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Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P1

NOVEMBER 2012

MEMORANDUM

MARKS: 150

This memorandum consists of 33 pages.

1. SOURCE-BASED QUESTIONS

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

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

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

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

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

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

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

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

2.2 Marking of extended writing

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

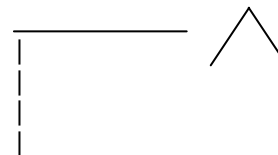
Global assessment of extended writing

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

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

Assessment procedures of extended writing

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



- Repetition **R**
- Analysis **A√**
- Interpretation **1√**

4. The matrix

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

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

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

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	18-19
P	LEVEL 5	

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

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

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

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

GRADE 12 HOLISTIC RUBRIC TO ASSESS AN ESSAY USING SOURCES AND OWN KNOWLEDGE. TOTAL MARKS: 30

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

QUESTION 1: HOW DID THE USA AND THE USSR CONTRIBUTE TO THE COLD WAR TENSION IN CUBA?

1.1

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

- Around socialist countries
- USSR borders (Turkey and Italy) (2 x 1) (2)

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

- US rejected proposals to remove American bases from foreign territory
- USSR felt threatened with US missiles that were placed near Russian satellite sites in Europe e.g. Turkey
- Defence of Cuba
- Extend sphere of influence
- Any other relevant response (any 1 x 2) (2)

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

Candidates need to state to what extent the source is BIASED or NOT BIASED. Candidates should use the following to support their viewpoint:

BIASED

- Written by the Soviet Union's foreign secretary – Andrei Gromyko
- Wanted to discredit the USA
- Ploy to expand communist ideology
- Justified the deployment of missiles to Cuba
- Does not provide USA's reasons for actions against Cuba
- Any other relevant response

NOT BIASED

- Foreign secretary is reporting on the facts
- Gave information on US military bases near Soviet satellite states
- Any other relevant response (any 1 x 3) (3)

1.1.4 *[Ascertain justification of evidence from Source 1A – L3– LO1 (AS3 and 4); LO2 (AS2)]*

Candidates need to state whether Castro was JUSTIFIED or NOT JUSTIFIED. Candidates should use the following to support their viewpoint.

JUSTIFIED

- Wanted protection from the USA's interference in Cuba
- Wanted to demonstrate to the USA that it had powerful friends like the USSR
- Wanted to protect Cuba from a US invasion or interference in its domestic policies / Cuba was militarily weak
- Any other relevant response

NOT JUSTIFIED

- It was an act of war
- Intensified the nuclear arms race/Cold War tensions
- Increased the Soviet sphere of influence in the USA and Caribbean and led to the spread of communism
- Any other relevant response (any 2 x 2) (4)

- 1.1.5 *[Interpretation of evidence from Source 1A – L2 – LO1(AS3); LO2 (AS2)]*
- USA's invasion of Cuba
 - Increased tension between the USA and the USSR (2 x 1) (2)
- 1.2
- 1.2.1 *[Interpretation of evidence from Source 1B – L2 – LO1 (AS3); LO2 (AS2)]*
- Blockade of Cuba by USA
 - Kennedy ready to confront the USSR
 - Deployment of missiles to Cuba
 - Any other relevant response (1 x 2) (2)
- 1.2.2 *[Interpretation of evidence from Source 1B – L3 – LO1(AS3); LO2 (AS2)]*
- Kennedy was ready for a war with the Soviet Union
 - Kennedy was a forceful leader
 - Kennedy was prepared to defend the USA against the Soviet Union
 - Any other relevant response (any 2 x 2) (4)
- 1.2.3 *[Interpretation of evidence from Source 1B – L2 – LO1(AS3); LO2 (AS2)]*
- Shocked – that the USSR was responsible for placing the missiles
 - Concerned/dismay/anger that the USA was threatening the USSR with war
 - Regarded it as US propaganda
 - Any other relevant response (any 2 x 2) (4)
- 1.3
- 1.3.1 *[Explanation of a concept from Source 1C – L1 – LO2 (AS1)]*
- (a) Cold War
- Ideological conflict between the USA and the USSR
 - Struggle that developed between the USSR and the USA and their respective allies
 - War waged by means of economic pressure, selective aid and propaganda
 - Any other relevant response (any 1 x 2) (2)
- (b) Quarantine
- To prevent the entry of ships into Cuba
 - To blockade the entry of USSR missiles into Cuba
 - Any other relevant response (any 1 x 2) (2)
- 1.3.2 *[Interpretation of evidence from Source 1C – L2 – LO1(AS3); LO2 (AS2)]*
- Actions (blockade) were seen as a threat of an imminent war
 - USA's actions (blockade) could be assumed as an act of war
 - Blockade of USSR's ships to Cuba was seen as an act of provocation
 - Tried to first solve the crisis diplomatically
 - Kennedy not abiding to laws regarding international waters
 - Any other relevant response (any 1 x 2) (2)

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

- Kennedy claimed that Russian authorities were not honest about the role of Cuba
- Kennedy blamed the USSR for the missile crisis in Cuba
- Reluctant to remove the blockade/quarantine
- Viewed as a declaration of war
- Any other relevant response (any 2 x 2) (4)

1.3.4 *[Interpretation of evidence from Source 1C – L3 – LO1(AS3); LO2 (AS2)]*

Candidates can select either KHRUSHCHEV or KENNEDY and support their answer with relevant evidence.

KENNEDY

- President Kennedy's actions were tantamount to war
- President Kennedy declared a quarantine
- Was only responding to the threat of Russian influence in Cuba
- Imposed a quarantine on Soviet ships
- Used unconventional methods to extend the Cold War
- Any other relevant response

KHRUSHCHEV

- President Khrushchev was responsible for the building of missile bases
- Assurances given by the Russian government proved fruitless
- Tried to use Cuba to spread communist influence in Cuba and the Caribbean
- Tried to increase Russian influence in Cuba
- Any other relevant response (any 2 x 2) (4)

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

Candidates may use the following points to answer the question:

- Crisis had a positive and negative impact on Khrushchev's political career
- Positive – improved the relationship between USA and USSR; prevented the US invasion of Cuba and nuclear war
- Negative - Khrushchev seen as weak leader; lost prestige and popularity; army lost confidence in his political leadership; Khrushchev removed from power
- Any other relevant response

Use the following rubric to allocate a mark:

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

(8)

1.5 EXTENDED WRITING

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

SYNOPSIS

Candidates need to explain how the USSR and the USA contributed to Cold War tensions in Cuba.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should focus on the reasons that led to the Cuban missile crisis.

ELABORATION

- The coming to power of Castro
 - The American reaction (blockade, calls for removal, threatened invasion of Cuba)
 - The Soviet response (disobeyed the blockade, did not admit to missiles sites in Cuba)
 - Soviet Union admits to missiles but claims it is for defensive purposes only (It will only remove missiles if America does not attack Cuba)
 - The Soviet Union asks for the removal of missiles from Turkey - America was reluctant
 - Tensions increased as an American spy plane was shot down over Cuba
 - America accepts the Soviet Union's and Khrushchev's conditions
 - The missiles were removed and sites dismantled under United Nations supervision
 - Hotline was set up between the White House and Kremlin and a Nuclear Test Ban Treaty was signed
 - Through negotiations a 'Hot War' was averted
 - USSR's prestige was damaged and Khrushchev removed from power
 - Any other relevant response
- Conclusion: Candidates need to tie up the discussion with a relevant conclusion. (30)

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

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

SYNOPSIS

In answering this question, candidates can either agree or disagree with the statement. In agreeing with the statement they should discuss how the Cuban missile crisis almost led to a full-scale nuclear war. In disagreeing with the statement candidates must substantiate their response with relevant evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

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

ELABORATION

In evaluating this statement, candidates need to indicate whether they agree or disagree. The following aspects can be used to support the line of argument. (AGREE)

- Reasons for the deployment of missiles to Cuba
- Kennedy calls for the removal of missiles, launched a blockade instead of an attack showed he was searching for a peaceful solution
- Khrushchev shows he is also willing to give peace a chance by asking America not to invade Cuba and to lift the blockade
- Khrushchev left the door open for discussions on missile crisis
- Khrushchev requested that America remove missiles from Turkey
- Kennedy did not accede to this demand publicly, but privately gave the USSR assurances that missiles will be removed
- Kennedy showed restraint when an American spy plane was shot over Cuban airspace
- Kennedy demanded the removal of missiles or the USSR will be attacked
- Khrushchev finally agrees
- Both leaders emerge from these crises as victors
- Any other relevant response

- Conclusion: Candidates should tie up their argument.

(30)

[75]

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

QUESTION 2: WHAT WERE THE POSSIBILITIES AND CONSTRAINTS OF JULIUS NYERERE'S POLICY OF AFRICAN SOCIALISM ON TANZANIA IN THE 1960s?

2.1

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

- Communal labour/working together for the benefit of the community
- To develop a prosperous and self-reliant society
- Extended family or family-hood/neighbourliness (as a foundation for African Socialism)
- Any other relevant response (any 1 x 2) (2)

2.1.2 *[Interpretation of Source 1A - L2 - LO1(AS3)]*

- Urban dwellers that benefitted from the labour of peasants
- Urban dwellers did not contribute to the development of Tanzania
- Any other relevant response (any 1 x 2) (2)

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

- Nationalised the labour union movement
- Installed a one party state/No opposition parties were allowed
- Spoke of ujamaa/African Socialism
- Opportunities for public participation disappeared (any 1 x 1) (1)

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

- Traditional African society was destroyed
- Allowed the exploitation of Tanzanian human and material resources/people became greedy/created land parasites (any 1 x 1) (1)

2.1.5 *[Interpretation of Source 2A-L2-LO1 (AS3)]*

- People working together
- People seem happy and content to work
- Any other relevant response (any 1 x 2) (2)

2.1.6 *[Analysing and interpreting of visual Source 2A – L2 – LO1 (AS4); LO2 (AS2)]*
Nyerere would have been satisfied because:

- Policy of ujamaa was realised and worked effectively
- Tanzanians were working together to sustain themselves
- Tanzanians were happy with the policy of ujamaa
- Food production increased
- Any other relevant response (any 2 x 2) (4)

2.1.7 *[Ascertain the accuracy of evidence in Source 2A-L3-LO1(AS4)]*

Candidates need to state whether the source is ACCURATE or NOT ACCURATE and support their answer with relevant evidence.

ACCURATE

- Policy of ujamaa was successfully implemented/increased food production
- 'Families' busy with agricultural production
- Tanzanians have accepted ujamaa as a mode of production
- Shows an actual communal farm
- Any other relevant response

NOT ACCURATE

- The photograph could have been posed for
- Many Tanzanians were reluctant to settle in ujamaa farms
- Photograph may have been for purpose of propaganda to show the success of ujamaa
- Does not show the failures of ujamaa
- Any other relevant response (any 2 x 2) (4)

2.1.8 *[Comparison of information in Source 2A (visual and written) to explain how they support each other L3 – LO1 (AS4); LO2 (AS3)]*

Candidates need to state how the WRITTEN SOURCE supports the VISUAL SOURCE:

- The written source outlines Nyerere's ideas of how he wanted to change the economic policy of Tanzania via the policy of ujamaa while the visual source portrays the success of this policy
- The written source focuses on how Tanzanians' benefited from ujamaa while the visual source shows an abundance in production of food
- The written source mentions familyhood which is depicted in the visual source (people working together)
- Any other relevant response (any 2 x 2) (4)

2.2

2.2.1 *[Analysing Source 2B – L2 – LO1 (AS4); LO2 (AS2)]*

- Intention of the policy was to move them from one piece of land (which they were used to), to another.
- They were moved from areas (land) where they had successfully grown crops to areas (land) where they were not successful
- The aim of ujamaa was to make Tanzania self-sufficient and prosperous but this policy led to poverty
- Self help imposed by the state
- Any other relevant response (any 1 x 3) (3)

2.2.2 *[Justification of evidence from Source 2B – L3 – LO1 (AS3 and 4)]*

Candidates need to state whether peasants were JUSTIFIED or NOT JUSTIFIED in resisting the policy of ujamaa. Candidates should use the following to support their viewpoint.

JUSTIFIED

- Peasants were forced to live and work in ujamaa villages
- Food security was compromised
- They were unwilling to desecrate the grave sites of their ancestors
- They were not prepared to give up their land and heritage for the sake of government policies
- To give up the personal security of private plots for the sake of communal ones
- Any other relevant response

NOT JUSTIFIED

- Ujamaa was the official policy of the government which peasants had to follow
- For ujamaa to be a success, peasants had to co-operate
- Could not defy government policy
- Any other relevant response (any 2 x 2) (4)

2.2.3 *[Extraction of information from Source 2B – L1 – LO1 (AS3 and 4)]*

- Tanzania became one of the poorest nations in Africa
- It accumulated a huge debt
- Dependent on foreign aid
- Over dependence on agriculture and not industry
- Any other relevant response (any 2 x 1) (2)

2.2.4 *[Evaluation of Source 2B - L2-LO 1(AS3); LO2 (AS1)]*

Viewpoint 2 supports the policy of ujamaa in the following ways:

- Primary health care for rural areas improved
- Water borne disease were eradicated
- Piped water was supplied to most Tanzanians
- Life expectancy increased
- Gap between the income levels of rural and urban dwellers was reduced
- Tanzania had one of the highest literacy rates in Africa
- Primary education was free and compulsory
- Any other relevant response (any 2 x 2) (4)

2.2.5 *[Comparison of Source 2A- L3- LO2 (AS3)]*

Candidates need to indicate how Viewpoint 1 differs from Viewpoint 2 and support their answer with relevant evidence

VIEWPOINT 1 – FAILURE

- Depicts failure
- Many Tanzanians did not support the policy of ujamaa.
- Tanzania became one of the poorest countries in Africa because of the policy of ujamaa.
- Accumulated a huge debt
- Ujamaa villages could not produce enough food to feed Tanzanians

VIEWPOINT 2 – SUCCESS

- Depicts success
- The rural areas were provided with basic education and health services
- Piped water was provided
- Life expectancy improved
- Any other relevant response

(2 x 2) (4)

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

Candidates may use the following points to answer the question:

POSITIVE

- Villagisation ensured that Tanzanians returned to traditional ways of living
- Families worked together in agriculture – ujamaa
- Gap between rich and poor reduced
- High literacy rates
- Improved health care and life expectancy increased
- Access to clean water and sanitation

NEGATIVE

- Ujamaa also led to increasing unemployment
- Poverty and destitution became endemic
- Unequal society was created
- Disease and famine affected most Tanzanians
- Lack of housing and basic amenities
- Tanzania became one of poorest countries in Africa
- Tanzania began to depend on the IMF and World Bank for financial assistance
- Any other relevant response

Use the following rubric to allocate a mark:

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

(8)

2.4 EXTENDED WRITING

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

SYNOPSIS

Candidates should discuss the possibilities and constraints of Julius Nyerere's policies on Tanzania.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should focus on the policies that Nyerere adopted after attaining independence.

ELABORATION

POSSIBILITIES

- The 1967 Arusha Declaration set out Nyerere's vision for ujamaa
- Tanzanians should return to their traditional African way of life villagisation and ujamaa
- Tanzania should build its own economy and not depend on foreign aid – avoid dependency syndrome
- Villages should farm collectively which would be to the benefit of the whole community
- Tanzanians had to become self-reliant (Agricultural production had to be increased)
- Literacy levels increased because of compulsory education for all Tanzanian children
- Peasants were educated in modern farming methods
- A Leadership Code was introduced to prohibit politicians from becoming corrupt
- Health services were improved and Tanzanians had access to piped water
- Nyerere wanted to create a socialist country by reducing the gap between rich and poor

CONSTRAINTS

- Peasants were reluctant to change their lifestyle and farming practices
- They were unsure of improvements that ujamaa villages would bring
- Fewer people were engaged in co-operative farming
- Many lacked the knowledge of modern farming methods
- Shortage of farm equipment hampered success
- Government officials also were not committed to the concept of ujamaa
- Peasants were forced to sell their crops at low prices

- Foreign capitalists and government officials autocratically set food prices
- Lead to many abandoning communal farms
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

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

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

SYNOPSIS

Candidates should assess whether Nyerere's policy of African socialism transformed Tanzania politically, socially and economically. In their assessment, they must mention if these policies were a success or not.

MAIN ASPECTS

Candidates should include the following points in their response.

- Introduction: Candidates must indicate whether they agree or disagree with the statement and then substantiate their argument with relevant evidence.

ELABORATION

Politically

- Nyerere's vision of a socialist Tanzania was set out in the Arusha Declaration [Provision for a one party state, One-party states could be democratic, Elections on regular basis etc]
- Workers had the right to participate in the decision making process
- TANU leaders were both peasants and workers
- Attempted to eliminate government corruption - Leadership Code introduced
- Tanzania was once one of the most stable countries in Africa

Socially

- Attempts to eliminate class distinction [Rural society shared wealth, gap between the rich and poor was reduced]
- 'Villagisation' was introduced - made easier for government to provide services [Villages should farm collectively; Villages overcrowded]
- Salaries of government workers should not be high
- Focus was on collective values and not on individualism
- Manual labour should be respected and encouraged
- Health and educational successes

Economically

- Tanzania should be self-reliant and economically self-sufficient
- Families worked together to produce food for their own consumption
- Food production declined drastically [Tanzania dependant on imports]
- Key companies were nationalised – production decreased
- Government took loans from the IMF and the World bank - dependency syndrome
- Economic success limited
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)
[75]

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

QUESTION 3: WHAT FORMS OF CIVIL SOCIETY PROTESTS EMERGED IN THE UNITED STATES OF AMERICA (USA) IN THE 1960s?

3.1

3.1.1 *[Extract information from Source 3A – L1 – LO1 (AS3)]*

- Wanted to join the student committee
- Wanted to be part of the demonstration
- Any other relevant response (any 2 x 1) (2)

3.1.2 *[Analysing Source 3A – L2 – LO1 (AS4); LO2 (AS2)]*

- Both were racists
- Both practised and displayed discriminatory tendencies
- Both were reluctant to embrace freedom loving Americans
- Any other relevant response (any 1 x 2) (2)

3.1.3 *[Explanation of historical concept from the visual source 3A - L1 – LO2(AS1)]*

- To keep people apart in terms of their race
- Treated people differently with regard to where they stayed, play etc.
- Any other relevant response (any 1 x 2) (2)

3.1.4 *[Analysing the messages conveyed by the photograph in Source 3A – L2 – LO1 (AS4)]*

- To highlight the practice of discrimination/harassment
- To show the lack of tolerance and respect for other human beings
- Shows the attitude of the civil rights activists
- Any other relevant response (any 2 x 2) (4)

3.1.5 *[Analysing Source 3A – L2 – LO1 (AS4); LO2 (AS2)]*

(a)

- Confrontational
- Disrespectful
- Ill-mannered
- Lacked tolerance
- Intimidatory
- Abusive/aggressive
- Any other relevant response (any 1 x 2) (2)

(b)

- Showed strong commitment and challenged segregatory laws by staying and refusing to leave
- Strong opposition to segregation
- Brave in fighting for freedom and justice
- Non-confrontational and peaceful
- Any other relevant response (any 1 x 2) (2)

3.1.6 *[Comparison of information in Source 3A (visual and written) to explain how they support each other L3 – LO1 (AS4); LO2 (AS3)]*

Both sources are similar in the following ways:

- Showed that civil rights activists were not welcomed in the restaurant
- Wanted the civil rights activists to leave the restaurant
- Showed that civil rights activists were discriminated against
- Any other relevant response (any 2 x 2) (4)

3.2

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

- Board a bus destined for the South of America
- Whites would sit at the back of the bus while blacks would sit in the front of the bus
- At rest stops, whites would go into blacks-only areas and vice versa
- Created a crisis that compelled the Federal government to enforce the law (any 2 x 1) (2)

3.2.2 *[Interpretation and evaluation of Source 3B – L3 – LO1 (AS3)]*

- Did not help when the Freedom Riders were severely beaten
- Stayed away from the incident so that the Freedom Riders could be attacked by the conservative white Americans
- Displayed a racist attitude
- Wanted Freedom Riders to be beaten up
- Any other relevant response (any 1 x 3) (3)

3.2.3 *[Interpretation of Source 3B – L3 – LO1 (AS3)]*

They could have displayed feelings of:

- Anger
- Disgust
- Unhappiness
- Intimidate
- Scared
- More effort protesting
- Committed in their struggle for desegregation
- Any other relevant response (any 1 x 2) (2)

3.2.4 *[Comparison of information in Source 3B (visual and written) to explain how they support each other L2 – LO1 (AS4); LO2 (AS3)]*

- The visual source confirms the Freedom Riders' views that they would encounter resistance (violence)
- The visual source shows the burning bus in Anniston as explained in the written source
- Any other relevant response (any 2 x 2) (4)

3.2.5 *[Ascertain reliability of information from Source 3B – L3 –LO1 (AS3&4); LO2 (AS2&3); LO3 (AS2)]*

The visual source is reliable because:

- Photographer depicts the violence by conservative Americans
- The photographer was present at the scene
- It depicts the actual events - the burning bus near Anniston, Alabama
- The photograph can be collaborated with other sources
- Any other relevant response (any 2 x 2) (4)

3.3 *[Interpretation of Source 3C – L2 – LO1 (AS3)]*

- Civil Right Movement was successful because it shows African Americans being served at a previously segregated counter that was reserved for whites
- The source depicts no violence being used against the African Americans in a restaurant formerly reserved for Whites
- Shows change – desegregation
- Any other relevant response (any 2 x 2) (4)

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

Candidates may use the following points to answer the question:

- The angry conservative whites tried to stop the Freedom Riders in their attempt to desegregate public transport
- Violence used against the Freedom Riders
- White conservative police force and the FBI colluding with White mob
- The burning of buses used by the Freedom Riders
- The Civil rights activists were intimidated, arrested and jailed
- Some Civil Rights activists were murdered e.g. the three who were part of the 'Freedom Summer' in 1964
- Any other relevant response

Use the following rubric to allocate a mark:

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

(8)

3.5 EXTENDED WRITING

3.5.1 [*Synthesise information to construct a given line of argument using evidence from the sources and own knowledge to support the argument – L1- L3 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)*]

SYNOPSIS

Candidates are expected to discuss the various forms of protests civil rights activists used in the 1960s to end racial discrimination and segregation in the USA.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate how various forms of protests were undertaken in order to force the US government to end racial discrimination and segregation.

ELABORATION

- Brief background to Martin Luther King Jnr. and the reasons for the Civil Rights Movement
 - Civil rights activists embarked on protests to challenge segregation and discriminatory laws in the USA
 - They followed non-violent and peaceful tactics (based on Gandhi's Satyagraha)
 - Sit-ins in parks, libraries, restaurants etc e.g. at Greensboro, at Woolworth's restaurant in North Carolina in 1960.
 - More sit-ins followed and that led to integrated parks, pools, theatres, libraries, schools, beaches, etc,
 - Freedom Rides took place in Washington DC - New Orleans in May 1961
 - It challenged segregation in public transport
 - Riots broke out in Mississippi in 1962 because of the admission of James Meredith in an all-white Mississippi University (President Kennedy sent troops to restore order)
 - Demonstrations e.g. against racial discrimination in housing and education - Maryland in March 1963
 - Other protests included, Birmingham and Alabama protests (1963) and brutal reaction by Eugene 'Bull' Connor (Commissioner of Public safety) to protests
 - The march to the Lincoln memorial 1963 – famous for Martin Luther's 'I have a Dream speech'
 - Freedom Summer 1964 in Mississippi intensified massive African American voter registration
 - Passing of Civil Rights Act of 1964
 - March to Montgomery -1965 for voting rights resulting in a 'Bloody Sunday' - Passing of the Voting Rights Act
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)

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

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

SYNOPSIS

Candidates need to indicate whether they agree with J Patterson's assertion that civil rights activists were 'fools that deserved to be beaten and killed'.

MAIN ASPECTS

Candidates should include the following aspects in their response:

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

ELABORATION

DISAGREE:

- Civil rights activists stood up for their rights – they were not 'fools that deserved to be beaten and killed'
- They adopted several non-violent strategies to ensure freedom and equality among African Americans
- Non-violent and peaceful tactics as espoused by Gandhi
- Civil rights activists embarked on protests to challenge segregation and discriminatory laws, e.g. in Birmingham and Alabama
- Sit-ins at libraries e.g. the Tougaloo Nine in Jackson, Mississippi 1961; restaurants in Greensboro, at Woolworth's restaurant in North Carolina 1960. More sit-ins followed and that led to having integration in parks, pools, theatres, libraries, schools, beaches etc,
- Freedom Rides throughout the USA, for example from Washington DC to New Orleans in Louisiana May 1961 – challenged segregation in public transport
- Riots in Mississippi in 1962 for the admission of James Meredith in an all white University in Mississippi.
- Demonstrations e.g. against racial discrimination in housing and education in Maryland in March 1963
- The fight for civil rights culminated in the march to the Lincoln memorial in August 1963 – Martin Luther King delivered his famous 'I have a dream' speech
- In 1964 the US government passed the Civil Rights Act
- March to Montgomery (March 1965) for voting rights) resulting in a 'Bloody Sunday'. Led to the passing of the Voting Rights Act
- Any other relevant response

(30)
[75]

If candidates agree with the statement they need to substantiate their argument with relevant evidence.

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

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

4.1

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

- Black Consciousness (any 1 x 1) (1)

4.1.2 *[Explanation of historical concepts from Source 4A – L1 – LO2(AS1)]*

- Black people should be proud of themselves
- Black people should do things on their own without the help of white people
- Aimed to conscientise mainly black South Africans about their political, economic and cultural rights
- Any other relevant response (any 1 x 2) (2)

4.1.3 *[Interpretation of information from Source 4A – L2 – LO1 (AS3)]*

- It did not fight for the rights of black South Africans
- It was a white-dominated organisation
- Black students were not satisfied with separate accommodation facilities for white and black students
- White South Africans were not able to fight for the cause of black South Africans
- It was not radical enough
- Any other relevant response (any 1 x 2) (2)

4.1.4 *[Extraction of evidence from Source 4A – L1 – LO1 (AS3)]*

- SASM
- BPC
- SASO (2 x 1) (2)

4.1.5 *[Interpretation of Source 4A – L2 – LO1 (AS3)]*

- They became aware about the philosophy of Black Consciousness
- They stood up for their rights and demanded equal education
- Black Consciousness conscientised them to target inferior education
- Defied the imposition of Bantu Education by boycotting exams on the *Swart Pelgrim*
- It influenced them to be self-reliant
- Any other relevant response (any 2 x 2) (4)

4.2

4.2.1 *[Analysis, Interpretation and Evaluation of Source 4B – L3 – LO1 (AS3)]*

- The torch represent the success of Afrikaner culture in terms of language
- Students in Soweto rejected being taught in Afrikaans
- Refers to the Soweto uprising against the use of Afrikaans
- The crossing out of the word 'skool' symbolises the rejection of formal schooling
- Any other relevant response (any 2 x 2) (4)

4.2.2 *[Analysing of evidence from Source 4B – L2 – LO1 (AS4); LO2 (AS2)]*

- The flame/torch symbolises the celebration of Afrikaans in 1975
- The flame/torch symbolises the uprising that occurred in Soweto against the issue of Afrikaans and inferior education
- The flame/torch symbolises the burning of schools, buildings, cars, etc.
- The flame/torch symbolises the anger that the students felt about Bantu Education and the apartheid government
- The flame/torch symbolises the rejection of Bantu Education and the imposition of the Afrikaans as a language on black South African students
- Any other relevant response (any 2 x 2) (4)

4.3 *[Comparison of Sources 2A and 2B to explain how they support each other L3 – LO1 (AS4); LO2 (AS3)]*

Candidates should refer to both Sources 4A and 4B in their response.

- Source 4A refers to the burning of books and Source 4B shows the smoke/flame
- Source 4A refers to the boycotting of the Afrikaans exam and Source 4B symbolises the rejection of Afrikaans as a language
- Sources 4A and 4B highlight the need to resist Afrikaans as a language of instruction and the rejection of Bantu Education
- Any other relevant response (any 2 x 2) (4)

4.4

4.4.1 *[Justification of evidence from Source 4C – L3 – LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2 and 3)]*

Candidates need to state whether Kleingeld's testimony to use violence against the unarmed students were JUSTIFIED or NOT JUSTIFIED. Candidates should use the following to support their viewpoint.

JUSTIFIED because:

- Students were throwing stones
- Students were aggressive
- Students endangered the lives of policemen
- Policemen had to protect the property of the government
- Students were violent and displayed unpatriotic tendencies
- Any other relevant response

NOT JUSTIFIED because:

- It was a violation of their human rights
- Students were justified in protesting against the forced use of Afrikaans as language across the curriculum
- They were only school students
- It is unethical to use live ammunition on unarmed children
- Any other relevant response (any 2 x 2) (4)

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

- Students marched to protest peacefully against the use of Afrikaans across the curriculum and to reject Bantu Education
- Police used teargas to disperse students
- Students in Soweto responded by throwing stones at the police
- Police opened fire without warning on unarmed students and the first casualty was Hector Pieteron
- Any other relevant response (any 1 x 2) (2)

4.4.3 *[Comparison of two views in Source 2C to explain the usefulness thereof L3 – LO1 (AS4); LO2 (AS3)]*

Candidates should refer to both KLEINGELD'S TESTIMONY and JON-JON MKHONZA'S ACCOUNT and support their answer with relevant evidence.

KLEINGELD'S TESTIMONY

- Kleingeld was a respected policeman
- Kleingeld was trying to maintain law and order
- Kleingeld was an eyewitness
- Any other relevant response

JON-JON MKHONZA'S ACCOUNT

- Mkhonza was an eyewitness
- He was a victim of the policy of apartheid
- Singing of 'Morena Boloka' shows the peacefulness of the march
- Any other relevant response (any 2 x 2) (4)

4.5

4.5.1 *[Interpretation of evidence from Source 4D – L2 – LO1 (AS3)]*

- Introduction of Afrikaans as medium of teaching and learning
- The policy of Bantu Education
- The philosophy of Black Consciousness
- Any other relevant response (any 1 x 2) (2)

4.5.2 *[Interpretation of Source 4D – L2 – LO1 (AS3)]*

- Scared that the government had lost control of the country
- Scared of all the violence and killing
- Future seemed uncertain
- Black South Africans resisted the policy of apartheid by resorting to the use of violence
- Any other relevant response (any 1 x 2) (2)

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

Candidates may use the following points to answer the question:

- Black South African students were forced to learn Afrikaans
- The state prescribed books like *Swart Pelgrim*
- The state intimidated anti-apartheid activists by using violence, teargas, bullets, dogs and batons
- Anti-apartheid activists were tortured, detained and killed
- Steve Biko and other activists were arrested, tortured and killed
- The apartheid government banned political organisations
- Homeland leaders were co-opted to perpetuate the policy of apartheid
- Any other relevant response

Use the following rubric to allocate a mark:

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

(8)

4.7 EXTENDED WRITING

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

SYNOPSIS

Candidates should explain how the philosophy of Black Consciousness influenced the Soweto Uprising of 1976.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should explain the philosophy of Black Consciousness and show how black South African students were inspired to fight for their freedom.

ELABORATION

- Reasons for Black Consciousness and the role of Steve Biko
- Steve Biko became active in the activities of NUSAS
- Biko was convinced that black students needed their own organisation in which they could speak for themselves instead of relying on whites to help their cause
- Biko outlined plans for the South African Students Organization (SASO)
- SASO became a successful organisation in 1968
- The concept of Black Consciousness had special appeal to the youth because it inspired them to fight against white domination
- Poor quality of Bantu Education, e.g. unequal government expenditure, poor quality of school buildings, shortage of classrooms and overcrowding in classrooms
- SASO began influencing high school students
- The South African Student's Movement (SASM) was set up by young activists
- Learners were exposed to the ideas of Black Consciousness and became mobilised to fight for their rights
- In 1975 the Minister of Education introduced a policy that made Afrikaans compulsory as a medium of teaching and learning
- Black youth were conscientised by the philosophy of Black Consciousness (black dignity and self esteem/ poor living conditions, rising unemployment among parents and grinding poverty also made youth militant)
- The issue of Afrikaans became the final spark that led to the Soweto uprising
- On 16 June 1976 students mobilised against the apartheid government
- An important turning point against the apartheid government was reached
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)

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

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

SYNOPSIS

Candidates need to analyse the statement and elaborate on the actions of the impatient, radical, militant, brave and proud youth. Candidates can either agree or disagree with the statement. In disagreeing with the statement they must substantiate their response with relevant evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should assess the statement and indicate how they intend supporting their argument.

ELABORATION

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

- Brief background – reasons for Black Consciousness
 - Influence of Black Consciousness on students
 - Students dissatisfied with inactivity of the older generation
 - Black South African students became more militant
 - Students embarked on the boycott of exams and classes
 - SASO began to influence high school students
 - The South African Student's Movement (SASM) was established to mobilize students
 - The issue of Afrikaans became the final spark which led to nationwide protests
 - Students fought for their rights and mobilised themselves effectively
 - On 16 June 1976 thousands of students marched through the streets of Soweto protesting against Bantu Education
 - The armed police and soldiers confronted the unarmed students
 - This confrontation led to an outbreak of violence – the first victim was Hector Pieterse
 - This marked a turning point in South Africa's history
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)
[75]

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

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

TOTAL: 150