



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

**HISTORY P1
FEBRUARY/MARCH 2014
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)	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 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)	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)	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 (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.
--

2. EXTENDED WRITING

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

LEVELS OF QUESTIONS	
<u>Level 1</u>	<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.
<u>Level 2</u>	<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 FOR A SPECIFIC ESSAY.**
- **WHEN ASSESSING OPEN-ENDED SOURCE-BASED QUESTIONS, LEARNERS SHOULD BE CREDITED FOR ANY OTHER RELEVANT RESPONSES.**

Global assessment of extended writing

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

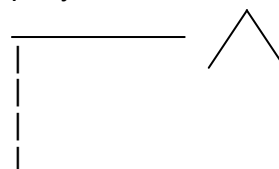
- The construction of argument
- The appropriate selection of factual evidence to support such argument and
- The learner's interpretation of the question

Assessment procedures of extended writing

1. Keep the synopsis in mind when assessing extended writing.
2. During the first reading of the extended writing ticks need to be awarded for a relevant introduction (indicated by a bullet in marking guideline/ memorandum) each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline/ memorandum) and a relevant conclusion (indicated by a bullet in marking guideline/ memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

3. The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised
- Wrong statement
- Irrelevant statement



- Repetition **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	

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

C	LEVEL 4	
P	LEVEL 5	

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
---------	---------	---------

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.
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.	No structure in answer.
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 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 and own knowledge 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 and own knowledge 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 and own knowledge 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 and own knowledge 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 and own knowledge 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% 09–11 [Weak]	Unable to focus on the topic Unable to identify relevant sources and limited use of own knowledge 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 Does not use own knowledge Completely irrelevant Copies directly from the sources Answer extremely poor

QUESTION 1: HOW DID THE CUBAN MISSILE CRISIS INTENSIFY COLD WAR TENSIONS BETWEEN THE USSR AND THE USA IN THE 1960s?

- 1.1 1.1.1 *[Interpretation of evidence from Source 1A – L2 – LO1 (AS3)]*
- The world would think that the USSR was equal to USA
 - The USA placed missiles in Turkey therefore the USSR wanted to counteract this (2 x 2) (4) (4)
- 1.1.2 *Explanation of historical concept from Source 1A – L1 – LO1(AS3); LO2 (AS2)]*
- It is a political system where the government takes control of the means of production
 - Any other relevant response (any 1 x 2) (2)
- [Interpretation and evaluation of evidence from Source 1A – L3 – LO1 (AS3); LO2 (AS3)]*
- Did not want the USA to know about the missile deployment in Cuba
 - Did not want to create alarm
 - Any other relevant response (any 2 x 2) (4) (4)
- 1.2 1.2.1 *[Interpretation of evidence from Source 1B – L2 – LO1 (AS3)]*
- Make the American public aware about the deployment of missiles in Cuba
 - International news about Soviet deployment of missiles to Cuba (1 x 3) (3) (3)
- 1.2.2 *[Interpretation of evidence from Source 1B – L2 – LO1 (AS3)]*
- The Cuban Missile crisis became world news
 - Kennedy would put up a blockade to prevent Soviet missiles from entering Cuba
 - Public support for Kennedy's actions
 - Any other relevant response (2 x 2) (4) (4)
- 1.2.3 *[Interpretation and analysis of evidence from Source 1B – L2 – LO1(AS3,4)]*
- American citizens became scared/concerned
 - Americans started stocking up food
 - American children were trained on how to react in time of crisis
 - Understood the need for support
 - Any other relevant response (any 1 x 2) (2) (2)

- 1.2.4 *Interpretation of evidence of Source 1B – L3 – LO1(AS3,4)]*
- The USA decided to impose a blockade on missiles entering Cuba
 - These missiles posed a serious threat to the USA's sovereign independence
 - These missiles encroached on the physical space of the USA
 - Any other relevant response (any 1 x 2) (2)
- 1.2.5 *[Analysing of evidence from Source 1B – L2 – LO1 (AS3,4)]*
- Torricelli viewed it as a 'vivid experience' (real)
 - He found it scary at the thought that a nuclear war could start
 - His parents were prepared for a war
 - Any other relevant response (any 2 x 2) (4)
- 1.2.6 *[Comparing of evidence from Source 1B – L3 – LO1 (AS3,4)]*
- Both sources depict the threat of war
 - Both sources indicate the blockade of Soviet ships
 - The visual source indicates it became world news and the written source reports that it became world news over the television
 - Any other relevant response (any 2 x 2) (4)
- 1.3 1.3.1 *[Interpretation of evidence from Source 1C – L2 – LO1 (AS3)]*
- Kennedy had to implement his ultimatum because Khrushchev was not prepared to back down
 - Kennedy knew if Khrushchev would not listen it could lead to a disaster/nuclear war
 - Any other relevant response (any 1 x 2) (2)
- 1.3.2 *[Extraction of relevant evidence from Source 1C – L1 – LO1 (AS3)]*
- To end all work on missile sites in Cuba
 - To make the offensive weapons inoperable (2 x 1) (2)
- 1.3 1.3.3 *[Evaluate the reliability of the evidence from Source 1C – L3 – LO1 (AS3); LO2 (AS1)]*
- Reliable because:**
- This letter was written by Kennedy during the Cuban Missile Crisis
 - The information in the letter support the information in other sources
 - The information is fairly accurate
 - Any other relevant response (any 2 x 2) (4)

1.4 *[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 explain its usefulness to a historian. In answering this question, candidates need to show that the source is relevant to the investigation and reliable by interrogating its provenance (origin).

SOURCE 1B (Visual and Written Source)

This source is useful because:

- The visual source is relevant because the date (23 October 1962) shows us that it was published at the time of the Cuban Missile Crisis
- The visual source shows us that it became world news
- The visual source is a relevant because it deals directly with the Cuban Missile Crisis
- The visual source is an accurate source because it can be corroborated with other sources about the Cuban Missile Crisis
- The written source confirms the newspaper headlines by quoting Senator Torricelli
- 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 explaining why Source 1B would be most useful to a historian writing about the Cuban Missile Crisis • Uses evidence partially to report on topic or cannot report on the 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 explaining why Source 1B would be most useful to a historian writing about the Cuban Missile Crisis • 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 explaining why Source 1B would be most useful to a historian writing about the Cuban Missile Crisis • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 6–8

(8)

1.5 EXTENDED WRITING

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

SYNOPSIS

Candidates need to discuss how the Cuban Missile Crisis intensified Cold War tensions in Cuba in the 1960s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate the reasons for the increased tensions between the USSR and the USA in the 1960s.

ELABORATION

- Brief background information on the Cold War tension between the USSR and the USA
- Khrushchev willing to support Cuba in order to spread communism
- Tensions heightened as USA suffered a diplomatic embarrassment over Cuba's invasion of the Bay of Pigs
- Reconnaissance photographs revealed that USSR missiles were deployed in Cuba
- Kennedy reacted by imposing a quarantine of all USSR ships carrying missiles to Cuba
- Khrushchev rejected the USA's blockade of Soviet ships to Cuba
- Soviet Union admitted to missiles but claimed it was for defensive purposes only
- Soviet Union asked the USA to remove missiles from Turkey, then only will it remove missiles from Cuba
- Tensions increased as an American spy plane was shot down over Cuba
- Missiles in Cuba were removed and sites dismantled under United Nations supervision
- Hotline was set up between the White House and Kremlin and a Nuclear Test Ban Treaty was signed
- 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

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

SYNOPSIS

In answering this question, candidates need to explain to what extent they support the following statement: Why shouldn't the Soviet Union have the right to do the same as America? In answering the question they need to support their argument with relevant evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should explain to what extent they support the statement and indicate how they intend supporting their line of argument.

ELABORATION

- Khrushchev wanted to counter the US's deployment of missiles in Turkey
- Khrushchev decided to challenge the US's deployment of missiles in Turkey
- Khrushchev therefore decided to deploy in missiles to Cuba
- Reconnaissance photographs revealed the stockpiling of Soviet missiles in Cuba
- Key members of the military and the Cabinet were notified about the missiles
- Kennedy met at White House with Sovereign Foreign Minister Gromyko who said that there were no missiles in Cuba
- Members of EXCOMM (Executive Committee of the National Security Council) recommend a blockade of Cuba
- Televised speech to American people by President Kennedy
- World reacts and debate begins in the UN
- Quarantine goes into effect and Soviet ships stop or turn around rather than cross the quarantine line
- A showdown occurs at the UN Security Council
- Kennedy responds with a letter saying that the only way out of the crisis is to remove missiles
- The crisis comes to an end
- 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: DID JULIUS NYERERE'S POLICY OF UJAMAA TRANSFORM TANZANIA IN THE 1960s?

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1 – LO1 (AS3)]*
- Human equality
 - Citizens would achieve full control over their own affairs
 - Public ownership/control of the economy
 - Make the country socialist (any 2 x 1) (2)
- 2.1.2 *[Explaining a historical concept from Source 2A – L1 – LO2 (AS1)]*
- The government took over businesses or industries from private ownership in order to operate it for the benefit of the people
 - Any other relevant answer (1 x 2) (2)
- 2.1.3 *[Selection of evidence from Source 2A to determine usefulness – L3 – LO1 (AS4); LO2 (AS3); LO3 (AS2 and 3)]*
- It highlights the news worthiness of Nyerere's election president of Tanganyika (Tanzania)
 - Historians would have the date when Nyerere was elected president of Tanganyika (Tanzania)
 - The event of the elections in Tanganyika (Tanzania) appeared in a famous international magazine
 - The magazine depicted the elected as president of Tanganyika (Tanzania)
 - Any other relevant answer (2 x 2) (4)
- 2.1.4 *[Interpretation of evidence from Source 2A – L2 – LO1 (AS3)]*
- As the president of an independent Tanganyika (Tanzania)
 - As the president who led Tanganyika from colonialism to independence
 - *Time* magazine referred to Nyerere as a leader who implemented new policies in Tanganyika (Tanzania)
 - Nyerere was the first black president of Tanganyika (Tanzania)
 - Any other relevant response (2 x 2) (4)
- 2.1.5 *[Interpretation of evidence from Source 2A – L2 – LO1 (AS3)]*
- The news worthiness of Nyerere's election as president Tanganyika (Tanzania)
 - He was the first democratically elected black president of Tanganyika (Tanzania)
 - Any other relevant response (any 1 x 2) (2)

- 2.1.6 *[Comparing evidence from the Visual with the Written Source in Source 2A – L3 – LO1 (AS3); LO2 (AS3); LO3 (AS2)]*
- **Visual source** show Nyerere was elected as president of Tanzania
 - **Written source** focuses on his address to parliament as president Tanzania
- Any other relevant answer (2 x 2) (4)
- 2.2 2.2.1 *[Interpretation of evidence from Source 2B – L2 – LO1 (AS3)]*
- The rural majority received technical support
 - They received potable water, electricity, schools and clinics
 - The government tried to improve the standard and quality of life of the rural majority
 - The government developed the agriculture the majority of farmers could benefit
 - Any other relevant answer (any 2 x 2) (4)
- 2.2.2 *[Extraction of evidence from Source 2B – L1 – LO1 (AS3)]*
- Regrouping of people into villages
 - Hard work
 - Self-reliance
 - Development of agriculture (any 2 x 1) (2)
- 2.2.3 *[Ascertaining the limitation of Source 2B - L3 – LO1 (AS3.4);LO2 (AS2,3); LO3 (AS2,3)]*
- This was the view of an American journalist
 - The views of ordinary Tanzanian farmers were absent
 - It is a Western point of view
 - Any other relevant answer (1 x 3) (3)
- 2.3 2.3.1 *[Interpretation and evaluation of information from Source 2C - L2 – LO1 (AS3); LO2 (AS2)]*
- The majority of farmers did not want to work on ujamaa farms (communal)
- They preferred to work for themselves
 - They concluded that there were no benefits on ujamaa farms
 - Productivity on ujamaa farms was low
 - Any other relevant answer (1 x 2) (2)

2.3.2 *[Interpretation and evaluation of information from Source 2C - L2 – LO1 (AS3); LO2 (AS2)]*

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

ACCURATE

- Nyerere's views on the reasons why ujamaa failed can be trusted
- It is a first-hand experience as to why his socialist policies failed
- It is a first-hand experience as to why people refused to settle in ujamaa villages
- Any other relevant response

INACCURATE

- Ujamaa encouraged Tanzanians to work co-operatively
- Community self-help initiatives in villages improved
- Communal production in agriculture prospered in some ujamaa villages
- Co-operative shops, village busses and schools were run through self-help institutions
- The quality of life for the rural poor improved greatly
- Any other relevant answer (2 x 2) (4)

2.4 *[Comparing evidence from Source 2B and 2C – L3 – LO1 (AS3); LO2 (AS3); LO3 (AS2)]*

- Source 2B is written from a Western perspective while Source 2C is written from an African perspective
- Source 2B states that ujamaa villages was a success while Source 2C states that ujamaa villages was a failure
- Any other relevant answer (2 x 2) (4)

2.5 *[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 must include effects of both the positive and negative effects of ujamaa and support their answer with relevant evidence.

NEGATIVES EFFECTS OF UJAMAA

- Rural Tanzanians were unwilling to leave their ancestral land for new areas/land
- Rural Tanzanians were 'forced' into collectivisation/ villagisation

- Rural Tanzanians refused to work on collective farms
 - Agricultural production fell
 - Very little capital was invested in building villages
 - Poor management of ujamaa villages
 - Ujamaa led to decreased agricultural production resulting in poverty
 - There was a shortage of basic commodities in villages
 - By 1980 Tanzania became more reliant on the imports of goods
- Any other relevant answer

POSITIVE EFFECTS OF UJAMAA

- Tanzanians had improved access to health care
- They had free access to primary education
- Tanzania had the highest level of literacy in Africa by the 1980s
- Tanzanians farmers were exposed to the mechanisation of farming
- Tap water, electricity and clinics were introduced in the rural areas
- Any other relevant answer

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 in explaining the effects of Nyerere's policy of ujamaa • Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the 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 in explaining the effects of Nyerere's policy of ujamaa • Uses evidence in a very basic manner to write a paragraph 	MARKS: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding in explaining the effects of Nyerere's policy of ujamaa • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 6–8

(8)

2.6 EXTENDED WRITING

- 2.6.1 *[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 how Julius Nyerere's policy of ujamaa transformed Tanzania the 1960s

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should refer to how Nyerere's policy of socialism transformed Tanzania's economy in the 1960s.

ELABORATION

- Arusha Declaration: Nyerere adopted and formalised the policy of ujamaa to achieve economic progress and social justice in Tanzania
- Enabled the country to share its wealth equally with the ideas of socialism
- Nyerere was committed to the well-being of the poorest of the poor
- Nyerere concerned with the welfare of people rather than an economic growth model
- Nyerere insisted on pursuing socialism and self-reliance as the only means to achieve development
- The programme of collectivisation was voluntary at first
- Built schools, hospitals, clinics, factories, roads and railways, dams and bridges, hydro-electric power plants and other infrastructure
- The quality and standard of life of Tanzanians improved. (People had easier access to schools, clinics, clean water and other services)
- Education was free from primary school to university level
- Tanzania attained the highest literacy levels in Africa
- Medical services was free in spite of Tanzania being one of the poorest countries in Africa
- Any other relevant response

Conclusion: Candidates need to tie up their discussion with a relevant conclusion.

(30)

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

- 2.6.2 *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

Candidates need to indicate whether Nyerere's policy of ujamaa was a great success or not. They need to support their argument 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 indicate how they intend supporting their argument.

ELABORATION

DISAGREE

- Resistance by most farmers to move into ujamaa villages
- People unwilling to leave their ancestral land for new areas
- Communal ownership was a threat to private ownership
- Peasants were 'forced' into collectivised/ villages
- People refused to work on the collective farms
- The expected production from the collectivised farms was not realised
- Collective farms became unproductive
- Opposition to capitalist financial institutions was a mistake by Nyerere
- Tanzania continued to be poor because of decreased production
- Nyerere admitted that ujamaa was a failure
- Ujamaa led to decreased agricultural production resulting in increased unemployment and poverty
- By the 1980s Tanzania relied heavily on imports
- Any other relevant response

AGREE

- Ujamaa was committed to the well-being of the poorest of the poor
- Concerned with the welfare of people rather than economic growth principles
- Collectivisation was a voluntary process
- Built schools, hospitals, clinics, factories, roads and railways, dams and bridges, hydro-electric power plants and other infrastructure
- Education was a priority (Millions of adults were now literate; Education was free from primary school to university level; Tanzania attained the highest literacy rate in Africa)
- People had easier access to clinics, clean water and other services
- Medical services were free in spite of Tanzania being one of the poorest countries in Africa
- Nyerere was against capitalist financial institutions like the IMF and the World Bank
- 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: HOW DID THE CIVIL RIGHTS MOVEMENT CHALLENGE THE UNITED STATES GOVERNMENT IN THE 1960s?

- 3.1 3.1.1 *Extraction of information from Source 3A – L1– LO1 (AS3)]*
- To dismantle institutionalised racial segregation, discrimination and inequality (1 x 1) (1)
- 3.1.2 *[Definition of concept from Source 3A – L2 – LO2 (AS1)]*
- A practice of separating people along racial lines and subjecting them to different treatment
 - A racial policy of treating black and white American differently
 - Any other relevant response (any 1 x 2) (2)
- 3.1.3 *[Interpretation of evidence from Source 3A – L2 – LO1 (AS3); LO3 (AS2)]*
- African Americans were treated inhumanely in the South
 - African Americans remained subordinate citizens and were treated badly
 - Any other relevant response (2 x 2) (4)
- 3.1.4 *[Interpretation and evaluation of information from Source 3A – L3– LO1 (AS3); LO2 (AS3); LO3 (AS2)]*
- Tried to prevent the spread of information regarding the atrocities committed against the Civil rights activists
 - People outside the South did not know of the violence that was committed against African Americans
- Any other relevant response (2 x 2) (4)
- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1 – LO1 (AS3)]*
- Students did not use violence
 - Students were respectful
 - Students followed the 'do's' and 'don'ts' that guided their non-violent behaviour (1 x 1) (1)
- 3.2.2 *Interpretation of information from Source 3B – L2– LO1 (AS3 and 4); LO2 (AS2 and 3)]*
- CORE was responsible for organising sit-ins – Gordon Carey, its representative went to new York to organise sit-ins
- The SCLC spread the information about sit-ins to other students – Ella Baker of the SCLC contacted students on many college campuses.
- Any other relevant response (2 x 2) (4)

- 3.2.3 *[Extraction of evidence from Source 3B – L1 – LO1 (AS3)]*
- They put signs on store windows such as: 'No trespassing', 'We Reserve the Right to Service the Public As We See Fit' and 'CLOSED – on the interest of Public Safety' (1 x 2) (2)
- 3.3 3.3.1 *[Extraction of evidence from Source 3C – L1 – LO1 (AS3)]*
- He announced that a new, and more militant phase of his civil rights campaign would be initiated in Selma in Alabama
 - He said 'we are not asking, we are demanding the ballot.' (1 x 1) (1)
- 3.3.2 *[Interpretation of information from Source 3C – L2– LO1 (AS3 and 4); LO2 (AS2 and 3)]*
- He reacted strongly by deciding to arrest Martin Luther Junior and many other demonstrators
 - He arrested 770 demonstrators on 1 February and 500 more by 3 February 1965
 - Any other relevant response (2 x 2) (4)
- 3.4 3.4.1 *Interpretation of information from Sources 3D L2 – LO1 (AS4)]*
- Voting rights – only 2,4% of Selma's African Americans were registered to vote (1 x 2) (2)
- 3.4.2 *[Evaluate information from Source 3D - L2 – LO2 (AS3)]*
- Candidates should indicate whether the march was SUCCESSFUL or NOT SUCCESSFUL and support their answer with relevant evidence.**
- SUCCESSFUL**
- President Johnson pushed through a Voting Rights Bill – which was passed by Congress to become law in 1968
- NOT SUCCESSFUL**
- It was a token march
 - Marchers turned back after a short distance
 - Any other relevant answer (1 x 2) (2)

3.4.3 *[Interpretation of Source 3D – L2 - LO1 (AS4)]*

- Civil rights activists took part in the Selma to Montgomery March
- Civil rights activists were committed to demand their voting rights
- Any other relevant answer (1 x 2) (2)

3.4.4 *[Interpretation and evaluation of evidence from Source 3D – L2 - LO1 (AS4)]***Candidates must use BOTH sources in their response**

- Written source state that 600 people undertook the march on 7 March 1965
- Visual source shows a large number of people crossing the bridge
- Any other relevant answer (2 x 2) (4)

3.5 *[Comparing evidence from Source 3C and 3D on how they differ – L3 – LO1 (AS3); LO2 (AS3); LO3 (AS2)]*

Source 3C – activists were arrested for demonstrating against segregatory legislation

- Source 3D – activists were attacked
- Any other relevant response (2 x 2) (4)

3.6 *[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:

- The Civil Rights Movement (CRM) appealed to many students to join the protest action against racial discrimination
- The CRM successfully challenged discriminatory legislation that was imposed on African Americans
- Received support from organisations like CORE and SCLC
- Civil disobedience through non-violence changed the content of the struggle
- Led to the passing of the Civil Right Act, 1964
- Selma to Montgomery march was for Voting Rights
- President Johnson pushed through a Voting Rights Bill – which was passed by Congress to become law in 1968
- 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 evaluating the impact of non-violence strategies on the Civil Rights Movement • Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the 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 evaluating the impact of non-violence strategies on the Civil Rights Movement • Uses evidence in a very basic manner to write a paragraph 	MARKS: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. shows a thorough understanding of evaluating the impact of non-violence strategies on the Civil Rights Movement • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 6–8

(8)

3.7 EXTENDED WRITING

- 3.7.1 *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 various strategies that the Civil Rights Movement used to challenge the United States government in the 1960s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should briefly indicate the various reasons for the formation of the Civil Rights Movement.

ELABORATION

The following were some of the key strategies that the Civil Rights Movement used to ensure that the USA was free of racism:

- The Students Non-violent Coordinating Committee (SNCC), in Greensboro, started a campaign to end segregation in restaurants in the 1960s (Also in Nashville, Tennessee, sit-ins in churches; read-ins in libraries; wade-ins in beaches.)
- Congress for Racial Equality (CORE) and SNCC embarked on the 'Freedom rides' in the 1960s (United States Supreme Court ruled in 1960 that segregation on buses was illegal)
- Demonstration Birmingham (1963);
- March to Washington (August 1963);
- The National Association for the Advancement of Coloured People (NAACP) undertook voter education in the South (African Americans were taught voting procedures and how to vote) in 1964
- Summer of 1964 was called 'Freedom Summer' (African Americans were encouraged to vote. More than 430 000 blacks registered to vote in about two years)
- Selma to Montgomery (March 1965)
- 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.

- 3.7.2 *[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 critically discuss whether sit-ins were effective or not in the Civil Right Movement's attempts to desegregate facilities.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should discuss the reasons for sit-in campaigns.

ELABORATION

- Civil Rights Movement embarked on various campaigns to ensure equality amongst Americans
- Various civil rights strategies were used to campaign for desegregation in, for example, restaurants, stores, libraries, beaches etc.
- A major campaign of the civil rights movement was 'sit-ins'
- Throughout the Civil Rights campaign the leaders and activists were subjected to intimidation and threats e.g. were beaten, arrested, jailed and even murdered
- Owners of stores started putting signs on store windows to stop activists from doing their 'sit-ins'
- Resulted in some restaurants opening their doors to all racial groups
- Other strategies that the civil rights movement used included marches, demonstrations and voter education
- Led to the passing of the Civil Rights Act (1964) and the Voting Rights Act (1968)
- Any other relevant answer
- 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 4: HOW DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS INFLUENCE THE STUDENTS OF SOWETO IN 1976?

- 4.1 4.1.1 *[Extraction of information from Source 4A – L1 – LO1 (AS3); LO3 (AS2)]*
- Black students were dissatisfied with NUSAS
 - A political vacuum existed following the banning of the ANC
 - Harsh repression (any 1 x 1) (1)

- 4.1.2 *[Explanation of a historical concept from Source 4A – L1 – LO2 (AS1)]*
- Accepting oneself as black/self-value/self-esteem/self-worth
 - Be proud of what you are/black pride
 - It is not about the colour black but mental emancipation
 - Black South Africans should be proud of themselves and should strive for self-reliance
 - Black South Africans should do things on their own without the help of white South Africans
 - Aimed to conscientise mainly black South Africans about their political, economic and cultural rights
 - Any other relevant response (any 1 x 2) (2)

- 4.1.3 *[Interpretation of information from Source 4A – L2 – LO1 (AS3); LO3 (AS2)]*
- Lack of political leadership to take the struggle against apartheid forward
 - Lack of liberation organisation to fight for freedom
 - The South African government lacked tangible opposition to its racist policies
 - Any other relevant response (any 1 x 3) (3)

- 4.1.4 *[Interpretation of information from Source 4A – L2 – LO1 (AS3); LO3 (AS2)]*

Candidates need to include ONE positive and ONE negative assessment of the Black Consciousness Movement in their response:

POSITIVE

- United the black South African oppressed masses against whites
- Reflected the commonness of their oppression and marginalisation by the apartheid regime (1 x 1) (1)

NEGATIVE

- Struggle was viewed as racist because it excluded whites
- Blamed the entire white South Africans for being part of South Africa's problem (1 x 1) (1)

4.2 4.2.1 *[Interpretation of information from Source 4B – L2 – LO1 (AS3); LO3 (AS2)]*

- Became conscious of the situation of black South Africans faced
- He was able to see the contrast and differences between black and white South Africans
- Wanted to learn more about the struggles of other people and try to implement it in South Africa
- Any other relevant response (1 x 2) (2)

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

- The student uprisings in Europe, France
- The Civil Rights Movement and the Black Power Movement in the United States
- The Portuguese defeat in Mozambique and Angola
- Any other relevant response (2 x 2) (4)

4.2.3 *[Interpretation of information from Source 4B – L2 – LO1 (AS3); LO3 (AS2)]*

- It was a cure to a person who suffered from oppression
- Black consciousness made one feel proud, close rank and fight
- Any other relevant response (any 1 x 2) (2)

4.2.4 *[Interpretation of information from Source 4B – L2 – LO1 (AS3); LO3 (AS2)]*

- Morobe and Mazibuko's accounts are similar because both were student leaders at the time of the Soweto uprising
- As a result of Black Consciousness both Morobe and Mazibuko began to raise questions about black South Africans
- Black Consciousness influenced Morobe and Mazibuko to stand up and resist apartheid (any 2 x 2) (4)

- 4.3 4.3.1 *[Extraction of information from Source 4C – L1 – LO1 (AS3); LO3 (AS2)]*
- The influence of the philosophy of Black Consciousness
 - The introduction of Afrikaans as a language of instruction
- (any 1 x 1) (1)
- 4.3.2 *[Interpretation and evaluation of evidence from Source 4C – L3 - LO1 (AS4)]*
- Afrikaans was regarded by many students as the language of the oppressor
 - Afrikaans was foreign language to black learners
 - Afrikaans was the language of the police and their employers
 - Imposition of Afrikaans language trained them for a life of servitude
 - It is difficult to learn a new language especially when one is in high school
 - Needed to learn their mother tongue rather than the language of the oppressor
- Any other relevant response (2 x 2) (4)
- 4.3.3 *[Interpretation of information from Source 4C – L2 – LO1 (AS3); L (AS2)]*
- Bantu education served to oppress them
 - Bantu education provided them with inferior education
 - It was Bantu Education that was responsible for the imposition of Afrikaans
 - Any other relevant response (2 x 2) (4)
- 4.3.4 *[Ascertaining the limitation of Source 4C - L3 – LO1 (AS3.4);LO2 (AS2,3); LO3 (AS2,3)]*
- The visual source is not dated
 - It focuses on a few students
 - The photograph does not give a broad overview of what was happening
 - The demand of the protestors did not reflect the intensity of the Soweto uprising
 - The photograph can be manipulated
 - Biased
 - Any other relevant answer (any 2 x 2) (4)

4.3.5 *[Comparing evidence from the Visual with the Written Source in Source 4C on how they support each other – L3 – LO1 (AS3); LO2 (AS3); LO3 (AS2)]*

- The written source outlines the reasons for the students march to Soweto – language issue
- The visual source depicts the students protesting against the language issue which was implemented through the policy of Bantu Education
- 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 (AS 1, 2, 3 and 4)]*

Candidates must focus on the following aspects.

Candidates must choose Source 4B to explain its usefulness to a historian. In answering this question, candidates need to show that the source is relevant to the investigation and reliable by interrogating its provenance (origin).

SOURCE 4B is useful because:

- It gives two accounts by prominent student leaders who were part of the Soweto Uprising
- It mentions how Black Consciousness influenced them
- It is a relevant source because it was written at the time when they were students
- It can be regarded as authentic source because it was written by people who were involved in the Soweto uprising
- 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 explaining why Source 4B would be most useful to a historian writing about the influence of the philosophy of Black Consciousness on 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 explaining why Source 4B would be most useful to a historian writing about the influence of the philosophy of Black Consciousness on 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. shows a thorough understanding of explaining why Source 4B would be most useful to a historian writing about the influence of the philosophy of Black Consciousness on the Soweto Uprising • 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 *[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 should discuss how the philosophy of Black Consciousness influenced the students of Soweto in 1976.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should state the reasons for the Black Consciousness Movement

ELABORATION

- Reasons for Black Consciousness and the role of Steve Biko
- Steve Biko became active in the activities of NUSAS
- Biko was convinced that black South African students needed their own organisation in which they could speak for themselves instead of relying on whites South Africans to help their cause
- Biko outlined plans for the South African Students Organisation (SASO)
- The concept of Black Consciousness had special appeal to the black South African youth because it inspired them to fight against white domination
- Poor quality of Bantu Education e.g. unequal government expenditure, poor quality of school buildings, shortage of classrooms and overcrowding in classrooms
- SASO began influencing high school students about their rights
- The South African Student's Movement (SASM) was set up by young students activists
- Learners were exposed to the ideas of Black Consciousness and became mobilised to fight for their rights
- In 1975 the Minister of Bantu Education introduced a policy that made Afrikaans compulsory as a medium of teaching and learning
- Black youth were conscientised by the philosophy of Black Consciousness (black dignity and self-esteem/poor living conditions, rising unemployment among parents and grinding poverty also made youth militant)

- The issue of Afrikaans language became the final spark that led to the Soweto uprising
- On 16 June 1976 students mobilised against the apartheid government
- 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 *[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 need to comment on whether they agree or disagree with the statement.

If they agree with the statement then they should indicate how the Steve Biko's teachings influenced the political thinking of the youth in the 1970s. Relevant examples to back up candidate's arguments should be used. If they disagree then they should substantiate their line of argument with relevant evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

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

ELABORATION

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

- The role and influence of Biko's philosophy, BCM and the role of SASM on the youth of South Africa
- Outline the various factors that changed the political thinking of the youth
- In the 1970s for example, conscientising the youth about the following:
 - Black dignity and self esteem
 - Poor living conditions and rising unemployment
 - Increased oil price in 1973 led to a rise in inflation
 - Rise in the price of basic foodstuff

- Soweto and other townships were overcrowded and lacked services
- Implementation and enforcement of the influx control laws made life difficult for black South Africans
- African trade unions were banned from protest action
- Afrikaans language was made compulsory – widespread opposition by black South African students
- The role and impact of the Soweto Students' Representative Council
- 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.

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

(30)
[75]

TOTAL: 150