



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

HISTORY P1

NOVEMBER 2008

MEMORANDUM

MARKS: 150

This memorandum consists of 31 pages.

1. SOURCE-BASED QUESTIONS**1.1 The following Learning Outcomes and Assessment Standards were used to assess candidates 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 purposes.) 2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purposes.) 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, oral presentation.

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

LEVELS OF SOURCE-BASED QUESTIONS	
LEVEL 1 (L 1)	<ul style="list-style-type: none"> • Extract relevant information and data from the sources. • Organise information logically. • Explain historical concepts.
LEVEL 2 (L 2)	<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 (L 3)	<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.
--

2. EXTENDED WRITING

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

LEVELS OF QUESTIONS
<p>Level 1</p> <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.
<p>Level 2</p> <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



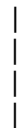
- **MARKERS MUST BE AWARE THAT THE CONTENT OF THE ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT THE PARTICULAR CENTRE.**
- **CANDIDATES MAY HAVE ANY OTHER RELEVANT INTRODUCTION AND OR CONCLUSION THAN THOSE INCLUDED IN A SPECIFIC EXTENDED WRITING MARKING GUIDELINE.**
- **IN ASSESSING THE OPEN-ENDED SOURCE-BASED QUESTIONS CANDIDATES SHOULD BE GIVEN CREDIT FOR ANY OTHER RELEVANT RESPONSE.**

Global assessment of extended writing

The extended writing will be assessed holistically (globally). This approach requires the educator to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will not be required to simply regurgitate "facts" in order to achieve a high mark. This approach discourages learners from preparing "model" answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of extended writing credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- the construction of argument;
- the appropriate selection of factual evidence to support such argument; and
- the learner's interpretation of the question.

Assessment procedures of extended writing

1. Keep the synopsis in mind when assessing extended writing.
2. During the first reading of the extended writing ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.
3. The following additional symbols can also be used:
 - introduction, main aspects and conclusion not properly contextualised 
 - wrong statement 
 - irrelevant statement 
 - repetition **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 allocate the **content level** (on the matrix).

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	} 18 – 19
P	LEVEL 5	

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

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

C & P	LEVEL 5	18 - 20
-------	---------	---------

GRADE 12 EXTENDED WRITING ANALYTIC MATRIX: TOTAL MARKS: 30

	LEVEL 7 Very well planned and structured. Good synthesis of information. Constructed an argument Well-balanced argument. Sustained and defended the argument throughout.	LEVEL 6 Well planned and structured. Synthesis of information. Constructed an original argument. Well-balanced, independent argument. Sustained and defended the argument.	LEVEL 5 Writing structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	LEVEL 4 Planned and constructed an argument. Evidence used to support argument. Reached independent conclusion. Conclusion not clearly supported by evidence.	LEVEL 3 Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	LEVEL 2 Attempted to structure the answer. Largely descriptive/ some attempt at developing an argument.	LEVEL 1 Little analysis and historical explanation. No structure.
PRESENTATION							
CONTENT							
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 TO ASSESS EXTENDED WRITING (SUCH AS AN ESSAY USING SOURCES, REPORT, NEWSPAPER ARTICLE, ETC.)

LEVEL	If the candidate has demonstrated all or most of the skills listed in a particular level, she/he will be awarded a mark relevant to the category.
7 Outstanding 80 – 100% 24 - 30	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	Makes a good effort to focus consistently on the topic but, at times, argument loses some focus Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Perhaps, lacking some depth of overall focuses, or does not make reference to one or more relevant source. If appropriate, makes an attempt to consider counter-argument Rather superficial or no attempt to refer to relevancy, bias, accuracy, limitation of sources Expression good Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
5 Substantial 60 – 69% 18 - 20	Makes an effort to focus on the topic but argument has lapses in focus Comprehends most of the sources Uses most of the sources Selects relevant sources Good use of relevant evidence from the sources Good attempt to consider counter-argument Good attempt to refer to relevancy, bias, accuracy, limitation of source Expression good but with lapses Does not make an altogether convincing attempt to take a stand (i.e. limitations in reaching an independent conclusion)
4 Moderate 50 – 59% 15 - 17	Makes an effort to focus on the topic but argument has many lapses in focus Adequate comprehension of most of the sources Adequate use of relevant evidence from the sources Adequate attempt to consider counter-argument Adequate attempt to refer to relevancy, bias, accuracy, limitation of sources Expression adequate Makes an attempt to take a stand but there are serious inconsistencies with making links with the rest of the essay Essay might have a tendency to list sources and “tag” on focus
3 Adequate 40 – 49% 12 - 14	Poor attempt to focus on the topic Little comprehension of the sources Struggles to select relevant information from the sources No quotes – or generally irrelevant Makes no effort to consider counter-argument – or exceptionally weak attempt Easily characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression poor Makes a very poor attempt to take a stand (i.e. battles to reach an independent conclusion)
2 Elementary 30 - 39% 09 - 11	Uses only one or two sources 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	No attempt to focus on the topic Uses no sources Completely irrelevant Answer extremely poor Sources copied without relevance

QUESTION 1: HOW DID THE BERLIN WALL INTENSIFY COLD WAR TENSIONS IN EUROPE?

1.1

1.1.1 *[Extraction of evidence from Source 1A – L1 – LO1 (AS3); LO2 (AS2)]*

- Effects of World War Two
- East German satellite state was exploited [extracting reparations] for the development of USSR [wasting money on the building of Communist headquarters / Russia extracted reparations from East Germany] (2 x 1) (2)

1.1.2 *[Extraction of evidence from Source 1A – L1 – LO1 (AS3)]*

- Russia / Soviet Union / Communist Russia / Communist Party (1 x 1) (1)

1.1.3 *[Interpretation, analysis and synthesis of evidence from Source 1A – L2 – LO1 (AS3); LO3 (AS2)]*

Candidates may choose 'justified' or 'not justified'. They need to support their choice with relevant evidence.

JUSTIFIED

- Little chance of economic recovery while Russia extracted reparations
- Realisation that life in East Berlin would be hard under communism
- Promise of better standard of living/improved quality of life in West Berlin
- Any other relevant response

NOT JUSTIFIED

- Wheeler's view is one-sided, lacks objectivity
- Were anti-communist
- Showed no allegiance to their country
- Any other relevant response (any 1 x 3) (3)

1.1.4 *[Interpretation, analysis and synthesis of evidence from Source 1A – L3 – LO2 (AS3)]*

Propaganda was used in the following ways:

- Wheeler was a citizen of West Germany and therefore pro-West
- Wheeler was anti-communist, an advocate of capitalism and therefore negative about Russia
- Wheeler could be the spokesperson for the West
- Any other relevant response (any 1 x 3) (3)

1.1.5 *[Interpretation and analysis of evidence from Source 1A – L2 – LO2 (AS2), LO3 (AS2, 3)]*

Reliable because:

- Wheeler gives a western viewpoint of the contrasting conditions between East and West Berlin
- Any other relevant response (any 1 x 2) (2)

1.1.6 *[Interpretation and analysis of evidence from Source 1A – L2 – LO2 (AS2); LO3 (AS2, 3)]*

Candidates must be able to give a comparative response (referring to both USA and USSR) and for each response two (2) marks must be given:

- USA played a significant role in shaping the situation in West Berlin while the USSR influenced developments in East Berlin
- USA provided financial assistance via the Marshall Plan enabling West Berlin to recover while the USSR provided no assistance but continued to extract reparations and exploited other resources
- USA played a role in ensuring the development of democracy, free enterprise and the flourishing of capitalism while the USSR ensured the entrenchment of communism/Soviet influence which led to the violation of people's basic rights (any 2 x 2) (4)

1.2

1.2.1 *[Interpretation of evidence to reach a conclusion from Source 1B – L2 – LO1 (AS3, 4)]*

- To highlight the different lifestyles in East and West Berlin
- To highlight life under Communism and Capitalism
- Shows evidence that West Berlin recovered from World War Two (abundant growth in the economy) while East Berlin struggled to recover
- Photograph 2 shows more progress in West Berlin while the other photograph shows less progress in East Berlin
- Any other relevant response (any 1 x 2) (2)

1.2.2 *[Analyse and interpret evidence from Source 1B – L3 – LO2 (AS3)]*

The written source (Source 1A) supports the visual source (Source 1B) with regard to:

- Differences in lifestyle
- Prosperity and poverty
- Success of capitalism (Marshall Plan) and the failure of communism
- Any other relevant response (any 2 x 2) (4)

1.3

1.3.1 *[Extract relevant information from Source 1C – L1 – LO1 (AS3)]*

- 331 390 people defected in 1953 (1 x 1) (1)

1.3.2 *[Interpret and evaluate information from Source 1C – L3 – LO1 (AS3); LO3 (AS2)]*

Candidates may state justified or not justified'. They need to support their choice with relevant evidence.

JUSTIFIED

- Khrushchev needed to safeguard the position of the Communist bloc under the supremacy of the USSR
- Large number of defectors would have a negative impact on East Germany's economy
- Large number of defectors sends out a negative message – life in East Berlin is harsh and unpleasant

- By inference conditions in West Berlin are more attractive and lucrative
- Large number of defectors sends out a message that communism as a policy failed while capitalism was more appealing
- Any other relevant response

NOT JUSTIFIED

- The building of the Berlin Wall restricted the free movement of people
- It entrenched the division of Berlin by permanently dividing the German nation
- It intensified Cold War tensions and created a rift between the free world and communist world
- Any other relevant response (2 x 2) (4)

1.3.3 *[Interpretation and analysis of data from Source 1C to determine reliability – L2 – LO1 (AS4); LO3 (AS1)]*

Candidates may state reliable or not reliable'. They need to support their choice with relevant evidence.

RELIABLE

- The statistics are from an authentic source – it was recorded over the years
- These statistics records the actual number of people that defected from East to West Berlin
- These statistics were used as a major motivating factor for the construction of the Berlin Wall
- Any other relevant response

NOT RELIABLE

- Statistics can be manipulated
- Any other relevant response (any 1 x 2) (2)

1.4 *[Comparison of sources - Source 1B and 1C – L3 – LO2 (AS3)]*

- The photographs in Source 1B show differences in lifestyle between East and West Berlin for example:
East Berlin: economically poor and under-developed
West Berlin: burgeoning with growth, prosperity and development
- The statistical graph (Source 1C) supports the information in Source 1B by showing increased defections from East to West Berlin because of the poor living conditions in East Berlin
- The portrayal of poor living conditions in Source 1B supports the increased defection of people in Source 1C (statistical graph)
- Any other relevant response (any 2 x 2) (4)

1.5

1.5.1 *[Extraction and explanation of evidence from Source 1D – L1 – LO1 (AS3)]*

- Citizens of Berlin could live in East Berlin and yet work in West Berlin
- Freedom of movement between the two cities
- Life went on without any physical restrictions
- Any other relevant response (any 1 x 2) (2)

1.5.2 *[Explanation and interpretation of evidence from Source 1D – L2 – LO1 (AS3)]*

- Realisation that life was going to change dramatically
- Realisation that their freedom of movement would be restricted e.g. the right to work and visit family in West Berlin was no longer possible
- They would face a life of economic hardship under communist rule e.g. unemployment, food shortages etc.
- Any other relevant response

(any 1 x 3) (3)

1.5.3 *[Analysis of evidence from Source 1D – L2 – LO1 (AS3); LO3 (AS2)]*

- Promise of greater freedom and a better standard of living
- To be with friends and family
- To escape the oppression under communist rule
- Promise of a life of abundance and wealth instead of poverty and oppression
- Any other relevant response

(any 1 x 2) (2)

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

Candidates could include the following points in their response:

- The Berlin Wall divided people from their families and friends
- The Berlin Wall restricted the freedom of movement
- The Berlin Wall denied Germans the freedom of choice
- The Berlin Wall divided people into East and West Berlin and those that lived in East Berlin were deprived of certain liberties and lived under difficult circumstances
- East Berliners were denied access to West Berlin and faced the possibility of being killed if they defied government authority [right to life]
- 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. Makes no or little reference to how human rights were violated through the construction of the Berlin Wall • 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. Makes reference to how human rights were violated through the construction of the Berlin Wall • Uses evidence in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. Demonstrates a thorough understanding of how human rights were violated through the construction of the Berlin Wall • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

(6)

1.7 EXTENDED WRITING

- 1.7.1 *[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 discuss how the division of Berlin served to intensify Cold War tensions between the USSR and the USA's spheres of influence and control. They need to highlight that there was a sharp contrast between East Berlin (communism) and West Berlin (capitalism and democracy). This contrast served as a motivation for the construction of the Berlin Wall, which intensified Cold War tensions.

MAIN ASPECTS

- Introduction: Candidates should explain how the division of Berlin intensified the Cold War tensions in Europe between the USSR and USA.

ELABORATION

- [Background information leading to the division of Berlin]
- Sharp contrast between the prosperity of East Berlin and West Berlin
- East Berlin lacked economic development because of communist influence while West Berlin thrived as a democracy and enjoyed economic development and freedom
- East Berlin struggled to recover after World War Two because Russia continued to extract reparations
- West Berlin recovered as a result of the Marshall Plan
- In East Berlin the standard of living was poor – led to thousands defecting to West Berlin – loss of skilled manpower had a negative impact on the East German economy
- Construction of the Berlin Wall was an attempt to stem the tide of defection - the Wall was a powerful symbol of the division between the USSR and the USA
- The construction of the Wall intensified tensions between USSR and the USA
- Any other relevant point
- Conclusion: Candidates need to show how events in Berlin had increased tension between the USSR and the USA. (30)

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

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

SYNOPSIS

Candidates should include aspects relating to life in East Berlin and West Berlin and explain how the Berlin Wall affected the lives of ordinary people.

MAIN ASPECTS

- Introduction: Candidates should explain how the lives of ordinary people changed after the construction of the Berlin Wall.

ELABORATION

- Freedom of movement restricted i.e. can no longer work in West Berlin, where wages are higher or freely visit friends and family
 - Poor standard of living e.g. low wages, shortages of food and consumer goods, houses
 - Constant surveillance by soldiers
 - A life of hardship under Communism
 - High levels of unemployment
 - Any other relevant point
-
- Conclusion: Candidates should tie up their line of argument by explaining how life changed drastically after the construction of the Berlin Wall. (30)

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

[75]

QUESTION 2: HOW WAS PATRICE LUMUMBA'S RULE UNDERMINED IN THE STRUGGLE FOR UHURU (FREEDOM) IN THE CONGO?

2.1

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

- Lumumba was openly critical of colonial rule
- He denounced Belgium
- He condemned colonialism as harsh and brutal
- Resisted any form of neo-colonialism

(any 2 x 1) (2)

2.1.2 [*Explanation of historical concept using Source 2A – L2 – LO2 (AS1)*]

- System where ex-colonial powers still had vested interest in the affairs of African countries after independence
- Despite the independence of African states, colonial powers continued to exercise real power and influence
- Independence, but not free from the yoke of colonial power and influence
- Politically free, but economically in bondage

(any 1 x 2) (2)

2.1.3 [*Explanation and interpretation of evidence from Source 2A – L2 – LO1 (AS3); LO3 (AS 2)*]

- Ability to politicise and radicalise masses
- Opposed capitalist forces and their intervention in Africa
- Resisted neo-colonialism
- Favoured a united Congo
- Wanted complete decolonisation - benefit population, not Belgium
- Opposed Katanga's break-away
- Opposed Belgium wanting to exercise control to protect economic interests
- Advocate of Soviet influence in Africa

(any 1 x 2) (2)

2.1.4 [*Interpretation of evidence from Source 2A – L3 – LO2 (AS2); LO3 (AS3)*]

- Belgium wanted to protect its economic interests
- Belgium still wanted to retain control of copper-rich Katanga/ supported the breakaway group
- USA wanted Lumumba out of the way because he accepted assistance from the Soviet Union
- Socialism was viewed as an anathema (dislike) by the USA

(any 2 x 2) (4)

2.1.5 [*Explanation and interpretation of evidence from Source 2A – L2 - LO1 (AS3)*]

- Relieved - eliminated trouble-maker who had a different vision for the Congo than either Belgium or USA
- Relieved - economic interests safeguarded
- Relieved - Brussels and Washington continued to hold real power, despite independence
- Relieved - Russian foothold in Congo stymied/limited

(any 1 x 2) (2)

2.2

2.2.1 *[Interpretation of evidence from Source 2B – L2 – LO1 (AS3);
LO3 (AS2)]*

- The cartoon shows that the UN was not interested in the events leading to the death of Lumumba
- By assuming a role of non-interference it contributed to Lumumba's arrest and death (any 1 x 2) (2)

2.2.2 *[Explanation, interpretation and synthesis of evidence from Source 2B – L2 –
LO1 (AS3 & 4); LO3 (AS2)]***ACCURATE**

- Lumumba was arrested, beaten and later killed
- UN did not answer Lumumba's call for help – instead supported Katanga and Tshombe
- Any other relevant point (2 x 2) (4)

2.3 *[Comparison of evidence from Source 2A and 2B – L3 – LO1 (AS3);
LO2 (AS3); LO3 (AS2)]*

- Both sources refer to Lumumba's arrest
- Both sources reflect non-involvement of the UN
- Both sources reflect that Lumumba was not popular – he had to be eliminated
- Any other relevant point (any 2 x 2) (4)

2.4

2.4.1 *[Explanation and interpretation of evidence from Source 2C – L2 – LO1 (AS3 & 4);
LO3 (AS 2)]*

Candidates may state Yes or No and support their response with relevant evidence.

JUSTIFIED

- Regarded as a radical and got assistance from the Soviet Union
- Considered as a threat to freedom and democracy as espoused by USA
- Feared Communism
- Castro, Cuban revolutionary, challenged the supremacy and influence of the USA and freed Cuba from the USA's hegemony
- Lumumba was viewed as a socialist who challenged western capitalist influence in Africa – similar to that of Castro
- Attempted to free Congo from western imperialist forces

NOT JUSTIFIED

- Labelled Lumumba as a revolutionary
- Subjective view of Lumumba
- Tried to victimise Lumumba because he did not support western ideas (any 1 x 3) (3)

2.4.2 *[Interpretation of evidence from Source 2C – L3 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

- USA projected an image of freedom and democracy but was complicit in the murder of Lumumba
- Owing to the USA's involvement in the death of Lumumba – other freedom-loving countries now looked at the USA in a different light
- Any other relevant response (any 1 x 2) (2)

2.4.3 *[Interpretation and explanation of evidence from Source 2C – L2 – LO1 (AS3); LO3 (AS2)]*

- Horrified by plan to assassinate Lumumba
- Did not believe that assassination was the correct plan of action
- Too dangerous/risky/radical plan of action
- Was not prepared to have Lumumba's death on his conscience (any 1 x 2) (2)

2.5 *[Comparison of Sources 2A and 2C to identify similarities - L3 – LO1 (AS3); LO2 (AS3); LO3 (AS2)]*

- Both sources reflect foreign involvement in Lumumba's death
- Both sources reveal a fear of Russian involvement in Congo
- Both sources expose a cover-up by western powers
- Both sources reflect a disregard for Lumumba's life
- Both sources indicate that they wanted him dead/eliminated (any 2 x 1) (2)

2.6

2.6.1 *[Interpretation of evidence using Source 2D – L2 – LO1 (AS3); LO3 (AS2)]*

- Lumumba envisioned a country that was free and independent without any outside interference
- Lumumba's words 'It is not I who matter, it is the Congo' illustrates his commitment to the people of Congo and his unselfish and selfless attitude (any 1 x 2) (2)

2.6.2 *[Interpretation and analysis of evidence from Source 2D – L1 – LO1 (AS3)]*

- Passionate about freedom and the independence of the Congo
- Committed to the welfare of Congo
- Man of courage/brave
- Man of principles/values
- Man of dignity
- True patriot
- Any other relevant response (any 1 x 2) (2)

2.6.3 *[Evaluate usefulness of evidence from Source 2D – L3 - LO1 (AS3 & 4); LO3 (AS2, 3)]***USEFUL**

- Portrays Lumumba's vision/dream for the Congo
- Reflects his resentment of Belgium's involvement in the Congo
- Portrays his passionate dream for Congo's independence
- Letter is a primary source which outlines Lumumba's personal feelings (any 2 x 2) (4)

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

Candidates should use the following points in their response:

- African countries after independence still relied on the colonial powers for economic and humanitarian assistance
- Colonial powers welcomed this because it gave them an opportunity to continue exploiting Africa's resources
- This situation created a dependency syndrome between African countries and colonial powers – an unequal alliance
- Legacy of colonial rule still weighed heavily on colonies
- International power blocs feared that the newly independent African countries would upset the balance of power
- The lack of development in independent African countries led to a host of social challenges – hence reliance on colonial powers
- 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 how the granting of independence did not make the colonies totally free • 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 how the granting of independence did not make the colonies totally free • Uses evidence in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. Demonstrates a thorough understanding of how the granting of independence did not make the colonies totally free • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

(6)

2.8 EXTENDED WRITING

2.8.1 *[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)]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should discuss how Lumumba's rule was undermined by Belgium, USA and the UN in the Congo's struggle for freedom. A discussion of Lumumba's vision for the Congo and how the West undermined this should be highlighted.

MAIN ASPECTS

- Introduction: Candidates should explain Lumumba's vision for the Congo.

ELABORATION**Belgium**

- Angered Belgium - denounced Belgian colonial rule
- Lumumba stood in the way of Belgium's neo-colonialism vision – grant political independence but still wanted to control Congo economically
- Belgium owned copper mines - protect economic interests
- Belgium supported/masterminded Katanga's secession - Lumumba opposed it
- Lumumba opposed - wealth benefited Brussels
- Belgium did not want Lumumba in power - was an obstacle to Western interests in Congo
- Belgium supported Lumumba's transfer to Katanga - fully aware of the consequences. Tshombe enemy of Lumumba.

USA

- Feared Lumumba's overtures to Soviets - wanted to avoid Cold War conflict
- Lumumba's elimination orchestrated from top - presidential approval
- CIA involvement - eliminate Lumumba in collaboration with West

UN

- Did not answer Lumumba's call to protect new independent state
- Instead supported West against Lumumba
- Recognised Katanga

- 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.

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

The candidate should include the following points in the response:

SYNOPSIS

Candidates should write a report in response to how Lumumba's rule was seen as a threat to the birth of self-rule in Congo. The report should highlight Lumumba's coming to power, the perceived threat he posed to western governments and the various reasons for his ultimate death.

MAIN ASPECTS

- Introduction: Candidates should give a brief background to his vision for Congo.

ELABORATION

- Lumumba became the leader of an independent Congo
- Belgium wanted the dismissal of Lumumba because he was seen to be an obstacle to western interests in the Congo
- Belgium masterminded breakaway of Katanga - profits made from mineral riches flowed back to Belgium. Lumumba was against this.
- Belgium fully aware - whoever controlled Katanga, controlled Congo's wealth
- Lumumba denounced Belgium's colonial rule
- Belgium supported Lumumba's transfer to Katanga - fully aware of consequences. Tshombe and Lumumba long-time enemies.
- Lumumba wanted complete decolonisation for the people of Congo
- The USA feared Lumumba because of his close association with the Soviet Union
- CIA collaborated with Belgium - eliminate Lumumba
- Evidence in classified documents reveal order to kill Lumumba authorised by president
- UN supported Belgium and USA, against Lumumba
- Within Congo Lumumba faced internal opposition (Tshombe enemies)
- Lumumba's vision of a united Congo not acceptable to Tshombe and Mobutu - they had backing of western powers
- Congolese officials authorised transfer to Katanga - supported by Belgium
- Katanga - seat of Lumumba's enemy (Tshombe), also remove any possible support base for Lumumba
- Recent access to classified documents in USA and Belgium have exposed a kind of deception, intrigue, betrayal and manipulation of events to safeguard western interests
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

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

[75]

QUESTION 3: HOW DID MARTIN LUTHER KING JR INFLUENCE THE CIVIL RIGHTS MOVEMENT IN THE UNITED STATES OF AMERICA (USA)?

3.1

3.1.1 *[Interpretation and analysis of evidence from Source 3A – L1 – LO1 (AS3)]*

- African-Americans were discriminated and desired equality
- The US government violated the basic human rights of African-Americans
- To protest against segregatory laws
- Any other relevant answer (any 1 x 2) (2)

3.1.2 *[Interpretation of evidence from Source 3A – L3 – LO1 (AS3); LO3 (AS2)]*

- It was a historic march because it was for the first time that blacks and whites united together against the state
- It highlights a sense of unity between blacks and whites
- It demonstrates that both blacks and whites were frustrated about the government's civil rights policies
- Any other relevant answer (any 2 x 2) (4)

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

- Luther was moved by the huge crowd that was present
- He was motivated to speak to the crowd from his 'heart' which was the hallmark of a good orator
- Luther was overwhelmed by the huge crowd and spoke to them like a preacher
- Was appreciative that it was not just a gathering of African-Americans
- Thankful that people gathered voicing their feeling of concern
- Any other relevant response (any 1 x 2) (2)

3.1.4 *[Interpretation of evidence from Source 3A – L2 - LO1 (AS3); LO3 (AS2)]*

- The people were united against oppressive and discriminatory legislation
- People were disciplined, organised and peaceful
- Many people supported peaceful change
- Any other relevant point (any 1 x 3) (3)

3.1.5 *[Interpretation of evidence from Source 3A – L3 - LO1 (AS3); LO2 (AS3); LO3 (AS2)]*
Candidates may select either of the sources and provide valid substantiation.**WRITTEN SOURCE**

- It provides a valuable perspective or insight into what actually took place when people marched to Lincoln Memorial in 1963
- It gives an accurate account of how the day unfolded during the march
- It gives some insight to Luther's reaction to the people attending the march
- Any other relevant point

VISUAL SOURCE

- Captures what actually occurred at the Lincoln Memorial
- The visual image focuses on the massive turnout that attended the
march at the Lincoln Memorial
- It tells us about the popularity of march
- Any other relevant point (any 2 x 2) (4)

3.2

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

- The Constitution and the Declaration of Independence guaranteed that all men (black and white) were guaranteed equal rights, liberty etc. but African-Americans were still treated as inferior (lesser) citizens in the USA
- The Constitution made no difference to the lives of African-Americans response
- Any other relevant (any 1 x 3) (3)

3.2.2 *[Interpretation of evidence from Source 3B – L2 – LO1 (AS3)]*

- Luther followed the principles of passive resistance and peace
- Luther believed that all challenges could be solved by talking and using non-violent means
- Luther believed that conflict could be resolved by communicating with one another
- Any other relevant point (any 1 x 3) (3)

3.2.3 *[Interpretation and analysis of evidence from Source 3B – L3 – LO1 (AS3); LO3 (AS2)]*

- Luther's speech created a sense of hope and expectation of a free and united country
- Americans should live in an equal, free and liberated society
- All Americans should be treated equally irrespective of colour – no discrimination
- There should be a feeling of brotherhood amongst people
- The USA should be united in a spirit of freedom and justice
- Any other relevant response (any 2 x 2) (4)

3.2.4 *[Interpretation of evidence from Sources 3B – L2 – LO1 (AS3); LO2 (AS3)]*

- Black and whites have the same aspirations, desires and needs
- They have a common destiny as entrenched in the American Constitution
- Any other relevant answer (any 1 x 2) (2)

3.2.5 *[Interpret and evaluate information from Source 3B – L3 – LO2 (AS2); LO2 (AS3); LO3 (AS2)]*

(a)

- African-Americans would have been elated and happy
- Would have supported his speech
- Welcomed his speech because it was underpinned with sentiments of freedom and liberty
- Any other relevant point (any 1 x 2) (2)

(b)

- They would have objected to Luther's speech
- They did not recognise African-Americans as their equal partners and rejected the ideas of freedom, liberty and justice for all
- Would have become militant, reactionary, bitter, angry, etc
- Any other relevant answer (any 1 x 2) (2)

3.3

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

- The march to Washington
- The overwhelming number of people who supported the Civil Rights Movement and the principles that it stood for [pressure from civil society] (1 x 2) (2)

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

- Mass mobilisation brought pressure on the government of the day
- America regarding herself as the ideal democracy was concerned about international opinion
- Defect in the constitution was noted and amended
- Any other relevant point (any 2 x 2) (4)

3.3.3 *[Evaluation of evidence from Source 3C – L3 – LO1 (AS3 & 4); LO3 (AS2)]*

- A sense of cordiality between President L Johnson and Martin Luther King
- A message of goodwill and friendship
- A sense of commitment regarding the US's civil rights
- It was a milestone on a road to end discrimination
- Any other relevant response (any 2 x 1) (2)

3.4 *[Interpret and evaluate information from Source 3B – L3 – LO2 (AS2); LO2 (AS3); LO3 (AS2)]*

Candidates should use the following points in their response:

- Role of the Civil Rights Movement
- The Civil Rights march united both white and black Americans to fight for a United USA – free of racial prejudice
- Luther’s ‘I have a dream’ speech provided a vision for a united and liberated America
- Led to the signing of the Civil Rights Act of 1964 which brought about racial equality
- Proved to the US government that colour was not a factor in the quest for human dignity and human rights
- Any other relevant point

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. Has no or little understanding of the significance of the Civil Rights Movement • 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 significance of the Civil Rights Movement • Uses evidence in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. Demonstrates a thorough understanding of the significance of the Civil Rights Movement (focuses on the contribution of the Civil Rights Movement to the freedom of African-Americans in the 1960s) • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

(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)]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should discuss the given statement and highlight the role and influence of Martin Luther King in the Civil Rights Movement. In their discussion they should make reference to the significance of Luther's 'I have a dream' speech and how this speech shaped America's history.

MAIN ASPECTS

- Introduction: Candidates should discuss Luther's 'I have a dream' speech.

ELABORATION

- Brief background to reasons for the march to Lincoln Memorial
 - The role of the Civil Rights Movement in protesting against discriminatory legislation
 - The impact of the march to Washington
 - Significance of Luther's 'I have a dream' speech
 - Impact of Luther's speech on US politics
 - The Civil Right's Act of 1964
 - Any other relevant point
- 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.

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

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should focus on the reasons for the Civil Rights march and how it contributed to the liberation of all Americans.

MAIN ASPECTS

- Introduction: Candidates should discuss the various factors that contributed to the march to the Lincoln Memorial in August 1963 and why it was significant.

ELABORATION

- Background to conditions in America in the early 1960s that most disadvantaged Americans experienced
- Outline the various reasons for the civil rights protests
- The culmination of protests as demonstrated in the march to Lincoln Memorial
- Non-racial mass march for equality, liberty and freedom
- Significance of Luther's 'I have a dream' speech
- The drawing up and signing of the Civil Rights Act of 1964
- Significance of the Civil Rights Act for African-Americans
- Any other relevant point

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

(30)

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

[75]

QUESTION 4: WHY WERE STEVE BIKO AND THE BLACK CONSCIOUSNESS MOVEMENT VIEWED AS THREATS BY THE APARTHEID REGIME?

4.1

4.1.1 *[Extraction – L1 – LO1 (AS3)]*

- Koka – Black Consciousness meant that black people should assert their inner pride and be confident
- Black people should develop an attitude of self-reliance and take the initiative to do things for themselves
- Be proud of being black, not to display an inferiority complex
- Any other relevant response

(any 2 x 1) (2)

4.1.2 *[Interpretation of evidence from Source 4A – L2 – LO1 (AS3)]*

- Wanted black South Africans to have a sense of purpose
- To do things for themselves (self-reliant)
- Must not rely on others for their own upliftment
- Break away from the dependence syndrome, only whites can be responsible and do things
- Any other relevant answer

(any 2 x 1) (2)

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

- Pakendorf welcomed the concept of Black Consciousness
- Pakendorf viewed Black Consciousness in a positive light
- Expression of black nationalism within the context of South Africa's Separatist policy

(any 1 x 2) (2)

4.1.4 *[Compare and contrast interpretation of evidence from Source 4A – L3 – LO2 (AS3)]*

Candidates should respond by highlighting the similarities and differences with valid reasons. **Candidates need to give one similarity and one difference**

SIMILARITIES

- Both viewpoints support the idea of nationalism (black and Afrikaner nationalism)
- Both viewpoints argue that nationalist identity can only be realised via a nationalist organisation

(any 1 x 2) (2)

DIFFERENCES

- Viewpoint 1 focuses on how black nationalism can be attained via the Black Consciousness Movement
- Viewpoint 2, although it supports black nationalism, argues that it can only be attained through a nationalist organisation - it justifies the existence of the National Party

(any 1 x 2) (2)

4.2

4.2.1 *[Extraction of evidence from Source 4B – L1 – LO1 (AS3)]*

- Biko was involved in political activities that challenged the apartheid regime's legitimacy
- Biko was accused of being a 'terrorist'
- Biko was accused of distributing 'inflammatory pamphlets'
- Incited black South Africans to rise against the apartheid regime (any 2 x 1) (2)

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

- Perspective 1 - Not accurate because Snyman made a log entry of only his side of the story
- Snyman's account of events seems inconsistent and inaccurate because of the actual injuries sustained by Biko and the evidence that Snyman gave at the TRC
- A different relevant response should be substantiated (2 x 2) (4)

4.2.3 *[Analysis of evidence from Source 4B – L3 – LO1 (AS3); LO2 (AS3)]*

- They wanted to get amnesty for the death of Biko
- If they did not confess to killing Biko they would have been tried and charged for his murder
- Any other relevant response (2 x 2) (4)

4.2.4 *[Categorisation of evidence from Source 4B – L3 – LO1 (AS3); LO2 (AS3); LO3 (AS2)]*

Candidates should include both perspectives in their response:

PERSPECTIVE 1

- Outlines information by Snyman who was directly linked to the death of Biko
- Snyman was an official of the state – therefore gave a one-sided and biased account of the event
- Snyman made every effort to exonerate himself and protect the apartheid government (any 1 x 2) (2)

PERSPECTIVE 2

- Is a CNN report that was done in 1997 (10 years after the death of Biko)
- CNN reported on the TRC hearings regarding the death of Biko
- CNN was international media that was conscious of its credibility and reliability (any 1 x 2) (2)

4.2.5 *[Evaluating evidence from Source 4B – L3 – LO2 (AS3); LO3 (AS2)]*

Candidates may select either one of the perspectives and explain which one is more convincing.

CONVINCING SOURCE

- Perspective 2 because it gives a more balanced account of how Biko actually died
- This report was undertaken in post-apartheid South Africa – hence both sides of the story were presented
- After evidence was presented at the TRC South Africa got a better understanding of how Biko was killed

NOT A CONVINCING SOURCE

- Perspective 1 because Snyman was an official of the state and hence he gave a biased and inaccurate account of events leading to the death of Biko
- Snyman tried to cover up the facts leading to the death of Biko (any 1 x 3) (3)

4.3

4.3.1 [*Extraction of evidence from Source 4C – L2 – LO1 (AS3)*]

- Refused to eat meals and drink water
- Hunger strike (1 x 2) (2)

4.3.2 [*Interpretation and analysis of evidence from Source 4C – L2 – LO1 (AS3); LO3 (AS2)*]

- No – Kruger gave an inaccurate account of events
- Biko died of injuries that he sustained from police brutality and not as Kruger put it from a hunger strike
- Kruger tried to protect himself and the police officials that were responsible for the death of Biko (2 x 2) (4)

4.3.3 [*Extraction and interpretation of evidence from Source 4C – L2 – LO1 (AS3)*]

- Uncaring
- Indifferent
- No feeling of compassion for a fellow human being (any 1 x 2) (2)

4.3.4 [*Interpretation and analysis of evidence from Source 4C – L2 – LO1 (AS3)*]

(a)

- The death of Steve Biko (1 x 2) (2)

(b)

- Kruger's mouth is sealed because he made insensitive comments regarding the death of Biko
- Kruger's mouth is sealed because further comments may compromise the National Party government
- The truth was not to be revealed
- Any other relevant response (any 1 x 2) (2)

4.4 *[Interpret and evaluate information from Source 4B – L2 – LO2 (AS2); LO2 (AS3); LO3 (AS2)]*

Candidates should use the following points in their response:

- Biko was arrested and detained without trial
- While in custody Biko was interrogated and tortured
- Methods used to interrogate Biko were a violation of his human rights
- Biko was called a ‘terrorist’ and treated inhumanely
- Any other relevant point

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 how Biko’s human rights were violated by the apartheid regime • 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 how Biko’s human rights were violated by the apartheid regime e.g. focus on how Biko was ill-treated during detention • Uses evidence in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. Demonstrates a thorough understanding of how Biko’s human rights were violated by the apartheid regime, e.g. focus on how Biko was ill-treated during detention • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

(6)

4.5 EXTENDED WRITING

4.5.1 *[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)]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should highlight the statement by showing how Steve Biko and the Black Consciousness Movement challenged the apartheid regime in the 1970s. In their response, candidates need to highlight the various ways in which Biko challenged the apartheid regime, citing relevant examples.

MAIN ASPECTS

- Introduction: Candidates should discuss how Biko and the Black Consciousness ideology challenged the apartheid government.

ELABORATION

- Biko and the philosophy of Black Consciousness
 - Biko urged black South Africans to free themselves from the psychological mindset of white superiority and black inferiority
 - He elevated the status of blacks in order to restore their human dignity
 - Biko strove for equal rights between blacks and whites
 - Reasons for the formation of SASO
 - A new awakening for political, economic and social freedom
 - Biko's philosophy was viewed as a threat by the apartheid regime and as being revolutionary
 - Any other relevant point
- 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 argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]*

Candidates should include the following aspects in their response:

SYNOPSIS

The report should focus on the role Steve Biko and the Black Consciousness Movement played in the liberation struggle. The various acts of defiance by Biko and the BCM should be discussed showing how they impacted on the liberation struggle.

MAIN ASPECTS

- Introduction: Candidates should focus on the reasons for Biko's formation of the Black Consciousness Movement.

ELABORATION

- Biko's philosophy of Black Consciousness
- Biko urged black South Africans to assert themselves and do things for themselves
- Elimination of both inferiority and superiority complex
- Role and activities of for example SASO and BCM in mobilising Biko's philosophy
- Government reaction to Biko's philosophy
- Banning and house arrest of Biko
- Arrest and interrogation of Biko
- Reaction of black South Africans to the death of Biko
- Impact of Biko's death and Black Consciousness on South African politics
- Any other relevant response

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

(30)

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

[75]

TOTAL: 150