



Province of the  
**EASTERN CAPE**  
EDUCATION

**HISTORY P2**

**MARKING GUIDELINE**

**COMMON TEST**

**JUNE 2014**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**N.B. This memorandum consists of 16 pages including this page.**

**1.1 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 evidence from sources</li></ul>
<b>LEVEL 2 (L2)</b>	<ul style="list-style-type: none"><li>• Explain historical concepts</li><li>• Straightforward interpretation of the sources</li><li>• What is being said by the author or creator of the source?</li><li>• What are the views or opinions on an issue expressed by a source?</li><li>• Compare information in sources</li></ul>
<b>LEVEL 3 (L3)</b>	<ul style="list-style-type: none"><li>• Interpret and evaluate information and data from sources</li><li>• Engage with questions of bias, reliability and usefulness of sources</li><li>• Compare and contrast interpretations and perspectives within sources and by authors of sources</li></ul>

**1.2 The following table indicates how to assess source-based questions.**

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

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

- Learners will be required to write an essay on a given line of argument i.e.
- more straightforward type of question, focusing on key verbs such as describe, explain, discuss etc. **OR**
- Learners will be required to write an essay by developing a relevant and independent line of argument by either assessing the accuracy of a statement or expressing an opinion. For example, questions such as 'Do you agree with the statement?' or Substantiate your answer or Critically discuss this statement by using relevant examples to support your answer or Assess the accuracy of the statement etc.

### 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 essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

### Global assessment of the essay

The essay 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 the essay 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 the essay**

1. Keep the synopsis in mind when assessing the essay.
2. During the first reading of the essay 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 contextualized (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 contextualized <sup>^</sup>
  - wrong statement \_\_\_\_\_
  - irrelevant statement 

|  
|  
|
  - repetition **R**
  - analysis **A** ✓
  - interpretation **1** ✓

## 2. The matrix

## 2.1 Use of the matrix in the marking of essays

In the marking of essays, the criteria as provided in the matrix for marking essays 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.

- 2.1.1 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	

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

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	30 - 33
P	LEVEL 5	

**MATRIX FOR MARKING ESSAY: TOTAL MARKS: 50**

	<b>LEVEL 7</b>	<b>LEVEL 6</b>	<b>LEVEL 5</b>	<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
<b>PRESENTATION</b>	Well-planned and structured essay. Good synthesis of information. Developed an original, well-balanced and independent line of argument with the use of evidence, sustained and defended the argument throughout.	Well-planned and structured essay. Relevant line of argument. Evidence used to defend the argument.	Well-planned and structured essay. Developed a clear argument. Conclusions drawn from evidence. Independent conclusion. Evidence used to support argument.	Planned & structured an argument. Evidence used to support argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive or some attempt at developing an argument.	Little or no attempt to structure the essay.
<b>CONTENT</b>							
<b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.	<b>47 – 50</b>	<b>43 – 46</b>					
<b>LEVEL 6</b> Question has been answered. Content selection relevant to line of argument.	<b>43 – 46</b>	<b>40 – 42</b>	<b>38 – 39</b>				
<b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.	<b>38 – 39</b>	<b>36 – 37</b>	<b>34 – 35</b>	<b>30 – 33</b>			
<b>LEVEL 4</b> Question is recognizable in answer. Some omissions or irrelevant content selections.			<b>30 – 33</b>	<b>28 – 29</b>	<b>26 – 27</b>		
<b>LEVEL 3</b> Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				<b>26 – 27</b>	<b>24 – 25</b>	<b>20 – 23</b>	
<b>LEVEL 2</b> Question inadequately addressed. Sparse content.					<b>20 – 23</b>	<b>18 – 19</b>	<b>14 – 17</b>
<b>LEVEL 1</b> Question inadequately addressed or not at all. Inadequate or irrelevant content.						<b>14 – 17</b>	<b>00 – 13</b>

**QUESTION 1: HOW DID STEVE BIKO AND THE PHILOSOPHY OF BLACK CONSCIOUSNESS INFLUENCE THE LIBERATION STRUGGLE IN SOUTH AFRICA IN THE 1970s?**

1.1

1.1.1 *[Explanation of concept]*

- Black Consciousness is a philosophy based on the belief that liberation for blacks would only be attained if they removed the shackles of inferiority and fear
- Black Consciousness is the belief in oneself as a black, self –reliance and fight against the syndrome of inferiority to any other group
- Any other relevant response (1 x 2) (2)

1.1.2 *[Interpretation of evidence from Source 1A-L2]*

- From schools and home blacks were taught that the whites are superior
- Political and political power was controlled absolutely by the whites
- Any other relevant response (1 x 2) (2)

1.1.3 *[Interpretation and evaluation of evidence from Source 1A-L3]*

- Insistence that black people take pride in their blackness-personal liberation
- Defiance of colonial stereotypes
- Not to become victims of the colonial masters
- Any other relevant response (1 x 3) (3)

1.1.4 *[Interpretation of evidence from Source 1A-L3]*

- Black Consciousness(BC) revived a sense of identity/affirmed black identity among black people
- It inspired the blacks to fight the apartheid system
- Any other relevant response (2 x 2) (4)

1.1.5 *[Explanation and interpretation of evidence from Source 1A-L3]*

State whether the source is **reliable/not reliable** and give reasons:

**Reliable**

- Secondary source and reflects the author's point of view

**Not Reliable**

- The authors were probably not involved in the Black Consciousness Movement (BCM) personally
  - The extract is biased towards those involved in the BCM
  - Unless we know more about the authors and the way in which they obtained their information, we cannot really comment on reliability
  - Any other relevant response
- (2 x 2) (4)

## 1.2

1.2.1 *[Interpretation of evidence from Source 1B-L1]*

- SASO “kicked” NUSAS out
  - Unhappy/Discontent
  - Any other relevant response
- (1 x 2) (2)

1.2.2 *[Interpretation of evidence from Source 1B-L2]*

- White dominated NUSAS was seen as a obstacle rather than a help to the cause of black students
  - NUSAS was seen as an organisation comfortable with playing safe politics
  - Black students began to question whether white liberals were in a position to understand black resistance
  - Any other relevant response
- (2 x 1) (2)

1.2.3 *[Explanation and interpretation of evidence from Source 1B-L3]*

- SASO provided a foundation for black political resistance in the forced absence of other liberation organisations
  - Any other relevant response
- (1 x 2) (2)

1.2.4 *[Explanation and evaluation of evidence from Source 1B– L2]*

- It politicised students
  - It promoted political awareness in schools
  - It encouraged/influenced students to fight the ills of apartheid regime
  - Any other relevant response
- (2 x 2) (4)



## 1.3

1.3.1 *[Extraction of evidence from Source 1C- L2]*

- Threat to public safety (1 x 2) (2)

1.3.2 *[Interpretation of evidence from Source 1C-L1]*

- Broke into shouts of “*Amandla! Amandla!*”- “power” in Zulu
- Some in the crowd sang freedom songs
- Any other relevant response (3 x 1) (3)

1.3.3 *[Interpretation of evidence from Source 1C-L3]*

- The banning of the movie was a significant event
- The story of Biko and Donald Woods is a heartbreaking one
- To invite comments and opinions
- Highlights the acts of racism in South Africa
- Any other relevant response (2 x 2) (4)

1.3.4 *[Analysis of evidence from Source 1C-L2]*

- Crude propaganda
- Portrayed security forces in such a negative light- public image undermined
- Movie could lead to violence
- Any other relevant response (2 x 2) (4)

1.3.5 *[Analysis and synthesis of evidence from Source 1C-L3]*

- Documentary proof e.g. narratives
- Eyewitness accounts
- Photographs/visual evidence
- Any other relevant response (2 x 2) (4)

1.4 *[Interpretation, analysis and synthesis of evidence from all sources]*

Candidates must focus on how the philosophy of Black Consciousness inspired the youth of Soweto in the 1970s

- Stressed that the youth should be at the forefront of struggle and change
- Conscientised the youth
- Encouraged Black South Africans to take responsibility for own struggle
- Empowered Black South Africans to determine own future
- Encouraged Black South Africans to eliminate both inferiority and superior complex
- Any other relevant answer

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 the philosophy of Black Consciousness inspired the youth of Soweto in the 1970s</b></li> <li>• Uses evidence partially to report on topic or cannot report on the 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 the philosophy of Black Consciousness inspired the youth of Soweto in the 1970s</b></li> <li>• Uses evidence from sources in a very basic manner</li> </ul>	<b>Marks: 3 - 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows a thorough understanding of how the philosophy of Black Consciousness inspired the youth of Soweto in the 1970s</b></li> <li>• Uses evidence from sources in a very basic manner</li> </ul>	<b>Marks: 6 - 8</b>

(8)

**QUESTION 2: DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCEED IN HEALING SOUTH AFRICANS FROM ITS DIVIDED PAST?****2.1****2.1.1** *[Extraction of evidence using Source 2A-L1]*

- To deal with the violence and human rights abuses of the apartheid era
- To advance the cause of reconciliation (2 x 1) (2)

**2.1.2** *[Interpretation and explanation of evidence from Source 2A-L2]*

- TRC advocated restorative justice- not about revenge
- Reconciling people, both victims and perpetrators
- Tutu spoke about “Ubuntu”
- People are people through other people
- Any other relevant response (2 x 1) (2)

**2.1.3** *[Interpretation of evidence from Source 2A-L3]***Source is useful because of the following reasons:**

- It gives information on the reasons for the establishment of TRC
- Shows that the TRC was committed to a process of healing the nation
- Highlights the thinking of TRC chair- archbishop Desmond Tutu
- Shows that the TRC advocated restorative justice
- Any other relevant response (2 x 2) (4)

**2.2****2.2.1** *[Interpretation of evidence from Source 2B-L2]*

- Impression that the TRC was a witch hunt
- TRC perceived to be biased
- NP suspected TRC was biased towards the ANC
- Any other relevant response (1 x 2) (2)

**2.2.2** *[Interpretation and analysis of evidence from Source 2B-L1]*

- Evil deeds committed by the NP
- Bad people
- Witches
- Any other relevant response (1 x 2) (2)

*2.2.3 [Explanation and interpretation of evidence from Source 2B-L3]*

- Strategy was to outwit the ANC and the TRC
  - The ANC always wanted themselves victims and received sympathy
  - If we also shout we will receive sympathy
  - Attention will be directed elsewhere
  - Any other relevant response
- (2 x 2) (4)

*2.2.4 [Interpretation and of evidence from Source 2B]*

## (a) Hit Squads

- Police unit tasked with eliminating identified activists who were troublesome

## (b) Detainees

- Activists who never returned home after arrest and or imprisonment
  - Any other relevant response
- (2 x 1) (2)

*2.2.5 [Interpretation of evidence from Sources 2B– L2]*

- NP was a ruling National Party
  - Responsible for wrong doings during apartheid
  - Party responsible for covering up its past violations
  - Any other relevant response
- (2 x 2) (4)

*2.2.6 [Ascertain the limitations of evidence from Source 2B-L3]*

- Biased source
  - It only gives the reaction of the NP
  - Other organisations were left out
  - Reaction of other people who were in favour of the TRC were not given
  - Any other relevant response
- (2 x 2) (4)

## 2.3

2.3.1 *[Extraction of evidence from Source 2C-L1]*

- To ask the family's forgiveness for his role in Siphiwo's death
- Any other relevant response (2 x 2) (4)

2.3.2 *[Explanation of evidence from Source 2C-L3]*

- To highlight the atrocities/ cruelties committed by the apartheid government
- The truth about her son's fate
- Any other relevant response (2 x 2) (4)

2.3.3 *[Interpretation and analysis of evidence from Source 2C-L4]*

- Sikhumbuzo was not prepared to forgive Nieuwoudt for his father's death
- He wanted justice/recognition for his father
- Nieuwoudt responsible for wrong doings during apartheid
- Reopened painful wounds
- Any other relevant response (2 x 2) (4)

2.4 *[Interpretation and evaluation of evidence from Source 2C-L4]*

**Candidates can either choose effective or not effective and substantiate their response with valid reasons.**

**EFFECTIVE**

- Those who read the diary entries are often profoundly affected by them
- First- hand account - primary source
- Diary entries serves to complement or enhance visual sources/stories
- Any other response

**NOT EFFECTIVE**

- Diary entries could be biased
- Any other response (2 x 2) (4)

2.5 *[Interpretation, analysis and synthesis of evidence from all sources]*

Candidates should focus on the following aspects in their response:

- TRC had to find tangible solutions for the victims of apartheid atrocities
- TRC had to listen to crimes that were committed
- TRC had to grant amnesty
- Difficult to reach consensus regarding the process of healing and reconciliation
- Unable to satisfy all parties
- Any other relevant response

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of why the work of the TRC was a difficult task</b></li> <li>• Uses evidence partially to report on topic or cannot report on the topic</li> </ul>	<b>0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows an understanding of why the work of the TRC was a difficult task</b></li> <li>• Uses evidence from sources in a very basic manner</li> </ul>	<b>3 – 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>shows a thorough understanding of why the work of the TRC was a difficult task</b></li> <li>• Extracted evidence-relates well to the topic</li> <li>• Uses evidence from sources very effectively in an organised paragraph that shows an understanding of the topic</li> </ul>	<b>6 – 8</b>

(8)

**SECTION B****QUESTION 3: CIVIL RESISTANCE 1970s – 1980s: SOUTH AFRICA**

- 3.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills ]*

**SYNOPSIS**

Candidates need to focus on the internal pressure on the government.

**MAIN ASPECTS**

Candidates should take a stand in response to the statement:

Introduction: Candidates may agree with the statement by saying that increased repression did not crush the protest. OR some candidates may argue that there was a stalemate and that internal pressures played a significant role.

**ELABORATION**

- **Internal pressure**
  - Tricameral Parliament, UDF
  - State of Emergency
  - White business suffered
  - Failure of Rubicon speech
  - Increased armed struggle- MK
- 
- Conclusion: Candidates need to tie up the discussion.

**[50]**

3.2 *[Plan and construct an argument based on evidence using analytical and interpretative skills]*

Candidates should include the following aspects in their response:

### SYNOPSIS

Candidates must take a stance for or against assertion that negotiations was the only route to democratic SA.

### MAIN ASPECTS

Introduction: Candidates need to refer to the road to South Africa's first democratic elections.

### ELABORATION

- International balance of forces and collapse of USSR left parties with no option but to negotiate
- ANC stripped of support base and NP fear of communism allayed
- Process of change introduced by De Klerk Feb 2 speech
- Release of Mandela
- Whites only referendum
- CODESA 1 and 2
- Record of Understanding
- Assassination of Hani- Mandela appeals to nation to remain calm
- Election date set
- White conservatives participate in elections
- New Constitution/ Mandela President of South Africa
- Any other relevant point

CONCLUSION: Candidates should tie up their argument with a relevant conclusion

**[50]**