



# education

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Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**HISTORY P1  
FEBRUARY/MARCH 2009  
MEMORANDUM**

**MARKS: 150**

**This memorandum consists of 27 pages.**

**1. SOURCE-BASED QUESTIONS****1.1 The following Learning Outcomes and Assessment Standards were used to assess candidates in this question paper:**

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT STANDARDS</b>  <b>The ability of the learner to:</b>
<b>Learning Outcome 1</b>  <b>(Historical enquiry)</b>	<ol style="list-style-type: none"> <li>1. Formulate questions to analyse concepts for investigation within the context of what is being studied. <b>(Not for examination purposes.)</b></li> <li>2. Access a variety of relevant sources of information in order to carry out an investigation. <b>(Not for examination purposes.)</b></li> <li>3. Interpret and evaluate information and data from sources.</li> <li>4. Engage with sources of information evaluating the usefulness of the sources for the task, including stereotypes, subjectivity and gaps in the evidence available to the learners.</li> </ol>
<b>Learning Outcome 2</b>  <b>(Historical concepts)</b>	<ol style="list-style-type: none"> <li>1. Analyse historical concepts as social constructs.</li> <li>2. Examine and explain the dynamics of changing power relations within the societies studied.</li> <li>3. Compare and contrast interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events.</li> </ol>
<b>Learning Outcome 3</b>  <b>(Knowledge construction and communication)</b>	<ol style="list-style-type: none"> <li>1. Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data.</li> <li>2. Synthesise information to construct an original argument using evidence to support the argument.</li> <li>3. Sustain and defend a coherent and balanced argument with evidence provided and independently accessed.</li> <li>4. Communicate knowledge and understanding in a variety of ways including discussion (written and oral), debate, creating a piece of historical writing using a variety of genres, research assignments, graphics, oral presentation.</li> </ol>

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

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

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

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

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

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

### 2.2 Marking of extended writing




- **MARKERS MUST BE AWARE THAT THE CONTENT OF THE ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT THE PARTICULAR CENTRE.**
- **CANDIDATES MAY HAVE ANY OTHER RELEVANT INTRODUCTION AND OR CONCLUSION THAN THOSE INCLUDED IN A SPECIFIC EXTENDED WRITING MARKING GUIDELINE.**
- **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
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**Grade 12 Extended Writing Matrix: Total Marks: 30**

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

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

LEVEL	If the candidate has demonstrated <b>all or most of the skills listed in a particular level, she/he will be awarded a mark relevant to the category.</b>
<b>7</b> <b>Outstanding</b> <b>80 – 100%</b> <b>24 - 30</b>	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)
<b>6</b> <b>Meritorious</b> <b>70 – 79%</b> <b>21 - 23</b>	Makes a good effort to focus consistently on the topic but, at times, argument loses some focus Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Good use of relevant evidence from the sources Good attempt to consider counter-argument Good attempt to refer to relevancy, bias, accuracy, limitation of source Expression good Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
<b>5</b> <b>Substantial</b> <b>60 – 69%</b> <b>18 - 20</b>	Makes an effort to focus on the topic but argument has lapses in focus Comprehends most of the sources Uses most of the sources Selects relevant sources Expression good but with lapses Perhaps, lacking some depth of overall-focus, or does not make reference to one or more relevant sources If appropriate, makes an attempt to consider counter-argument Rather superficial or no attempt to refer to relevancy, bias, accuracy, limitation of sources Makes an attempt to take a stand (focuses on limitations, etc.) in reaching an independent conclusion
<b>4</b> <b>Moderate</b> <b>50 – 59%</b> <b>15 - 17</b>	Makes an effort to focus on the topic but argument has many lapses in focus Moderate comprehension of most of the sources Moderate use of relevant evidence from the sources Moderate attempt to consider counter-argument Moderate attempt to refer to relevancy, bias, accuracy, limitation of sources Expression is satisfactory Makes an attempt to take a stand but there are serious inconsistencies with making links with the rest of the essay Essay might have a tendency to list sources and “tag” on focus
<b>3</b> <b>Adequate</b> <b>40 – 49%</b> <b>12 - 14</b>	Little attempt to focus on the topic Little comprehension of the sources Struggles to select relevant information from the sources No quotes – or generally irrelevant Makes little effort to consider counter-arguments Mainly characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression poor Makes a poor attempt to take a stand. (i.e. battles to reach an independent conclusion)
<b>2</b> <b>Elementary</b> <b>30 - 39%</b> <b>09 - 11</b>	Unable to focus on the topic Unable to identify relevant sources No quotes – or generally irrelevant Makes no effort to consider counter-argument Essay characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression very poor Makes a very poor attempt to take a stand – if at all
<b>1</b> <b>Not Achieved</b> <b>0 – 29%</b> <b>0 - 8</b>	No attempt to focus on the topic Uses no sources Completely irrelevant Copies directly from the sources Answer extremely poor

**GRADE 12 EXTENDED WRITING ANALYTIC MATRIX: TOTAL MARKS: 30****QUESTION 1: HOW DID THE STRUGGLE FOR CONTROL AND INFLUENCE BETWEEN THE SUPERPOWERS CONTRIBUTE TO COLD WAR TENSIONS IN EUROPE?**

- 1.1
- 1.1.1 *[Extraction of evidence from Source 1A – L1 – LO1 (AS3)]*
- Democracy
  - Totalitarianism/Communism (2 x 1) (2)
- 1.1.2 *[Interpretation of evidence from Source 1A – L2 – LO1 (AS3)]*
- Coercion
  - Intimidation (any 1 x 2) (2)
- 1.1.3 *[Interpretation and analysis of evidence from Source 1A – L2 – LO1 (AS3); LO2 (AS2)]*
- Communist regimes were established by the Soviet Union
  - Free elections in liberated Eastern European countries did not take place
  - The principles of the Atlantic Charter were violated (any 2 x 2) (4)
- 1.1.4 *[Interpretation of evidence from Source 1A – L3 – LO1 (AS3); LO3 (AS2)]*  
Candidates may indicate whether Truman's belief was justified or not justified. They should support their choice with valid reasons:
- Justified:**
- USA wanted to advocate democracy and free elections
  - By providing assistance the USA wanted to prevent the spread of communism
  - USA wanted to entrench its influence and ensure they had allies in Western Europe
  - Any other relevant response
- Not Justified:**
- Biased view – USA's point of view
  - Propaganda – to discredit the USSR
  - USA flexing its political muscle in a bid to extend control and influence
  - Any other relevant response (2 x 2) (4)
- 1.1.5 *[Interpretation of evidence from Source 1A – L3 – LO1 (AS3)]*
- Totalitarian regimes impose their will on the people
  - Rely on terror and oppression
  - Rely on the control of the media
  - Rely on fixed elections
  - Rely on the suppression of personal freedoms (any 2 x 1) (2)
- 1.1.6 *[Evaluation of evidence from Source 1A – L3 – LO1 (AS3 & 4); LO2 (AS3); LO3 (AS2)]*
- Biased source
  - No evidence about the response from the USSR



- Any other relevant response (any 1 x 2) (2)

## 1.2

1.2.1 [*Extraction from Source 1B – L1 – LO1 (AS3)*]

- United Kingdom
- France (2 x 1) (2)

1.2.2 [*Evaluation of evidence to reach a conclusion from Source 1B – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)*]

- Fought in the Second World War
- Economies were weak
- Allies in World War Two
- Any other relevant response (2 x 1) (2)

1.2.3 [*Analyse and interpret evidence from Source 1B – L3 – LO1 (AS3); LO2 (AS3)*]

- UK – was involved in the Second World War – suffered heavily from the war – needed aid to uplift the economy
- Switzerland was a neutral country hence her economy was not affected
- Any other relevant response (2 x 2) (4)

## 1.3

1.3.1 [*Interpretation of evidence from Source 1C – L2 – LO1 (AS3); LO3 (AS2)*]

- Interference by the USA in the affairs of other states
- Both plans were the USA's attempts to follow an expansionist policy
- Plan of economic and political enslavement of Europe by the USA
- Economic aid was used to extend control and influence (any 1 x 2) (2)

1.3.2 [*Interpretation and evaluation of evidence from Source 1C – L2 – LO1 (AS3); LO3 (AS2)*]

- Fear that the USA may exert her influence in Europe
- If USSR were silent – loose credibility amongst her satellite states
- Proximity of the US influence in Europe intimidated the USSR regarding the atom bomb (2 x 1) (2)

1.3.3 [*Interpretation and evaluation of evidence from Source 1C – L2 – LO1 (AS3); LO2 (AS2)*]

- Distrust between USA and USSR intensified the conflict
- Allies of both USA and USSR were also drawn in the conflict – created blocs in the Cold War e.g. the Berlin Crisis
- Any other relevant response (any 1 x 3) (3)

## 1.4

1.4.1 [*Interpretation and evaluation of evidence from Source 1D – L2 – LO1 (AS3); LO3 (AS2)*]

- Depicts the USSR (bear) approaching Western Europe in a bid to take over
- Western Europe is seen as small and afraid
- It reflects what was happening in Western Europe
- It reflects the USSR's expansionist policy

- It reflects the USA's response to the USSR's expansion – the Marshall Plan
- Any other relevant response (any 1 x 2) (2)

1.4.2 *[Interpretation and evaluation of evidence from Source 1D – L2 – LO1 (AS3); LO3 (AS2)]*

- The power of the USSR (bear) appears overwhelming
- The influence of the USA appears to be distant (1 x 2) (2)

1.4.3 *[Comparison of sources - Source 1A and 1D – L3 – LO2 (AS3)]*

- Source 1A mentions the need to assist European countries because their economies were weak – hence they may fall into the hands of Communism
- Source 1D portrays the USSR as attempting to take over these countries
- Source 1A – totalitarian regimes impose their will of a minority on the majority and relies on terror
- Source 1D – depicts the USSR as expanding its hold on Europe
- Any other relevant response (any 2 x 2) (4)

1.5 *[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 to address the question:

- Fear that Europe may succumb to Communism
- Way of assisting European countries to rehabilitate themselves
- Europe can still be free of Communism
- Any other relevant response

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>Shows no or little understanding of why the USA offered aid to Europe</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>Shows an understanding of why the USA offered aid to Europe</b></li> <li>• Uses evidence in a very basic manner</li> </ul>	<b>Marks: 3 – 4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>Demonstrates a thorough understanding of why the USA offered aid to Europe</b></li> <li>• Evidence relates well to the topic</li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic</li> </ul>	<b>Marks: 5 - 6</b>

(6)

## 1.6 EXTENDED WRITING

- 1.6.1 *[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 explain how the USA and the USSR competed for influence and control which contributed to the Cold War tensions in Europe. Relevant examples should be used to back up the candidates line of argument.

### MAIN ASPECTS

- Introduction: Candidates should explain the USA's and the USSR's policy in Europe and how this contributed to the contestation of power.

### ELABORATION

- Reasons for the tension between the USA and the USSR
  - The implementation of the Truman Doctrine and the Marshall Plan
  - Reactions of the USSR to the Truman Doctrine and the Marshall Plan
  - Response of the USSR to the Truman Doctrine and the Marshall Plan – Introduction of COMECON
  - The division of Berlin
  - The Berlin Blockade
  - Reaction of the USSR to the division of Berlin - Berlin Blockade
  - Formation of NATO and the WARSAW Pact
  - Any other relevant point
- Conclusion: Candidates need to tie up the discussion by showing how the contest for influence and control contributed to Cold War tensions.

(30)

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

**OR**

- 1.6.2 *[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

The report should include an introduction, main ideas and conclusion.

In writing a report candidates should explain whether the stance of the USSR in the Cold War can be justified. In providing a justification candidates should provide evidence on the role of the USSR in the Cold War. If they mention that the USSR was not justified then they must substantiate their argument.

### MAIN ASPECTS

- Introduction: Candidates should explain whether the stance of the USSR in the Cold War can be justified.

### ELABORATION

The following points should be included in the report:

#### **JUSTIFIED**

- Reasons for the tension between the USA and the USSR
- USA's intrusion in Europe
- USSR's reaction
- Protection of communist countries
- Assertion of USSR's policy
- Non-interference would have meant submission to the USA
- Atom bomb and the lead taken by the USA was seen as a threat to USSR's aspiration to control the world
- Any other relevant point

#### **NOT JUSTIFIED**

- Candidates must provide evidence to support their stance
- Conclusion: Candidates should tie up their report by explaining whether the stance taken by the USSR can be justified.

(30)

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

**[75]**

**QUESTION 2: DID JULIUS NYERERE'S POLICY OF UJAMAA HELP TANZANIA IN ATTAINING UHURU?**

- 2.1
- 2.1.1 *[Extraction of evidence from Source 2A – L1 – LO1 (AS3)]*
- To implement African socialism
  - To ensure a sharing of resources
  - To have a common destiny which would be about human equality (any 2 x 1) (2)
- 2.1.2 *[Explanation of historical concepts using Source 2A – L2 – LO2 (AS1)]*
- (a) Socialism – is a system where the means of production are controlled by both the state and small businesses  
People are required to work and share resources (any 1 x 2) (2)
- (b) Ujamaa – a common sense of purpose for the good of the country; a sense of familiness/ nationhood (any 1 x 2) (2)
- 2.1.3 *[Interpretation of evidence from Source 2A – L3 – LO2 (AS2); LO3 (AS3)]*
- A message of unity
  - A message of togetherness/ oneness/ sharing (any 1 x 2) (2)
- 2.1.4 *[Interpretation of evidence from Source 2A – L3 – LO2 (AS2); LO3 (AS3)]*
- Welcomed his speech
  - Happy and ecstatic
  - Accepted his policies because it preached a policy of brotherhood/ nationhood (any 2 x 1) (2)
- 2.1.5 *[Explanation and interpretation of evidence from Source 2A – L2 - LO1 (AS3); LO2 (AS2)]*  
Candidates may state Yes or No and support their answers with valid reasons:
- Yes**
- If all Tanzanians pulled their weight behind the common nationhood/ brotherhood of Tanzania then the country would be able to develop and transform itself
  - It needed commitment and dedication from all citizens of the country
  - It was a good idea which needed support, monitoring and constant evaluation
- No**
- Nyerere's policy was very idealistic
  - Socialist policy – not all Tanzanians wanted to share resources
  - It had no incentive for people who wanted to do more
  - It was prone to abuse and possible human rights violation (any 2 x 2) (4)
- 2.2
- 2.2.1 *[Interpretation of evidence from Source 2B – L2 – LO1 (AS3); LO3 (AS2)]*
- Mtikila thought it was a system that was unworkable and was based on 'lies'
  - Opposition to Nyerere's system because all state institutions were nationalised
  - Nyerere imposed a dictatorial form of government (any 1 x 2) (2)

2.2.2 *[Extraction of evidence from Source 2B – L1 –LO1 (AS3)]*

- Brainwashing
- Nationalising the media
- If people did not agree with Nyerere's views they were regarded as unpatriotic
- Any other relevant point (any 3 x 1) (3)

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

- Dictator
- One party ruler
- Unsympathetic
- Any other relevant point (any 2 x 1) (2)

2.2.4 *[Interpretation and analysis of evidence from Source 2B – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

- 11 million Tanzanians were moved against their wishes
- People were harassed, ill-treated and punished by Nyerere's regime
- People's basic right to freedom were undermined e.g. homes were burnt
- Any other relevant point (any 1 x 3) (3)

## 2.3

2.3.1 *[Comparison of Sources 2A and 2B to highlight contradictions - L3-LO1 (AS3); LO2 (AS3); LO3 (AS2)]*

- Source 2A focuses on Nyerere's vision for Tanzania which was based on nationhood/brotherhood while,
- Source 2B (Viewpoint 1) focuses on a critique of Nyerere's policies and Viewpoint 2 highlights the brutal manner in which Nyerere implemented his socialist policies (2 x 2) (4)

2.3.2 *[Comparison and selection of Sources 2A or 2B to highlight usefulness- L3-LO1 (AS3, AS4); LO2 (AS2); LO3 (AS2)]*

Candidates should use both Sources 2A and 2B to support their answer:

**Source 2A**

- Primary source which was written and delivered by Nyerere
- Gives Nyerere's vision for Tanzania's future
- Historian can quote Nyerere's speech against Tanzania's development
- Any other relevant point

**Source 2B**

- It has two viewpoints – which gives a critique to Nyerere's rule
- Viewpoint 1 is a primary source and is an interview with the opposition leader
- Viewpoint 1 gives a realistic perspective of the situation in Tanzania
- Viewpoint 2 is a newspaper article that gives information on the brutality of Nyerere's rule
- Any other relevant point (any 2 x 2) (4)

- 2.4
- 2.4.1 *[Interpretation and explanation of evidence from Sources 2C – L 2 –LO1 (AS3); LO3 (AS2)]*
- Provides a critique of Nyerere’s rule
  - Highlights the failure of Nyerere’s policy
  - Shows that in reality Nyerere’s policy was not a success (any 1 x 2) (2)
- 2.4.2 *[Interpretation and analysis of evidence from Source 2C – L 2 – LO1 (AS3); LO2 (AS2)]*
- Nyerere wanted to implement socialism while he relied heavily on western bankers for loans
  - This led to Tanzanians becoming very poor and they were unable to eke out a decent living
  - Tanzania was caught in an economic dependency syndrome that she could not get out of
  - Any other relevant point (any 1 x 2) (2)
- 2.4.3 *[Evaluation and interpretation of evidence from Source 2C – L 3 – LO1 (AS3); LO2 (AS2); LO3 (AS3)]*
- Nyerere’s point of view is not mentioned (1 x 3) (3)
- 2.5 *[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 to address the question:

- Nyerere wanted to implement a socialist policy of ujamaa
- Tanzania should be self-sufficient
- Ujamaa based on the notion of socialism which was going to lead to the development of Tanzania’s economy
- Nyerere focused on people sharing and working together for the common good of Tanzania
- Wanted to ensure the development of Tanzania without colonial influence
- Any other relevant response

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>Shows no or little understanding of Nyerere’s ambition to make Tanzania economically self-sufficient</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic</li> </ul>	<b>Marks: 0 - 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>Shows a basic understanding of Nyerere’s ambition to make Tanzania economically self-sufficient</b></li> <li>• Uses evidence in a very basic manner</li> </ul>	<b>Marks: 3 - 4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>Shows a thorough understanding of Nyerere’s ambition to make Tanzania economically self-sufficient</b></li> <li>• Evidence relates well to the topic</li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic</li> </ul>	<b>Marks: 5 - 6</b>

(6)

## 2.6 EXTENDED WRITING

2.6.1 *[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 identify a country that obtained independence after 1960 and assess how the country was able to overcome the economic, political and social challenges that it faced.

### MAIN ASPECTS

- Introduction: Candidates should select a country that they intend focusing on and thereafter develop their line of argument.

### ELABORATION

- Most African countries chose to follow a socialist model to tackle the economic, social and political challenges
  - Focus on Tanzania as a case study and refer to Nyerere's policy of ujamaa
  - Ujamaa socialist policy based on nationhood/brotherhood
  - Implementation of ujamaa and the challenges it faced
  - Nyerere's dream of utopian state was not realised
  - Tanzanians were moved off their land – violation of their human rights, which went against the policy of ujamaa
  - Failure of ujamaa and further challenges faced by Tanzania
  - Development retarded and Tanzanians were disillusioned
  - 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.**

**OR**



2.6.2 *[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 to the UN outlining the various economic, political and social challenges that Tanzania faced on attaining independence. The report should also highlight appropriate suggestions to the challenges that confronted Tanzania.

### MAIN ASPECTS

- Introduction: Candidates should give a brief background of how Tanzania obtained its independence and the vision of Nyerere.

### ELABORATION

- Tanzania received independence from Britain
- Nyerere became president of Tanzania
- Nyerere implemented a socialist policy called ujamaa
- Ujamaa based on nationalisation of the country's resources and on the concept of a common brotherhood and nationhood
- Ujamaa was a humanitarian policy and was people centred
- Nyerere's policy of ujamaa was an African form of socialism
- Ujamaa based on self reliance and not on a dependency syndrome of looking to the West for assistance
- The implementation of Nyerere's policy had some failings for e.g.
- Ordinary Tanzanians suffered human rights violations
- Locally and internationally Nyerere pursuit of ujaama was not viewed favourably
- Suggestions/recommendations: Socialism as a practice should have considered the peculiar needs of the country
- Land reforms based on policy of agrarian reforms did pose further challenges
- More skills development in both the agricultural and industrial sectors need to have been introduced
- Implement polices but monitor them and get constant feedback from grassroots
- Take people along with you as the country develops – do not enforce polices and alienate people from the countries developmental policies
- 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 3: HOW DID MARTIN LUTHER KING JR INFLUENCE THE AMERICAN CIVIL RIGHTS MOVEMENT IN THE 1960s?**

- 3.1
- 3.1.1 *[Explanation of concepts – L2 – LO2 (AS1)]*
- (a) Civil disobedience: People deliberately defied what they considered to be unjust laws in a non – violent manner
- (b) Civil Rights: The rights belonging to individual citizens eg.equal protection of laws, freedom from discrimination etc.
- (c) Desegregation: Ending of Jim Crow laws that discriminated against African-Americans; Ending of racial discrimination. (3 x 2) (6)
- 3.1.2 *[Extraction and interpretation of evidence from Source 3A – L1 – LO1 (AS3)]*
- Demand desegregation of public facilities
  - Demand the right to attend southern universities
  - End discrimination and segregation
  - Any other relevant response. (any 2 x 1) (2)
- 3.1.3 *[Interpretation of evidence from Source 3A – L3 – LO2 (AS2)]*  
Candidates may indicate justified or not justified and support their answer with valid reasons:
- JUSTIFIED**
- Peaceful action taken to wage the struggle for equality and freedom
  - African Americans exposed to segregation and discrimination in daily life e.g. bus transport, restaurants (public facilities)
  - African Americans denied access to universities
  - Any other relevant response
- NOT JUSTIFIED**
- Candidates to substantiate response (any 1 x 3) (3)
- 3.1.4 *[Interpretation and evaluation of evidence from Source 3A – L3 - LO1 (AS3); LO3 (AS2)]*
- Police brutality
  - Resorted to aggressive action against peaceful protest
  - Unsympathetic and provocative
  - Any other relevant response (any 2 x 1) (2)
- 3.1.5 *[Extraction of evidence from Source 3A – L2 – LO1 (AS3)]*
- More than 3, 300 black men, women and children demonstrated in support (1 x 2) (2)
- 3.2
- 3.2.1 *[Interpretation of evidence from Source 3B – L1 – LO1 (AS3)]*
- To focus attention on the plight of African Americans
  - Gain support for the Civil Rights Movement
  - Any other relevant response (any 2 x 2) (4)

3.2.2 *[Extraction and Interpretation of evidence from Source 3B – L3 – LO1 (AS3)  
LO3 (AS2)]*

- Humiliation experienced under segregation
  - Violation of basic human rights
  - Poverty
  - Any other relevant response
- (any 2 x 2) (4)

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

- African Americans waited 340 years for their freedom
  - African Americans do not share in the rights enshrined in the Constitution
  - Not all Americans are equal
  - African Americans basic human rights denied
  - Any other relevant response
- (any 2 x 2) (4)

3.3 *[Engage with sources to establish usefulness using Sources 3A and 3B –  
L2-LO1 (AS4)]*

Candidates should use Sources 3A and 3B to support their answer:

**SOURCE 3A**

- Provides insight into reasons for the Birmingham March
- Focuses on police brutality
- Focuses on plight of African Americans
- Any other relevant response

**SOURCE 3B**

- Primary source- explains how Luther felt
  - Provides insight into humiliation African Americans faced daily
  - Non-violent protest could be successful
  - Any other relevant response
- (any 2 x 2) (4)

3.4

3.4 .1 *[Extract and interpret information from Source 3C – L2 – LO1 (AS3); LO3 (AS2)]*

- Courageous efforts to defy segregation and discrimination
  - Encouraged African Americans not to despair but to persevere
  - Believed in non- violent protest to bring about change
  - His efforts improved the lives of many people
  - Changes accompanied by sacrifice
  - Any other relevant point
- (any 2 x 1) (2)

3.4.2 *[Interpretation and analysis of evidence from Source 3C – L2 –LO1- (AS3);  
LO3(AS2&3)]*

Candidates should state either accurate or inaccurate and support their answer with valid reasons:

**ACCURATE**

- King inspired African Americans to resist segregation and discrimination
- King's focus was not white vs black, but rather injustice and discrimination
- America moved from position of racial hatred to harmony and respect
- Any other relevant response

**INACCURATE**

- Biased viewpoint
- Not all Americans saw him as their hero
- Any other relevant response

(any 2 x 2) (4)

3.4.3 [Compare a visual source with a written source to reach a conclusion - L3-LO1 (AS4); LO3 (AS2&3)]

Candidates should indicate how the visual evidence supports the written evidence for e.g.

- **VISUAL SOURCE**

Time Magazine chose King as person of the year in recognition of his efforts to fight racial discrimination

- **WRITTEN SOURCE**

Prof Sylvester pays tribute to King for his tireless efforts in ending segregation and racial discrimination

(1 x 2) (2)

3.5 [Interpretation, analysis and synthesis of evidence from all sources L3 -LO1 (AS3); LO3 (AS2, 3 &4)]

Candidates must focus on the following aspects:

- Montgomery Bus Boycott launched Civil Rights Movement
- Just recognition for his tireless zeal in trying to end segregation and racial discrimination
- Inspirational leadership and non-violent approach to bring about change
- March to Washington raised public awareness of the Civil Rights Movement
- Efforts led to the passing of the Civil Rights Act - ended segregation in public places
- Objectives achieved through non-violent means
- Any other relevant response

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>Shows no or little understanding of why Time Magazine honored Luther</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic</li> </ul>	<b>Marks: 0 - 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>Shows a basic understanding of why Time Magazine honored Luther e.g. refers to leadership and activities</b></li> <li>• Uses evidence in a very basic manner</li> </ul>	<b>Marks: 3 - 4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>Shows a thorough understanding of why Time Magazine honored Luther. Can relate to tireless efforts to end segregation and discrimination</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic</li> </ul>	<b>Marks: 5 - 6</b>

(6)

**3.6 EXTENDED WRITING**

3.6.1 *[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 briefly discuss how Martin Luther King Jr influenced the American Civil Rights Movement in the 1960s. Relevant examples of civil rights protest should be used to back up their line of argument.

**MAIN ASPECTS**

- Introduction: Candidates should briefly discuss why the Civil Rights Movement took place and discuss Luther's influence.

**ELABORATION**

- Brief background to reasons for the Civil Rights Movement
  - Rosa Parks and Montgomery Bus Boycott - origin of the movement
  - Role and influence of King – success of non violent protest
  - Non –violent strategy e.g. sit –ins, freedom rides marches
  - Birmingham March
  - Press and media cover leads to wave of public sympathy
  - Significance of the Washington March
  - Civil Rights Act of 1964
  - Selma –Montgomery March – Voting Rights Act passed
  - Any other relevant response
- Conclusion: Candidates should tie up their argument by commenting on the influence of Luther in the Civil Rights Movement. (30)

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

**OR**

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

Candidates should include the following aspects in their response:

#### SYNOPSIS

In writing the article candidates must pay tribute to the legacy of Luther emphasising his role in ending segregation and his contribution to the liberation of Americans.

#### MAIN ASPECTS

- Introduction: In paying tribute to Martin Luther King Jr candidates should focus on his role and influence and how he helped end segregation

#### ELABORATION

- Commitment to end segregation and racial discrimination
  - Rosa Parks and Montgomery Bus Boycott launched King's political career
  - Letters and speeches inspired ordinary people to resist discrimination
  - King's philosophy of non – violent protest and civil disobedience gained wide media and press coverage- gave momentum to the movement
  - Leader of the march on Washington and significance of Luther's 'I have a dream' speech
  - Significance of the Civil Rights Act (1964) for African Americans
  - Significance of the Selma to Montgomery March (1965)
  - Significance of the Voting Rights Act (1965)
  - Time Magazine names King Man of the year
  - Nobel Peace Prize recipient
  - Both awards just recognition for his tireless zeal in ending segregation and discrimination
  - Any other relevant point
- 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: DID THE BLACK CONSCIOUSNESS MOVEMENT (BCM) INFLUENCE THE LIBERATION STRUGGLE IN SOUTH AFRICA IN THE 1970s?**

- 4.1
- 4.1.1 *[Explanation of concept – L1 – LO2 (AS1)]*
- Black consciousness was a movement, which sought to conscientise the masses (Black people) of their political, cultural and economic rights
  - Black people should be proud of themselves and strive to be self reliant (1 x 2) (2)
- 4.1.2 *[Interpretation of evidence from Source 4A – L2 – LO1 (AS3)]*
- Important first step is to take pride in your being as a person
  - Defiance of colonial stereotypes
  - Not to become victims of the colonial masters
  - Any other relevant answer (any 2 x 2) (4)
- 4.1.3 *[Interpretation of evidence from Source 4A – L2 – LO1 (AS3)]*
- Apartheid treated black South Africans as second class citizens
  - Dehumanised under the apartheid system (i.e. no franchise, no land etc)
  - Black South Africans lost their self esteem, looked up to whites as superior
  - A culture of dependency was created
  - Any other relevant response (any 2 x 2) (4)
- 4.1.4 *[Interpretation and analysis of evidence from Source 4B – L2 – LO1 (AS3); LO3 (AS2)]*
- Black man must be himself
  - Pump back pride and self esteem
  - Any other relevant response (any 2 x 2) (4)
- 4.2
- 4.2.1 *[Extraction of evidence from Source 4B – L2 – LO1 (AS3)]*
- It was conscientising black people about their rights.
  - Inciting blacks to rise against the government apartheid policies
  - Any other relevant response (2 x 1) (2)
- 4.2.2 *[Explanation and analysis of evidence from Source 4B – L2 – LO1 (AS3); LO3 (AS2)]*
- Mushrooming activity committees with a rallying campaign to challenge the apartheid system
  - Young people accepted the philosophy of BCM readily and put it into practice
  - The campaign eventually sparked a confrontation on June 16 1976
  - Any other relevant response (any 2 x 2) (4)
- 4.2.3 *[Interpretation of evidence from Source 4B – L3 – LO1 (AS3); LO2 (AS3); LO3 (AS2)]*
- He is anti - struggle by young people
  - He cautions the youth on the dangers they are putting themselves
  - He represents the old generation mind set
  - Any other relevant response (any 2 x 2) (4)

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

- Motivated for the continuation of the struggle
- The struggle was to be intensified by young people
- The youth understood the broader meaning of the struggle
- Any other relevant response

(1 x 2) (2)

4.2.5 *[Compare and contrast interpretation of evidence from Source 4B – L3 – LO2 (AS3); LO3 (AS2)]*

Candidates should compare Viewpoints 1 and 2 and explain the differences between these viewpoints:

**Viewpoint 1**

- Rallying cry “ Black man you are on your own” is used to encourage the youth
- The influence of the BCM ideology is clearly shown in the attitude of young man
- The youth has accurately analysed the situation in South Africa
- They are prepared to die for their freedom
- Any other relevant response

**Viewpoint 2**

- The source correctly articulates the stereotype of many old black persons at the time
- The old man fears what might happen to the youth
- He tries to discourage the youth, pointing to the dangers
- He says the struggle for freedom is dead.
- Any other relevant response

(any 2 x 2) (4)

## 4.3

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

- Decent housing
- Jobs for parents
- Release leaders
- Down with Afrikaans
- Any other relevant response

(any 2 x 1) (2)

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

- Black Consciousness inspired Black South Africans to stand up for their rights
- Encouraged them to fight for their freedom and dignity
- Any other relevant response

(any 1 x 3) (3)

4.4 *[Explain the usefulness of Sources 4B and 4C – L2 – LO1 (AS4)]*

Candidates should explain the usefulness of Sources 4B and 4C:

- Mathabane’s autobiography is useful it contains actual interviews with people involved in Soweto uprising
- Source 4C is a photograph, shows the mood of the youth
- Historian can do a follow up after information has been gathered
- Provides an insight to the event, sources give their own perspective
- Any other relevant response

(any 2 x 2) (4)



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

- Leadership of the movement from the young
- Young identifying with the young
- Black man has become a shell completely defeated
- The truth behind the status quo: loss of personality
- BCM understanding that black liberation would not come from imagining and fighting structural political changes
- To take power black people had to believe in the value of their blackness
- All of these things are definitely a result of Black Consciousness ideas among the young generation
- BCM made the young black generation realise the struggle against oppression was for their future
- Any other relevant point

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>Shows no or little understanding of the role of the BCM in the liberation struggle of the 1970s</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>Shows some understanding of the role of the BCM in the liberation struggle of the 1970s</b></li> <li>• Uses evidence in a very basic manner</li> </ul>	<b>Marks: 3 – 4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>Shows a thorough understanding of the role of the BCM in the liberation struggle of the 1970s</b></li> <li>• Evidence relates well to the topic</li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic</li> </ul>	<b>Marks: 5 – 6</b>

(6)

## 4.6 EXTENDED WRITING

4.6.1 *[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 evaluate the statement by highlighting the role-played by the Black Consciousness Movement in resistance politics in the 1970s. In evaluating the statement candidates need to discuss how BCM was successful in capturing the imagination of the youth beyond understanding the struggle as only concerned with education.

Candidate's response should also include the various ideas from different thinkers that espoused Black Consciousness ideology.

### MAIN ASPECTS

Introduction: Candidates should discuss Biko's contribution to the liberation struggle and state how they intend unpacking it.

### ELABORATION

- Biko's philosophy of Black Consciousness
  - Blacks can be proud of their heritage
  - Blacks must assert themselves and do things for themselves
  - Elimination of both inferiority and superiority complex
  - Definition of Black Consciousness
  - The role of colonialism in black oppression
  - Police reaction to Black Consciousness
  - Soweto 1976 and beyond
  - 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.**

4.6.2 *[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' report should focus on how the BCM influenced the political thinking of the youth in the 1970s. Relevant examples to back up candidates arguments should be discussed.

#### MAIN ASPECTS

- Introduction: Candidates should focus on the influence of the BCM on the youth.

#### ELABORATION

- 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 was made compulsory – widespread opposition
  - 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.

(30)  
[75]

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

**TOTAL: 150**