



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P1

NOVEMBER 2010

MEMORANDUM

MARKS: 150

This memorandum consists of 30 pages.

1. SOURCE-BASED QUESTIONS

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

LEARNING OUTCOMES	ASSESSMENT STANDARDS THE ABILITY OF THE LEARNER TO:
Learning Outcome 1 (Historical enquiry)	1. Formulate questions to analyse concepts for investigation within the context of what is being studied. (Not for examination purpose). 2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purpose). 3. Interpret and evaluate information and data from sources. 4. Engage with sources of information evaluating the usefulness of the sources for the task, including stereotypes, subjectivity and gaps in the evidence available to the learners.
Learning Outcome 2 (Historical concepts)	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 (L1)	<ul style="list-style-type: none"> • Extract relevant information and data from the sources. • Organise information logically. • Explain historical concepts.
LEVEL 2 (L2)	<ul style="list-style-type: none"> • Categorise appropriate or relevant source of information provided to answer the questions raised. • Analyse the information and data gathered from a variety of sources. • Evaluate the sources of information provided to assess the appropriateness of the sources for the task.
LEVEL 3 (L3)	<ul style="list-style-type: none"> • Interpret and evaluate information and data from the sources. • Engage with sources of information evaluating the usefulness of the sources for the task taking into account stereotypes, subjectivity and gaps in the evidence available. • Analyse historical concepts as social constructs. • Examine and explain the dynamics of changing power relations within the aspects of societies studied. • Compare and contrast interpretations and perspectives of peoples' actions or events and changes to draw independent conclusions about the actions or events. • Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data.

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

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

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

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

2.2 Marking of extended writing

<ul style="list-style-type: none"> • MARKERS MUST BE AWARE THAT THE CONTENT OF THE ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT THE PARTICULAR CENTRE. • CANDIDATES MAY HAVE ANY OTHER RELEVANT INTRODUCTION AND/OR CONCLUSION THAN THOSE INCLUDED IN A SPECIFIC EXTENDED WRITING MARKING GUIDELINE FOR A SPECIFIC ESSAY. • WHEN ASSESSING OPEN-ENDED SOURCE-BASED QUESTIONS, LEARNERS SHOULD BE CREDITED FOR ANY OTHER RELEVANT ANSWERS.

Global assessment of extended writing

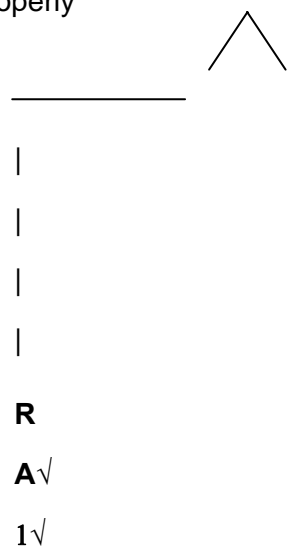
The extended writing will be assessed holistically (globally). This approach requires the educator to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using of selected factual evidence to support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

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

Assessment procedures of extended writing

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

- Introduction, main aspects and conclusion not properly contextualised
- Wrong statement
- Irrelevant statement
- Repetition
- Analysis
- Interpretation



4. The matrix

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

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

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

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	18-19
P	LEVEL 5	

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

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

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

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

GRADE 12 HOLISTIC RUBRIC TO ASSESS EXTENDED WRITING (SUCH AS AN ESSAY USING SOURCES, REPORT, NEWSPAPER ARTICLE, ETC.) TOTAL MARKS: 30

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

QUESTION 1: WHAT WERE THE CONSEQUENCES OF THE UNITED STATES OF AMERICA'S (USA'S) INVOLVEMENT IN THE VIETNAM WAR?

1.1

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

- Communist China (1 x 1) (1)

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

Candidates can state either YES or NO and support their answer with reasons.

YES President Johnson

- Tried to uphold and maintain democracy/independence/capitalism
- Contain the spread of communism/fear of Domino Theory
- Assist/support Vietnam to implement democracy
- Any other relevant response

NO President Johnson

- Should not have got involved in the internal affairs of Vietnam/not their problem to solve
- Should have allowed Vietnam to determine its own future and destiny
- Both the USA and Vietnamese governments to incur huge costs (economic and human)/unnecessary war
- Any other relevant response (any 2 x 2) (4)

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

- Napalm
- Toxic chemicals
- Gases
- Bombing of crops, villages, factories (any 3 x 1) (3)

1.1.4 *[Interpretation of evidence from Source 1A – L2 – LO1 (AS3&4) ; LO2 (AS2)]*

- Wanted the independence of Vietnam to be respected/no right to interfere in the domestic matters of another country
- Vietnam was not a threat to USA
- Minh was pro-Communist
- It would prolong the partition/division of Vietnam
- Minh feared neo-colonialism/foreign domination
- Minh feared the destruction of his country
- Any other relevant response (any 2 x 2) (4)

1.1.5 *[Comparison of evidence from Source 1A – L3 – LO1 (AS4); LO2 (AS3)]*

- Some Vietnamese supported US involvement while others did not
- Within South Vietnam there was support for US involvement since the USA was seen as a benefactor/beacon of democracy/freedom
- Some Vietnamese supported capitalism while others supported communism
- Any other relevant response (any 2 x 2) (4)

1.1.6 *[Interpretation and analysis of evidence from Source 1A – L3 – LO1 (AS3&4); LO3 (AS2&3)]*

- It highlighted the spread and intensification of Cold War tensions between Russia (ally of Communist China) and the USA
- Both the USA and Vietnam wanted to defend what they thought was in the best interests for the people of Vietnam
- Through the involvement of Communist China the focus of the Cold War shifted to the East (Vietnam)
- Any other relevant response (any 2 x 2) (4)

1.2

1.2.1 *[Interpretation from Source 1B – L2 – LO1 (AS3&4)]*

- To highlight the atrocities/cruelties committed by the USA in Vietnam
- To highlight human rights violation/indiscriminate attacks on people
- To highlight the newsworthiness of the event/international attention
- To show the indifferent attitude of the USA soldiers
- Any other relevant response (any 2 x 2) (4)

1.2.2 *[Interpretation and evaluation of evidence from Source 1B – L2 – LO1 (AS3&4); LO2 (AS2); LO3 (AS2)]*

- With anger, sad, bitterness, hatred and revulsion (negatively)
- Feeling of helplessness and sheer frustration
- Any other relevant response (any 1 x 2) (2)

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

- Militant attitude/authoritarian
- The National guards wanted to entrench US government policy at all costs
- Any other relevant response (any 1 x 2) (2)

1.2.4 *[Interpretation and analysis of information from Source 1B – L3 – LO1 (AS3&4) LO2 (AS3); LO3 (AS2)]*

- Both photographs 1 and 2 had a huge impact on the psyche of the USA public
- These photographs helped change the mindset of the USA public about the war effort in Vietnam
- By the 1970s most Americans did not want the USA to continue its war effort in Vietnam/USA was forced to pull out of the war
- Any other relevant response (any 2 x 2) (4)

1.3

1.3.1 *[Extraction of information from Source 1C – L1 – LO1 (AS3)]*

- The army – 65% (1 x 1) (1)

1.3.2 *[Interpretation from Source 1C – L2 – LO1 (AS3&4); LO3 (AS1&2)]*

- War fought by ground forces/guerrilla warfare
- Vietnam lacked resources to counter USA's air force and navy
- USA dominated air and sea strikes
- USA forced to mobilise on the ground to fight an unconventional warfare
- Any other relevant response (any 1 x 2) (2)

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

Candidates can chose either Source 1A, 1B or 1C and support their answer with relevant evidence.

Source 1A

- Provides personal viewpoints on the issue of Vietnam by the USA president and the leader of the North Vietnam
- Both viewpoints are primary sources
- Gives information for and against on the question of involvement in Vietnam
- It also deals with human rights violations
- Reasons for involvement in the war
- Any other relevant response

Source 1B

Candidates need to refer to both photographs however, credit needs to be given if they refer to any one of the two

Photograph 1

- Shows actual brutality and atrocity committed by the USA army
- Shows the extent of the methods of warfare used by the USA
- Shows the actual suffering and human rights violation experienced by Vietnamese children
- Shows images of the war
- It is a primary source
- Any other relevant response

Photograph 2

- Shows USA indifference to human life in its pursuit to achieve victory
- USA protestors treated with disdain and indifference
- Opponents to USA involvement viewed as enemy
- Any other relevant response

Source 1C

- Gives statistics about USA soldiers that participated in the Vietnam war
- Gives information on the effort (various military divisions) that were used by the USA to defeat Vietnam
- Highlight the heavy casualty of the USA army
- Any other relevant response

(any 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 may use the following points to answer the question:

- The right to life
- Safety and security
- Vietnamese had no say in the decision to participate in the war
- Indiscreet bombing by the US army on Vietnamese villages
- No respect shown to the loss of Vietnamese life
- USA's attitude to its own ideology superceded the value of human life
- Mass killings
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows little or no understanding of how the human rights of ordinary Vietnamese were violated • Uses evidence partially to report on topic or cannot report on topic 	MARKS: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows an understanding of how the human rights of ordinary Vietnamese were violated • 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 how the human rights of ordinary Vietnamese were violated • 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 focus on the consequences of the USA's involvement in the Vietnam war.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should give a brief outline on the reasons for US involvement in the Vietnam war and focus on the consequences.

ELABORATION

- Background information (Reasons for participation in the Vietnam war (policy of containment);
 - Highlight reasons for failure (Use of young and inexperienced US soldiers; Lack of understanding of the Vietnamese terrain; Overconfidence in USA's military superiority ; Vietnamese tactics and strategies on the ground were far superior to that of the USA)
 - USA unfamiliar with non-conventional guerrilla tactics of the Vietnamese (the effective use of underground tunnels, etc.)
 - Reaction of the USA public regarding participation and the heavy loss of lives of USA soldiers in Vietnam
 - Approximately 700 000 USA veterans suffered from psychological effects of fighting in Vietnam
 - International reaction and public opinion on USA participation in the Vietnam war and atrocities committed
 - Humiliation suffered by the USA as a superpower by withdrawing from Vietnam
 - Failure of USA to achieve its objective of saving Vietnam from coming under communist rule
 - Economic setback suffered by the USA/Vietnam
 - In 1975 North and South Vietnam became a single republic under the communist Vietcong
 - Relations between the USA and Vietnam remained hostile
 - Any other relevant point
- Conclusion: Candidates need to tie up the discussion by drawing on the consequences of the USA's involvement in the Vietnam war. (30)

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

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

SYNOPSIS

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

In writing the article, candidates need to make an evaluation of this statement. In taking a particular line of argument, the accuracy of the statement needs to be supported with relevant evidence.

MAIN ASPECTS

- Introduction: Candidates should evaluate the accuracy of the statement and indicate how they intend answering the question.

ELABORATION

In evaluating the accuracy of the statement candidates, need to include the following points:

- The USA had a strong and effective army
- Demonstrated their expertise on the ground, sea and air
- Used sophisticated equipment against Vietnamese soldiers
- The USA army demonstrated their expertise and skill against the Vietcong forces in fighting and an unconventional war
- Was seen as a moral 'victory' for the USA as no other country after World War Two was prepared to engage in a foreign war
- Was to be admired in its attempt to extend and uphold the principles of democracy and freedom

If candidates' contest the accuracy of the statement then due credit should be given. Relevant and convincing examples should be given in support of their argument. The following should be included in their argument:

- Lost a large number of soldiers (mostly young)
 - Huge cost to the economy
 - Lost their sense of superiority to a lesser known force
 - Forced to fight on two fronts within the USA against massive domestic protests as well as in Vietnam
 - Any other relevant point
- Conclusion: Candidates should tie up their report. (30)

[75]

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

QUESTION 2: WHAT ROLE DID JOMO KENYATTA PLAY IN TRANSFORMING KENYA FROM 1960 TO 1970?

2.1

2.1.1 *[Extraction of evidence from Source 2A – L1 – LO1 (AS3)]*

- Jubilation/happy/joy
- Excitement
- Hope – independence from Britain/end of colonial rule
- Any other relevant response

(any 1 x 1) (1)

2.1.2 *[Interpretation of evidence from Source 2A – L2 –LO1 (AS3); LO2 (AS2)]*

- Well spoken
- Western dress
- Did not fit description of 'darkness and death'
- Not a demon as portrayed by colonial masters – person of moderate views
- Any other relevant response

(any 1 x 2) (2)

2.1.3 *[Extraction and interpretation of evidence from Source 2A – L2 – LO1 (AS3)]*

- Positive approach to future
- Provided promise of security for white minority settlers
- Wanted peaceful transition from colonial rule to independence
- Very sensible leader, articulate and clear (good speaker)
- Preached forgiveness- not bitter(reconciliation)
- Self confidence/charismatic
- Any other relevant response

(any 2 x 1) (2)

2.1.4 *[Interpretation of evidence from Source 2A – L2 – LO1 (AS3&4); LO2 (AS2)]*

- Land was a contentious issue and had been reason for conflict
- Whites feared an independent Kenya – allay white fears
- Whites contribution to economy essential
- Gain white support: needed expertise and investments
- Wanted whites to stay - needed political support
- Realist –needed European(white farmers) for economy to grow
- Any other relevant response

(any 2 x 2) (4)

2.1.5 *[Comparing evidence from Source 2A - L3 –LO1 (AS3&4); LO2 (AS2&3)]*

- Kenyatta's address was that of an enlightened man with a vision
- Address was one of reconciliation
- Address was positive and wanted to include whites
- No evidence of anger and violence in address
- Any other relevant response

(any 2 x 2) (4)

2.1.6 *[Interpretation of concept from Source 2A – L1 – LO2 (AS1)]*

- Policy asking whites and Africans to work together for the development of Kenya

(1 x 2) (2)

2.2

2.2.1 *[Interpretation of evidence from Source 2B – L2 – LO1 (AS3&4)]*

- End of colonial rule
- Birth of an independent Kenya
- Freedom
- Prospect that Kenya can become a free nation
- Any other relevant response (any 1 x 2) (2)

2.2.2 *[Interpretation and evaluation of evidence to reach a conclusion from Source 2B – L2 – LO1 (AS3&4); LO2 (AS2); LO3 (AS2)]*

- Uncertain about the future - what will happen to whites
- Felt betrayed by the colonial government
- Not very hopeful about Kenya's future without colonial rule
- Fearful
- Some white settlers may have reacted positively
- Any other relevant response (any 2 x 2) (4)

2.2.3 *[Explanation of evidence from Source 2B – L2 – LO1 (AS3&4)]*

- Show the support for Kenya's independence celebrations
- Contrary to expectations - independence celebrations not accompanied by violence
- To mark an important event in Kenya's post-colonial history
- To highlight the celebratory mood of Kenyan's/happy/joy
- Any other relevant point (any 2 x 2) (4)

2.2.4 *[Comparison of evidence from Source 2B – L3 – L1 (AS4); LO2 (AS3)]*

- Both the visual and written sources highlight the independence celebrations
- Both the visual and written sources bring out the joy and enthusiasm of the feeling of a large number of Kenyans
- Any other relevant response (any 2 x 2) (4)

2.2.5 *[Ascertaining the usefulness of Source 2B – L3 – LO1 (AS3&4); LO2 (AS2)]*

Candidates can select either useful or not useful and support their answer with relevant evidence.

USEFUL

- Shows enthusiasm for independence in Kenya
- Crowds well-behaved
- Kenyatta's dress both traditional and Western
- Police officers well dressed in uniform
- Any other relevant response

NOT USEFUL

- Only gives information on Kenya's independence celebrations
- Only shows support for independence
- Any other relevant response (any 2 x 2) (4)

2.3

2.3.1 *[Interpretation of evidence from Source 2C – L1 –LO1 (AS3)]*

- Encourage indigenous private enterprise
 - Encourage foreign investment
 - Ensure white settlers will stay in Kenya
 - Ensure stable economy
 - Any other relevant response
- (any 2 x 1) (2)

2.3.2 *[Comparison of evidence from Source 2C – L3 – LO1 (AS3); LO2 (AS3)]*

- Odinga favoured redistribution of white- owned land while Kenyatta favoured private ownership of land
 - Odinga favoured a policy of nationalisation of industry while Kenyatta favoured free enterprise
 - Odinga favoured closer ties with Eastern Bloc while Kenyatta favoured closer ties with the West
 - Any other relevant response
- (any 2 x 2) (4)

2.4

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

Candidates must focus on the following aspects:

- Kenya freed from British colonial rule
- Peaceful transition to democracy
- Kenyatta once imprisoned and despised now Kenya's first Prime Minister
- Freedom and independence for Kenya
- Policy of Harambee – work together for the benefit of Kenya
- No seizure of white owned land
- Kenya followed capitalist policies
- Victory for African nationalism
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner i.e. shows no or little understanding of the impact of Kenya's attainment of independence • 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 shows some understanding of the impact of Kenya's attainment of independence • Uses evidence in a very basic manner 	MARKS: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence that shows a thorough understanding of the impact of Kenya's attainment of independence • 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)

2.5.1 EXTENDED WRITING

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

SYNOPSIS

Candidates should discuss the role played by Kenyatta in transforming Kenya from 1960 to 1970.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should outline the possibilities and challenges that faced Kenyatta in transforming Kenya.

ELABORATION

- Kenyatta respected leader- good governance
 - Capitalist policies - encouraged private enterprise,/ foreign investment
 - Policy of Harambee (infrastructure development)- encouraged national development
 - Ranches and coffee plantations: employment, revenue, export
 - Fertile soil - agriculture
 - Many white settlers stayed - boost economy
 - Tourist mecca: coastal resorts and wild life
 - Fulfill hopes of many Kenyans - improve standard of living
 - Bury tribal differences and attain national unity
 - Bridge gap between locals and white settlers
 - Issue of land hunger and resettlement
 - Rural poverty
 - Disparity between rich and poor/unemployment
 - Capitalist policies estranged socialists
 - Reconcile diverse ethnic groups
 - Achieve Western style democracy after years of colonial domination
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)

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

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

SYNOPSIS

Candidates should write a report in which they critically assess Kenyatta as a great and respected leader thus portraying him in a positive light as well as a 'leader to darkness' portraying Kenyatta in a negative light.

MAIN ASPECTS

The candidate should include the following points in the response.

Introduction: Candidates should focus on Kenyatta as a great political leader and a 'leader to darkness'.

ELABORATION

GREAT STATESMAN

- Led Kenya's struggle for independence from Britain
- Protagonist of African Nationalism
- Imprisonment made him national icon and hero
- Followed capitalist principles: encouraged foreign investment
- Policy of Harambee – national development
- Did not seize white owned farms- many whites stayed- benefit economy
- Moderate approach ensured support from Western powers
- Policy of reconciliation- forget past bitterness
- Realistic leader- realised he needed support of whites to ensure economic growth
- Any other relevant response

LEADER OF DARKNESS

- Opponents of Kenyatta criticised his capitalist approach
 - British authorities saw him as leader of darkness- Mau Mau connections
 - British against Uhuru campaigns for freedom and independence
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)
[75]

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

QUESTION 3: HOW DID THE MARCH TO THE LINCOLN MEMORIAL GATHER MOMENTUM IN THE STRUGGLE FOR CIVIL RIGHTS IN THE UNITED STATES OF AMERICA (USA) IN THE 1960s?3.1.1 [*Extraction of evidence from Source 3A – L1 –LO1(AS3)*]

- To plead with fellow African-Americans for unity
- Unity between whites and blacks
- To demonstrate to authorities that they were asking for what was guaranteed by the constitution
- An end to discrimination
- Any other relevant response (any 2 x 1) (2)

3.1.2 [*Interpretation and evaluation of information from Source 3A – L3 – LO1(AS3&4); LO2 (AS2&3)*]

(a)

- African Americans were happy their issues were addressed in Capitol Hill and hoped it would be received well by the Congress
- Any other relevant response

(b)

- White Americans of the South would have rejected the notion of equality
- White Americans of the South responded negatively
- Any other relevant response (2 x 2) (4)

3.1.3 [*Interpretation of evidence from Source 3A – L2 –LO1(AS3&4)*]

- To show the number of people that gathered at the Lincoln Memorial
- An aerial photograph gives a holistic and more a comprehensive picture of the people that gathered at the Lincoln Memorial
- To obtain a better view of the march
- It confirms the number people that attended the march
- Any other relevant response (any 1 x 2) (2)

3.1.4 [*Interpretation of evidence from Source 3A – L2 – LO1 (AS3&4)*]

- The photograph does not capture a close up view of the attendees
- The photograph fails to capture the mood of the marchers
- Being a black and white photo the identity of the marches cannot be known
- The photograph lacks clarity in term of its composition
- Any other relevant response (any 2 x 2) (4)

3.1.5 *[Comparing evidence from Source 3A – L3 – LO1(AS3&4); LO2(AS3)]*

- Both the written and the visual sources highlight the significance of the march
- Both the written and the visual sources complements each other as to what occurred at the march
- Both the written and the visual sources relate to the Lincoln Memorial which symbolises freedom and unity of the American people
- Visual source adds value by supporting written source as it verifies the number of people who attended
- Any other relevant response

(2 x 2) (4)

3.2

3.2.1 *[Interpretation of evidence from Source 3B – L2 – LO1 (AS3&4)]*

- The march was a significant event
- It ushered in a new era in USA politics
- It was significant in that both black and white Americans were united against discrimination
- To invite comments and opinions
- To test White Americans readiness to accept changes
- Any other relevant response

(any 2 x 2) (4)

3.2.2 *[Interpretation and analysis of evidence from Source 3B – L1 – LO1(AS3&4)]*

- The grievances of the marchers were to be resolved by the USA govt.
- March was peaceful and organised
- The crowd was too large
- They were afraid of the repercussions
- The US Congress was divided
- Any other relevant response

(any 1 x 2) (2)

3.2.3 *[Explanation of concept – L1 – LO2 (AS1)]*

- Civil rights refers to rights of individuals as dictated by the constitution and natural law such rights include: life, liberty freedom of speech etc
- Any other relevant response

(1 x 2) (2)

3.3 *[Comparison of evidence from Sources 3A & 3B – L3 – L1 (AS4); LO2 (AS3)]*

- Both a visual and a written source of Source 3A are inspirational in supporting Source 3B
- Both sources highlight the large number of people who marched to the Lincoln Memorial
- Both sources highlight the peaceful nature of the march
- Any other relevant response

(any 2 x 2) (4)

3.4

3.4.1 *[Interpretation of evidence from Source 3C – L2 – LO1 (AS3&4)]*

- America viewed as the bastion of democracy failed to address the needs of its own people
- The USA government failed to practise what it preached
- Was contrary to the principles of the Constitution and the Statue of Liberty
- Any other relevant response

(any 1 x 2) (2)

3.4.2 [*Interpretation of evidence from Source 3C – L2 – LO1(AS3&4); LO2 (AS2)*]

- Acknowledged the importance of the march
- It highlighted the injustices of US society
- The need for changes in legislation
- He was against discrimination
- Any other relevant response (any 1 x 3) (3)

3.4.3 [*Explanation and interpretation of evidence from Source 3C – L2 – LO1 (AS3&4)*]

- Realised the need for the urgent promulgation of legislation to correct the injustices of the past
- It was important for the USA to comply with the intent of its constitution
- Any other relevant response (any 1 x 2) (2)

3.5 [*Ascertain usefulness of evidence from Source 3A,3B and 3C – L3 – LO1(AS3&4)*]

Candidates can chose either Source 3A, 3B or 3C and support their answer with relevant evidence.

Source 3A

- Events in the source can be backed by authentic evidence
- Primary source
- Consists of a written and visual source and hence gives a broader understanding
- Any other relevant response

Source 3B

- It gives the views and opinions of newspapers
- It shows the relationship between President and Congress
- Shows the course of Blacks as being supported by many
- Any other relevant response

Source 3C

- It's a primary source
- Kennedy highlights the hypocrisy of the USA
- Any other relevant response (any 2 x 2) (4)

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

Candidates should explain the role that Martin Luther King Jr. played in the Civil Rights Movement:

- Martin Luther King was able to unite freedom loving Americans
- Martin Luther King organised a series of successful marches
- Was able to successfully challenge the discriminatory legislation
- Martin Luther King embarked on civil disobedience through non violence changed the content of the struggle
- Martin Luther King's successes in some states encouraged Civil Rights Movement to continue with demands to end segregation
- Civil Rights Act of 1964 sealed the victory of Civil Rights Movement
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of the role that Martin Luther King Jr. played in the Civil Rights Movement • Uses evidence partially to report on topic or cannot report on topic 	MARKS: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of the role that Martin Luther King Jr. played in the Civil Rights Movement • Uses evidence in a very basic manner 	MARKS: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. shows a thorough understanding of the role that Martin Luther King Jr. played in the Civil Rights Movement • 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)

3.7 EXTENDED WRITING

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

SYNOPSIS

Candidates should explain how the march to the Lincoln Memorial helped to gather momentum for the Civil Rights Movement in the United States of America in the 1960s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate how the march to the Lincoln Memorial helped to gather momentum for the Civil Rights Movement.

ELABORATION

- Provide an outline of the activities that preceded the march to Lincoln Memorial
- Reasons for the Civil Rights Movement (racial discrimination; and segregation in public institutions; etc.)
- Role of Martin Luther King
- The march to Lincoln Memorial/Civil Rights Movement - significance
- Led to a significant reassessment of the implementation of the USA constitution (e.g. Civil Rights Act; Voting Rights Act; Fair Housing Act, etc.)
- Any other relevant response

Conclusion: Candidates should tie up their argument by referring to the changes that resulted from the march to the Lincoln Memorial. (30)

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

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

SYNOPSIS

In writing the article, candidates must show how peaceful resistance brought about changes to the policy of segregation in the USA.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should give a brief background of the activities of the Civil Rights Movement.

ELABORATION

- Commitment to end segregation and racial discrimination
- Role of Martin Luther King
- President JF Kennedy's support
- The support and publicity from New York times
- Forms of resistance - peaceful
- The Washington march to Lincoln Memorial
- Unity among Black Americans and the support received from the fellow white Americans
- Civil Rights Movement gained confidence.
- Changes to USA legislation
- Any other relevant point
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)
[75]

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

QUESTION 4: HOW DID STEVE BIKO AND THE PHILOSOPHY OF BLACK CONSCIOUSNESS INFLUENCE THE SOWETO UPRISING OF 1976?4.1.1 [*Interpretation of evidence from Source 4A – L2 – LO1 (AS3&4); LO2 (AS2)*]

- See the truth
- Make the black man come to himself
- Pump back life into his empty shell
- To infuse him with pride and dignity
- Any other relevant response (any 1 x 2) (2)

4.1.2 [*Extraction and interpretation of evidence from Source 4A – L2 – LO1 (AS3&4)*]

- Black Consciousness is part of a nationalist feeling
- People should view Black Consciousness positively
- Any other relevant response (any 1 x 2) (2)

4.1.3 [*Explanation of concept – L1 – LO2 (AS1)*]

- Black Consciousness was a philosophy, which sought to conscientise the masses (black people) of their political, cultural and economic rights
- Black people should be proud of themselves and strive to be self reliant
- Any other relevant response (any 1 x 2) (2)

4.1.4 [*Comparison of evidence from Source 4A – L3 – L1 (AS3&4); LO2 (AS3)*]

Candidates can state either Yes or No and support their answer with relevant evidence.

YES

- Supported in a limited context within the nationalist policy of separate homeland
- Supported the aspirations of the black people within the existing government policies
- Supports the idea of being separate but equal
- Any other relevant response

NO

- Black liberation was a struggle for majority rule in South Africa
- Black liberation meant the end to white minority rule
- Any other relevant response (any 2 x 2) (4)

4.2

4.2.1 [*Interpretation of evidence from Source 4B – L2 – LO1 (AS3&4)*]

- Being young and of an impressionable age they were influenced easily by the teachings of Black Consciousness
- They were conscientised to become politically active
- Secondary schools had a unifying influence that brought together politically aware learners
- Soweto as a township was a hotbed for political activity especially among the young
- Any other relevant response (any 2 x 2) (4)

4.2.2 *[Interpretation and analysis of evidence from Source 4B – L3 – LO1 (AS3&4); LO2 (AS3); LO3 (AS2&3)]*

Candidates can either agree or disagree and support their point of view with relevant evidence.

AGREE

- High school students were aware of the struggle and became responsive to the challenges for changes
- Vacuum created by the banning of political organisations led to the youth taking up the cudgels in the absence of the organisations
- High schools students were literate and hungry for knowledge relating to the struggle
- Any other relevant response

DISAGREE

- Not all high schools were politicised
- Educational authorities banned political activity at schools
- Fear of being expelled/arrested/political intimidation
- Any other relevant response (any 2 x 2) (4)

4.2.3 *[Extraction of evidence from Source 4B – L1 – LO1 (AS3)]*

- Became more conspicuous (clear)/politicised/influenced
- Rotated from school to school to talk to the students
- Talked about how Bantu Education enslaved blacks (any 2 x 1) (2)

4.2.4 *[Justification of evidence from Source 4B – L3 – LO1 (AS3&4); LO2 (AS2); LO3 (AS2&3)]*

JUSTIFIED because:

- Bantu education was inferior
- Bantu education stifled black children
- Bantu education frustrated black children – led to them joining organisations like the BCM
- Bantu education subjected them to menial job opportunities in life
- Any other relevant response (any 2 x 2) (4)

4.2.5 *[Ascertain usefulness of information from Source 4B – L3 – LO1 (AS3&4); LO2 (AS273); LO3 (AS2)]*

Candidates can chose either extract 1 or extract 2 and support their point of view with relevant evidence.

EXTRACT 1

- Written by credible historian
- Highlights the influence of Black Consciousness
- Any other relevant response

EXTRACT 2

- Written by a student leader
- Highlights the reasons for the Soweto uprising
- Highlights the role played by SASM
- Any other relevant response (any 2 x 2) (4)

4.3

4.3.1 [*Extraction of evidence from Source 4C – L1 – LO1 (AS3)*]

- Brimming with confidence and energy
- Full of vigour and having the desire to confront any challenges
- Daring and not afraid of challenging the authorities
- Any other relevant response (any 1 x 3) (3)

4.3.2 [*Ascertain the accuracy of evidence from Source 4C – L2 – LO1 (AS3&4); LO2 (AS2&3); LO3 (AS2)*]

Candidates can indicate either justified or not justified and support their answer with relevant evidence.

JUSTIFIED

- Students were frustrated by the long delay for change
- Authorities showed no attention nor concern about student grievances
- Fighting against an inferior education system
- Fighting against Afrikaans as a forced medium of instruction
- The government of the day was intent on implementing their racist policies
- Any other relevant response

NOT JUSTIFIED

- Students seen as the leaders of tomorrow ought not to have caused the uprising which resulted in serious damages to the country
- Should have engaged in a process of negotiations with government
- Any other relevant response (2 x 2) (4)

4.3.3 [*Comparing evidence to ascertain similarity of evidence from Source 4B&C – L2 – LO1 (AS3&4); LO2 (AS2&3); LO3 (AS2)*]

- Both sources capture the prevailing mood of the students who participated in the Soweto uprising
- Source 4B shows the readiness and the mood of the students to engage in the uprising whilst Source 4C combines both the seriousness of the uprising and the joy of some going on the march
- Both sources show their determination for change
- Both sources show their enthusiasm and unity
- Any other relevant response (any 2 x 2) (4)

4.4 [Interpret and evaluate information from Sources 4A, 4B, 4C and 4D – L3 – LO2 (AS2); LO2 (AS3); LO3 (AS2)]

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
- Instilled pride in Black South Africans
- Empowered Black South Africans to determine own future
- Encouraged Black South Africans to eliminate both inferiority and superior complex
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner i.e. shows no or little understanding of how the philosophy of Black Consciousness inspired the youth of Soweto in the 1970s. • 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 shows some understanding of how the philosophy of Black Consciousness inspired the youth of Soweto in the 1970s. • Uses evidence in a very basic manner 	MARKS: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence that shows a thorough understanding of how the philosophy of Black Consciousness inspired the youth of Soweto in the 1970s. • 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)

[45]

4.5 EXTENDED WRITING

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

SYNOPSIS

Candidates should discuss the role played by Steve Biko and the Black Consciousness Movement in influencing the Soweto Uprising.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should discuss the role Steve Biko and the Black Consciousness Movement in influencing the Soweto Uprising.

ELABORATION

- Brief background – reasons for Black Consciousness
 - The role and influence of Biko's philosophy/ BCM
 - The role of SASM on the youth of South Africa
 - Outline the various factors that changed the political thinking of the youth in the 1970s for example, conscientising the youth about the following:
 - Black dignity and self esteem
 - Poor living conditions and rising unemployment
 - Increased oil price in 1973 led to a rise in inflation
 - Soweto and other townships were overcrowded and lacked services
 - Implementation and enforcement of the influx control laws made life difficult for black South Africans
 - African trade unions were banned from protest action
 - Afrikaans was made compulsory – widespread opposition
 - The role and impact of the Soweto Students Representative Council
 - 1976 Soweto Uprising
 - Any other relevant response
 - Conclusion: Candidates should tie up their argument with a relevant conclusion.
- (30)

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

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

SYNOPSIS

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

In writing the report, candidates need to highlight how the Black Consciousness Movement contributed to South Africa's liberation struggle.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should focus on the reasons for the birth of the Black Consciousness movement.

ELABORATION

- Black Consciousness movement – reasons for establishment
- The role and influence of Biko's philosophy, BCM and the role of SASM on the youth of South Africa
- Outline the various factors that changed the political thinking of the youth in the 1970s for example, conscientising the youth about the following:
 - Black dignity and self esteem
 - Poor living conditions and rising unemployment
 - Increased oil price in 1973 led to a rise in inflation
 - Soweto and other townships were overcrowded and lacked services
 - Implementation and enforcement of the influx control laws made life difficult for black South Africans
 - African trade unions were banned from protest action
 - Afrikaans was made compulsory – widespread opposition
 - The role and impact of the Soweto Students Representative Council
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)
[75]

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

TOTAL: 150