



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2010

**HISTORY – FIRST PAPER
MEMORANDUM**

MARKS: 150

TIME: 3 hours

This memorandum consists of 26 pages.

SOURCE-BASED QUESTIONS

- 1.1 The following Learning Outcomes and Assessment Standards were used to assess candidates in this question paper:

LEARNING OUTCOMES	ASSESSMENT STANDARDS The ability of the learner to:
Learning Outcome 1 (Historical enquiry)	1. Formulate questions to analyse concepts for investigation within the context of what is being studied. (Not for examination purposes.) 2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purposes.) 3. Interpret and evaluate information and data from sources. 4. Engage with sources of information evaluating the usefulness of the sources for the task, including stereotypes, subjectivity and gaps in the evidence available to the learners.
Learning Outcome 2 (Historical concepts)	1. Analyse historical concepts as social constructs. 2. Examine and explain the dynamics of changing power relations within the societies studied. 3. Compare and contrast interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events.
Learning Outcome 3 (Knowledge construction and communication)	1. Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data. 2. Synthesise information to construct an original argument using evidence to support the argument. 3. Sustain and defend a coherent and balanced argument with evidence provided and independently accessed. 4. Communicate knowledge and understanding in a variety of ways including discussion (written and oral), debate, creating a piece of historical writing using a variety of genres, research assignments, graphics, oral presentation.

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

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

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

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

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

LEVELS OF QUESTIONS
Level 1 <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.
Level 2 <ul style="list-style-type: none">• Synthesise information to construct an original argument using evidence to support the argument.• Sustain and defend a coherent and balanced argument with evidence.• Write clearly and coherently in constructing the argument.

2.2 Marking of extended writing

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

Global assessment of extended writing


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


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


Assessment procedures of extended writing

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

- introduction, main aspects and conclusion not properly contextualised
 - wrong statement
 - irrelevant statement
 - repetition
 - analysis
 - interpretation







R

A✓

I✓

4.1 The matrix

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

In the marking of extended writing with reference to page 6 the given criteria shown in the matrix should be used. In assessing the extended writing note should be taken of both the content and presentation.

At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

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

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	} 18 – 19
P	LEVEL 5	

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

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

C & P	LEVEL 5	18 – 20
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GRADE 12 HOLISTIC RUBRIC TO ASSESS EXTENDED WRITING (SUCH AS AN ESSAY USING SOURCES, REPORT, NEWSPAPER ARTICLE, ETC.)

LEVEL	If the candidate has demonstrated all or most of the skills listed in a particular level, she/he will be awarded a mark relevant to the category.
7 Outstanding 80 – 100% 24 – 30	Consistently focuses on topic – demonstrates a logical and coherent progress towards a conclusion Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Groups sources(not essential but should not merely list sources) Demonstrates a setting of sources in background understanding If appropriate, deals fully with counter-argument Refers appropriately to relevancy, bias, accuracy, limitation of sources Expresses him/herself clearly Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
6 Meritorious 70 – 79% 21 – 23	Makes a good effort to focus consistently on the topic but, at times, argument loses some focus Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Perhaps, lacking some depth of overall focuses, or does not make reference to one or more relevant source. If appropriate, makes an attempt to consider counter-argument Rather superficial or no attempt to refer to relevancy, bias, accuracy, limitation of sources Expression good Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
5 Substantial 60 – 69% 18 – 20	Makes an effort to focus on the topic but argument has lapses in focus Comprehends most of the sources Uses most of the sources Selects relevant sources Good use of relevant evidence from the sources Good attempt to consider counter-argument Good attempt to refer to relevancy, bias, accuracy, limitation of source Expression good but with lapses Does not make an altogether convincing attempt to take a stand (i.e. limitations in reaching an independent conclusion)
4 Moderate 50 – 59% 15 – 17	Makes an effort to focus on the topic but argument has many lapses in focus Adequate comprehension of most of the sources Adequate use of relevant evidence from the sources Adequate attempt to consider counter-argument Adequate attempt to refer to relevancy, bias, accuracy, limitation of sources Expression adequate Makes an attempt to take a stand but there are serious inconsistencies with making links with the rest of the essay Essay might have a tendency to list sources and “tag” on focus
3 Adequate 40 – 49% 12 – 14	Poor attempt to focus on the topic Little comprehension of the sources Struggles to select relevant information from the sources No quotes – or generally irrelevant Makes no effort to consider counter-argument – or exceptionally weak attempt Easily characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression poor Makes a very poor attempt to take a stand (i.e. battles to reach an independent conclusion)
2 Elementary 30 – 39% 09 – 11	Uses only one or two sources Unable to identify relevant sources No quotes – or generally irrelevant Makes no effort to consider counter-argument Essay characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression very poor Makes a very poor attempt to take a stand – if at all
1 Not Achieved 0 – 29% 0 – 8	No attempt to focus on the topic Uses no sources Completely irrelevant Answer extremely poor Sources copied without relevance

Grade 12 extended writing matrix

PRESENTATION	LEVEL 7 Very well planned and structured. Good synthesis of information. Constructed an argument. Very good use of evidence to support the argument.	LEVEL 6 Well planned and structured. Synthesis of information. Constructed an argument. Evidence used to support the argument.	LEVEL 5 Writing structured. Constructed an argument. Evidence used to support argument.	LEVEL 4 Clear attempt to construct an argument. Evidence used to a large extent to support the argument.	LEVEL 3 Some attempt to organise the information into an argument. Evidence not well used in supporting the argument.	LEVEL 2 Largely descriptive/ with little some attempt to develop an argument.	LEVEL 1 Answer not at all well structured.
CONTENT							
<i>LEVEL 7</i> Question has been fully answered. Content selection fully relevant to line of argument.	27-30	24-26					
<i>LEVEL 6</i> Question has been answered. Content selection relevant to a line of argument.	24-26	23	21-22				
<i>LEVEL 5</i> Question answered to a great extent. Content adequately covered and relevant.		21-22	20	18-19			
<i>LEVEL 4</i> Question recognisable in answer. Some omissions/ irrelevant content selection.			18-19	17	15-16		
<i>LEVEL 3</i> Content selection does not always relate. Omissions in coverage.				15-16	14	12-13	
<i>LEVEL 2</i> Sparse content. Question inadequately addressed.					12-13	11	9-10
<i>LEVEL 1</i> Question not answered. Inadequate content. Significant irrelevance.						9-10	0-8

QUESTION 1: WHY AND HOW DID AMERICA BECOME INVOLVED IN THE VIETNAM WAR?

- 1.1 1.1.1 [Extraction and interpretation from source 1A–L2–LO1(AS3)]
- To stop Russian influence/expansion/spread of communism in South Vietnam. (1 x 2) (2)
- 1.1.2 [Interpretation of evidence from source 1A–L3–LO1(AS3); LO2(AS2)]
- Kennedy and Johnson feared that if one country fell to communism then it was possible that all others might follow
 - Feared that the whole world would be communist (1 x 3) (3)
- 1.1.3 [Interpretation and evaluation of evidence from source 1A–L2–LO1(AS3); LO2(AS2)]
- The Greek Civil War – Greece was assisted by communist countries
 - Feared the growth and extension of communism as a force (2 x 2) (4)
- 1.1.4 [Explanation of concept–L1–LO2(AS2)]
- This was the theory or idea that if one country was taken over by communist then the nearest country to it would be next, and that other bordering countries would then follow. (1 x 2) (2)
- 1.1.5 [Comparison of the visual source with the written source to show how they complement each other–L3–LO2(AS3)]
- In the visual source communism is attacking South Vietnam and thereafter other states will follow
 - In the written source mention is made of South Vietnam falling into communist hands
 - The visual source shows the Domino Theory in practice, while in the written source Kennedy and Johnson mention the Domino Theory. (2 x 2) (4)
- 1.2 1.2.1 Extraction of evidence from source 1B–L1–LO1(AS3)]
- It was worried about the populations of Laos and Cambodia coming under Communism
 - It would have made Thailand, Burma and Malaya and South Asia more vulnerable to communism
 - It was also worried about losing the resources of tin, rubber and rice. (any 2 x 2) (4)

- 1.2.2 [Interpretation and evaluation of evidence to reach a conclusion from source 1B–L3–LO1(AS3); LO2(AS2); LO3(AS2)]

Candidates can state either justified or not justified and support their answer with valid substantiation

Justified

- According to the Truman Doctrine, it was necessary to aid the French in their fight against the communist in Vietnam
- It was necessary to fight communism in South East Asia
- Kennedy believed in the theory and indicated that if Vietnam fell, Indonesia would too and the USA would have to fight to save the Philippines
- Any other relevant response

Not Justified

- USA more interest in tin, rubber and rice
- Any country had the right to decide its own economic and political policy without interference from outside
- America more interest in stopping communism then helping the people
- Any other relevant response (2 x 2) (4)

- 1.2.3 [Interpretation of evidence from source 1B–L3–LO1(AS3),LO2(AS2)]

- Communist expansion
- Gaining resources
- Gaining territory
- Any other relevant response (2 x 2) (4)

- 1.3 1.3.1 [Interpretation of evidence from source 1C–L2–LO1(AS3)]

- He says that Vietnam becoming communist is part of China's Plan to increase communist control throughout South-East Asia (1 x 2) (2)

- 1.3.2 [Interpretation and analysis of information from source 1C–L2–LO2(AS2); LO3(AS2)]

- South Vietnam was a member of the free world
- South East Asia has great significance in the forward defence of the USA
- For China, Hanoi's victory would be a first step towards Chinese dominance of the two Vietnams
- America would do everything in her power to stop Chinese influence in South East Asia
- Any other relevant response (2 x 2) (4)

- 1.4 1.4.1 [Explanation of concept–L1–LO2(AS2)]
- “Vietnamisation” was the US policy which include spending more money arming and training the South Vietnamese and gradually withdrawing US ground troops and letting South Vietnamese do their own fighting. (1 x 2) (2)
- 1.4.2 [Interpretation and analysis of information from source 1D–L2–LO2(AS2); LO3(AS2)]
- That the policy of Vietnamisation was not a success
 - That America had to continuously support South Vietnam
 - That the South Vietnamese army was weak
 - Any other relevant response (2 x 2) (4)
- 1.5 [Interpretation, analysis and synthesis of evidence from all sources– L3–LO1(AS3 and 4); LO2(AS1,2 and 3); LO3(AS1,2,3 and 4)]

Candidates should include the following points to answer the question:

- The Domino Theory
- To stop the spread of communism
- To prevent South East Asia becoming under Chinese control
- Economic reasons
- To stop people coming under communist influence
- To protect the free world
- To prepare South Vietnam doing their own fighting
- Any other response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> ▪ Uses evidence in an elementary manner, e.g. Makes no or little reference to why America became involved in Vietnam. ▪ Uses evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> ▪ Evidence is mostly relevant and relates to a great extent to the topic, e.g. Makes reference to America’s involvement in Vietnam ▪ Uses evidence in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> ▪ Uses relevant evidence, e.g. Demonstrates a thorough understanding of America’s involvement in Vietnam ▪ Evidence relates well to the topic ▪ Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

(6)

1.6 EXTENDED WRITING

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

SYNOPSIS

Candidates need to explain why America became involved in the Vietnam war

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should focus on Chinese influence in Vietnam which forced America to become involved as to stop the spreading of communism throughout the whole of Vietnam.

ELABORATION

- They want to contain the spread of communism
- America sent aid, equipment and military advisors to aid the South Vietnamese
- Locals in South Vietnam were turning to support the Vietcong
- In 1963 Kennedy was assassinated
- By 1963 the Vietcong managed to take over 40% of the rural areas in South Vietnam and seemed to have the upper hand
- In 1956 President Johnson directed US involvement in Vietnam
- In 1968 the Vietcong launched a surprise guerrilla attack on major South Vietnamese towns and American bases - "Tet Offensive"
- In 1968 Richard Nixon was elected President of the US
- Adopted a policy of "Vietnamisation"
- Significance Of the Vietnam War in terms of the Cold War
- Any other relevant point

CONCLUSION:

Candidates need to tie up the discussion by showing why and how America became involved in the Vietnam War.

Use the analytical matrix to assess this extended writing

(30)

- 1.6.2 [Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument– L2–LO1(AS2 and 4); LO2(AS1,2 and 3); LO3(AS1,2,3 and 4)]

SYNOPSIS

Candidates should explain how American feared that the Vietnam War would create a Domino Effect and communism would spread

MAIN ASPECTS

- Introduction: Candidates should explain how tension between the USSR and the USA increased during the 1960s and how Vietnam became the playing field in the Cold War between USA and USSR.

ELABORATION

The following points should be included to explain America's involvement in the struggle between South- and North Vietnam:

- 1965 – Geneva Conference
- South Vietnam ruled by the unpopular Ngo Dinh Diem
- The Vietcong took advantage of the problems in the South but actually became popular in the rural areas.
- America want to contain the spread of communism
- America send aid, equipment and military advisors to aid the South Vietnamese
- Locals in South Vietnam were turning to support the Vietcong
- In 1963 Kennedy was assassinated
- By 1963 the Vietcong managed to take over 40% of the rural areas in South Vietnam and seemed to have the upper hand
- In 1956 President Johnson directed US involvement in Vietnam
- In 1968 the Vietcong launched a surprise guerrilla attack on major South Vietnamese towns and American bases – “Tet Offensive”.
- In 1968 Richard Nixon was elected President of the US
- Adopted a policy of “Vietnamisation.”
- Significance of the Vietnam War in terms of the Cold War
- Any other relevant point

CONCLUSION:

Candidates should tie up their argument with a relevant conclusion

(30)

Use the holistic rubric to assess this extended writing

[75]

QUESTION 2: WHAT SOCIO-POLITICAL AND ECONOMIC STRUCTURES DID KENYA ESTABLISH AFTER INDEPENDENCE?

- 2.1 2.1.1 [Extraction of evidence from source 2A–L1–LO1(AS3)]
 • Capitalism (1 x 2) (2)
- 2.1.2 [Explanation of historical concepts from source 2A–L1–LO2(AS1)]
 (a) Economic system of private ownership/profit motive/open market system
 (b) Let's going or self-help (2 x 2) (4)
- 2.1.3 [Extraction of evidence from source 2A–L1–LO1(AS3)]
 • Build own schools
 • Build own clinics
 • Build other facilities (any 2 x 1) (2)
- 2.1.4 [Interpretation and analysis of evidence from source 2A–L2–LO1(AS3); LO2(AS2)]
 • Economic policy was a compromise between capitalism and socialism
 • Kenya's economic policy based on capitalism
 • Harambee based on socialism
 • Any other relevant response (2 x 2) (4)
- 2.2 2.2.1 [Interpretation and explanation of source 2B–L2–LO1(AS3 and 4)]
 • Some people enriched themselves illegally
 • Civil servants engaged in corruption
 • Any other response (2 x 2) (4)
- 2.2.2 [Extraction of evidence from source 2B–L1–LO1(AS3)]
 • Ignorance
 • Sickness
 • Poverty (3 x 1) (3)
- 2.2.3 [Extraction of evidence from source 2B–L1–LO1(AS3)]
 • It paid for the scholarship of poor students (1 x 2) (2)
- 2.2.4 [Evaluation and interpretation of evidence from source 2B–L3–LO1(AS3); LO2(AS2); LO3(AS3)]
- Useful**
- Letter written by a scholar of high esteem
 - It explained how harambees help rural communities
 - How it help poor students
 - It dealt with corruption of officials and civil servants
 - Any other response (any 2 x 2) (4)

- 2.3 2.3.1 [Interpretation and evaluation of evidence to reach a conclusion from source 2C–L3–LO1(AS3); LO2(AS2); LO3(AS2)]
- Corruption and mismanagement in Kenya
 - A small group benefited, rest of population poor
 - Kenya a poor country, some people became rich
 - Any other response (any 2 x 2) (4)
- 2.3.2 [Interpretation and analysis of evidence from source 2C–L3–LO2(AS2); LO3(AS2)]
- He was objective
 - Most African countries guilty of corruption and nepotism
 - Any other relevant response (any 1 x 2) (2)
- 2.3.3 Interpretation and evaluation of evidence to reach a conclusion from source 2C–L3–LO1(AS3); LO2(AS2); LO3(AS2)]
- People in government position enriched themselves
 - Majority of Kenyans still poor
 - Any other relevant response (2 x 2) (4)
- 2.2.4 [Comparing sources 2C and 2B–L3–LO2(AS3); LO3(AS2)]
- Both sources dealt with the enrichment of certain individuals
 - Both sources dealt with corruption and mismanagement
 - Any other response (2 x 2) (4)
- 2.4 [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 should include the following in their response:

- It bind people together
- It encouraged communities to help themselves
- They build their own schools, clinics
- It assisted poor students
- It encouraged people to work hard
- Any other response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> ▪ Uses evidence in an elementary manner, e.g. Makes no or little reference to harambees. ▪ Uses evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> ▪ Evidence is mostly relevant and relates to a great extent to the topic, e.g. Makes reference to significance of harambees. ▪ Uses evidence in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> ▪ Uses relevant evidence, e.g. Demonstrates a thorough understanding harambees. ▪ Evidence relates well to the topic. ▪ Uses evidence very effectively in an organized paragraph that shows an understanding of the topic 	Marks: 5 – 6

(6)

2.5 EXTENDED WRITING

- 2.5.1 [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 should discuss the success and constraints of Kenya's economic policy after independence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should discuss the successes and challenges of the economic policy of Kenya after independence.

ELABORATION:

Achievements:

- The country showed sustained economic growth in the first decade after independence
- There was less reliance on the export colonial cash crop, coffee, as more agricultural enterprises were started and new crops introduced.
- Thousands of Kenyan farmers bought and farmed land previously owned by whites.
- Foreign investment stimulated industrial growth.
- Africans became owners, entrepreneurs and managers of their own businesses.
- Services improved in all areas(health, education and infrastructure)
- Kenya had less debt than many other African countries.

Constraints: (Challenges)

- The gap between rich and poor grew quickly.
- The elite benefited from the new policies while the poor did not.
- Rural poverty grew and many poor rural slums grew due to a lack of available land.
- Rampant corruption became the hallmark of Kenyan government and business dealings.
- The world economic crisis of the 1970s affected Kenya badly, as the country was reliant on world markets.

CONCLUSION:

Candidates should tie up their argument with a relevant conclusion.

(30)

Use the analytical matrix to assess this extended writing

- 2.5.2 [Synthesis information to construct an original argument using evidence from the sources and own knowledge to support the argument–L2–LO1(AS3 and 4); LO2(AS2 and 3); LO3(AS1,2,3 and 4)]

SYNOPSIS

Candidates should explain the impact of Kenya's economic policy on the people of Kenya.

MAIN ASPECTS

Candidates should include the following points in their response

Introduction: Candidates should deal with the impact of Kenya's policy on the lives of Kenyan people.

ELABORATION

- Large farms of white settlers were not divided up after independence
- Many of the country's black elite acquired a stake in economic growth
- Well connected Kenyans shared in the countries business, industrial and agricultural sectors.
- While Kenya was a typical capitalist country in its encouragement of outside investment and private ownership, one aspect of Kenyan life had similarities to Nyerere's policy of Ujamaa and this was harambee – a Swahili word meaning let's get going or self-help.
- It reflected the fact that the Kenyan government did not regard itself as being in a position to meet all its social responsibilities.
- The rural population in particular was urged to practice harambee.
- It involved local communities providing their own schools, clinics and other facilities with government help.
- The Kanu regime tarnished the noble spirit of harambee.
- Instead of pulling together for the sake of the disadvantaged in society, they enriched themselves illegally, contributing only some of the loot to the harambees.
- The huge amounts raised were rarely accounted for.
- However, harambee was at the heart of the Kenyan people.
- In the early 1960s, harambees assisted people to better their lives.
- Fees were raised through self-help.
- Some students could not take up their scholarships because they could not raise the fare. Harambees bailed them out.
- Institutes of advanced science and technology were built through harambees.
- Many harambee schools were built by peasants.
- Any other relevant response.

CONCLUSION:

Candidates should tie up their argument with a relevant conclusion.

Use the holistic rubric to assess this extended writing

(30)

[75]

QUESTION 3: WHAT FORMS OF CIVIL RIGHTS PROTESTS OCCURRED IN THE UNITED STATES OF AMERICA (USA) DURING THE 1960s?

- 3.1 3.1.1 [Extraction of evidence from source 3A–L1–LO1(AS3)]
- The right to use public facilities/fair treatment
 - The right to own a decent house
 - The right to vote (3 x 1) (3)
- 3.1.2 [Explanation of concepts–L1–LO2(AS1)]
- (a) Civil rights are rights that all citizens of a society should have, for example the right to vote or to receive fair treatment under the laws of the country
- (b) Civil protest occurs when citizens take action against government policies because they are unfair or unjust. (2 x 2) (4)
- 3.1.3 [Interpretation and explanation of evidence from source 3A–L2–LO2(AS2)]
- He referred to the Civil Rights protest in America
 - That African Americans will be free one day
 - That African Americans will enjoy civil rights as well as human rights
 - Any other response (any 2 x 2) (4)
- 3.1.4 [Interpretation of evidence from source 3A–L2–LO1(AS1); LO2(AS2); LO3(AS2)]
- Inspired by the vision that people can overcome differences
 - Inspired by the injustices black people endured in the USA
 - Inspired by the knowledge that the sufferings by their slave parents can sustain their fight for equal rights
 - Inspired by the scripture that reconciliation was still possible
 - Any other response (2 x 2) (4)
- 3.1.5 [Explanation of evidence from source 3A–L2–LO1(AS2); LO2(AS2)]
- Competency of people must be judge according to merit, not to be judged by the colour of the skin. (1 x 2) (2)
- 3.2 3.2.1 [Interpretation and explanation of evidence from source 3B–L3 LO1(AS3 and 4)]
- They wanted to draw attention to the segregation policy on public transport so that this discrimination would be abolished
 - They wanted freedom for all Americans
 - Any other relevant response (2 x 2) (4)
- 3.2.2 [Interpretation of evidence based on prior knowledge–L1–LO1(AS3)]
- Montgomery bus-boycott (1 x 2) (2)

- 3.2.3 [Explanation and interpretation of evidence from source 3B–L2–LO2(AS2)]
- They assaulted the Freedom Riders
 - They burned the busses
 - Any other response (2 x 1) (2)
- 3.3 3.3.1 [Extraction of evidence from source 3C–L1–LO1(AS3)]
- The aim was to register African Americans to vote (1 x 2) (2)
- 3.3.2 [Explanation and interpretation of evidence from source 3C–L3–LO3(AS2)]
- In order to register, voters had to pass a literacy test
 - The students taught the black voters how to answer the questions on the literacy test
 - They helped to register
 - Any other relevant response (any 2 x 2) (4)
- 3.3.3 [Explanation and interpretation of evidence from source 3C–L3–LO3(AS2)]
- White men burned down homes and schools of African Americans
 - African Americans were beaten and shot
 - African Americans were chased from their properties
 - Any other response (2 x 2) (4)
- 3.3.4 [Comparison of sources–L3–LO2(AS3); LO3(AS2)]
- Both sources dealt with the right to vote
 - Both sources dealt with peaceful protest
 - Any other relevant response (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(AS1,2,3 and 4)]

Candidates can choose to write a paragraph on one of the following aspects of the Civil Rights Movement

- The role played by Martin Luther King Junior
- Freedom Riders
- Freedom Summer

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> ▪ Uses evidence in an elementary manner, e.g. Makes no or little reference to civil liberty protest. ▪ Uses evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> ▪ Evidence is mostly relevant and relates to a great extent to the topic, e.g. Makes reference to civil liberty protest. ▪ Uses evidence in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> ▪ Uses relevant evidence, e.g. Demonstrates a thorough understanding of civil liberty protest ▪ Uses evidence very effectively in an organized paragraph that shows an understanding of the topic 	Marks: 5 – 6

(6)

3.5 EXTENDED WRITING

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

SYNOPSIS

Candidates should explain the different campaigns of the Civil Rights Movement in the US during the 1960s.

MAIN ASPECTS

Introduction: Candidates should focus on the different forms of civil rights protest.

ELABORATION

- Legal route to challenge segregation and racism
- Boycotts
- Sit-ins
- Freedom Rides
- Mass marches
- Picketing
- Voter registration
- Any other relevant response

CONCLUSION:

Candidates should tie up their discussion with a relevant conclusion.

(30)

Use the analytical matrix to assess this extended writing

- 3.5.2 [Synthesis information to construct an original argument using evidence from the sources and own knowledge to support the argument–L2–LO1(AS3 and 4); LO2(AS2 and 3); LO3(AS1,2,3 and 4)]

SYNOPSIS

Candidates should focus on the different campaigns of the Civil Rights Movement and indicate how successful it was.

MAIN ASPECTS

Introduction: Candidates should deal with the different campaigns and the successes of these campaigns

ELABORATION

- Outline the reasons for the civil rights protests
- Discuss the different campaigns
- Legal challenges were launched and cases brought before the Supreme Court were in many instances successful – e.g. the 1954 Warren decision on desegregating education
- Bus boycotts followed the Rosa Parks incident, culminating in Supreme Court intervention and the declaration that segregated buses were unconstitutional
- Sit-ins in protest against segregated amenities resulted in the desegregation of many institutions
- Freedom Rides, involving black and white activists, confronted the issue of segregated transport
- A huge voter registration campaign was launched to get blacks to exercise their democratic rights
- Mass marches were organized and a demand was made for a comprehensive Civil Rights Bill
- Any other relevant response.

CONCLUSION:

Candidates should tie up their argument, indicating how successful the Civil Rights Movement was.

(30)

Use the holistic rubric to assess this extended writing

[75]

QUESTION 4: WHAT WAS THE IMPACT OF BLACK CONSCIOUSNESS IDEAS ON BLACK STUDENTS IN SOUTH AFRICA DURING THE 1970s?

- 4.1 4.1.1 [Extraction of evidence from source 4A–L1–LO1(AS3)]
- The government's decision to force black pupils to learn half their subjects in Afrikaans (1 x 2) (2)
- 4.1.2 [Interpretation of evidence from source 4A–L3–LO1(AS3); LO2(AS3)]
- Students were determined
 - They were militant
 - They were defiant
 - They were excited
 - Any other response (any 2 x 2) (4)
- 4.1.3 [Interpretation and evaluation of evidence from source 4A–L3–LO1(AS3); LO2(AS3); LO3(AS2)]
- They wanted to stop the protester/march
 - They shot at the protesters
 - They killed some of the protesters
 - Any other response (any 2 x 2) (4)
- 4.1.4 [Interpretation and evaluation of evidence from source 4A–L3–LO1(AS1(AS2); LO2(AS3); LO3(AS2))]
- (a) A nationwide uprising was set in motion
Thousands of South Africans fled into exile
Any other response
- (b) The international community was shocked
They imposed embargoes on arms and oil supplies to South Africa
Multi-national companies withdrew their capital
Any other response (any 2 x 2) (4)
- 4.2 4.2.1 [Extraction of evidence from source 4B–L1–LO1(AS3)]
- That the West was always best
 - That white was usually right (2 x 2) (4)
- 4.2.2 [Extraction of evidence from source 4B–L1–LO1(AS3)]
- They became factory workers
 - They were exploited
 - They earn low wages (any 2 x 1) (2)

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

Candidates must state whether the source was useful or not useful and support their answer with valid reasons

Useful

- Blacks received inferior education
- Education prepared them to become factory workers
- Brutality of the police during apartheid
- Oppression of blacks
- Any other relevant response

Not useful

- The song reflects Jessica Sherman's point of view
- Interview with a Soweto learner who was at school at that time more appropriate
- Any other relevant response (any 2 x 2) (4)

4.2.4 [Comparison of sources to draw a conclusion–L3–LO1(AS3); LO2(AS2)]

- In both sources police used violence
- In source A they shot at the learners
- In source B they used teargas and dogs
- Brutality of the police
- Violation of learners rights
- Any other response (any 2 x 2) (4)

4.3 4.3.1 [Explanation of concept–L1–LO2(AS1)]

- Black Consciousness was a philosophy, which sought to conscientise black people of their political, cultural and economic rights
- Black people should be proud of themselves and strive to be self reliant (any 1 x 3) (3)

4.3.2 [Interpretation and evaluation of evidence from source 4C–L3–LO1(AS3); LO2(AS3); LO3(AS2)]

- The struggle was about ending apartheid
- It was a struggle for civil-and human rights
- People got killed in the fight for freedom
- People had to make sacrifices in the struggle
- Any other relevant response (any 2 x 2) (4)

- 4.3.3 [Interpretation of evidence from source 4C–L3–LO1(AS3 and 4)]
The source is reliable because

Reliable:

- Written by a credible scholar
- Biko's own words
- Student uprising was a turning point in the history of South Africa
- Students were politicised and conscientised
- Many people died during the uprising of 1976
- Any other response

(any 2 x 2) (4)

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

Candidates should include the following in their response:

- Black Consciousness Movement made students politically aware of their situation
- It led to the Soweto uprisings of 1976
- Uprisings spread throughout the country
- Students and other people prepared to die for their rights
- Any other response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> ▪ Uses evidence in an elementary manner, e.g. Makes no or little reference to influence of 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. Makes reference to Black Consciousness Movement. ▪ Uses evidence in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> ▪ Uses relevant evidence, e.g. Demonstrates a thorough understanding of Black Consciousness Movement. ▪ Uses evidence very effectively in an organized paragraph that shows an understanding of the topic 	Marks: 5 – 6

(6)

4.5 EXTENDED WRITING

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

SYNOPSIS

Candidates should discuss the impact/influence of the BCM on the liberation struggle in South Africa

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should discuss the influence of the BCM

ELABORATION

- BCM gave the liberation movement impetus to continue the struggle against apartheid
- Black students became involved in the struggle
- They began to see the beauty of being black
- Students began to plan their own future
- Formed their own organizations
- Played a meaningful role in the Soweto Uprisings
- Became too powerful that the government had to intervene
- Any other relevant response

CONCLUSION:

Candidates should tie up their response with a relevant conclusion.

(30)

Use the analytical matrix to assess this extended writing

- 4.5.2 [Synthesis information to construct an original argument using evidence from the sources and own knowledge to support the argument–L2–LO1(AS3 and 4); LO2(AS2 and 3); LO3(AS1,2,3 and 4)]

SYNOPSIS

Candidates should evaluate the role of Steve Biko and the influence of the BCM in South Africa during the 1970s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should evaluate the role of Biko and the BCM in South Africa.

ELABORATION

- Biko and the philosophy of Black Consciousness
- The role and influence of Biko's philosophy
- The influence of SASM on the youth of South Africa
- Conscientising the youth about the following:
 - Black dignity and self esteem
 - Poor living conditions and rising unemployment
- Soweto and other townships were overcrowded and lacked services
- Afrikaans was made compulsory - widespread uprisings
- The role of the Soweto Students Representative Council
- Any other relevant response

CONCLUSION:

Candidates should tie up their argument with a relevant conclusion. (30)

Use the holistic rubric to assess this extended writing

[75]

TOTAL: 150