



# education

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Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

## **SENIOR CERTIFICATE EXAMINATION - 2008**

**HISTORY P1**

**STANDARD GRADE**

**MAY/JUNE 2008**

**MEMORANDUM**

**MARKS: 150**

**This memorandum consists of 21 pages.**

**Global assessment of essays**

The essays 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 through 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. It will also discourage learners to prepare "model" answers and reproduce them without taking into account the specific requirements of the question. Holistic essay marking credits learners' opinions. Holistic assessment, unlike content based marking, does not penalise language inadequacies as the emphasis is on the following:

- the discussion/explanation;
- the appropriate selection of factual evidence to support such argument.

**Assessment procedures of an essay**

1. Keep the synopsis in mind when assessing the essay.
2. During the first reading of the essay 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 marking guideline/ memorandum) 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

**R**

- analysis

**A**✓

- interpretation

1✓

4. The first reading of an essay will also be to determine to what extent the main aspects have been covered and to allocate the content level (on the matrix).

C	LEVEL 3	

5. The second reading of an essay will relate to the level (on the matrix) of presentation.

C	LEVEL 3	
P	LEVEL 1	

6. Allocate an overall symbol and mark with the use of the matrix.

C	LEVEL 3	B+
P	LEVEL 1	39

### The matrix

The criteria according to which the essay will be assessed are organised within a matrix and the matrix will be used to allocate a symbol to an essay. Both the content and presentation axes are divided into seven competency levels. Each with criteria that will be used to assess an essay.

Senior Certificate Examination  
Memorandum

<b>PRESENTATION</b>	<b>LEVEL 1</b> Has employed analysis and historical explanation. Well planned and structured essay.	<b>LEVEL 2</b> Has employed analysis and historical explanation. Well planned and structured essay	<b>LEVEL 3</b> Has attempted analysis and historical explanation. Well planned and structured essay	<b>LEVEL 4</b> Has attempted analysis and historical explanation. Essay planned and structured to a certain extent.	<b>LEVEL 5</b> Applied analysis and historical explanation to a certain extent. Attempted a structure.	<b>LEVEL 6</b> Applied analysis and historical explanation occasionally or not at all. No clear structure.	<b>LEVEL 7</b> No analysis and historical explanation. No structure. Illogical (to a certain extent).
<b>CONTENT</b>							
<b>LEVEL 1</b> Question has been fully answered. Content selection fully relevant to line of argument.	<b>A+</b> 47 - 50	<b>A</b> 43 - 46	<b>A-</b> 40 - 42			<b>A: 120 – 150</b> <b>B: 105 – 119</b> <b>C: 90 – 104</b> <b>D: 75 – 89</b> <b>E: 60 – 74</b> <b>F: 50 – 59</b> <b>FF: 45 – 49</b> <b>G: 38 – 44</b> <b>GG: 30 – 37</b> <b>H: 0 – 29</b>	
<b>LEVEL 2</b> Question has been answered. Content selection relevant.	<b>A</b> 43 – 46	<b>A-</b> 40 – 42	<b>B+</b> 38 – 39				
<b>LEVEL 3</b> Question answered to a great extent. Content adequately covered and relevant.	<b>B+</b> 38 – 39	<b>B</b> 36 – 37	<b>B-</b> 35	<b>C+</b> 33 – 34			
<b>LEVEL 4</b> Question posed is recognisable in answer. Slightly incomplete and mostly relevant.			<b>C+</b> 33 – 34	<b>C</b> 31 – 32	<b>D+</b> 28 – 29		
<b>LEVEL 5</b> Facts do relate to the question but do not answer it. Omissions in coverage (with occasional irrelevance).				<b>C-</b> 30	<b>D</b> 26 – 27	<b>E+</b> 23 – 24	
<b>LEVEL 6</b> Facts do relate to the question, but do not answer it. Sparse content (with occasional irrelevance).					<b>D-</b> 25	<b>E</b> 21 – 22	<b>E-</b> 20
<b>LEVEL 7</b> Question inadequately addressed or not at all. Sparse or inadequate content. Irrelevant to a great extent/totally irrelevant						<b>E-</b> 20	<b>F 13 – 19</b> <b>G 07 – 12</b> <b>H 00 – 06</b>

- **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 ESSAY MARKING GUIDELINES**
- **IN ASSESSING THE OPEN ENDED SOURCE-BASED QUESTIONS CANDIDATES SHOULD BE GIVEN CREDIT FOR ANY OTHER RELEVANT RESPONSE**

**SECTION A: ESSAY QUESTIONS****QUESTION 1A: THE PERIOD 1924 TO 1948**

Describe the steps that General JBM Hertzog took from 1926 to 1934 to secure South Africa's constitutional independence.

**SYNOPSIS**

Candidates need to indicate the various steps that Hertzog took to secure South Africa's constitutional independence between 1926 and 1934.

*NOTE: The main aspects (bullets) must be used to address the requirements of the question and the given line of argument. A mere stating of 'facts' is inadequate.*

**MAIN ASPECTS**

- Introduction: Candidates should outline Hertzog's desire to secure South Africa's sovereign independence.

**ELABORATION**

- The position of Dominions when Hertzog assumed office (legally they were subordinate to Britain)
- The Imperial Conference of 1926 (Hertzog wanted to clarify the status of SA and dominions)
- The Balfour Declaration of 1926 (Defined the status of SA and other dominions)
- The Department of Foreign Affairs (The establishment of this Department demonstrated SA's independence)
- The Statute of Westminster, 1931 (Put into law the principles of the Balfour Declaration)
- The Status and Seals Acts, 1934 (These protected South Africa's independence by writing into South African law the Statute of Westminster)
- Conclusion: Candidates must tie up their argument by indicating that Hertzog was an integral part of the move towards sovereign independence by 1934.

**[50]**

**QUESTION 1B: THE PERIOD 1924 TO 1948**

Discuss the various factors that led to the formation in 1934 and then the split of the United Party in 1939.

**SYNOPSIS**

Candidates should discuss the various factors that led to the fusion and eventual split of the United Party between 1934 and 1939.

*NB: The main aspects (bullets) must be used to address the requirements of the question and the given line of argument. A mere stating of 'facts' is inadequate.*

**MAIN ASPECTS**

- Introduction: Candidates need to outline the various reasons for the fusion and eventual split of the United Party between 1934 and 1939.

**ELABORATION**

- Brief background to the factors leading to a coalition government
- Reasons for and the subsequent effects of fusion (formation of splinter groups)
- Political realignment (link to personality clashes; Afrikaner vs. English)
- The effects of the outbreak of the Second World War (neutrality vs. participation)
- The split of the United Party in 1939
- Conclusion: Candidates should tie up their arguments by indicating how the various factors led to the initial formation and eventual split of the United Party in 1939.

**[50]**

**QUESTION 2A: THE PERIOD 1948 TO 1976**

Explain the success of the passive resistance campaigns in resisting the apartheid government in the period 1948 to 1958.

**SYNOPSIS**

Candidates should explain the success of the various passive resistance campaigns in resisting the apartheid government between 1948 to 1958.

*NOTE: The main aspects (bullets) must be used to address the requirements of the question and to develop a relevant line of argument. A mere stating of "fact" is inadequate.*

**MAIN ASPECTS**

- Introduction: Candidates should highlight the reasons for the passive resistance campaigns against the apartheid government between 1948 and 1958.

**ELABORATION**

- Launch of Programme of Action - 1949
- The Defiance Campaign – 1952
- *[Education boycott – 1954]*
- Congress Alliance and The Freedom Charter – 1955
- The Treason Trial of 1956 as a response to the resistance by the state
- The Anti- Pass Campaign by Women to the Union Buildings – 1956
- *[The bus boycotts – e.g. 1957]*
- Some might mention other actions after 1956 e.g. continuing protests against the extension of the pass laws, SACTU pound – a – day campaign 1957 - 1958
- Conclusion: Candidates should tie up their argument by explaining the success of the passive resistance campaigns.

**[50]**

**QUESTION 2B: THE PERIOD 1948 TO 1976**

Discuss how resistance against the apartheid government intensified in the period 1960 (Sharpeville Massacre) to 1976 (Soweto Uprising).

**SYNOPSIS**

Candidates need to highlight how resistance against the apartheid government intensified from 1960 Sharpeville Massacre to the 1976 Soweto uprising.

*NOTE: The main aspects (bullets) must be used to address the requirements of the question and the given line of argument. A mere stating of 'facts' is inadequate.*

**MAIN ASPECTS**

- Introduction - Candidates need to focus on why resistance intensified against the apartheid government between 1960 and 1976.

**ELABORATION**

- The Sharpeville massacre (1960) and its aftermath
  - The banning of resistance movements and detentions
  - The formation of Umkhonto we Sizwe and POQO
  - Lilliesleaf Farm and the Rivonia Trial
  - Bombings of government buildings and installations
  - The role of the African Resistance Movement (ARM), the Black Consciousness Movement (BCM), the South African Students' Organisation (SASO), etc.
  - 1973 Corobrick strike
  - 1976 Soweto uprising
- Conclusion: Candidates must tie up their argument by highlighting how resistance was intensified from 1960 to 1976.

**[50]**

**QUESTION 3A: THE PERIOD 1976 TO 1994**

Describe the role played by the United Democratic Front (UDF) in challenging PW Botha's government in the 1980s.

**SYNOPSIS**

Candidates should show how the UDF challenged PW Botha's government in the 1980s.

*NB. The main aspects (bullets) must be used to address the requirements of the question and to develop a given line of argument. A mere stating of 'facts' is inadequate.*

**MAIN ASPECTS**

- Introduction: Candidates should introduce the topic by describing the reasons why the UDF challenged PW Botha's government.

**ELABORATION**

- Repression and reform (1983 constitution) as setting the scene for resistance within the country
- Resistance – the formation and role of the UDF and rolling mass action in resisting PW Botha's government
- The impact of the UDF in mobilising other organisations e.g. National Forum, AZAPO, BCM, township/ community/religious organisations etc. in resisting reform
- The imposition of states of emergency
- Reaction of the UDF to the states of emergency
  
- Conclusion: Candidates should tie up their argument, indicating how the introduction of the 1983 constitution accelerated the programme of resistance against the apartheid government.

**[50]**

**QUESTION 3B: THE PERIOD 1976 TO 1994**

Discuss the process of negotiations between the National Party and African National Congress from 1990 to 1994 which finally led to South Africa becoming a democracy.

**SYNOPSIS**

Candidates should discuss the roles played by the National Party and the ANC in the establishment of democracy in the period 1990 to 1994.

*NB: The main aspects (bullets) must be used to address the requirements of the question and the given line of argument. A mere stating of 'facts' is inadequate.*

**MAIN ASPECTS**

- Introduction: It should focus on reasons for negotiations between the National Party and the ANC from 1990 up to 1994.

**ELABORATION**

- The decision in favour of negotiations (why negotiations) – briefly
- The unbanning of political organisations
- The release of Mandela and other political prisoners
- The role of different events and developments, e.g. Grootte Schuur Minute, the Pretoria Minute, CODESA I & II, the emergence of COSAG, violence in Boipatong, Natal and elsewhere, right wing activities, the role of APLA etc.
- Strengthening of negotiations, compromise and commitment
- The first democratic election of April 1994 (flag and the national anthem symbolised an allegiance to the new democracy) and the birth of a new nation
- Conclusion: Candidates must tie up their arguments by indicating how the process of negotiations made possible the new order in South Africa.

**[50]**

**SECTION B: SOURCE-BASED QUESTIONS**

<b>MARKING SOURCE-BASED QUESTIONS</b>	
<ul style="list-style-type: none"> <li>• In marking all 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 addressing the requirements of the question.</li> <li>• In these marking guidelines 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>	

<b>LEVELS OF SOURCE-BASED QUESTIONS</b>	
<b>LEVEL 1 (L 1)</b>	Extract evidence from sources
<b>LEVEL 2 (L 2)</b>	Straightforward interpretations by using evidence from one source and broader knowledge to show an understanding of the period/ event/ issue.
<b>LEVEL 3 (L 3)</b>	Straightforward interpretations by using evidence from more than one source and broader knowledge to show an understanding of the period/ event/ issue.
<b>LEVEL 4 (L 4)</b>	Complex interpretations often involving more than one source. These questions look at aspects such as bias, reliability, usefulness, the use of organising concepts (similarity and difference; cause and consequence; chronology; change and continuity) to explain contrasts, comparisons, differing points of view and as a last step using these insights to write a paragraph or in other words, to write a piece of history based on the evidence in the sources.

**QUESTION 4: THE PERIOD 1924 TO 1948****4.1 WHAT WERE THE FACTORS THAT LED TO THE DEFEAT OF GENERAL JC SMUTS IN THE 1948 GENERAL ELECTION?**4.1.1 a) *[Extraction of evidence from Source 4A – L1]*

- Demobilisation
- Housing
- Conversion from war to peacetime production (any 2 x 1)

b) *[Interpretation of evidence from Source 4A – L2]*

- Post war problems
- Poor conditions for the underprivileged
- Unemployment (1 x 2)

c) *[Interpretation of evidence from Source 4A – L2]*

- Policy of apartheid – safeguarding of white interests
- Protection of white minority rule
- Used 'black peril' election as propaganda (any 2 x 2)

d) *[Interpretation of evidence from Source 4A – L2]*

- Immigration would increase numbers of English speaking people
- Threat to Afrikaner supremacy (2 x 2)

4.1.2 a) *[Interpretation of evidence from Source 4B – L2]*

- Challenges that the Smuts government had to attend to
- Urgent post war issues i.e. housing, unemployment
- Solving issues that would ease white fears (any 1 x 2)

b) *[Interpretation of evidence from Source 4B – L2]*

- Smuts is small – not in control
- Smuts stands with his hat in his hand – seeks help to solve the problems
- Smuts was amazed with the work load and problems that confronted him (any 1 x 2)

c) *[Interpretation of evidence from Source 4B – L2]*

- Problems that needed immediate attention by government
- If not attended to it could mean the UP can loose support (2 x 2)

d) *[Comparison of evidence from Sources 4A and 4B – L3]*

- Both sources refer to post war problems
- Both sources refer to social problems i.e. housing (2 x 2)

- 4.1.3 a) (i) [*Extraction of evidence from Source 4C – L1*]  
 • The choice for union (1 x 2)
- ii) [*Interpretation of evidence from Source 4C – L2*]  
 • To unite the electorate  
 • To counter act to the proposed apartheid policy  
 • To remind voters of the United Party's policies (2 x 2)
- b) [*Interpretation of evidence from Source 4C – L2*]  
**Significant**  
 • It was a front page article in the newspaper  
 • To ensure the electorate understand Smuts' position  
 • Any relevant answer (1 x 2)
- 4.1.4 a) [*Interpretation of evidence from Source 4D – L2*]  
 • Smuts: Disappointed - UP lost election  
 • Malan: Happy/satisfied - NP won the election (2 x 2)
- b) [*Comparison of evidence from Source 4D – L2*]  
 • Motlana: was worried that apartheid will come true  
 • Tambo: was happy – it would give momentum to the resistance movement (2 x 2)
- c) [*Interpretation of evidence from Source 4D – L2*]  
 • It would help to gain support for the defiance campaign  
 • The harshness of the NP policy would unify the oppressed (1 x 2)
- 4.1.5 [*Evaluation and synthesis of information from all the sources – L4*]

The paragraph must be based on the evidence from these sources and needs to focus on the following aspects:

- Post war economic and social problems
- Increasing demand for social security
- The National Party used the colour question to gain support
- Smuts rested on his laurels
- State immigration scheme
- Smuts was over-confident
- No alternative to NP policy
- He was old and lost contact with the needs of the electorate
- Any other relevant point

Use the following to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Cannot extract (relevant) evidence from sources</li> <li>• Extracts evidence from sources in a very elementary manner or cannot write on the topic</li> <li>• Uses evidence and /or own knowledge partially to report on the topic</li> <li>• Cannot report on the topic</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Extracts evidence from sources that is mostly relevant</li> <li>• Extracts evidence that relates to a great extent to the topic</li> <li>• Uses evidence from sources in a very basic manner</li> </ul>	<b>Marks: 3 – 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Extracts relevant evidence from sources</li> <li>• Extracted evidence relates very well to the topic</li> <li>• Uses evidence from sources very effectively in an organised and logical paragraph</li> <li>• Paragraph shows a thorough understanding of the topic</li> </ul>	<b>Marks: 6 – 8</b>

(8)  
(50)

**QUESTION 5: THE PERIOD 1948 TO 1976****5.1 WHY WAS THE AFRICAN NATIONAL CONGRESS (ANC) FORCED TO UNDERTAKE ARMED STRUGGLE AGAINST WHITE MINORITY RULE IN THE 1960s?**

- 5.1.1 a) *[Extraction of evidence from Source 5A- L 1]*
- They viewed it as violent (1 x 2)
- b) *[Interpretation of evidence from Source 5A – L2]*
- Justified**
- Only violence could destroy the will of whites
  - The white minority government was governing by force
- Not Justified**
- Indiscriminate loss of life can never be justified
  - It means moving away from the policy of non-violence (2 x 2)
- c) *[Interpretation of evidence from Source 5A – L2]*
- Non-racial society based on internationally accepted democratic principles (1 x 2)
- d) *[Extraction of evidence from Source 5 A – L1]*
- Time had come for Africans to go over to armed struggle
  - ANC would not abandon the policy of non-violence (1 x 2)
- e) *[Interpretation of evidence from Source 5A – L3]*
- Set up the operational command
  - Begin to establish small regional networks
  - Any other relevant answer (2 x 2)
- f) *[Interpretation of evidence from Source 5 A – L3]*
- ANC and members of the underground Communist Party acquired Lilliesleaf farm in Rivonia
  - They worked together as high command in initiating armed struggle (1 x 2)
- g) *[Interpretation of evidence from Source 5 A – L 2]*
- SACTU members carried the militancy needed by newly formed armed wing of the ANC (1 x 2)

- 5.1.2 a) *[Interpretation and analysis of evidence from Sources 5A and 5B – L3]*
- Source 5A state that the executive of the ANC finally agreed that, although the ANC would not abandon the policy of non violence, it would not discipline those of its members who decided to do so
  - In Sources 5B it is stated that MK concentrated on economic sabotage and political targets, attempting to avoid or postpone action, which would endanger human lives (2 x 2)
- b) *[Interpretation of evidence from Source 5B – L3]*
- 200 acts of sabotage occurred
  - Several government buildings were destroyed (1 x 2)
- c) *[Interpretation of evidence from Source 5B – L2]*
- On his return from military training Mandela shared his experiences with his comrades
  - Re-inforces respect of human lives in sabotage attacks (2 x 2)
- 5.1.3 a) *[Interpretation of evidence from Source 5C – L3]*
- Lilliesleaf farm was used as the headquarters of MK
  - Planning of armed attacks took place at Lilliesleaf farm
  - During the police raid many leaders were arrested (any 1 x 2)
- b) *[Extraction of evidence from Source 5C – L1]*
- MK recruited people to undertake training in sabotage and guerrilla warfare
  - The aim of MK was to cause a violent revolution (2 x 2)
- c) *[Extraction of evidence from Source 5C – L1]*
- Nelson Mandela
  - Walter Sisulu
  - Ahmed Kathrada
  - Raymond Mhlaba
  - Elias Motsoaledi (any 4 x 1)
- d) *[Interpretation of evidence from Source 5A and 5B – L3]*
- Useful**
- Historian can refer to three different sources
  - Original material on the founding of MK available through court records
  - Documents seized at Rivonia details how they intended to blow up railway and electricity lines (2 x 2)

## 5.1.4 [Evaluation and synthesis of information from all the sources and use of own knowledge – L4]

The paragraph must be based on the evidence from these sources and needs to focus on the following aspects:

- Non-racial society based on internationally accepted democratic principles
- Will of whites could only be destroyed by violence
- Peaceful protest had been explored to no avail
- Time had come to go over to armed struggle
- Formation of smallest operational cells
- Bombs were placed as an attempt to get government to end negotiations
- Acquired training outside the country
- Any other relevant answer

Use the following to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Cannot extract (relevant) evidence from sources</li> <li>• Extracts evidence from sources in a very elementary manner or cannot write on the topic</li> <li>• Uses evidence and /or own knowledge partially to report on the topic</li> <li>• Cannot report on the topic</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Extracts evidence from sources that is mostly relevant</li> <li>• Extracts evidence that relates to a great extent to the topic</li> <li>• Uses evidence from sources in a very basic manner</li> </ul>	<b>Marks: 3 – 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Extracts relevant evidence from sources</li> <li>• Extracted evidence relates very well to the topic</li> <li>• Uses evidence from sources very effectively in an organised and logical paragraph</li> <li>• Paragraph shows a thorough understanding of the topic</li> </ul>	<b>Marks: 6 – 8</b>

(8)  
**[50]**

**QUESTION 6: THE PERIOD 1976 TO 1994****6.1 HOW DID STEVE BIKO'S PHILOSOPHY OF BLACK CONSCIOUSNESS CONTRIBUTE TO THE RESISTANCE STRUGGLE IN SOUTH AFRICA?**6.1.1 a) *[Extraction of information from Source 6A – L1]*

- Directed to the black man
- To the black man's situation (2 x 1)

b) *[Interpretation of evidence from Source 6A – L2]*

- External force – apartheid laws which restricted black men
- Internal force – the mind set of the black man in rejecting himself and equating good with white (2 x 2)

c) *[Interpretation of evidence from Source 6A – L2]*

- Black people from childhood developed a sense of inferiority
- Black people felt incomplete in their humanity because they grew up differently from white people (2 x 2)

d) *[Interpretation of evidence from Source 6A – L2]***Justified**

- Because of a difference in background
- Because they were less privileged

**Not Justified**

- Black people could be successful despite their background
- Black people did not use the available opportunities (2 x 2)

6.1.2 a) *[Interpretation and evaluation of evidence from Source 6B – L2]*

- It changed the thinking of young people
- Succeeded in making learners aware of their rights (2 x 2)

b) *[Extraction of evidence from Source 6B – L1]*

- Boldness
- Dedication
- Sense of purpose
- Clarity of their situation (any 2 x 1)

c) *[Interpretation of evidence from Source 6B – L2]*

- They became more aware of political issues
- They had to free themselves from apartheid (any 1 x 2)

- d) *[Interpretation of evidence from Source 6B – L2]*
- He saw SASO as the main organiser of the Soweto uprising – BC was popularised by SASO (1 x 2)
- e) *[Comparison and interpretation of evidence L3]*
- Viewpoint 1**
- BC led to the uprising (2 x 2)
- Viewpoint 2**
- SASO was responsible for the uprising
- 6.1.3 a) *[Extrapolation of evidence from Source 6C – L2]*
- The impact of Biko on the youth
  - Biko became a symbol of black resistance
  - Any other relevant answer (any 2 x 2)
- b) *[Interpretation of evidence in Source 6C – L2]*
- Freedom from oppression (1 x 2)
- c) *[Comparison and interpretation of Source 6B and 6C – L3]*
- Source 6B would be more appropriate because it gives two personal points of view on the life of Steve Biko
  - Source 6C is a photograph that gives very little information on the life of Steve Biko (2 x 2)
- 6.1.4 a) *[Comparison and interpretation of evidence from Sources 6B and 6D – L3]*
- Both sources show strong support of the youth to Biko
  - Both sources pay tribute to Biko
  - Any other relevant answer (2 x 1)
- 6.1.5 *[Evaluation and synthesis of information from all the sources and use of knowledge – L4]*
- The paragraph must be based on the evidence from these sources and needs to focus on the following aspects:
- Made black people aware of their inferior status
  - To fight for equal rights
  - Conscientise black people of their own capacity/ strengths/ heritage/history/proud traditions
  - He focused on the active participation of the youth in the struggle for freedom
  - Any other relevant point

Use the following to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Cannot extract (relevant) evidence from sources</li> <li>• Extracts evidence from sources in a very elementary manner or cannot write on the topic</li> <li>• Uses evidence and /or own knowledge partially to report on the topic</li> <li>• Cannot report on the topic</li> </ul>	<b>Marks: 0 – 4</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Extracts evidence from sources that is mostly relevant</li> <li>• Extracts evidence that relates to a great extent to the topic</li> <li>• Uses evidence from sources in a very basic manner</li> </ul>	<b>Marks: 5 – 7</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Extracts relevant evidence from sources</li> <li>• Extracted evidence relates very well to the topic</li> <li>• Uses evidence from sources very effectively in an organised and logical paragraph</li> <li>• Paragraph shows a thorough understanding of the topic</li> </ul>	<b>Marks: 8 – 10</b>

(10)  
[50]  
**TOTAL: 150**