



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P1

FEBRUARY/MARCH 2012

MEMORANDUM

MARKS: 150

This memorandum consists of 32 pages.

1. SOURCE-BASED QUESTIONS

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

LEARNING OUTCOMES	ASSESSMENT STANDARDS THE ABILITY OF THE LEARNER TO:
Learning Outcome 1 (Historical enquiry)	<ol style="list-style-type: none"> 1. Formulate questions to analyse concepts for investigation within the context of what is being studied. (Not for examination purpose.) 2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purpose.) 3. Interpret and evaluate information and data from sources. 4. Engage with sources of information evaluating the usefulness of the sources for the task, including stereotypes, subjectivity and gaps in the evidence available to the learners.
Learning Outcome 2 (Historical concepts)	<ol style="list-style-type: none"> 1. Analyse historical concepts as social constructs. 2. Examine and explain the dynamics of changing power relations within the societies studied. 3. Compare and contrast interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events.
Learning Outcome 3 (Knowledge construction and communication)	<ol style="list-style-type: none"> 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, and oral presentation.

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

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

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

<ul style="list-style-type: none"> • In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples. • In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed. • In the marking guideline the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
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2. EXTENDED WRITING

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

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

2.2 Marking of extended writing

<ul style="list-style-type: none">• 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.

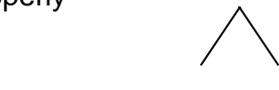
Global assessment of extended writing

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 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 memorandum) each of the main points/aspects that is properly contextualised (also indicated by bullets in the memorandum) and a relevant conclusion (indicated by a bullet in the 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 matrix

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

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

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

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	18–19
P	LEVEL 5	

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

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

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

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

GRADE 12 HOLISTIC RUBRIC FOR EXTENDED WRITING (SUCH AS AN ESSAY USING SOURCES AND OWN KNOWLEDGE) TOTAL MARKS: 30

LEVEL	If the candidate has demonstrated all or most of the skills listed in a particular level, she/he will be awarded a mark relevant to the category.
7 Outstanding 80–100% 24–30 [Excellent]	Consistently focuses on topic – demonstrates a logical and coherent progress towards a conclusion Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Groups sources (not essential but should not merely list sources) Demonstrates a setting of sources in background understanding If appropriate, deals fully with counter-argument Refers appropriately to relevancy, bias, accuracy, limitation of sources Expresses him/herself clearly Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
6 Meritorious 70–79% 21–23 [Very Good]	Makes a good effort to focus consistently on the topic but, at times, argument loses some focus Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Good use of relevant evidence from the sources. Good attempt to consider counter-argument Good attempt to refer to relevancy, bias, accuracy, limitation of source Expression good Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
5 Substantial 60–69% 18–20 [Good]	Makes an effort to focus on the topic but argument has lapses in focus Comprehends most of the sources Uses most of the sources Selects relevant sources Expression good but with lapses Perhaps, lacking some depth of overall-focus, or does not make reference to one or more relevant sources If appropriate, makes an attempt to consider counter-argument Rather superficial or no attempt to refer to relevancy, bias, accuracy, limitation of sources Makes an attempt to take a stand (focuses on limitations, etc.) in reaching an independent conclusion
4 Moderate 50–59% 15–17 [Satisfactory]	Makes some effort to focus on the topic but argument has many lapses in focus Moderate comprehension of most of the sources Moderate use of relevant evidence from the sources Moderate attempt to consider counter-argument Moderate attempt to refer to relevancy, bias, accuracy, limitation of sources Expression is satisfactory Makes an attempt to take a stand but there are serious inconsistencies with making links with the rest of the essay Essay might have a tendency to list sources and “tag” on focus
3 Adequate 40–49% 12–14 [Fair]	Little attempt to focus on the topic Little comprehension of the sources Struggles to select relevant information from the sources No quotes – or generally irrelevant Makes little effort to consider counter-arguments Mainly characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression poor Makes a poor attempt to take a stand. (i.e. battles to reach an independent conclusion)
2 Elementary 30–39% 9–11 [Weak]	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
1 Not Achieved 0–29% 0–8 [Poor]	No attempt to focus on the topic Uses no sources Completely irrelevant Copies directly from the sources Answer extremely poor

QUESTION 1: WHY DID THE UNITED STATES OF AMERICA (USA) AND THE UNION OF SOVIET SOCIALIST REPUBLICS (USSR) BECOME INVOLVED IN THE CUBAN MISSILE CRISIS?

1.1

1.1.1 *[Interpret and evaluate information from Source 1A – L3 – LO3 (AS1)]***(a) Why the USA deployed missiles:**

- As a deterrent against Soviet aggression against the USA
- To demonstrate that the USA is the strongest military power
- Protection of Western Europe against Soviet aggression
- To prevent the spread of communism
- To entrench democracy
- Any other relevant response

(1 x 2) (2)

(b) Why the USSR deployed missiles:

- To counter American missiles in Turkey and Italy
- To extend Soviet's sphere of influence in Latin America
- To protect Cuba from US aggression
- Any other relevant response

(1 x 2) (2)

1.1.2 *[Interpret and evaluate information from Source 1A – L2 – LO3 (AS1)]***Candidates need to indicate whether the Soviet Union's action was JUSTIFIED or NOT.****JUSTIFIED**

- American missiles in Turkey and Italy were a threat to Soviet security
- Missiles also a threat to communist bloc countries
- USSR had to take a stand against American aggression
- USSR had the right to defend itself
- Any other relevant response

NOT JUSTIFIED

- Deployment heightened Cold War tensions
- Deployment brought the world to the brink of a nuclear war
- Heightened anti-communist feelings in the west
- Heightened anti-capitalist feelings in the eastern block
- Any other relevant response

(any 2 x 2) (4)

1.2

1.2.1 *[Analyse information from Source 1B - L2- LO1 (AS3)]*

- News worthiness of the story
- Making Americans aware of the threat of missiles in Cuba
- To show that the American president is taking decisive action
- To show that America will not be intimidated by Soviet aggression
- Any other relevant response

(any 1 x 2) (2)

1.2.2 *[Interpretation of information from Source 1B - L2- LO1 (AS3)]*

- Decisive leader
- In a positive light
- Leader was concerned about the USA and its citizens
- Any other relevant response

(1 x 3) (3)

1.2.3 *[Interpretation and evaluate Source 1B - L2 - LO1(AS3)]*

- He tried to resolve the crises peacefully
- He was both aggressive and diplomatic
- Kennedy demonstrated that he was in control
- Imposed a blockade
- Any other relevant response

(any 2 x 2) (4)

1.2.4 *[Explain information from Source 1B - L1 - LO2 (AS3)]*

- Cuba was used by the Soviet Union to deploy missiles
- Negotiations were never held with Cuba
- USSR and America negotiated to resolve crises
- Any other relevant response

(any 2 x 2) (4)

1.2.5 *[Evaluate bias in Source 1B – L3 – LO1 (AS3 and 4)]*

- Only the viewpoint of an American newspaper
- USSR's viewpoint is not represented – not balanced
- Newspaper does not give reasons for deployment of missiles in Cuba
- New York Times does not reveal American aggression against Soviet Union
- New York Times blames Soviet Union and Cuba for crises
- Any other relevant response

(any 2 x 2) (4)

1.3

1.3.1 *[Analyse evidence from Source 1C – L2 – LO1 (AS3); LO2 (AS2)]*

- Shows leaders of the USSR and the USA 'arm wrestling' over missiles in Cuba
- The Cold War nearly erupted into a hot war (nuclear war)
- Leaders were under severe pressure
- Cold War crisis tested these leaders (Khrushchev and Kennedy's) ability to work under pressure
- Any other relevant response

(any 1 x 2) (2)

1.3.2 *[Interpretation and evaluation of evidence from Source 1C – L3 – LO1(AS3)]*

Candidates can select either ACCURATE or INACCURATE and support their answer with relevant evidence

ACCURATE

- USA and USSR conflict in Central America nearly erupted into a nuclear war
- Both USSR and the USA strategically used Cuba to extend their sphere of influence
- Any other relevant response

NOT ACCURATE

- Leaders were always searching for a peaceful solution
- It does not show Cuba's role in the conflict
- It is only the viewpoint of the cartoonist
- Any other relevant response

(any 2 x 2) (4)

1.3.3 *[Evaluate information from Source 1C - L2 - LO1(AS3)]*

- Nuclear war
- Destruction of both USA and the USSR
- Destruction of the rest of the world/ human kind
- Any other relevant response

(any 1 x 2) (2)

1.4 *[Extract and Evaluate relevant information from the Sources 1B and 1C - L3 – LO1(AS3;AS4)]*

Candidates should explain how Sources 1B or 1C support each other regarding Cold War tension in Cuba.

SOURCE 1B

- Reflects on how the USA responded to the deployment of missiles in Cuba and was ready to use force against USA.

SOURCE 1C

- Shows how the USA and the USSR reacted to the crises that nearly erupted into a nuclear war
- 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 may use the following points to answer the question:

- USA and USSR played a significant role in the Cuban Missile Crises
- USA deployed missiles on Soviet borders
- The USSR reacted by placing missiles in Cuba
- USA reacted with a blockade of Cuba
- USA threatened to invade Cuba if missiles were not removed and USSR also demanded USA to remove missiles from Italy and Turkey
- USA and the USSR 's aggressive reactions intensified the Cold War
- Both ended up capitulating (gave in) and the crises was averted
- The superpowers decided to open lines of communication (red telephone/hot line)
- They also signed the nuclear test ban treaty
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows little or no understanding of the effects of the Cuban missile crises on the US – USSR relations • Uses evidence partially to report on topic or cannot report on topic 	MARKS: 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows an understanding of the effects of the Cuban missile crises on the US – USSR relations • Uses evidence in a very basic manner 	MARKS: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of the effects of the Cuban missile crises on the US – USSR relations • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 6–8

(8)

1.6 EXTENDED WRITING

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

SYNOPSIS

Candidates need to discuss the reasons for the missile crises that developed in Cuba. They should refer to the deployment of missiles in Europe by the USA. How this action threatened the USSR's security. The retaliation of the USSR as it armed Cuba with nuclear missiles and how it heighten the tension between the super powers.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should state the reasons for the USA and the USSR becoming involved in the Cold War crisis.

ELABORATION

- Deployment of NATO missiles in Italy and Turkey
- The reaction of the USSR with the deployment of missiles in Cuba-this was done secretly
- USA spy planes detect construction of medium and long range missiles sites in Cuba
- Kennedy announced naval blockade of Cuba. Instructed that all USSR ships that carry nuclear material should be turn around. USA military was on red alert
- USSR was informed that USA will retaliate against any missile launched from Cuba against a western power
- USSR insisted that it was helping Cuba to defend itself-that the USA was interfering in Cuban affairs
- Khrushchev accused the USA of pushing the world towards nuclear war
- USSR ships were blocked from entering Cuba – some contained nuclear material
- Khrushchev indicated that he was ready for an agreement. The USSR is ready to withdraw missiles if Kennedy promised not to invade Cuba
- USSR also wanted missiles to be removed from Turkey
- Kennedy was advised not to give into Khrushchev's demands – the crises was getting out of control
- The world was at the brink when a USA spy plane was shot down over Cuba – Kennedy was stunned
- Kennedy was advised to attacked – but his attitude softened
- Khrushchev also backed down and decided that the Cuban missiles can be dismantled under UNO supervision
- USA promised not to invade Cuba and the blockade was lifted
- The crises was over, neither USA or Russia were willing to risk nuclear war

- Both Kennedy and Khrushchev came out of the crises with their political reputations intact
- Any other relevant response
- Conclusion: Candidates need to tie up the discussion with a relevant conclusion. (30)

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

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

SYNOPSIS

In answering this question, candidates should take a line of argument. Candidates can either agree or disagree with the statement. They can also decide whether it was the aggression of the USA or the USSR that resulted in a nuclear crises in Cuba.

MAIN ASPECTS

- Introduction: Candidates should critically discuss the validity of the statement and indicate how they intend answering the question.

ELABORATION

In evaluating this statement, candidates need to indicate whether they agree or disagree.

- USA deployed missiles on Soviet borders (Italy and Turkey)
- Soviet retaliated with supplying nuclear arms to Castro
- Soviet ships with nuclear equipment was also heading for Cuba
- USA and Soviet Union deployment of missiles nearly turned Cold War into a 'hot' war.
- Negotiations between Kennedy and Khrushchev had to be approached with caution as any wrong decision could have led to a nuclear war
- Kennedy ordered a naval blockade of Cuba and Soviet ships containing nuclear material should be turned back
- Kennedy demanded the removal of the missiles in Cuba and also threatened with military intervention
- The world was at the brink of a nuclear war
- Khrushchev backed down and ordered the removal of the missiles
- This was done on the conditions that the USA do not invade Cuba, lift the blockade and the removal of missiles in Turkey
- Kennedy gave in to two of the demands as the missiles in Turkey will only be removed later (he did not want to look weak in the eyes of the American people)
- Diplomacy from both leaders prevented a catastrophe - a peaceful solution was reached.
- Relations between America and the Soviet Union improved
- A "hot line" between Washington and the Kremlin was set up
- A nuclear test ban treaty also signed
- Any other relevant response
- Conclusion: Candidates should tie up their argument.

(30)
[75]

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

QUESTION 2: HOW DID JULIUS NYERERE'S POLICY OF AFRICAN SOCIALISM TRANSFORM TANZANIA AFTER INDEPENDENCE?

2.1

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

- It should be people-centred
- Humaneness should come first
- Development of people was of utmost importance (1 x 1) (1)

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

- He believed that societies would become better places
- He believed that societies would become self-reliant
- Any other relevant response (any 1 x 2) (2)

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

- People were forcefully moved into rural communes
- Everybody did not like collective farming
- It had little economic success
- Productivity went down
- Any other relevant response (any 1 x 2) (2)

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

- It highlights people working together
- It highlights collective farming
- Any other relevant response (any 2 x 2) (4)

2.1.5 *[Comparison of a written and visual source in Sources 2A - L3 – LO1 (AS4)]*

Candidates need to respond on both the written and the visual source.

- The written source highlights the resistance to collective farming while the visual source highlights the women working on the communal plot of land
- The written source highlights that communal farming did not really lead to self-reliance while the visual source shows that women were working very hard to become self-reliant
- Any other relevant response (any 2 x 2) (4)

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

Candidates can select either SUCCESSFUL or NOT SUCCESSFUL and support their answer with relevant evidence.

SUCCESSFUL

- Health care improved
- Education showed improvement
- Success regarding political identity
- Any other relevant response

NOT SUCCESSFUL

- There was resistance to the programme of collective farming
- Tanzania still depended on foreign loans, imports etc
- Quality of life of ordinary people became worse
- Any other relevant response (any 2 x 2) (4)

2.2

2.2.1 *[Definition of concepts from Source 2B – L1 – LO2 (AS1)]***Single-party system**

- Government run by only one party/dictator
- Government where no other political party is allowed
- Any other relevant response (1 x 2) (2)

2.2.2 *[Interpretation and evaluation of Source 2B – L2 – LO1 (AS3)]*

Candidates can select either SUCCESSFUL or NOT SUCCESSFUL and support their answer with relevant evidence.

SUCCESSFUL

- Nyerere managed to raise the literacy of Tanzanians
- Tanzania trained thousands of engineers, doctors and teachers
- Nyerere could impose his policy of ujamaa on Tanzanians
- Nyerere could impose his beliefs set out in the Arusha Declaration
- Any other relevant response

NOT SUCCESSFUL

- There was a lot of resistance to his policy
- Production dropped
- Tanzania still depended on money from the Western world
- Nyerere admitted that his policy of ujamaa had failed
- Any other relevant response (any 2 x 2) (4)

2.2.3 *[Analysing of evidence from Source 2B – L2 – LO1 (AS3); LO2 (AS2)]*

- Parliamentarians had to walk many miles to party meetings
- Parliamentarians had to stay in villages
- Politicians endured the hardships of ordinary people
- Politicians experienced life of the ordinary people at first hand
- Any other relevant response (any 1 x 2) (2)

2.2.4 *[Interpretation of evidence from Source 2B – L3 – LO1 (AS4)]*

- They had to walk instead of using their luxurious cars
- They had to mingle with ordinary villagers
- They were forced to walk 200 miles
- Any other relevant answer (any 2 x 2) (4)

2.2.5 *[Interpretation and evaluation of Source 2B – L2 – LO1 (AS3)]*

Candidates can select either Statements 1 or 2 and support their answer with relevant evidence.

STATEMENT 1

- Primary source – actual words spoken by Nyerere
- Nyerere gives information about the success of African Socialism
- Statistics are given to support his argument
- Any other relevant answer

STATEMENT 2

- Gives a critical view of Nyerere
- Gives information on Nyerere's leadership qualities
- Gives an anti-government perspective
- Any other relevant answer (2 x 2) (4)

2.3 *[Evaluation of limitations of Sources 2A and 2B- L3 – LO1 (AS4)]***SOURCE 2A**

- Could be biased
- Mainly portrayed Nyerere in a bad light
- Any other relevant response (any 1 x 2) (2)

SOURCE 2B

- Could be biased
- Statement 1 is written from Nyerere's point of view
- Statement 2 can be biased against Nyerere
- Statement 2 is written from a western point of view
- Any other relevant answer (any 1 x 2) (2)

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

Candidates must focus on the following aspects:

- African socialism was to be people-centred
- People had to be developed according to Nyerere's socialist policy
- People were forced into communal land
- People resisted the policy of African Socialism
- Productivity went down and food had to be imported
- Successes in health, education and political identity
- Level of literacy rose
- Parliamentarians were taken out of their comfort zones
- Parliamentarians had to experience ordinary people's life styles
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of the impact of Nyerere's African socialism on Tanzania • Uses evidence partially to report on topic or cannot report on topic 	MARKS: 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of the impact of Nyerere's African socialism on Tanzania • Uses evidence in a very basic manner 	MARKS: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. that shows a thorough understanding of the impact of Nyerere's African socialism on Tanzania • Evidence relates well to the topic • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic 	MARKS: 6–8

(8)

2.5 EXTENDED WRITING

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

SYNOPSIS

Candidates should discuss how Nyerere's policy of African Socialism brought about change in Tanzania after attaining independence. Candidates should substantiate their answer by giving tangible examples.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate how Nyerere intended bringing about change in Tanzania.

ELABORATION

- Nyerere's vision was set out in the Arusha Declaration
- Nyerere wanted to implement his policy of ujamaa
- Nyerere wanted Tanzanians' to become self-reliant/develop rural areas
- Nyerere hoped to increase agricultural productivity
- Tanzanians' should depend on own resources rather than foreign aid
- Nyerere implemented his villagisation programme/ communities should work together
- A Leadership Code was introduced to prohibit politicians from becoming corrupt
- Politicians were prohibited to hold company shares
- Nyerere made Swahili the national language of Tanzania
- Nyerere proposed good education – literacy rose and many people could read and write
- Nyerere proposed good health services – people had access to clean water
- Nyerere wanted to create a socialist country reducing the gap between rich and poor
- Any other relevant answer
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

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

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

SYNOPSIS

Candidates should analyse the validity of the statement that societies would become better places through the development of people rather than the gearing up of production.

MAIN ASPECTS

Candidates should include the following points in their response.

- Introduction: Candidates should analyse how Nyerere developed people in Tanzania.

ELABORATION

- Brief explanation of African Socialism and Nyerere's vision set out in the Arusha Declaration
 - Nyerere wanted to develop people rather than productivity
 - Tanzanians should be self-reliant
 - A one-party state was set up in Tanzania by Nyerere to ensure his vision of African Socialism could be attained
 - Basic living standards had to be raised
 - Class distinction had to be eliminated
 - Rural development was important – called villagisation
 - Parliamentarians had to abide to a Leadership Code prohibiting them to become corrupt
 - Parliamentarians had to experience real life situations
 - Nyerere's vision for education was set up in the Education for Self-Reliance
 - More schools were built to raise the literacy rate
 - Teachers were trained
 - Clinics were built to give better health care
 - Doctors were trained
 - Life expectancy was increased
 - More people had access to clean water
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)
[75]

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

QUESTION 3: WHAT ROLE DID THE CIVIL RIGHTS MOVEMENT PLAY IN BRINGING ABOUT CHANGE IN THE UNITED STATES OF AMERICA (USA) DURING THE 1960s?

3.1

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

Discrimination

- Inequality and unfairness based on race
- Any other relevant response (1 x 2) (2)

3.1.2 [*Extraction of evidence from Source 3A – L1 – LO1 (AS3 and 4); LO3 (AS2)*]

- Unfair treatment of African Americans
- Racial discrimination
- Any other relevant response (2 x 1) (2)

3.1.3 [*Interpretation of evidence from Source 3A – L2 – LO1 (AS3 and 4); LO3 (AS2)*]

- Action taken by African Americans – bus boycott
- Pressure put by African Americans on the US government
- Moral consciousness – segregation was against the US constitution
- Any other relevant response (any 2 x 2) (4)

3.2

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

- Unfairly
- Discriminated
- Abused
- Any other relevant response (any 1 x 2) (2)

3.2.2 [*Interpretation of evidence from Source 3B – L2 – LO1 (AS3 and 4); LO3 (AS2)*]

- Asia and Africa have a political desire to grant independence unlike the US
- Asia and Africa were committed to bringing about changes unlike the US
- Any other relevant response (any 1 x 2) (2)

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

- Anger
- Resentful
- Disrespectful towards the police/ US government
- Violation of their human rights
- Lead to more community activism against government
- Any other relevant response (any 1 x 3) (3)

3.2.4 [*Interpretation of evidence from Source 3B – L2 – LO1 (AS3 and 4); LO3 (AS2)*]

- Used police dogs to intimidate African American protestors
- Police did not abide by the constitution of the USA
- Police did not care about the human rights of African Americans
- Any other relevant response (any 2 x 2) (4)

3.3 [Comparison of Sources 3A and 3B - L3 – LO1 (AS4)]

- Both sources highlight police brutality of African Americans
- The written source mentions hate filled policemen
- The visual source shows these hate filled policemen
- Any other relevant response (2 x 2) (4)

3.4**3.4.1 [Interpretation of evidence from Source 3C – L2 – LO1 (AS3); LO2 (AS2)]**

- To plead with fellow African-American for unity
- To demonstrate to authorities that they were asking for what was guaranteed by the constitution
- Demonstrated Martin Luther King Jr's vision of what the USA should be like
- Reflects his hope and aspirations for the future
- Any other relevant response (any 1 x 2) (2)

3.4.2 [Interpretation of evidence from Source 3C – L2 – LO1 (AS3); LO2 (AS2)]

- Changes were brought about by the US government
- The Civil Rights Act was passed
- Discrimination was outlawed
- African Americans could now be treated as equal citizens
- Any other relevant response (any 1 x 2) (2)

3.4.3 [Interpretation and evaluation of Source 3C – L3 – LO1 (AS3)]

Candidates can either AGREE or DISAGREE with the viewpoint and support their answer with relevant evidence.

AGREE

- Inspired the people of USA and the international world
- Forced the US government to bring about change
- It motivated other countries to pressurise the governments to bring about change
- It provided a catalyst for further demonstrations
- Any other relevant response

DISAGREE

- These words could not be implemented in reality
- Only a speech by one person
- Effective speaker only trying to manipulate the crowd
- Civil rights movement did not bring the change they needed (any 2 x 2) (4)

3.4.4 [Extraction of evidence from Source 3C – L1 – LO1 (AS3)]

- African Americans were poor
- Unlikely to find employment
- Children were poorly educated
- Schools were under funded
- The Civil Rights Act did not end racism
- Any other relevant response (any 1 x 2) (2)

3.4.5 *[Comparison of perspectives from Source 3C - L3 – LO1 (AS4)]***EXTRACT 1**

- Martin Luther King Jr. was the leader of the Civil Rights Movement
- Martin Luther King Jr. wanted a united USA made up of black and white Americans
- Martin Luther King Jr. used passive resistance and wanted peaceful change
- Any other relevant response

EXTRACT 2

- Malcolm X was the leader of the Black Power Movement
- Malcolm X focused only on issues that affected ordinary African Americans
- Malcolm X was a radical and advocated black nationalist politics/ wanted all-out war
- 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 and 3); LO3 (AS 1, 2, 3 and 4)]*

Candidates must focus on the following aspects:

JUSTIFIED

- American Government practiced racial discrimination
- Change was very slow and gradual for African Americans
- Formed the Civil Rights Movement
- Elected Martin Luther King Jr. as its spokesperson
- Planned several protests e.g. in Birmingham, Alabama, Washington etc
- Pressurised the government to introduce reforms
- Any other relevant response

NOT JUSTIFIED

Candidates need to support their argument with relevant evidence

- African Americans were protected by the USA Congress
- Should have elected leaders who could talk rather than protest
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of whether the Americans were justified in demanding changes • Uses evidence partially to report on topic or cannot report on topic 	MARKS: 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of whether the Americans were justified in demanding changes • Uses evidence in a very basic manner 	MARKS: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. shows a thorough understanding of whether the Americans were justified in demanding changes • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 6–8

(8)

3.6 EXTENDED WRITING

3.6.1 *[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 influence Civil Rights Movement in bringing about change in the USA during the 1960s. Relevant examples should be given.

MAIN ASPECTS

Candidates should include the following aspects in their response:

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

ELABORATION

- Brief background to Martin Luther King Jr. and the reasons for the Civil Rights Movement (discrimination/segregation)
- Demands for the abolition of racial discrimination (e.g. Greensboro sit-ins in 1960)
- Other protests included, Birmingham and Alabama protests etc.
- Impact of the Freedom Riders on the USA
- Segregation in public schools e.g. (Georgia)
- Selma , Montgomery marches e.g. role of Bull Connor
- Support also received from white Americans during the march
- The march to Lincoln Memorial and King's 'I have a dream speech'
- This led to a significant realignment of US policies
- These included reforms such as, Civil Rights Act, Voting Rights Act, Fair Housing Act, etc.
- Banning of discrimination in employment practices in public accommodation
- Dignity and respect regained especially for African Americans
- Any other relevant response

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

(30)

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

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

SYNOPSIS

Candidates can either agree or disagree with the statement. In agreeing with the statement they should discuss the role played by Martin Luther King Jr. in championing the cause of Americans. In disagreeing with the statement they must substantiate their response with relevant evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

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

ELABORATION

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

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

If candidates disagree with the statement, they need to support their argument with relevant evidence.

(30)
[75]

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

QUESTION 4: HOW DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS INFLUENCE THE SOWETO UPRISING OF 1976?

4.1

4.1.1 *[Extraction of information from Source 4A – L1 – LO1 (AS3)]*

- Change in the language policy by the Bantu Education Department
- Poor quality of education
- Enforcing Afrikaans as medium of instruction by the Bantu Education Department
- A decree by the Bantu Education department that instructed that Afrikaans, like English be used as medium of instruction in all Black schools
- Unemployment and poverty of many Black South Africans
- The impact of Mozambique's independence on South Africa
- Any other relevant response (any 1 x 1) (1)

4.1.2 *[Explanation on the reason for changing the Language policy from Source 4A – L2 – LO1 (AS3)]*

- Because the education of a black child in urban areas was paid for by the white population (both English and Afrikaans)
- The English and Afrikaans speaking people had to be satisfied (for their taxes) by making their languages become medium of instruction on a 50 – 50 basis
- Any other relevant response (any 1 x 2) (2)

4.1.3 *[Evaluation of information from Source 4A – L2 – LO1 (AS4)]*

- Students rejected the idea of being taught in the language of the oppressor
- They were dissatisfied with the changes
- It led to the June 1976 uprising
- Any other relevant response (any 2 x 2) (4)

4.1.4 *[Evaluating the reliability of Source 4A – L3 – LO1(AS 4)]*

Candidates can either AGREE or DISAGREE and support their answer with relevant evidence.

RELIABLE

- The minutes are a primary source
- The minutes were taken in an official formal meeting
- The date of the meeting (20. 01. 1976), indicates when the event took place
- Any other relevant response

NOT RELIABLE

- The Tswana School Boards could be biased against the Department of Bantu Education
- The Tswana School Board formed part of the government and would not criticise it
- Any other relevant response (any 2 x 2) (4)

4.1.5 *[Extraction of information from Source 4A – L1 – LO1 (AS3)]*

- They were influenced by organisations such as the Black People's Convention (BPC), South African Students Organisation (SASO) and by the Black Consciousness philosophy
- Black Consciousness's teachings influenced those students
- Black Consciousness's teachings taught them not to accept inferiority and to stand up for their rights
- Any other relevant answer (any 1 x 2) (2)

4.2

4.2.1 *[Interpretation information from Source 4B – L2 – LO1 (AS3)]*

- (a) Whites (1 x 1) (1)
(b) Blacks (1 x 1) (1)

4.2.2 *[Analyse the quotation in Source 4B – L2 – LO1 (AS4)]*

- The inferiority complex of the blacks made it easier for the oppression by whites to continue
- The oppressor would find it difficult to continue oppressing somebody who would have mentally liberated him/ herself through the Black Consciousness philosophy
- Indoctrination of white rule
- Any other relevant response (any 2 x 2) (4)

4.2.3 *[Analyse the information gathered from Source 4B – L2 – LO1 (AS4)]*

- Accused Biko of being biased against whites
- Want to eliminate Biko because he was conscientising most black South Africans
- Unhappy
- Any other relevant response (any 1 x 2) (2)

4.3

4.3.1 *[Interpretation of information from Source 4C – L2 – LO1 (AS3)]*

- That the students were not only fighting against the introduction of Afrikaans as medium of instruction, they were also fighting against the whole system of apartheid
- Did not accept apartheid at all
- Advocated the destruction of apartheid
- Any other relevant response (any 1 x 2) (2)

4.3.2 *[Interpretation of information from Source 4C – L2 – LO1 (AS3)]*

- Limited contribution to the struggle by their parents
- Their dedication to take the struggle forward
- Their commitment to rise up and destroy the political ideology of apartheid
- Poor language conditions
- Inferior provision of education
- Irrelevant education curriculum
- Any other relevant response (any 1 x 3) (3)

4.3.3 *[Extraction of information from Source 4C – L1 – LO1 (AS3)]*

- Agitators from Soweto
- Thugs on the streets (any 1 x 1) (1)

4.3.4 *[Evaluate the reliability of Jimmy Kruger's account of police involvement in the Soweto Uprising in Source 4C – L3 – LO1 (AS 4)]*

Candidates should indicate whether the account is ACCURATE or NOT ACCURATE and support their answer with relevant evidence.

ACCURATE

- He was speaking as the Minister of Justice and Police for the government
- He was addressing the parliament
- He was representing the government
- Any other relevant response

NOT ACCURATE

- Protecting the actions of the police
- Wanted to protect the apartheid government
- Apportioned blame to Soweto students and residents (any 1 x 2) (2)

4.3.5 *[Comparing contrasting versions in Perspective 2 – Source 4C – L3 – LO2 (AS3)]***JIMMY KRUGER**

- As the Minister of Justice and Police, he was protecting his department and the government.
- He reported on what actually happened
- Any other relevant response

POLICE COLONEL

- He was on the spot and was involved in the actual shooting
- He was an actual witness (primary source)
- Any other relevant response (2 x 2) (4)

4.3.6 *[Comparing perspectives in Source 4C – L3 – LO2 AS3]*

Candidates can choose ONE extract and support their answer with relevant evidence.

EXTRACT 1

- It shows the mental attitude of students
- It explains the views of students
- Any other relevant answer

EXTRACT 2

- It depicts the version of the government on the role of the police
- The version of the police colonel represent the actual happenings during the event and the feeling of the police
- Any other relevant answer (2 x 2) (4)

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

Candidates must focus on the following aspects:

- Change in the language policy
- A decree that made Afrikaans become a medium of instruction on a 50 -50 basis with English
- The opposition to the decree by teachers
- The rejection by students to be taught in the language of the oppressor
- The decision by students to take up arms and fight against the political ideology oppressing them
- Commitment by students to take the ball of liberation in their hands
- The influence of the philosophy of Black consciousness
- Conditions of life in Soweto
- Unemployed parents
- Poverty
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of reasons for the Soweto uprising • Uses evidence partially to report on topic or cannot report on topic 	MARKS: 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of the reasons for the Soweto uprising • Uses evidence in a very basic manner 	MARKS: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. that shows a thorough understanding of the reasons for the Soweto uprising • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 6–8

(8)

4.5 EXTENDED WRITING

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

SYNOPSIS

Candidates should discuss how the ideas of Black Consciousness influenced the Soweto Uprising in 1976.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should highlight the impact of the Black Consciousness Movement on student organisations' outlook of life

ELABORATION

- Black Consciousness entailed instilling the spirit of self-reliant, self-esteem, self-value' black pride etc.
- Black consciousness teachings influenced students in their meetings
- It had influenced students to break away from the National Union of South African Students (NUSAS) and established their own South African Students Organisation (SASO),
- Black Consciousness philosophy influenced students to form organisations like the Soweto Student Representative Council (SSRC), the Black People's Convention (BPC) and the South African Students Movement (SASM)
- The impact of Biko's quotations to students
- The philosophy of Black Consciousness influenced students to challenge the political system designed to keep them in a continuous state of oppression
- Students formations and organisations operated under the influence of the broad banner of Black Consciousness
- Students formations and organisations and the BPC were credited for sparking the Soweto Uprising
- Any other relevant response

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

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

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

SYNOPSIS

Candidates need to agree or disagree with the statement and then assess circumstances responsible for the 1976 Soweto uprising.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should explain whether they agree or disagree with the statement and how they support their point of view.

ELABORATION

Candidates should focus on the following aspects in their elaboration:

Jimmy Kruger's view

- 'Agitators' who were polarising races in South Africa
- 'Thugs on the streets'
- Police did not provoke the violence

Student's views:

- Change in the Language policy by the Department of Bantu Education
- Poor quality of education
- Rejection of the inferior curriculum
- Learners' rejection of being taught in the language of the oppressor
- Teachers' rejection of change in the language policy – they were not fluent in Afrikaans
- The influence of student organisations: South African Student Organisation (SASO), Black People's Convention (BPC), South African Students Movement (SASM), Soweto Students Representative Council (SSRC),
- The contribution of general unemployment and poverty in Soweto
- Dedication by students to take the ball of liberation into their own hands
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)
[75]

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

TOTAL: 150