



# education

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Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**HISTORY P1**

**FEBRUARY/MARCH 2010**

**MEMORANDUM**

**MARKS: 150**

**This memorandum consists of 27 pages.**

**1. SOURCE-BASED QUESTIONS**

**1.1 The following Learning Outcomes and Assessment Standards will be assessed 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 purpose).</b></li> <li>2. Access a variety of relevant sources of information in order to carry out an investigation. <b>(Not for examination purpose).</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 (L1)</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 (L2)</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 (L3)</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><u>Level 1</u></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><u>Level 2</u></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 FOR A SPECIFIC ESSAY.**
- **WHEN ASSESSING OPEN-ENDED SOURCE-BASED QUESTIONS, LEARNERS SHOULD BE CREDITED FOR ANY OTHER RELEVANT ANSWERS.**

### Global assessment of extended writing

The extended writing will be assessed holistically (globally). This approach requires the educator to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using 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 7)**

In the marking of extended writing with reference to page 7 the given criteria shown in the matrix should be used. In assessing the extended writing note should be taken of both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

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

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	} 18-19
P	LEVEL 5	

4.2 **Use of holistic rubric in the marking of extended writing (refer to page 8)**

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

C and P	LEVEL 5	18 - 20
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**GRADE 12 ANALITICAL MATRIX FOR EXTENDED WRITING: TOTAL MARKS: 30**

	<b>LEVEL 7</b>	<b>LEVEL 6</b>	<b>LEVEL 5</b>	<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
<b>PRESENTATION</b>	Very well planned and structured. Good synthesis of information. Constructed an argument	Well planned and structured. Synthesis of information. Constructed an original well - balanced, independent argument.	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.	Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	Shows some evidence of a planned and constructed argument. Some evidence used to support argument. Conclusion not clearly supported by evidence.	Attempts to structure the answer. Largely descriptive/ some attempt at developing an argument.	Little analysis and historical explanation. No structure in answer.
<b>CONTENT</b>	Well balanced argument. Sustained and defended the argument throughout.	Evidence used to defend the argument.					
<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>  <b>[Excellent]</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>  <b>[Very good]</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>  <b>[Good]</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>  <b>[Satisfactory]</b>	Makes some effort to focus on the topic but argument has many lapses in focus Moderate comprehension of most of the sources Moderate use of relevant evidence from the sources Moderate attempt to consider counter-argument Moderate attempt to refer to relevancy, bias, accuracy, limitation of sources Expression is satisfactory Makes an attempt to take a stand but there are serious inconsistencies with making links with the rest of the essay Essay might have a tendency to list sources and “tag” on focus
<b>3</b> <b>Adequate</b> <b>40 – 49%</b> <b>12 – 14</b>  <b>[Fair]</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>  <b>[Weak]</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>  <b>[Poor]</b>	No attempt to focus on the topic Uses no sources Completely irrelevant Copies directly from the sources Answer extremely poor



**QUESTION 1: WHY DID THE MARSHALL PLAN GIVE RISE TO DISTRUST AND ANIMOSITY (BITTERNESS) BETWEEN THE UNITED STATES OF AMERICA (USA) AND RUSSIA (USSR)?**

1.1

1.1.1 *[Interpretation of evidence from Source 1A – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

- Devastated - caused by World War Two
- Post war recession (any 1 x 3) (3)

1.1.2 *[Interpretation of evidence from Source 1A – L3 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

As a result of the devastation caused by World War Two

- Europe's economies suffered – shortage of finance
- Political – countries were weakened/ leaders were helpless
- Social – structures deteriorated/broken up
- Concern that the deterioration/collapse would open the way for Communist (USSR) expansion and influence
- Any other relevant response (any 2 x 2) (4)

1.1.3 *[Evaluation and interpretation of evidence from Source 1A – L 3 – LO1 (AS3); LO2 (AS2); LO3 (AS3)]*

**JUSTIFIED**

- Leader of Allies – war fought mainly in Europe
- Prevent vulnerable countries from falling apart – shield from communism
- Europe bore the brunt of destruction – USA needed to be involved with war reparations
- Propping of governments necessary to ensure stability and development
- Any other relevant response

**NOT JUSTIFIED**

- It was a way of maintaining her imperialist hegemony
- Used the conditions in Europe as a pretext to stem the spread of Communism
- Safeguard her own selfish interests in Europe (any 2 x 2) (4)

1.1.4 *[Interpretation of evidence from Source 1A – L3 – LO1 (AS3 ; LO3 (AS2)]*

- To prevent other countries from criticising the USA
- To justify that the USA's intervention was only for humanitarian reason
- To justify that aid is being offered to all countries irrespective of their doctrines
- To make involvement purely humanitarian rather than political
- Not to allow hidden agenda surface
- Trying to convince listeners that there was no ulterior motives
- Any other relevant response (any 2 x 2) (4)

1.1.5 *[Interpretation & Analysis of information from Source 1A – L2 – LO2 (AS2); LO3 (AS2)]*

- Only concerned about European countries
- The speech only mentions the USA's capacity to assist. Other countries are not mentioned
- Biased account
- One sided viewpoint not based on consultation with countries in need
- Plan used in the guise of extending and maintaining USA's influence
- Only about good USA intentions
- Cold War only happened in Europe
- Any other relevant response (any 2 x 2) (4)

1.2

1.2.1 *[Interpretation of evidence from Source 1B – L3 – LO1 (AS3) ; LO3 (AS2)]*

- USSR denounced the plan as foreign interference
- Joining the scheme would be seen as though the USSR is subordinate to the USA
- Would be seen as subjecting itself to USA capitalism
- Any other relevant response (any 1 x 2) (2)

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

**JUSTIFIED**

- USA should not impose
- Countries should request assistance
- Economic aid used as ploy to entrench USA influence and capitalism
- Any other relevant response

**NOT JUSTIFIED**

- Post world war consequences – countries in despair and ruin
- Countries looked up to USA as saviour
- Any other relevant response (any 2 x 2) (4)

1.2.3 *[Interpretation form Source 1B – L2 – LO1 (AS3); LO2 (AS3)]*

- As satellites of the USSR not free to accept the Marshall Plan
- Felt threatened by USSR
- Belonged to the Warsaw Pact – could not go against the USSR
- Any other relevant response (any 1 x 2) (2)

1.3

1.3.1 *[Interpretation form Source 1C – L1 – LO1 (AS3); LO2 (AS3)]*

- Satellite countries that belonged to the Warsaw Pact
- Countries under USSR influence and communism
- Any other relevant response (any 1 x 2) (2)

- 1.3.2 *[Interpretation from Source 1C – L1 – LO1 (AS3); LO2 (AS3)]*
- USA's Marshall Plan/Aid
  - Any other relevant response (1 x 2) (2)
- 1.3.3 *[Interpretation of evidence from Source 1C – L1 – LO1 (AS3); LO2 (AS2)]*
- Aroma of hot dog stand attracted the learners
  - Hot dogs popular with learners
  - Offer of assistance through Marshall Plan
  - Any other relevant response (any 1 x 2) (2)
- 1.3.4 *[Interpretation from Source 1C – L2 – LO1 (AS3); LO2 (AS3)]*
- Not to be drawn to the aid
  - Not to be taken in by USA's attraction
  - Any other relevant response (any 1 x 2) (2)
- 1.3.5 *[Interpretation & evaluation of evidence to reach a conclusion from Source 1C – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*
- JUSTIFIED**
- Being the Foreign Minister of the USSR – had to appear stern and rigid in policy implementation
  - Had to ensure that the satellite countries are kept out of USA influence and attraction
  - Any other relevant response
- NOT JUSTIFIED**
- Cartoonist is biased
  - Some Eastern countries (Communist) accepted Marshall Aid
  - Any other relevant response (2 x 2) (4)
- 1.4 *[Interpretation, analysis and synthesis of evidence from all sources- L3 – LO1 (AS3 & 4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]*

Candidates may use the following points to address the question:

- Felt if European economies were weak, they were vulnerable
- Wanted to prevent the spread of Communism in the weaker countries
- Wanted to build the economies so that these countries could defend themselves
- Countries could be self sufficient
- Europe was seen as an extension of USA, wanted to retain global power and 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 on why the USA was keen to restore the economies of 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 on why the USA was keen to restore the economies of 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 on why the USA was keen to restore the economies of 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)

## 1.5 EXTENDED WRITING

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

### SYNOPSIS

Candidates need to explain why the Marshall Plan gave rise to distrust and animosity between the USA and USSR.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should focus on the reasons for the distrust and animosity between the USA and USSR.

### ELABORATION

- Conditions in Europe after the 2<sup>nd</sup> World War
- Reasons for the introduction of the Marshall Plan
- Countries that benefited from the Marshall Plan
- Reactions of the USSR to the Marshall Plan
- Reasons why USSR did not allow her satellite states to accept the Marshall Plan
- USSR's own plan – COMECON
- Any other relevant point

- Conclusion: Candidates need to tie up the discussion. (30)

**Use the matrix on page 7 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 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]*

### SYNOPSIS

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

Candidates should write a report explaining how the Marshall Plan contributed to Cold War tensions between the USA and the USSR. The report should explain why the Marshall Plan was introduced and how it created Cold War tensions between the USA and USSR.

### MAIN ASPECTS

- Introduction: Candidates should give a brief background to the Cold War tensions between the USA and USSR.

### ELABORATION

The following points should be included in the report:

- Conditions in Europe after the 2<sup>nd</sup> World War
  - Reasons for the introduction of the Marshall Plan
  - Results – European economies showed signs of recovery
  - Aid offered to Eastern countries
  - USSR objected to her satellite states accepting the aid
  - USSR introduced COMECON
  - Any other relevant point
- Conclusion: Candidates should tie up their report. (30)

**Use the matrix on page 8 in this document to assess this extended writing. [75]**

**QUESTION 2: HOW DID NYERERE ATTEMPT TO CHANGE TANZANIA THROUGH THE USE OF UJAMAA?**

## 2.1

2.1.1 *[Explanation of historical concept using Source 2A – L1 – LO2 (AS1)]*

- (a) Ujamaa - socialist system defining extended family or working together
- (b) One-party state - A system of government where only one party governs
- (c) Swahili is the common language developed by Nyerere to incorporate both Arabic language and local languages (3 x 2) (6)

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

- In order to avoid any opposition and be able to implement his policies
- To enforce his policies
- In order to help solidify and make Tanzania economically independent
- Any other relevant response (any 2 x 1) (2)

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

- He implemented free and compulsory education
- Any other relevant response (1 x 2) (2)

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

- Economical: everyone would work for both the group and him/her self
- Culturally: Tanzanians had to learn to free themselves from dependence on European powers. (2 x 2) (4)

## 2.2

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

- It was a major policy statement which was aimed at decentralised government
- It was a programme of rural development called Ujamaa which involved the creation of co-operatives and farm villages
- Factories and plantations were to be nationalised
- Any other relevant response (any 1 x 2) (2)

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

- It meant state control of those factories and plantations
- Tanzania was adopting socialism
- Any other relevant point (any 2 x 2) (4)

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

- Make Tanzania prosperous and wealthy
- Self- reliant Tanzania
- Classless society
- Any other relevant point (any 1 x 3) (3)

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

- (a) Leadership Code was a principle adopted that prevented political leaders from accumulating private wealth
- (b) Self-reliant, prosperous and classless society is defined as African Socialism (2 x 2) (4)

2.2.5 *[Interpretation of evidence from Sources 2BC – L3 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

- It encouraged African indebtedness as it depended on huge foreign investment
- It also increased private greed and class division
- Any other relevant response (2 x 2) (4)

2.2.6 *[Interpretation and analysis of evidence from Sources 2B – L3 – LO2 (AS2); LO3 (AS2)]*

Candidates could state either reliable or not reliable and support their response with reasons:

**RELIABLE**

- It came from Arusha declaration can be referred and cross checked
- Nationalisation did take place
- Attempts were made at instilling self – reliance
- Photograph indicates people working together at Ujamaa farm
- Any other relevant response

**NOT RELIABLE**

- In the absence of opposition nothing can be trusted from government
- It would be biased towards government of the day
- Difficult for the historian to judge
- Any other relevant response (any 2 x 2) (4)

2.2.7 *[Interpretation of evidence using Source 2D – L 3 – LO1 (AS3); LO3 (AS2)]*

- People are pulling together in an ujamaa farm village
- Creation and operation of co-operative farms
- Self reliant (any 2 x 2) (4)

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

Candidates should use the following points in their response:

- Ujamaa created togetherness
- Foreign dependence discouraged
- Greediness discouraged
- Class division also discouraged
- Ujamaa helped reverse African trend of dependence on foreign trade
- Ujamaa encouraged development of locally based resources
- 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 Nyerere was passionate about ujamaa</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 Nyerere was passionate about ujamaa</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 Nyerere was so passionate about ujamaa</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)

## 2.4 EXTENDED WRITING

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

### SYNOPSIS

Candidates should discuss how Nyerere used ujamaa to free Tanzania from foreign indebtedness. A discussion of Nyerere's vision for Tanzania and how the Arusha declaration helped him to realise his goal.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should explain Nyerere's vision for Tanzania.

### ELABORATION

- Ujamaa as a basis for national development project
- Political – economic management model
- Abolition of discrimination based on status
- Nationalisation of economy's key sector
- Encouraged Tanzanians to do things for themselves
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)

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



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

#### SYNOPSIS

Candidates should write an article to explain how Ujamaa transformed Tanzania into a prosperous, self-reliant and free country.

#### MAIN ASPECTS

The candidate should include the following points in the response.

- Introduction: Candidates should give a brief background to Nyerere's vision for Tanzania.

#### ELABORATION

- Advantages of the creation of One Party state.
  - Importance of Arusha Declaration
  - Institutionalisation of social, economic and political equality
  - Villagisation of production which in essence collectivised local productive capacity
  - Fostering of Tanzanian self- reliance
  - Economic and cultural development
  - Reduction of foreign trade dependence
  - Removal of class identification and greed
  - Introduction of Leadership Code
  - Attainment of African socialism
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

**Use the matrix on page 8 in this document to assess this extended writing.**  
**[75]**

**QUESTION 3: WAS MARTIN LUTHER KING JR. THE KINGPIN (KEY PLAYER) OF THE CIVIL RIGHTS MOVEMENT IN THE UNITED STATES OF AMERICA?**

3.1

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

- Minister of Dexter Avenue Baptist Church
  - Biblical scholar
  - American activist who fought for equality and desegregation in America
- (any 1 x 2) (2)

3.1.2 *[Explanation of concepts – L1 – LO2 (AS1)]*

- (a) Boycott- stay away / impose sanctions / refuse
  - (b) Democracy – social equality / right to protest / government by the people for the people
  - (c) White supremacist – Group of American whites who believed that they were superior to other races
- (3 x 2) (6)

3.1.3 *[Extraction of evidence from Source 3A – L1 – LO1 (AS3)]*

- His preaching could set a congregation on fire
  - The boycotters were jubilant in the face of challenge
  - Any other relevant response
- (any 1 x 2) (2)

3.1.4 *[Extraction of evidence from Source 3A – L1 – LO1 (AS3)]*

- Inequality
  - Inability to protest
  - Discrimination
  - Injustice
  - No freedom
  - Intimidation
  - Any other relevant response
- (any 2 x 1) (2)

3.1.5 *[Interpretation and evaluation of evidence from Source 3A – L3 – LO3 – (AS2&3)]*

- Person of strong character and convictions
  - He was determined
  - He was not afraid
  - He was strong willed
  - Any other relevant response
- (any 1 x 3) (3)

3.1.6 *[Interpretation & evaluation of evidence to reach a conclusion from Source 1C – L3 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

- It is factual and relevant
  - Provides evidence which shows the following: determination to fight injustice; that the followers trusted him; that Luther had enemies
  - Any other relevant response
- (any 1 x 3) (3)

## 3.2

3.2.1 *[Interpretation of evidence from Source 3B – L2 – LO2 (AS2)]*

- To demand for the right to vote (1 x 2) (2)

3.2.2 *[Extraction of evidence from Source 3B – L1 – LO1 (AS3)]*

- They told us we wouldn't get here
- That we would get here only over their dead bodies
- Burning of our churches
- Beating and killing of our clergymen and young people (any 2 x 1) (2)

3.2.3 *[Explanation and interpretation of evidence from Source 3B – L2 – LO2 (AS2)]*

- He was frustrated at the slow pace of change
- He was determined to push for change
- Any other relevant response (1 x 3) (3)

3.2.4 *[Interpretation of evidence from Source 3B – L2 – LO2 (AS2)]*

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

3.2.5 *[Interpretation of evidence from Source 3B – L2 – LO2 (AS2)]*

- King and his wife led the march
- They were well supported
- Multi-racial march
- Concerned and determined (any 1 x 2) (2)

3.3 *[Interpretation and evaluation of information from Sources 3A and 3B – L3 – LO3 (AS2)]*

- Both sources inform the reader about the injustices suffered by African Americans
- Both sources show the determination of the African American/Martin Luther King Jr.
- Source 3A mentions many people involved in the boycott
- Source 3B depicts many people involved in the march (any 2 x 2) (4)

## 3.4

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

- Through the efforts of Martin Luther America had moved towards the vision of a society where all are equal
- His tireless fighting for injustice and desegregation
- Any other relevant response (any 1 x 2) (2)

3.4.2 *[Interpretation of evidence from Source 3C – L3 – LO2 (AS2)]***RELIABLE**

- King is a world renowned figure who fought for justice
- Coretta King is a credible scholar
- Her tribute is testimony to the work done by Luther
- Any other relevant response

**NOT RELIABLE**

- Can be biased
- Coretta King was the wife of Martin Luther King
- Any other relevant response (2 x 2) (4)

3.5 *[Interpretation, analysis and synthesis of evidence from all sources - L3- LO1 (AS3&4), LO2 (AS1, 2, 3) LO3 (AS 1,2,3,4)]*

Candidates must focus on the following aspects:

- King was an articulate young activist
- Appealed to the majority of people because of his fiery speech
- Spoke about injustices and desegregation – appealed to the people
- Led numerous campaigns
- Selma to Montgomery march – united the people
- Gave dignity to the oppressed people of the USA
- 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 on how King shaped the destiny of the USA</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 on how King shaped the destiny of the USA</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 on how King shaped the destiny of the USA</b></li> </ul> <p>Uses evidence very effectively in an organised paragraph that shows an understanding of the topic</p>	<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)]*

#### SYNOPSIS

Candidates should explain how Martin Luther King became an inspiration and a kingpin (key player) of the Civil Rights Movement in the United States of America.

#### MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should briefly explain why the Civil Rights Movement took place and discuss Luther's role and 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 7 in this document to assess this extended writing. [75]**

- 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)]*

### SYNOPSIS

In writing the article candidates must explain why King is regarded not only as the conscience of his generation but also as the transformer of the world. They should emphasise his role in ending segregation and his contribution to the liberation of Americans which also had an impact on the world.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should focus on why King was regarded not only as the conscience of his generation but also as the transformer of the world.

### 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
  - Impact of the USA as the leading proponent of democracy and civil liberties through the efforts of King on the world
  - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

**Use the matrix on page 8 in this document to assess this extended writing. [75]**

**QUESTION 4: WHY WERE STEVE BIKO AND THE BLACK CONSCIOUSNESS MOVEMENT SIGNIFICANT IN SOUTH AFRICA'S LIBERATION STRUGGLE?**4.1.1 *[Explanation of concepts – L1 – LO2 (AS1)]*

## (a) APARTHEID

- System of racial oppression and inequality
- Any other relevant response (1 x 2) (2)

## (b) BLACK CONSCIOUSNESS

- Black consciousness was a movement, which sought to conscientise the masses (Black people) of their political, cultural and economic rights
- Forge pride and unity among oppressed
- Black people to free themselves from the chains of oppression
- Any other relevant response (any 1 x 2) (2)

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

- All people will be equal
- Country concerned about the humanity and welfare of its people
- No one race more superior than the other
- End of apartheid
- Any other relevant response (any 1 x 2) (2)

4.1.3 *[Extraction and Interpretation of evidence from Source 4A – L2 - LO1 (AS3)]*

- Positive and determined
- Lateral thinker- able to read a situation
- Could inspire and motivate people
- Excellent speaker
- Any other relevant response (any 2 x 1) (2)

4.1.4 *[Interpretation of evidence from Source 4A – L2- LO1 (AS 3)]*

- Banning order
- Imprisonment
- Restricting movement
- Any other relevant response (any 2 x 2) (4)

4.1.5 *[Extraction of evidence from Source 4A- L1- LO1 (AS 3)]*

- Financial cost of Biko's statue footed by American film icons
- British film and entertainment greats pay tributes to Biko in film and music
- Any other relevant response (any 1 x 2) (2)

4.1.6 *[Extraction of evidence from Source 4A- L1- LO1 (AS3)]*

- Biko statue
- Naming a bridge after Biko
- Ginsberg house a national monument
- United South Africa free from oppression
- Any other relevant response (any 2 x 2) (4)

4.1.7 *[Interpretation and analysis of evidence from Source 4A- L3 - LO1 (AS 3)]*

- Biko was born in KWT near East London in the Eastern Cape
- East London, major city of Eastern Cape, known internationally
- Any other relevant response (any 1 x 2) (2)

4.1.8 *[Interpretation and evaluation of evidence to determine usefulness using Source 4A L3- LO1 (AS4)]***USEFUL**

- Source commemorates 20<sup>th</sup> anniversary of Biko's death
- Address by the Nelson Mandela, President of the country in recognition of his role and contribution
- Reference is made to international recognition of Biko
- Reference is made to recognition of Biko in South Africa
- Any other relevant response (any 2 x 2) (4)

4.1.9 *[Interpretation and analysis of evidence from Source 4A- L3- LO2 (AS2); LO3 (AS2)]***JUSTIFIED**

- Appealed to masses including youth
- Encouraged Black people to throw off mantle of inferiority
- Encouraged Black people not to rely on whites for change
- Encouraged Black people to be confident to rid themselves of oppression
- Encouraged Black people to resist apartheid
- Any other relevant response

**NOT JUSTIFIED**

- Biko fought for what was rightfully in the best interests of the people
- He pointed out the wrongs of the apartheid government
- Wanted peace and goodwill in South Africa
- Any other relevant response (any 1 x 3) (3)

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

- Writings tend to focus on his death by apartheid police rather than his contribution to the liberation struggle
- Tend to ignore his inspirational leadership
- Any other relevant response (any 1 x 2) (2)

4.2.2 *[Interpretation of evidence from Source 4B – L3 – LO1 (AS3); LO2 (AS3); LO3 (AS2)]***AGREE**

- Embodiment of liberation struggle
- Inspired people at a critical time in South Africa's struggle against apartheid
- Encouraged Black people to throw off yoke of inferiority and stand up against apartheid
- Appealed to liberal whites who opposed apartheid
- Realised cosmetic change would not heal a divided nation- visionary leader for all
- Any other relevant response

**DISAGREE**

- Protagonists of apartheid did not look upon him as their leader
- People with prejudice had no time for him (any 2 x 2) (4)



4.2.3 [Interpretation and analysis of evidence from Source 4B – L3 – LO1 (AS3); LO2 (AS2); LO3 (AS3)]

- Being supporters of apartheid
- Not standing up and denying the inhumanity of apartheid
- Believing that whites were superior
- Any other relevant response (any 1 x 2) (2)

4.3 [Comparison of Sources 4A and 4B how they support each other – L3 – LO1 (AS3); LO2 (AS3)]

- Both sources highlight Biko as inspirational leader
- Both sources pay tribute to his role in instilling pride in Black people
- Both sources refer to the power and influence of BC
- Both sources refer to Biko being a dynamic leader at a crisis time in South Africa
- Both sources focus on Biko encouraging black people not to fear-but resist apartheid
- Any other relevant response (any 2 x 2) (4)

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

Candidates need to focus on the following aspects:

- Realised the youth as the mainstay of the struggle and change
- Focus on conscientising the youth
- Biko self confident and great organiser
- Encouraged Black people to take responsibility for own struggle
- Instilled pride in Black people
- Empowered Black people to determine own future
- Appealed to youth
- Encouraged Black people to eliminate both inferiority and superior complex
- 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 i.e. <b>shows no or little understanding of why Biko was a visionary leader</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 <b>shows some understanding of why Biko was a visionary leader</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 <b>that shows a thorough understanding of what made Biko a visionary leader</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)

## 4.5 EXTENDED WRITING

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

### SYNOPSIS

Candidates should discuss why Biko and the Black Consciousness movement were significant in South Africa's liberation.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should discuss Biko and Black Consciousness significance to the liberation struggle.

### ELABORATION

- Definition of Black Consciousness
  - Biko's philosophy of Black Consciousness
  - BC filled vacuum left by national organisations that were banned
  - Biko and BC appealed to youth
  - Break from Nusas –formation of SASO
  - BC : Regain confidence and end dependence on whites
  - Elimination of both inferior and superior complex
  - Black pride
  - Take responsibility for struggle
  - SASM inspired by BC
  - 1976 Soweto riots inspired by BC
  - Police reaction to BC
  - 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]**

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

### SYNOPSIS

Candidates' report should focus on whether Biko's life bears testimony to the statement. 'It is better to die for an idea that will live, than live for an idea that will die'. Candidates could either agree or disagree with the statement.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should focus on whether Biko's life bears testimony to the statement.

### ELABORATION

- The role and influence of Biko's philosophy, BCM and the role of SASM on the youth of South Africa
- Break from Nusas- end dependency on whites
- 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
  - Black pride
  - Take responsibility for own struggle
  - Regain confidence and end dependence on whites
  - Empower Black – determine own future
  - Police reaction to Biko and BC
  - Death of Biko
  - Legacy of Biko
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

**Use the matrix on page 8 in this document to assess this extended writing. [75]**

**TOTAL: 150**