
  - Discrimination was rife in American society.
  - Any other relevant response. (Any 2 x 2) (4)
- 3.1.6 *[Interpretation of evidence from Source 3A – L2 – LO3 (AS3&4)]*
- No, he was ordered to remove his National Guard. (1 x 3) (3)

- 3.2 3.2.1 *[Interpretation, comparison of evidence from sources – L3 – LO1 (AS3&4)]*
- Federal Guard ensured that the children gained entry into the school.
  - Both sources show that blacks were discriminated against.
  - Any other relevant response. (Any 1 x 2) (2)
- 3.2.2 *[Interpretation, comparison and synthesis of evidence from sources – L3 – LO1 (AS3&4)]*
- Faubus prevented integration by using the local police to refuse entry.
  - He buckled under white racist pressures.
  - His local police were replaced by federal troops.
  - Any other relevant response. (Any 2 x 2) (4)
- 3.3 3.3.1 *[Interpretation of evidence from source – L1 – LO1 (AS3&4)]*
- Civil Rights Movement used non-violent methods to achieve aims.
  - Any other relevant response. (Any 1 x 2) (2)
- 3.3.2 *[Interpretation of evidence from Source 3C – L2 – LO1 (AS3&4)]*
- Busses were segregated.
  - Blacks were expected to give up their seats for whites.
  - Rosa Parks refused to give up her seat and was arrested.
  - Any other relevant response. (Any 2 x 2) (4)
- 3.3.3 *[Interpretation, evaluation and synthesis of evidence from source – L3 – LO3 (AS3&4)]*
- Violence is expected from racist whites who resisted integration.
  - Any other relevant response. (Any 1 x 2) (2)
- 3.4 3.4.1 *[Interpretation, evaluation and synthesis of evidence from source – L3 – LO3 (AS3&4)]*
- Blacks car-pooled.
  - Street is empty – impact of bus boycott.
  - Any other relevant response. (Any 2 x 1) (2)
- 3.4.2 *[Interpretation of evidence from Source 3C – L2 – LO1 (AS3&4)]*
- One year.
  - December 5, 1955 to December 21, 1956. (Any 1 x 2) (2)

3.4.3 *[Interpretation, evaluation and synthesis of evidence from source – L3 – LO3 (AS3&4)]*

- He was the leader of the Civil Rights Movement.
- He organised the bus boycott.
- Any other relevant response. (Any 1 x 2) (2)

3.4.4 *[Interpretation, evaluation and synthesis of evidence from source – L3 – LO3 (AS3&4)]*

- Reliable as he was the leader of the Civil Rights Movement.
- Reliable because people car-pooled.
- Reliable – we see the court ruled that busses should be integrated.
- Not reliable because it is bias.
- Not reliable because it is one sided – favours CRM.
- Any other relevant response. (Any 2 x 2) (4)

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

- Candidates must focus on integration.
- Segregation in schools.
- Jim Crow system
- Separate is not equal.
- Courts desegregated facilities
- Segregated facilities unconstitutional.
- Racist whites refused integration by attacking non-whites.
- Local governors also refused to enforce law.
- Federal troops enforced law by protecting blacks.
- Any other relevant response.

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 of why social integration was enforced by the federal army.</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 why social integration was enforced by the federal army.</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>shows a thorough understanding of why social integration was enforced by the federal army.</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)

### 3.5 EXTENDED WRITING

- 3.5.1 *[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 should either agree or disagree with the statement.

#### **MAIN ASPECTS**

Candidates should include the following aspects in their response:

**Introduction:** Candidates should take a stance and justify.

#### **ELABORATION**

- Jim Crow – segregation in the USA.
- Apartheid not equate to equality – Brown versus Board of Education
- Rosa Parks incident
- Bus boycotts
- Freedom rides
- Sit-ins
- Little Rock Nine
- Marches
- Voter registration
- Civil Rights Act

**Conclusion:** Candidates should tie up their argument by referring to the stance taken in introduction.

(30)

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

#### **SYNOPSIS**

Candidates should focus on how peaceful resistance brought about changes the USA.

#### **MAIN ASPECTS**

Candidates should include the following aspects in their response:

**Introduction:** Candidates should give a brief background of the activities of the Civil Rights Movement.

**ELABORATION**

- Refer to Jim Crow – segregation in the USA.
- Apartheid not equate to equality – Brown versus Board of Education
- Rosa Parks incident.
- Bus boycotts
- Freedom rides.
- Sit-ins.
- Little Rock Nine.
- Marches
- Voter registration.
- Civil Rights Act.

Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)  
[75]

**QUESTION 4: WHY WERE STEVE BIKO AND THE BLACK CONSCIOUSNESS MOVEMENT SIGNIFICANT IN SOUTH AFRICA'S LIBERATION STRUGGLE??**

- 4.1 4.1.1 *[Interpretation of evidence from Source 4A – L2 – LO1 (AS3&4); LO2 (AS2)]*
- Biko was the founder of Black Consciousness Movement.
  - Biko was a freedom fighter.
  - Biko led the blacks during the banned years of the ANC.
  - Any other relevant response. (Any 1 x 2) (4)
- 4.1.2 *[Extraction and interpretation of evidence from Source 4A – L1 – LO1 (AS3&4)]*
- Banning
  - Imprisonment
  - Exile
  - Murder and banishment
  - Any other relevant response. (Any 2 x 2) (4)
- 4.1.3 *[Interpret and analyse information – L2 – LO2 (AS2)]*
- (a) Black should remove their fear on inferiority
  - Blacks should be proud of themselves
  - (b) The separation of races politically, economically and socially.
  - Any other relevant response. (Any 2 x 2) (4)

- 4.1.4 *[Interpretation and analyses information – L3 – LO2 (AS2)]*
- Richard Attenborough made a film on Biko, ‘Cry Freedom’.
  - Peter Gabriel wrote the song, ‘Biko’
  - Any other relevant response. (Any 2 x 2) (4)
- 4.1.5 *[Extraction and interpretation of evidence from Source 4A – L1 – LO1 (AS3&4)]*
- Building of a statue.
  - Renamed a bridge after him.
  - His Ginsburg house was declared as a monument. (Any 3 x 1) (3)
- 4.2 4.2.1 *[Interpretation and analyses information – L3 – LO2 (AS2)]*
- Student organisations were controlled by whites.
  - Whites did not experience the pain and suffering of blacks.
  - Whites were not discriminated against.
  - Blacks must determine their own destiny.
  - Blacks must lead their own liberation movement.
  - Any other relevant response. (Any 2 x 2) (4)
- 4.2.2 *[Interpretation of evidence from Source 4B – L3 – LO3 (AS3&4)]*
- Student organisations were controlled by whites.
  - To eradicate the feeling of inferiority amongst Black people.
  - Any other relevant response (Any 2 x 2) (4)
- 4.2.3 *[Interpretation and analysis of evidence from Source 4B – L3 – LO2 (AS3&4); LO2 (AS3); LO3 (AS2&3)]*
- Whites felt superior because of the colour of their skin.
  - Whites received better education.
  - Whites were technologically advanced.
  - Whites influenced by ideas of social Darwinism.
  - Any other relevant response. (Any 2 x 2) (4)

- 4.3 4.3.1 *[Comparison of evidence from Source 4C and 4B – L3 – LO3 (AS34)]*
- 4C – SASO promotes apartheid
  - 4B – SASO mechanism to fight apartheid.
  - 4C – favours inclusivity.
  - 4B – favours exclusivity. (Any 2 x 2) (4)
- 4.3.2 *[Interpretation and analysis of evidence from Source 4C – L3 – LO2 (AS3&4); LO2 (AS3); LO3 (AS2&3)]*
- Reliable**
- Woods supported the idea of BC.
  - SASO fought against apartheid.
  - SASO fought for equality.
  - SASO fought against Bantu education.
- Not reliable**
- Woods a close friend of Biko's.
  - Only shows negative side of SASO. (Any 2 x 2) (4)
- 4.3.3 *[Examine and explain dynamics of power relations in Source 4C – L3 – LO2 (AS2&3); LO3 (AS2&3)]*
- BC favoured separateness that was in line with apartheid.
  - Any other relevant response. (Any 1 x 2) (2)
- 4.5 *[Interpretation, analysis and synthesis of evidence from all sources – L3 – LO1 (AS3 and 4), LO2 (AS1, 2, 3) LO3 (AS1, 2, 3, 4)]*
- Aims of BC was to liberate Blacks from inferiority en servitude.
  - Bantu Education was seen as instrument that enforced Black inferiority.
  - Youth resented Bantu Education.
  - Youth determined to decide their own destiny.
  - BC diminished fear of Blacks.
  - BC filled the political vacuum left by the banning of the ANC and other political parties.
  - Although based on separateness it did not support government policies.
  - It challenged government policies.
  - Any other relevant response.

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 how the philosophy of Black Consciousness influenced township students.</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 <b>shows some understanding of how the philosophy of Black Consciousness influenced the township students.</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 <b>that shows a thorough understanding of how the philosophy of Black Consciousness influenced the township students.</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)

#### 4.5 EXTENDED WRITING

4.5.1 *[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 the role played by Steve Biko and the Black Consciousness Movement in influencing the Soweto Uprising.

##### **MAIN ASPECTS**

Candidates should include the following aspects in their response:

**Introduction:** Candidates should discuss the role Steve Biko and the Black Consciousness Movement in influencing the Soweto Uprising.

##### **ELABORATION**

- Brief background – reasons for Black Consciousness.
- The role and influence of Biko’s philosophy/ BCM.
- The role of SASO on the youth of South Africa.
- Outline the various factors that changed the political thinking of the youth in the 1970s for example, conscientising the youth about the following:
  - Black dignity and self esteem
  - Black Community Programs
  - Poor living conditions and rising unemployment
  - Increased oil price in 1973 led to a rise in inflation.
  - Soweto and other townships were overcrowded and lacked services.
  - Implementation and enforcement of the influx control laws made life difficult for black South Africans.

- African trade unions were banned from protest action.
- Afrikaans was made compulsory – widespread opposition.
- The role and impact of the Soweto Students Representative Council.
- 1976 Soweto Uprising
- Any other relevant response.

Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

4.5.2 *[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 must agree or disagree and then elaborate.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should take a stance and justify.

### ELABORATION

- Black Consciousness movement – reasons for establishment.
- Biko's philosophy on "Blacks" and "non-Whites"
- The role and influence of Biko's philosophy, BCM and the role of SASO on the youth of South Africa.
- Outline the various factors that changed the political thinking of the youth in the 1970s for example, conscientising the youth about the following:
  - Black Community Programs: Successes and limitations
  - Poor living conditions and rising unemployment.
  - Implementation and enforcement of the influx control laws made life difficult for black South Africans
  - African trade unions were banned from protest action.
  - Increased oil price in 1973 led to a rise in inflation.
  - Soweto and other townships were overcrowded and lacked services.
  - Afrikaans was made compulsory – widespread opposition.
  - 1976 Soweto Uprising
  - Any other relevant response.

**Conclusion:** Candidates should tie up their argument with a relevant conclusion.

(30)  
[75]

**TOTAL: 150**