



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P1

FEBRUARY/MARCH 2011

MEMORANDUM

MARKS: 150

This memorandum consists of 28 pages.

1. SOURCE-BASED QUESTIONS

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

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

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

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

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

- 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.

2. EXTENDED WRITING

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

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

2.2 Marking of extended writing

- **MARKERS MUST BE AWARE THAT THE CONTENT OF THE ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT THE PARTICULAR CENTRE.**
- **CANDIDATES MAY HAVE ANY OTHER RELEVANT INTRODUCTION AND/OR CONCLUSION THAN THOSE INCLUDED IN A SPECIFIC EXTENDED WRITING MARKING GUIDELINE 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

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- Repetition

R

- Analysis

A✓

- Interpretation

1✓

4. The matrix

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

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

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

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	18-19
P	LEVEL 5	

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

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

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

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PRESENTATION	Very well planned and structured. Good synthesis of information. Constructed an argument	Well planned and structured. Synthesis of information. Constructed an original well - balanced, independent argument. Evidence used to defend the argument.	Well planned and structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	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.						
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 <u>all or most of the skills listed in a particular level, she/he will be awarded a mark relevant to the category.</u>
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% 9 – 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: HOW SUCCESSFUL WAS THE UNITED STATES OF AMERICA (USA) IN THE VIETNAM WAR?

1.1

1.1.1 *[Extraction of evidence from Source 1A – L2 – LO1 (AS3)]*

- Viet Kong forces stormed South Vietnamese cities
- US embassy in Saigon came under severe attack
- Took over twelve US military bases (any 1 x 2) (2)

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

- The capture of American military bases and the Viet Kong attacks witnessed on USA television caused the American people to become sceptical about USA's involvement in the war
- The TV coverage of the war made the USA public aware that the war in Vietnam would not be won
- The American public saw television footage of US forces being defeated by the Viet Kong
- Television footage also showed that the war was not won on the ground by US forces (any 2 x 2) (4)

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

- USA public adopted a mocking attitude towards their President
- Subtle reminder to the President that the war in Vietnam was futile
- To strike the conscience of the President that the sacrifice of children became an objective of the war (any 2 x 2) (4)

1.2

1.2.1 *[Interpretation of evidence from Source 1B – L2 – LO1 (AS3)]*

- The photograph conveys the brutality displayed by American soldiers in Vietnam
- Indiscriminate massacre of women and children by American soldiers
- Any other relevant response (2 x 2) (4)

1.2.2 *[Evaluation of evidence to reach a conclusion from Source 1B – L2 – LO1 (AS3, 4); LO2 (AS2); LO3 (AS2, 3)]*

- The photographer wanted to expose the brutality of American soldiers in Vietnam
- To show the indiscriminate massacre of the mothers and their babies in My Lai
- To highlight the massacre and the atrocities committed by the USA in Vietnam
- To highlight the mercilessness of the USA soldiers
- Any other relevant response (any 2 x 2) (4)

1.2.3 *[Ascertaining justification of evidence from Source 1B – L3 – LO1 (A3,4); LO2 (AS2,3)]*

Candidates can either indicate whether the statement is justified or not. They should support their point of view with relevant evidence.

JUSTIFIED

- Soldiers had no right to refuse orders from the commander
- Strict military discipline requires no questioning of the authorities
- Any other relevant response

NOT JUSTIFIED

- Use of violence cannot be justified
- Innocent women and children were killed
- Any other relevant response (2 x 2) (4)

1.2.4 *[Comparing evidence from Source 1B – L3 – LO1(AS3,4); LO2 (AS3);LO3 AS(3,4)]*
(a)

- It's a primary source
- Meadlo's evidence is authentic
- The visual source confirms the indiscriminate massacre of mothers and their babies
- Military orders to kill executed without question
- Women and children were innocent and defenceless
- Photographs capture events more clearly and succinctly
- Any other relevant response (any 2 x 2) (4)

(b)

Candidates can select either agree or disagree and support their answer with relevant evidence.

AGREE

- Use of indiscriminate violence cannot be supported
- Innocent women and children were butchered ruthlessly
- USA soldiers acted with impunity and vengeance
- Any other relevant response

DISAGREE

- USA soldiers had to carry out orders from their commanders
- Strict military discipline requires no questioning of the authorities
- Any other relevant response (any 2 x 2) (4)

1.3

1.3.1 *[Interpretation of evidence from Source 1C – L2 – LO1 (AS2, 3); LO2 (AS2)]*

- The USA wanted to play a low key role in the Vietnam war
- USA underestimated the intensity and magnitude of the war (2 x 2) (4)

1.3.2 *[Extraction and interpretation of evidence from Source 1C – L1 and 2– LO1 (AS3); LO2(AS2)]*

(a)

- 1968 (1 x 1) (1)

(b)

- The war in Vietnam intensified and the USA as a superpower could not afford to be seen being defeated by a small country
- The USA wanted to win the war
- The communists were successful in defeating South Vietnam
- Wanted to bring the war to an end
- Any other relevant response (any 2 x 2) (4)

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

Candidates may use the following points to answer the question:

- Vietnam was shocked by the large scale killing of innocent women and children
- The Vietnamese lost hope in the superpower and the use of barbaric methods of warfare
- My Lai massacre made Vietnamese dislike war
- The massacre changed the way the Vietnam war had progressed
- My Lai massacre led to the intensification of the war on both sides
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of the impact of the My Lai massacre on Vietnam • Uses evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows an understanding of the impact of the My Lai massacre on Vietnam • Uses evidence in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of the impact of the My Lai massacre on Vietnam • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

(6)

1.5 EXTENDED WRITING

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

SYNOPSIS

Candidates need to explain to what extent the USA was successful in the war in Vietnam War.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should indicate to what extent the USA was successful.

ELABORATION

- Focus on the policy of containment – contain the spread of communism in Vietnam and the East
- JF Kennedy sends troops to Vietnam to limit the spread of communism
- LB Johnson continues with Kennedy's' policy of containment in Vietnam.
- Johnson takes the war effort in Vietnam to a new level by embarking on the (Operation Rolling Thunder; The TET offensive; use of chemical weapons, etc.)
- Reasons for failure: (use of young and inexperienced US soldiers; lack of understanding of the Vietnamese terrain; overconfidence; Vietnamese tactics and strategies were far superior to that of the US; Vietnamese guerrilla tactics far superior; the effective use of underground tunnels etc.)
- Any other relevant point

Conclusion: Candidates need to tie up their argument. (30)

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

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

SYNOPSIS

Candidates need to indicate whether they agree or disagree with the statement.

They need to support their line of argument with relevant historical evidence.

MAIN ASPECTS

- Introduction: Candidates should indicate whether they agree or disagree with the statement and how they intend supporting their point of view.

ELABORATION

AGREE

- Focus on the policy of containment – contain the spread of communism in Vietnam and the East
- Wanted to uphold the principles of democracy and freedom
- JF Kennedy sent troops to Vietnam to limit the spread of communism
- LB Johnson continues with Kennedy's' policy of containment in Vietnam.
- Johnson takes the war effort in Vietnam to a new level by embarking on the (Operation Rolling Thunder; The TET offensive; use of chemical weapons, etc) in order to prevent the spread and consolidation of communism
- Any other relevant point

DISAGREE

In the event candidates do not agree with the statement they need to support their argument with relevant evidence.

- Conclusion: Candidates should tie up their argument. (30)

Use the matrix on page 7 in this document to assess this extended writing.
[75]

QUESTION 2: WHAT WERE THE POSSIBILITIES AND CHALLENGES THAT KENYA FACED ON ITS ROAD TO UHURU?

2.1

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

- Britain (1 x 1) (1)

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

- Jubilation
- Sense of relief and achievement with the downing of the Union Jack (any 1 x 2) (2)

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

- To highlight the role played by Kenyatta in the struggle and the final achievement of independence
- To demonstrate the role Kenyatta played in Kenya's pursuit for freedom
- Any other relevant response (any 1 x 2) (2)

2.1.4 *[Interpretation of evidence from Source 2A – L1 – LO1 (AS3)]*

- Kenyan flag hoisted
- Water fountain erected
- Kenyatta Avenue
- Kenyatta Day (any 2 x 1) (2)

2.1.5 *[Interpretation of evidence from Source 2A – L3 – LO1 (AS 3, 4); LO3 (AS2, 3)]***Candidates can state either accurate or not accurate and support their answer with relevant evidence.****ACCURATE**

- Almost all of the African states who were given independence became one-party states Kenya would be no exception
- General perception of Western powers that democratic rule was foreign to African countries
- Any other relevant response

NOT ACCURATE

- Not all African states have become one-party states
- Free and fair elections have been encouraged and monitored in African countries, including Kenya
- New constitution underpinned independence and freedom for the people
- Any other relevant response (2 x 2) (4)

2.1.6 *[Ascertain usefulness of Source 2A – L3 – LO1 (AS3, 4); LO2 (AS3); LO3 (AS2)]***Candidates can either indicate whether the source is useful or not and support their point of view with relevant evidence.****USEFUL**

- Evidence from the source can be backed up by authentic evidence
- Gives an accurate account of events
- It gives views and opinions from a credible newspaper
- Any other relevant response

NOT USEFUL

- Journalists could be biased and selective in their presentation
- Reporting could be more subjective than factual, based on opinion
- Any other relevant response (any 2 x 2) (4)

2.2

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

- Policy of getting whites and Africans to work together for the development of Kenya
- Promoting local self help development
- Working together in the best interest of the country
- Any other relevant response (any 1 x 2) (2)

2.2.2 *[Interpretation of evidence from Source 2B – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS3)]*

- Kenya's economy was stable and growing after independence
- Greater involvement of Kenyan's in the economic of the country
- Gradual shift in Kenya's economy from the hands of the colonial power to the people of Kenya
- Any other relevant response (any 1 x 2) (2)

2.2.3 *[Interpretation and evaluation of evidence from Source 2B – L2 – LO1(AS3 and 4)]*

- Uncertainty
- Disappointment
- Regret
- Any other relevant response (any 2 x 2) (4)

2.2.4 *[Interpretation and comparison of evidence from Source 2B – L2 – LO1 (AS3, 4); LO2 (AS2, 3)]*

- Both sources gives information on the growth of Kenya's economy
- Both sources show a statistical correlation in the Kenya's economic growth (2 x 2) (4)

2.3

2.3.1 *[Interpretation of evidence from Source 2C – L2 – LO2 (AS2); LO3 (AS3)]*
(a)

- Class structure based on wealth was evident in the newly independent African countries
- Quest for self enrichment among the privileged became a prime objective after independence
- Accumulation of material wealth became the key focus of the privileged class
- Any other relevant response (1 x 2) (2)

(b)

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

JUSTIFIED

- Experience showed that selfish interests became a pattern in the newly independent African countries
- Based on the experience of the other newly independent African countries Kenya should not an exception
- Greed and corruption became the focus of interest in the newly independent African countries
- Any other relevant response

NOT JUSTIFIED

- Portrayal is based on Western perception and prejudice
- Based on assumption and generalisation
- Belief that greed and self enrichment were peculiar to African countries
- Any other relevant response (any 2 x 2) (4)

2.3.2 *[Interpretation of evidence from Source 2C – L2 – LO1 (AS3 and 4);
LO2 (AS2 and 3); LO3 (AS2)]*

- The rich business and political class drove in expensive German model Mercedes Benz car
- Status and social class were determined by the car that people drove hence the term 'wabenzi' (any 1 x 2) (2)

2.4 *[Ascertain the usefulness of Source 2A, 2B or 2C – L3 – LO1 (AS3 and 4);
LO2 (AS2 and 3); LO3 (AS2)]*

Candidates can choose either Source 2A, 2B or 2C and support their answer with relevant evidence.

Source 2A

- Article on Kenya's independence written by a western journalist
- Information provided is objective
- Gives information about Kenya's independence
- Any other relevant response

Source 2B

- Provides information on Kenya's economic development after independence
- Comparative statistical information shows Kenya on the road to prosperity
- Highlights political and economic stability after independence
- Any other relevant response

Source 2C

- Gives an accurate depiction of the new African elite in Kenya
- Shows progress and development and good contrast about the changes in Kenya
- Contextualises what was currently taking place in Kenya
- Any other relevant response (any 2 x 2) (4)

2.5 *[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 address the question:

- New flag
- Independence fountain erected
- New street names
- New national holiday – Kenyatta Day
- New companies formed
- Promotion of Harambee
- Agricultural production increased
- Reflected prosperity
- Gross Domestic Product rose
- 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 changes Kenya underwent after 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 changes Kenya underwent after 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 changes Kenya underwent after 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)

2.6 EXTENDED WRITING

2.6.1 *[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)]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should discuss possibilities and challenges that Kenya faced on its road to uhuru (independence).

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should outline the possibilities and challenges That Kenya faced on its road to uhuru (independence).

ELABORATION

POSSIBILITIES

- Kenyatta respected leader- good governance
- Capitalist policies - encouraged private enterprise/foreign investment
- Policy of Harambee – 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
- Any other relevant response

CHALLENGES

- Appease white settlers – vital for economy
- Fulfil 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
- 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.

2.6.2 *[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)]*

The candidate should include the following points in the response.

SYNOPSIS

Candidates should write a report to the OAU explaining how Kenya responded to the various challenges (political, economic and social) that the newly independent country faced.

MAIN ASPECTS

Introduction: Candidates should refer to political, economic and social challenges that newly independent Kenya faced.

ELABORATION

Political

- Ethnic and regional tension
- Unfamiliar political systems – e.g. democracy
- Single party dictatorships/military coups
- Political correctness
- Civil wars
- Corruption
- Any other relevant response

Social

- Poverty and illiteracy
- Inadequate health care
- High infant mortality (death)
- Diseases
- Any other relevant response

Economic

- Underdevelopment: Colonial legacy, corruption and mismanagement of new governments
- Dependence on single export crop
- Policy of nationalisation – state controlled and influenced
- Lack of balance agriculture and industry
- Foreign debt
- Any other relevant response

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

Use the matrix on page 7 in this document to assess this extended writing.
[75]

QUESTION 3: WHY WERE THE 1965 SELMA TO MONTGOMERY MARCHES IN THE UNITED STATES OF AMERICA (USA) OF SPECIAL SIGNIFICANCE IN THE CIVIL RIGHTS MOVEMENT?

3.1

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

- Segregated schools, housing, jobs etc
- Denied the right to vote
- Subjected to literacy tests and discriminatory practices (any 1 x 2) (2)

3.1.2 *[Interpretation of evidence from Source 3A – L1 – LO1 (AS3)]*

- Was a charismatic leader
- Well respected leader with strong following
- People had faith in King's leadership
- Was a strong advocate of justice and civil rights
- Any other relevant response (any 1 x 2) (2)

3.1.3 *[Interpretation of evidence from Source 3A – L3 – LO2 (AS2)]*

- The right to vote a basic human right
- African Americans subjected to segregation and discrimination in daily life
- African Americans loyal citizens contributing to American economy yet denied the right to vote
- Any other relevant response (any 2 x 2) (4)

3.1.4 *[Explanation and interpretation of evidence from Source 3A – L2 – LO1 (AS3); LO2 (AS2); LO3, AS2)]*

- Television coverage showed the brutality of state troops
- Support for the Civil Rights Movement grew because of the harsh action taken by the USA government
- Brutality generated support and sympathy for the Civil Rights Movement
- Any other relevant response (any 2 x 2) (4)

3.1.5 *[Interpretation of evidence from Source 3A – L2 – LO1 (AS3); LO2 (AS2)]*

- Her actions launched the Civil Rights Movement
- Encouraged others to resist discrimination
- Stood up for her rights, refused to yield to political pressure
- Any other relevant response (any 2 x 2) (4)

3.1.6 *[Interpretation and evaluation of evidence from Source 3A – L2 – LO1 (AS3); LO3 (AS2 and 3)]***Candidates can state either yes or no and support their answer with relevant evidence.****YES**

- It increased awareness among citizens of the USA especially among African Americans
- Brought greater pressure on the USA government
- Galvanised support among various activists
- African Americans were later recognised as citizens of the USA

NO

If candidates state NO they should support their answer with relevant evidence

(any 2 x 2) (4)

3.2

3.2.1 *[Interpretation of evidence from Source 3B – L2 – LO1 (AS3); LO3 (AS2)]*

- The 1965 march was met with violence and opposition from state troopers
- The troopers used brutal force on the marchers
- Sunday is a day of Sabbath yet it turned to be ugly and violent
- Any other relevant response (any 2 x 2) (4)

3.2.2 *[Interpretation and analysis of evidence from Source 3B – L2 – LO1 (AS3); LO3 (AS2)]*

- The marchers identified with the USA flag which symbolised unity and freedom
- They were united in achieving a common objective
- The march was peaceful and appeared as a happy event of togetherness
- Any other relevant response (any 1 x 3) (3)

3.2.3 *[Comparison of evidence from Sources 3B – L3- LO1 (AS3) LO 2 (AS3)]*

(a)

- Photograph 1- shows marchers being attacked by state troopers
- Photograph 1-Use of violence to stop the peaceful marches
- Photograph 2 -shows civil rights activists marching peacefully
- Photograph 2 – shows marchers not being intimidated by state troopers
- Any other relevant response (2 x 2) (4)

(b)

- Greater resistance from the USA authorities to the Selma–Montgomery March of 1965 which appeared very disorganised and violent (photo 1)
- Photo 2 was peaceful and well organised and was led by Martin and Coretta King
- Any other relevant response (any 2 x 2) (4)

3.3 *[Ascertaining the usefulness of evidence from Sources 3A and 3B - L3- LO1 (AS3, 4), LO2 (AS3) and LO3 (AS2 and 3)]*

Candidates need to select ONE source and support their response with reasons. They need state why the source is USEFUL

Source 3A

- Gives information about the march from Selma to Montgomery
- Highlights the role played by Luther
- Information taken from National Geographic – esteemed publication
- Any other relevant response

Source 3B

- Highlights the historical nature of the march
- Gives information on the multi-racial composition of the march
- The role of women in the march
- Any other relevant response (any 2 x 2) (4)

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

Candidates must focus on the following aspects:

- Selma, southern town, – still practised racial segregation
- Afro-Americans denied the right to vote
- Civil rights Act passed- natural flow of events – right to vote
- African Americans loyal citizens who contribute to American society- deserve the right to vote
- Exposed the die-hard attitude of the South
- South persisted with discrimination and segregation
- Reference to Montgomery being the capital of Alabama
- 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 why Selma–Montgomery marches were necessary • 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 why Selma–Montgomery marches were necessary • 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 why Selma–Montgomery marches were necessary • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

(6)

3.5 EXTENDED WRITING

3.5.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (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 should briefly explain why the Selma-Montgomery Marches of 1965 were of special significance in the Civil Rights Movement.

MAIN ASPECTS

- Introduction: Candidates should briefly explain why the Selma–Montgomery marches took place and emphasise that it was successful as it led to the passing of the Voting Rights Act.

ELABORATION

- Brief background to reasons for the Civil Rights Movement
 - Rosa Parks and Montgomery Bus Boycott - origin of the movement
 - Served to awaken and conscientise Afro-Americans
 - Role and influence of King – success of non-violent protest
 - Marches were all non-violent in keeping with King's philosophy
 - First March – Bloody Sunday. Violence of state troopers
 - Second March led by King – again violence used to stop the marches
 - Third March ends successfully- television coverage
 - Rosa Parks and Martin Luther King address crowds
 - Selma –Montgomery march – Voting Rights Act passed
 - Any other relevant response
-
- Conclusion: Candidates should tie up their argument by commenting on the significance of the Selma–Montgomery marches and the passing of the Voting Rights Act (30)

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

3.5.2 *[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)]*

Candidates should include the following aspects in their response:

SYNOPSIS

In writing the article candidates should focus on the role played by Martin Luther King Jr in the Selma–Montgomery marches of 1965.

MAIN ASPECTS

- Introduction: In assessing King's role candidates should focus on the thrust given to the Selma-Montgomery marches and Civil Rights Movement.

ELABORATION

- Commitment to end segregation and racial discrimination
 - Rosa Parks and Montgomery Bus Boycott launched King's political career
 - Letters and speeches inspired ordinary people to resist discrimination
 - King's philosophy of non-violent protest and civil disobedience gained wide media and press coverage- gave momentum to the movement
 - Selma, southern town, much segregation and discrimination
 - Afro-Americans denied the right to vote
 - Voters League appealed to King to support the drive to secure the vote
 - King launched a series of demonstrations in Alabama
 - King lead peaceful march over Pettus Bridge – state used violence to stop the march
 - King lead the last march which lasted for 5 days under difficult conditions
 - At the conclusion of the march King addressed the crowd
 - Voting Rights Act passed in the same year (1965)
 - Any other relevant point
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

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

[75]

QUESTION4: WHAT WAS THE INFLUENCE OF THE BLACK CONSCIOUSNESS MOVEMENT ON THE SOWETO UPRISING OF 1976?

4.1

4.1.1 *[Explanation of concepts – L1 – LO2 (AS1)]*

- Black consciousness was a movement, 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 1 x 2) (2)

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

- Oppressed by an external world through institutionalised machinery and through laws which restrict him from doing certain things
- Black man in himself has developed a certain state of alienation (2 x 1) (2)

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

- External world
- Heavy work conditions
- Poor pay
- Difficult living conditions
- Poor education
- Develops a state of alienation
- Homes are different
- Streets are different
- Lights are different
- Lacking in self-esteem and confidence
- Any other relevant response (any 3 x 1) (3)

4.1.4 *[Ascertaining the justification of evidence from Source 4A – L3 – LO1 (AS3); LO3 (AS2, 3)]*

- The apartheid system subjected the black man to this alienation
- The black man had no voice
- Any other relevant response (1 x 2) (2)

4.1.5 *[Ascertaining the usefulness of evidence in Source 4A – L3 – LO1 (AS3,4) LO3 (AS2, 3)]*

- The writer, Donald Woods (personal friend of Biko) a white, sacrificed his privileges to expose the injustices and sufferings of blacks as a result of apartheid rule
- Factual account presented of the meaning and understanding of Black Consciousness
- Can be tested against evidence in other sources
- Any other relevant response (any 2 x 2) (4)

4.2

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

- Morobe lived in a black townships and became acutely aware of struggle for liberation
- Morobe was influenced by student uprising in other parts of the world
- Read banned published books (any 1 x 2) (2)

4.2.2 *[Extraction of evidence from Source 4B – L2 – LO1 (AS3)]*

- The government viewed BCM as a threat to its policy of apartheid
- It feared the spread of the BCM would form a greater opposition to White interests
- It was concerned about the influence that the teachings of BC
- Viewed it as a challenge to white minority rule
- Any other relevant response

(any 1 x 2) (2)

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

- Black Power struggle in the USA inspired Biko in formulating his philosophy of Black Consciousness and resistance
- Made Biko realise the need for self esteem and dignity among black South Africans to oppose white domination
- Any other relevant response

(2 x 2) (4)

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

- They were intimidated by the police
- Afraid that the police would detain them and arrest them
- To be out of sight from the authorities
- Any other relevant response

(any 1 x 2) (2)

4.3

4.3.1 *[Interpretation of evidence from Sources 4C – L2 –LO1 (AS3, 4); LO3 (AS2)]*

- Shows learners embarking on a march
- Students were dissatisfied with Afrikaans as a language of instruction
- Any other relevant response

(any 1 x 3) (3)

4.3.2 *[Interpretation of Sources 4C – L2 –LO1 (AS3, 4)]*

- Poverty
- Overcrowding
- Poor living conditions
- Unemployment
- Under-qualified educators
- Any other relevant response

(any 2 x 1) (2)

4.3.3 *[Ascertaining the reliability of information of Sources 4C – L2 –LO1 (AS3, 4); LO2 (AS3); LO3(AS2)]*

- Reliable – captures the mood and feelings of how students of Soweto felt
- Some students were happy and smiling for the photographer
- Reflects the attitude of students at that time
- Shows how students demonstrated their anger
- Evidence from the source can be backed up with reality of what students experienced
- Any other relevant response

(any 1 x 3) (3)

4.3.4 *[Comparison of evidence from Source 4C – L3- LO1 (AS 3,4); LO2(AS3)]*

- Visual source – students influenced by Black Consciousness are engaged in protest action
- Written source – indicates the role and influence of Black Consciousness on the students of Soweto

(2 x 2) (4)

4.4 *[Comparing evidence in Sources 4A and 4C- L3- LO1(AS3 and LO2 (AS1, 2, 3, LO3 (AS 1, 2, 3, 4)]*

- Source 4C illustrates black student reaction to inferior education
 - Source 4A highlights the subjugation of black South Africans through poor education
- (2 x 2) (4)

4.5 *[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 must focus on the following aspects:

- BCM gave hope and impetus to the liberation struggle
- Restored confidence in the youth
- Promoted black pride
- BCM educated students to stand up for their rights
- Promoted unity in challenging the apartheid regime
- Through BCM they were united to break the shackles of apartheid and oppression
- 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 BCM on the students of Soweto • 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 BCM on the students of Soweto • 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 of the impact of BCM on the students of Soweto • 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)

4.6 EXTENDED WRITING

4.6.1 *[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)]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should discuss the influence of the BCM in the Soweto uprising of 1976.

MAIN ASPECTS

Introduction: Candidates should give an outline of Biko's contribution to the BCM.

ELABORATION

- Definition of Black Consciousness
 - Biko's philosophy of Black Consciousness
 - Blacks can be proud of their heritage
 - Blacks must assert themselves and do things for themselves
 - Elimination of both inferiority and superiority complex
 - The role of colonialism in black oppression
 - Police reaction to Black Consciousness
 - Impact on the students of Soweto
 - Aftermath of Soweto 1976 and beyond
 - Any other relevant point
- 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.

- 4.6.2 *[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)]*

Candidates should include the following aspects in their response:

SYNOPSIS

In writing this essay candidates should focus on the importance of the BCM in South Africa's liberation struggle.

MAIN ASPECTS

- Introduction: Candidates should focus on the importance of the BCM in the liberation struggle in South Africa.

ELABORATION

- The conditions under which blacks lived
- The role and influence of Biko's philosophy
- Outline the various factors that changed the political thinking of the youth in the 1970s for example, conscientising the youth about the following:
 - Black Consciousness was the weapon to defeat the psychological mindset of the black people
 - Black dignity and self esteem
 - Poor living conditions and rising unemployment
 - Increased oil price in 1973 led to a rise in inflation
 - Rise in the price of basic foodstuff
 - 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
 - Response of the South African government
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

Use the matrix on page 7 in this document to assess this extended writing.
[75]

TOTAL: 150