



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2011**

**HISTORY P2  
MEMORANDUM**

**MARKS: 150**

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This memorandum consists of 26 pages.

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## 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:
<b>Learning Outcome 1</b>  <b>(Historical enquiry)</b>	1. Formulate questions to analyse concepts for investigation within the context of what is being studied. <b>(Not for examination purposes.)</b> 2. Access a variety of relevant sources of information in order to carry out an investigation. <b>(Not for examination purposes.)</b> 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.
<b>Learning Outcome 2</b>  <b>(Historical concepts)</b>	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.
<b>Learning Outcome 3</b>  <b>(Knowledge construction and communication)</b>	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:**

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

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

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

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

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

### 2.2 Marking of extended writing


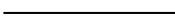

- **MARKERS MUST BE AWARE THAT THE CONTENT OF THE ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT THE PARTICULAR CENTRE.**
- **CANDIDATES MAY HAVE (ANY OTHER RELEVANT INTRODUCTION AND OR CONCLUSION THAN THOSE INCLUDED IN A SPECIFIC EXTENDED WRITING MARKING GUIDELINE.**
- **IN ASSESSING THE OPEN-ENDED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

#### Global assessment of extended writing

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

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

**Assessment procedures of extended writing**

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

## 4. The Matrix

4.1 **Use of analytical matrix in the marking of extended writing (refer to page 7).**

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

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

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

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	} 18 – 19
P	LEVEL 5	

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

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

C&P	LEVEL 5	18 – 20
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**Grade 12 extended writing matrix**

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

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

LEVEL	If the candidate has demonstrated all or most of the skills listed in a particular level, she/he will be awarded a mark relevant to the category.
<b>7</b> <b>Outstanding</b> <b>80 – 100%</b> <b>24 – 30</b>	Consistently focuses on topic – demonstrates a logical and coherent progress towards a conclusion Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Groups sources(not essential but should not merely list sources) Demonstrates a setting of sources in background understanding If appropriate, deals fully with counter – argument Refers appropriately to relevancy, bias, accuracy, limitation of sources Expresses him/herself clearly Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
<b>6</b> <b>Meritorious</b> <b>70 – 79%</b> <b>21 – 23</b>	Makes a good effort to focus consistently on the topic but, at times, argument loses some focus Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively 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)
<b>5</b> <b>Substantial</b> <b>60 – 69%</b> <b>18 – 20</b>	Makes an effort to focus on the topic but argument has lapses in focus Comprehends most of the sources Uses most of the sources Selects relevant sources 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)
<b>4</b> <b>Moderate</b> <b>50 – 59%</b> <b>15 – 17</b> <b>[Satisfactory]</b>	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
<b>3</b> <b>Adequate</b> <b>40 – 49%</b> <b>12 – 14</b> <b>[Fair]</b>	Little attempt to focus on the topic Little comprehension of the sources Struggles to select relevant information from the sources No quotes – or generally irrelevant Makes 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)
<b>2</b> <b>Elementary</b> <b>30 – 39%</b> <b>09 – 11</b> <b>[Weak]</b>	Unable to identify relevant sources No quotes – or generally irrelevant Makes no effort to consider counter – argument Essay characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression very poor Makes a very poor attempt to take a stand – if at all
<b>1</b> <b>Not Achieved</b> <b>0 – 29%</b> <b>0 – 8</b> <b>[Poor]</b>	No attempt to focus on the topic Uses no sources Completely irrelevant Answer extremely poor Sources copied without relevance



**QUESTION 1: WHAT IMPACT DID SOCIAL DARWINISM AND EUGENICS MOVEMENT HAVE ON THE RACIAL POLICY OF GERMANY?**

- 1.1 1.1.1 *[Explanation of historical concepts from Source 1A – L1 – LO2 (AS1)]*
- Was a theory in sociology that believed that individuals or groups could achieve advantage over others, as a result of genetic or biological superiority.
  - Believe in “survival of the fittest”.
  - Any other relevant response. (Any 1 x 2) (2)
- 1.1.2 *[Interpretation of evidence from Source 1A – L2 – LO1 (AS3)]*
- It was falsely believed to be scientific. (1 x 2) (2)
- 1.1.3 *[Extraction of evidence from Source 1A – L1 – LO1(AS3)]*
- Tall
  - Blonde
  - Fair-skinned
  - Blue-eyed (3 x 1) (3)
- 1.1.4 *[Interpretation and synthesis of evidence from Source 1A – L3 – LO3 (AS2 and 3)]*  
**Not justified**
- There is no conclusive evidence to prove the superiority of any race.
  - Every creature must have an equal opportunity in their country of birth.
  - Led to mass murder.
  - Any other relevant response. (2)
- 1.2 1.2.1 *[Explanation of historical concepts from Source 1B – L1 – LO2 (AS1)]*
- Creation of perfect race.
  - To get rid of the imperfect, the unfit or impure races.
  - It means breeding the best with the best.
  - Any other relevant response. (Any 1 x 2) (2)
- 1.2.2 *[Interpretation of evidence from Source 1B – L2 – LO2 (AS2)]*
- Pure and noble should only marry those with noble and pure pasts.
  - The pure were to marry people with certain characteristics.
  - Any other relevant response. (Any 1 x 2) (2)

1.2.3 *[Interpretation and extraction of evidence from Source 1B – L2 – LO1 (AS2)]*

- Mentally ill
- Mentally and physical handicapped
- Dangerous habitual criminals.
- People of not of the Nordic (Aryan) race.
- People not of pure German decent.
- The “work-shy”
- The (asocial)
- Any other relevant response. (Any 2 x 1) (2)

1.2.4 *[Interpretation and synthesis of evidence from Source 1B – L3 – LO3 (AS2)]*

- Both sources entrenches the racial policy of the Nazi’s.
- The mentally ill and physical disabled people/the unfit or impure must not be supported.
- The need to improve society – Germans were indoctrinated by the racist newsletter.
- Any other relevant response. (Any 2 x 2) (4)

1.2.5 *[Interpretation of evidence from Source 1B – L2 – LO2 (AS2)]*

- Source 1A indicates that nature should take its course to get rid of the undesirables.
- Source 1B indicates that proper intentional breeding is the key to improving society.
- Any other relevant difference. (2 x 2) (4)

1.2.6 *[Interpretation and synthesis of evidence from Source 1B – L3 – LO2 (AS3)]*

- Incite Germans against other races or the “unfit”.
- Indoctrinate Germans of “pure blood”.
- Build racial hatred.
- Show that support for the “unfit” would cost the people.
- Any other relevant response. (2 x 2) (4)

1.3 1.3.1 *[Extraction of evidence from Source 1C – L1 – LO1 (AS1)]*

- Auschwitz (1 x 1) (2)

1.3.2 *[Interpretation of evidence from Source 1C – L2 – LO2 (AS1)]*

- Gypsies
- Homosexual
- Soviet prisoners of war
- Jehovah Witnesses (Any 2 x 1) (2)

- 1.4 1.4.1 *[Explanation of historical concepts from Source 1D – L1 – LO2 (AS1)]*
- The beginning of the systematic destruction of the “undesirables” (Jews).
  - Jews were gathered together, shot and thrown into mass open graves.
  - Gas chambers installed to kill Jews / Death camps.
  - Any other relevant response. (Any 1 x 2) (2)
- 1.4.2 *[Extraction of evidence from Source 1D – L1 – LO1 (AS1)]*
- Poland (1 x 1) (1)
- 1.4.3 *[Interpretation of evidence from Source 1D – L3 – LO2 (AS2)]*
- Racist
  - Cruel
  - Anti-Semitic/Anti-Jew
  - Determined to create a “pure race”.
  - Any relevant response. (1 x 2) (2)
- 1.4.4 *[Interpretation and synthesis of evidence from Source 1D – L3 – LO3 (AS2)]*

**USEFUL**

- Shows the extend of horror crimes committed by the Nazi's.
- Shows mass murder
- Shows gross human rights violation.
- Lay the foundation for further research
- To research the authenticity of statistics.
- Any other relevant response.

**OR****NOT USEFUL**

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

1.5 *[Interpretation, analysis and synthesis of evidence from all sources – L3 – LO1 (AS2 and 3) LO2 (AS1, 2, 3 and 4)]*

Candidates should include some of the following aspects.

- Black men were not allowed to marry German women.
- Homosexuals became victims of cruel medical experiments, including castration.
- Mentally and physically disabled people were sent to euthanasia centres.
- Patients were killed by trained doctors and nurses.
- Jehovah Witnesses forced to renounce their faith.
- Gypsies were hunted down ruthlessly.
- All impure races sent to prisoner and concentration camps.
- Jews were stripped of their livelihood, dignity and citizenship.
- Any other relevant response.

Use the following rubric to allocate a mark.

LEVEL 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g.: <b>Shows little or no understanding of how the human rights of different races were violated because of the Nazi's racial policy.</b></li> <li>• Uses evidence partially to report on the topic or cannot report on topic.</li> </ul>	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g.: <b>Shows an understanding of how the human rights of different races were violated because of the Nazi's racial policy.</b></li> <li>• Uses evidence on a very basic manner.</li> </ul>	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> <li>• Uses relevant evidences e.g. <b>demonstrate a thorough knowledge of how the human rights of different races were violated because of the Nazi's racial policy.</b></li> <li>• Uses the evidence in a very organised paragraph that shows an understanding of the topic.</li> </ul>	Marks: 5 – 6

1.6 EXTENDED WRITTING

1.6.1 *[Plan and construct an argument on evidence using analytical and interpretation skills – L1 – LO1 (AS3 and 4) LO2 (AS1, 2 and 3) LO3 (AS1, 2, 3 and 4)]*

Candidates should include the following aspects in their response:

#### SYNOPSIS

Candidates must outline the measures taken by the Nazi's government to discriminate against the Jews.

#### MAIN ASPECTS

- Introduction: Candidates should focus on theories that contributed to the racial policy against the Jews.

#### ELABORATION

- Hitler, in 1933 made the expulsion of Jews from German society as one of their top priorities.
- Propaganda and terror campaign launched to stigmatise Jews.
- Isolate Jews
- Boycott Jewish shops and business.
- Jews expelled from civil service and other professions
- The Nuremberg laws
- *Kristallnacht*
- Jews forced to wear a "Jewish star," a yellow badge/ pass books stamped with the letter "J".
- Deported to ghettos and concentration camps.
- Final Solution
- Death camps
- Gassed
- Any other relevant response.

CONCLUSION: Candidate must tie up their argument with a relevant conclusion.

(30)

**Use the matrix on page 6 to mark to assess the extended writing.**

- 1.6.2 *[Synthesise information to construct an original argument. Use all the sources and your own knowledge to support your answer L3 – L1 (AS2 and 3); LO2 (AS2, 3 and 4)]*

Candidates should include some of the following aspects in their response:

#### Synopsis

Candidates should explain how theories of Social Darwinism and Eugenics influenced the racial policy of the Nazi's towards the Jews and other races who were regarded as "undesirables".

#### MAIN ASPECTS

- Introduction: Candidates should focus on social theories and how it impacted on the Jews and other races in Germany.

## ELABORATION

- Social Darwinism believes in the "survival of the fittest".
- Stronger nations should dominate the weaker ones
- Eugenics believed the socially weak and unfit should be weeded out.
- The unfit and the weak should be sterilised.
- Jews were not allowed to use public facilities.
- Jews had to carry pass books stamped with the letter "J".
- In 1942 started with mass destruction of the Jews.
- Millions of people killed in concentration camps
- Races other than Jews also forced to slave labour.
- Between 70000 and 93 000 mentally ill patients gassed in euthanasia campaigns.
- Euthanasia (deliberate killing of someone on medical pretexts)
- Homosexuals imprisoned in concentration camps where they were treated extremely harshly and subjected to inhuman medical experiments.
- Handicapped children were killed by starvation or a deadly injection.
- Any other relevant response.

CONCLUSION: Candidates must tie up their argument with a relevant response. (30)

Use the holistic rubric on page 7 to mark this question.

[75]

**QUESTION 2: WHAT WERE THE POLITICAL, ECONOMICAL AND SOCIAL CHALLENGES THAT FACED AFRICAN COUNTRIES AFTER WORLD WAR TWO THAT SLOWED THE PROGRESS OF NEWLY INDEPENDENT STATES?**

2.1 2.1.1 *[Interpretation of evidence from Source 2A – L1 – LO2 (AS3)]*

- Democratic (1 x 2) (2)

2.1.2 *[Identification of evidence from Source 2A – L2 – LO1 (AS2)]*

- Britain/Anglo
- France (2 x 1) (2)

2.1.3 *[Explanation of historical concepts from Source 2A – L1 – LO2 (AS1)]*

- (a)
- Only one political party is allowed.
  - Any other relevant response. (Any 1 x 2) (2)
- (b)
- To overthrow the government.
  - Any other relevant response. (Any 1 x 2) (2)

2.1.4 *[Interpretation and synthesis of evidence from Source 2A – L3 – LO2 – (AS2)]*

- Few blacks had knowledge on how democracy works.
- Communist influence.
- They took over a civil service that was not sufficiently Africanised.
- Corruption
- Government intolerant to criticism.
- Any other relevant response. (Any 2 x 2) (4)

2.1.5 *[Interpret and evaluate information from Source 2A – L3 – LO2 (AS2)]*

- Instil self-confidence
- Self-reliance
- Nationalism
- Patriotism
- Any other relevant response. (Any 2 x 2) (4)

2.2 2.2.1 *[Explanation of historical concepts from Source 2B – L1 – LO2 (AS1)]*

- Economic dependence and domination by former colonial powers.
- Any other relevant response. (1 x 2) (2)

2.2.2 *[Interpretation and analysis of evidence from Source 2B – L3 – LO2 (AS2)]*

- Subsistence farming
- Sowing for own consumption by African families.
- Only plant enough to feed his family.
- Used backward agricultural methods that resulted in low production levels
- Any other relevant response. (Any 2 x 2) (4)

2.2.3 *[Analysis of evidence from Source 2B – L2 – LO3 (AS2)]*

**Candidates can either answer USEFUL or NOT USEFUL but must substantiate their answer with valid reasons.**

**USEFUL**

- It shows how African countries sank more and more into foreign debt as the years went by.
- African countries in the 1970's were able to grow crops for themselves.
- Repaying of foreign debts economically crippled African countries.
- Any other relevant response.

**OR****NOT USEFUL**

- Not only foreign debt that hampered economic growth.
- Drought and climate changes in Africa.
- Extravagant spending by some African leaders.
- Dependency on one staple product.
- Any relevant answer. (Any 2 x 2) (4)

2.2.4 *[Interpretation of evidence from Source 2B – L2 – LO2 (AS2)]*

- Famine
- Poverty
- Any other relevant response. (Any 1 x 2) (2)

2.2.5 *[Interpretation of evidence from Source 2B – L3 – LO2 (AS1)]*

**Candidates can indicate either JUSTIFIED or NOT JUSTIFIED but must substantiate their answer with valid reasons.**

**JUSTIFIED**

- Ghana did not receive any of the profit made by colonial powers.
- Raw material taken out of Ghana to colonial powers.
- Manufactured goods were sold back to Ghana at higher prices.
- Any other relevant response.

**OR****NOT JUSTIFIED**

- He wasted money instead of investing it in projects in Ghana.
- Any other relevant response. (Any 2 x 2) (4)



- 2.3 2.3.1 *[Evaluation of evidence from Source 2C – L2 – LO2 (AS3)]*
- The same leaders fighting for independence first enriched themselves, their friends and family.
  - Not enough money was invested to provide for better education and health services.
  - The leaders betrayed the just aspirations of their countrymen.
  - Betrayed Africa's indigenous political systems.
  - Any other relevant response. (Any 1 x 2) (2)
- 2.3.2 *[Extraction and interpretation of evidence from Source 2C – L1 – LO1 (AS3)]*
- Education
  - Lack of qualified teachers
  - Health problems
  - Lack of hospitals
  - Lack of doctors
  - Malnutrition
  - Urbanisation
  - Any other relevant response. (Any 3 x 1) (3)
- 2.3.3 *[Interpretation of evidence from Source 2C – L2 – LO2 (AS2)]*
- Neglected
  - Do not care.
  - Put his own interests first.
  - Only interested in exploiting Africa.
  - Any other relevant response. (Any 1 x 2) (2)
- 2.4 *[Interpretation, analysis and synthesis of evidence from all sources – L3 – LO2 (AS2 and 3); LO3 (AS1, 2, 3 and 4)]*

Candidates must include some of the following aspects in their response:

- Led to instability.
- Led to corruption.
- Suffering as money was not invested in much needed projects.
- Poverty as leaders enriched themselves.
- Some leaders believed it was formed for the good of the people as it claims to represent the will of people.
- Ordinary people stripped off their political freedom they fought for.
- No freedom of speech or the press.
- Any other relevant response. (6)

Use the following rubric to allocate a mark.

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

## 2.5 EXTENDED WRITING

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

Candidates should include the following in their response:

### SYNOPSIS

Candidates must explain the political, economical and social challenges that African states faced after independence.

### ELABORATION

- Introduction: Candidates can indicate why African states were faced with many challenges after independence.
- **Political challenges**
- Unprepared for administrative tasks
- Rapid Africanising
- Led to corruption of officials and leaders
- One party states
- Most followed democratic forms of government
- Did not understand and lack of experience of Western systems.

- Military dictatorships.
- Popular discontent and the failure of the civilian leadership.
- The army upholding the government, step in and takes over
- Tribal system
- Role played by African chiefdom in African politics
- Borders created by former colonial powers, led to clashes.
- Any other relevant response.

### **ECONOMIC CHALLENGE**

- Neo-colonialism
- Foreign debt
- Concentration on one staple product
- Natural resources taken out of Africa.
- Any other relevant response.

### **SOCIAL CHALLENGES**

- Lack of health facilities.
- Western medicine reduced the rate of death.
- Overpopulation
- Urbanisation
- Lack of education
- Insufficient schools and teachers.
- Any other relevant response.

CONCLUSION: Candidates must tie up their argument with a relevant conclusion.

**Use the matrix on page 6 to mark this question.**

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

The candidates should include the following in their response.

### **SYNOPSIS**

Candidates must explain how the former colonial masters can be blamed for Africa's underdevelopment.

**MAIN ASPECTS**

- Introducing: Candidates can mention the common problems that African countries experienced.

**ELABORATION**

- Lack of experience of democracy.
- Coup – Nkrumah overthrown
- Malpractices were common.
- Leaders enriched themselves.
- Some leaders fought for freedom, but after independence oppressed their people.
- Loans wasted – not invested in developmental projects.
- People lost their political freedom and freedom of speech.
- Neo-colonialism
- Black neo-colonialism
- Minerals were taken out of Africa.
- Africa did not benefit economically.
- Tuberculosis one of the main health risks.
- Lack of doctors and health facilities
- Lack of education.
- Any other relevant response.

Conclusion: Candidates must tie up their argument with a relevant conclusion

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

(30)  
[75]

**QUESTION 3: HOW DID SOUTH AFRICANS RESIST APARTHEID BETWEEN 1948 AND 1958?**

3.1 3.1.1 *[Explanation of historical concept from Source 3A – L1 – LO2 (AS1)]*

- Separate development.
- Racial discrimination
- Separation of races political economical and socially.
- Any other relevant response. (Any 1 x 2) (2)

3.1.2 *[Interpretation of evidence from Source 3A – L2 – LO2 – (AS2)]*

- To become more militant
- To take active action against discrimination.
- Any other relevant response. (Any 1 x 2) (2)

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

- Boycotts
- Strikes
- Civil disobedience
- Non-co-operation (Any 3 x 1) (3)

3.2 3.2.1 *[Interpretation and analysis of evidence from Source 3B – L3 – LO2 (AS2)]*

Yes

- The ANC decided to take action against the apartheid laws.
- But first approach the Prime Minister again to repeal unjust laws. ( 2 x 2) (4)

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

**Candidates can either AGREE or DISAGREE with the statement but must substantiate their answer with valid reasons.**

**AGREE**

- To maintain white minority rule.
- Control the influx of blacks.
- Protect white interest.
- Any other relevant response.

**OR****DISAGREE**

- It was unjust laws that discriminated against races in South Africa.
- The laws only benefitted the whites.
- The laws violated the basic human rights of people.
- Any other relevant response. (Any 2 x 2) (4)

- 3.2.3
- Separate Amenities Act
  - The pass laws
  - The Bantu Authorities Act
  - The Group Areas Act
  - The Separate Representation of Voters Act
  - The Suppression of Communism Act
  - Any relevant answer. (Any 2 x 2) (4)

3.3 3.3.1 *[Extraction of relevant evidence from Source 3C – L1 – LO1 (AS3)]*

- Used 'whites' only' entrances to railway stations.
- Sat on 'whites only' park benches.
- Deliberately left passes at home.
- Stayed in the city after the curfew. (Any 2 x 2) (4)

3.3.2 *[Interpretation and analysis of evidence from Source 3C – L3 – LO2(AS3)]*

- Imprisoned thousands.
- Passed the Public Safety Act.
- The police got greater powers.
- Defiers could now be kept in jail without being brought to trial.
- Harsher penalties for civil disobedience such as fines, imprisonment and hanging.
- The Criminal Law Amendment Act
- Any relevant answer. (Any 2 x 2) (4)

3.3.3 *[Interpretation and synthesis of evidence from Source 3C – L2 – LO2 (AS1)]*

**Candidates can indicate either JUSTIFIED or NOT JUSTIFIED but must substantiate their answer with valid reason.**

**JUSTIFIED**

- Blacks were frustrated with the white government who did not want to give them political rights.
- The government were not willing to repeal the unjust laws.
- Many other blacks were killed and imprisoned by the apartheid government.
- Any other relevant response.

**OR**

**NOT JUSTIFIED**

- The intention of the campaign was that of a non-violent protest.
- The white democrats opposed apartheid.
- The fact that she worked and helped the people in the townships.
- Any other relevant response. (Any 2 x 2) (4)

3.3.4 *[Extraction of relevant evidence from Source 3C – L1 – LO1 (AS3)]*

- “The campaign proved that where the African enjoyed freedom, “murder and arson” would occur.”
- “Defiers could be kept in jail without being brought to trial”  
“Harsh penalties for ...” (Any 1 x 2) (2)

3.4 3.4.1 *[Interpretation of evidence from Source 3D – L2 – LO1 (AS1)]*

- To protest against the carrying of passes.
- Were also oppressed by unjust laws.
- To actively participate in protest action as they were always the silent partners before.
- Any other relevant response. (Any 1 x 2) (2)

3.4.2 *[Identification of evidence from Source 3D – L2 – LO1 (AS3)]*

- The march to the Union building (Pretoria) (1 x 2) (2)

3.4.3 *[Interpretation of evidence from Source 3D – L2 – LO2 (AS2)]*

- Both sources show that women also played an active role during this time.
- Source 3C reveals, although the woman was white she was making a positive contribution in the townships. It was her way of showing her resistance to unjust laws.
- Any other relevant response. (Any 1 x 2) (2)

3.5 *[Interpretation, analysis and synthesis of evidence from all sources – L3 – LO2 (AS3)]*

Candidates can include the following aspects in their response:

- To a certain extent the Defiance Campaign was a failure.
- Did not succeed in the removal of the laws targeted.
- However, it was successful in that it was the beginning of a mass movement.
- The membership of the ANC increased from 7 000 to 100 000.
- The reputation of the organisation had grown, both inside and outside the country.
- People realised what could be accomplished when they work together.
- The Defiance Campaign brought closer co-operation among resistance groups.
- It led to the formation of two new organisations.
- It made the world aware of black oppression in South Africa.
- This led to the United Nations setting up a commission of enquiry into apartheid.
- Any other relevant response. (6)

Use the following rubric to allocate a mark

LEVEL 1	<ul style="list-style-type: none"><li>• Uses evidence in an elementary manner, e.g.: <b>Show no or little understanding of the consequence of the Defiance Campaign in South Africa.</b></li><li>• Uses evidence partially to report on topic or cannot report on topic.</li></ul>	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"><li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g.: <b>Shows an understanding of the consequences of the Defiance Campaign in South Africa.</b></li><li>• Uses evidence in a very basic manner.</li></ul>	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"><li>• Uses relevant evidence, e.g.: <b>Show a thorough understanding of the responses to the Defiance Campaign in South Africa.</b></li><li>• Uses evidence very effectively in an organised paragraph .</li></ul>	Marks: 5 – 6

### 3.6 EXTENDED WRITING

3.6.1 *[Analysis, synthesis and the ability to construct a coherent argument based on evidence L3 – LO2 (AS2 and 3), LO3 (AS2, 3 and 4)]*

Candidates should include the following in their response:

#### SYNOPSIS

Candidates should highlight the forms of resistance between 1948 and 1958 against the apartheid laws.

#### MAIN ASPECTS

- Introduction: Candidates can give a background on the reason for deciding on action by the ANC and the change in attitude in the organisation.



## ELABORATION

- Program of Action – 1949
- The Defiance Campaign – 1952
- Congress Alliance and Freedom Charter – 1955
- Anti-pass Campaign by women – 1956
- The Treason Trail – 1956
- The bus boycott – 1957
- Potato boycott – farm workers
- Trade Union strike
- Split in the ANC.
- Any other relevant response.
- 

CONCLUSION: Candidates should tie up their argument with a relevant response.

Use the matrix on page 6 to mark this question.

(30)

- 3.6.2 *[Synthesis information to construct an original argument using evidence from the sources and your own knowledge to support the argument – L3 – LO2 (AS2 and 3); LO3 (AS2, 3 and 4)]*

Candidates should include the following in their response:

## SYNOPSIS

Candidates should explain what action South Africans embarked on against the apartheid laws and how the government reacted to these actions.

## MAIN ASPECTS

Introduction: Candidates should give background on how the conservative policy of the ANC changed when they decided to embark on more militant action.

## ELABORATION

- ANC Youth League was more militant – felt that the time of talking and petitions were over.
- Decided on a 'Programme of Action'.
- The more conservative still hesitant about militant action – send ultimatum to Dr Malan.
- April 6, 1952 was chosen because it was the 300-year anniversary of the landing of Jan van Riebeeck.
- An important day of celebration for the country's white people.
- 1951, a Joint Planning Council was established (ANC, SAIC and the APO) to plan peaceful resistance.
- Requested the repeal of 6 unjust laws.
- Defiance Campaign would start on 26 June 1952.
- Volunteers walked through "Europeans Only" entrances and demanded services at "White only" counters.
- Africans broke pass laws and white volunteers entered African townships without permission.
- Over 8 000 volunteers were arrested
- Volunteers refused to pay bail or fines as they wanted to overcrowd the prisons.
- The Defiance Campaign lasted for three months.
- Mandela was arrested on the first night of the campaign.
- Protests turned violent in Port Elizabeth and East London.
- An innocent nun was killed.
- Dr Albert Luthuli, new president of the ANC, then called off the campaign.
- The apartheid government was surprised at the size of the campaign.
- Legislation was passed i.e. the Criminal Law Amendment Act and Public Safety Act.
- Consequences.

CONCLUSION: Candidates must tie up their argument with a relevant conclusion.

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

(30)  
[75]

**TOTAL: 150**