



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

HISTORY P1

NOVEMBER 2009

MEMORANDUM

MARKS: 150

APPROVED
S. S. SEETAL
UMALUSI MODERATOR (EXTERNAL)
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This memorandum consists of 29 pages.

Approved.
J. J. J. J. J.
11.11.20

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

- **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 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 ANALITICAL 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.	Well planned and structured.	Well planned and structured.	Planned and constructed an argument.	Shows some evidence of a planned and constructed argument.	Attempts to structure the answer.	Little analysis and historical explanation.
CONTENT	Good synthesis of information. Constructed an argument. Well balanced argument. Sustained and defended the argument throughout.	Synthesis of information. Constructed an original well - balanced, independent argument. Evidence used to defend the argument.	Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	Some evidence used to support argument. Conclusion not clearly supported by evidence.	Largely descriptive/ some attempt at developing an argument.	No structure in answer.
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.)

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: HOW DID BERLIN BECOME THE FOCAL (CENTRAL) POINT OF THE EAST-WEST CONFLICT IN EUROPE?

1.1

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

- After World War II the Allied powers decided to divide Germany
- Because Berlin, the capital of Germany fell in the Russian sector
- Berlin was divided into four zones
- USA, Britain and France occupied West Berlin
- Russia – occupied East Berlin and wanted to stop East Berliners escaping to West Berlin
- Yalta/Potsdam conference decided to divide Berlin (any 2 x 2) (4)

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

- USA – Democracy and capitalism
- Soviet Russia – Communism/state control/Socialism/Totalitarianism (2 x 2) (4)

1.1.3 *[Interpretation of evidence from Source 1A – L3 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]*

- Better standard of living
- Employment opportunities
- Free economic and political system
- Greater freedom
- Any other relevant response (any 2 x 1) (2)

1.1.4 *[Extraction and interpretation from Source 1A – L2 – LO1 (AS3); LO2 (AS2)]*

- Large number of people defecting to West
- Defection was a strain on the economy/ to retain skills
- Defection damaged the credibility of East Germany
- To assert itself
- Any other relevant response (any 1 x 2) (2)

1.1.5 *[Interpretation of evidence from Source 1A – L3 – LO1 (AS3) ; LO3 (AS2)]*

- Forced separation
- Presence of military – movement of people monitored
- Barbed wire prevented escape
- Concrete barrier – no freedom of movement
- Any other relevant response (any 2 x 1) (2)

1.1.6 *[Evaluation and interpretation of evidence from Source 1A – L3 – LO1 (AS3); LO2 (AS2); LO3 (AS3)]*

This source is useful because:

USEFUL

- Information on Cold War/Berlin factual and relevant
- Description exemplified by photograph/ it is a primary source
- Berlin focal point of the Cold War – tension between USA and Soviet Russia
- Explain why Soviet Russia decided to build the Berlin wall
- Evidence of the construction of the Berlin Wall
- Any other relevant response (any 2 x 2) (4)

1.2

1.2.1 *[Extraction from Source 1B – L1 – LO1 (AS3)]*

- Noffke following a visit to his relatives in West Berlin
- East German authorities prevented access to East Berlin by posting border police with machine guns
- Start of the construction of the Berlin Wall
- Any other relevant response (any 1 x 2) (2)

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

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

JUSTIFIED

- Did not want to be separated from his family
- Better living standards in West Berlin
- Advantages of capitalism in West Berlin
- Family lived in West Berlin
- Greater freedom in West Berlin
- This was his only choice
- Any other relevant response

NOT JUSTIFIED

- He should have realised the consequences of such an action
- It was dangerous to undertake such an action
- Rash decision knowing the military standoff (any 1 x 2) (2)

1.2.3 *[Interpretation form Source 1B – L2 – LO1 (AS3); LO2 (AS3)]*

- Ruthless and inhumane/notorious
- Determined to eliminate opposition
- Well organised and well informed
- Any other relevant response (any 2 x 1) (2)

1.2.4 *[Interpretation and Analysis of information from Source 1B – L3 – LO2 (AS2); LO3 (AS2)]*

- Inhumane treatment
- Escaping does not warrant death
- Family should not be separated by force
- Violation of human rights
- Escaping does not mean should be charged for anti-state provocation
- Not sympathetic to people's plight (any 1 x 3) (3)

1.2.5 *[Interpretation and Analysis of information from Source 1B – L2 – LO2 (AS2); LO3 (AS2)]*

- Police brutality/intimidation
- Fear/force
- Indoctrination
- Any other relevant response (any 1 x 2) (2)

1.2.6 *[Interpretation of sources to evaluate reliability - L3 -LO1 (AS3); LO2 (AS3); LO3 (AS2)]*

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

RELIABLE

- It reveals what happens to people who try to escape
- Depicts the atrocities committed by the East German police
- Any other relevant response

NOT RELIABLE

- Biased account/one sided viewpoint
- Anti-Communist propaganda
- Source taken from a website
- Any other relevant response (2 x 2) (4)

1.3

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

- Received money (foreign currency)
- Visitors (tourists) (any 1 x 2) (2)

1.3.2 *[Interpretation form Source 1C – L2 – LO1 (AS3); LO2 (AS3)]*

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

BENEFITTED

- Stopped exodus of people from East Germany
- Reassert control over East Germany

DID NOT BENEFIT

- Increased Cold War tensions
- Discredited Communist ideology
- Propaganda disaster
- East Germany criticised of human rights abuse
- Any other relevant response (any 1 x 2) (2)

1.3.3 *[Interpretation and evaluation of evidence from Source 1C – L2 – LO1 (AS3); LO2 (AS2)]*

- Fear of Communist ideology spreading
- Police brutality
- Military presence
- 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 may use the following points to answer the question:

- Denied freedom of choice
- Restricted freedom of movement
- Separated families
- Restricted employment opportunities
- Defectors shot or imprisoned/killed
- 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 how the Berlin Wall deprived ordinary German citizens their human rights • 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 ordinary German citizens were deprived of their human rights • 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 ordinary German citizens were deprived of their human rights • 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 how Berlin became the focal point of East-West conflict in Europe.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should focus on division of Berlin and explain why Berlin became the focal point of East-West conflict in Europe.

ELABORATION

- Reasons for the tension between the USA and the USSR
 - Division of Berlin - West Berlin – prosperous - Marshall Plan/East Berlin – poverty
 - Berlin Blockade and Berlin airlift
 - Formation of two Germanys
 - Economic crisis
 - Construction of the Berlin Wall
 - Berlin as a symbol of the tension
 - Any other relevant point
- Conclusion: Candidates need to tie up the discussion by showing how the contest for influence and control contributed to Cold War tensions. (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

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

In writing the report, candidates need to refer to Berlin as the focal point of the Cold War and the consequences of this. Candidates need to emphasise why Berlin became a nightmare to the people of Germany.

MAIN ASPECTS

- Introduction: Candidates should explain whether they agree or disagree that Berlin became a nightmare and substantiate their standpoint with evidence accordingly.

ELABORATION

The following points should be included in highlighting why Berlin became a nightmare:

- Berlin within Soviet zone
 - Division of Berlin
 - West Berlin – prosperous – democracy and capitalist
 - East Berlin – poor – Communist control
 - Defections – embarrassment
 - Police brutality
 - Construction of Berlin Wall
 - Violation of human rights
 - Increased Cold War tensions
 - Reasons for the tension between the USA and the USSR
 - Any other relevant point
- Conclusion: Candidates should tie up their report. (30)

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

QUESTION 2: HOW DID THE CHALLENGES OF INDEPENDENCE CHANGE THE FORTUNES OF GHANA FROM HOPE TO DESPAIR (MISERY)?

2.1

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

- Colourful ceremonies
- Foreign dignitaries attended independence celebrations
- Joy/hope/optimism
- Peaceful
- Any other relevant response

(any 2 x 1) (2)

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

- Ghana (Gold Coast) independent state in Commonwealth – equal partner with Britain: no longer subject to British Empire (domination)
- Formerly a British colony now an independent state, Ghana was offered membership of the Commonwealth of Nations

(any 1 x 2) (2)

2.1.3 *[Interpretation of evidence from Source 2A – L3 – LO1 (AS3)]*

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

NOT APPROPRIATE

- Ghana's independence orderly process
- Colourful ceremonies and foreign dignitaries attend – not military parades
- Peaceful transition from colonial rule to independence
- Any other relevant response

APPROPRIATE

- Prior to independence, much violence and bloodshed
- Nkrumah imprisoned for his political beliefs
- There was a complete change in government
- Any other relevant response

(any 1 x 2) (2)

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

- Much potential, e.g. minerals
- Cocoa export product
- Gold reserves
- Volta River Project provides employment/hydro-electricity
- Abundance of resources
- Irrigated cultivation
- Infra-structure development

(any 2 x 2) (4)

2.2

2.2.1 *[Extraction of evidence from Source 2B – L1 – LO1 (AS3)]*

- Per capita gross domestic product fell
- Output declined in all major sectors
- Bankruptcy
- Public service disintegrated

(any 1 x 2) (2)

2.2.2 *[Extraction of evidence from Source 2B – L1 – LO2 (AS1)]*

- Corruption/Crime
- Poor political leadership: dissension and infighting
- Drop in economic production/Black Market
- Exodus of trained personnel
- Public services disintegrated
- Any other relevant response (any 2 x 1) (2)

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

- Black Market: illegal form of trade
- Any other relevant point (1 x 3) (3)

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

- Economic depression or slump
- Goods scarce and difficult to obtain
- High inflation
- Currency worthless
- Government has lost control of the economy
- Any other relevant point (any 1 x 2) (2)

2.2.5 *[Interpretation and analysis of evidence from Source 2B – L2 – LO1 (AS3); LO2 (AS2)]*

- Schools understaffed
- Education standards declined and impacted negatively on future developments
- Scholars future leaders
- No skills development
- Any other relevant response (any 2 x 2) (4)

2.3 *[Comparing Sources 2A and 2B – L3 – LO2 (AS3); LO3 (AS2)]*

- Source 2A: Excitement and optimism about the future. Ghana had the potential to be a great country
- Source 2B: Despair- reduced to pauper state. Decline of economy and black market flourishing – economic reality after 20 years of independence
- Any other relevant response (2 x 2) (4)

2.4

2.4.1 *[Interpretation and explanation of cartoon – Source 2C – L2 – LO1 (AS3 and 4); LO3 (AS2)]*

- Positive about the future
- As newest independent state in Africa – expectations of growth and development
- Expectation of independence of other African states
- Any other relevant response (any 1 x 2) (2)

2.4.2 *[Explanation and interpretation of evidence from Source 2C – L3 – LO2 (AS2);LO3 (AS2)]*

It is appropriate because:

APPROPRIATE

- Birth symbolizes hope for future
 - New state will be to Africa's advantage
 - Any other relevant response
- (any 2 x 2) (4)

2.4.3 *[Interpretation and explanation of evidence from Source 2C – L3-LO3 (AS3)]*

- No reference is made to challenges, only reference to birth of new state which only holds promise for the future
 - Bouncing baby refers to a healthy successful state
 - Any other relevant response
- (any 1 x 2) (2)

2.5 *[Comparison of Sources 2A and 2B to show how they complement each other- L3 – LO2 (AS3)]*

- Both sources positive about Ghana's future
 - Both sources believe that Ghana will be of benefit to Africa
 - Any other relevant response
- (any 2 x 2) (4)

2.6 *[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:

- Sad and disillusioned
- Disappointed
- Dedicated teacher who tried to make a difference
- Ghana's decline makes it impossible to continue teaching in Ghana
- Uncertain if right decision
- Uncertain about future
- Need to have stability to look after family
- Any other relevant respons

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 feelings (conditions) of why leaving Ghana • 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 feelings (conditions) as to why leaving Ghana • 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 feelings (conditions) of why leaving Ghana • 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)

2.7.1 EXTENDED WRITING

2.7.1 *[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 challenges that faced Ghana after independence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should discuss the socio, economic and political challenges that faced Ghana after independence.

ELABORATION

- Social Challenges [health care; education; poverty; etc]
- Political Challenges [nation building; corruption; lack of good governance; etc]
- Economic Challenges [corruption; decline in production; disintegration of public services; disruption of transport]
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant.

(30)

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

- 2.7.2 *[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 explaining why the fortunes of Ghana changed from hope to despair after independence.

MAIN ASPECTS

The candidate should include the following points in the response.

Introduction: Candidates need to explain why Ghana's fortunes changed from hope to despair after independence.

ELABORATION

- Mismanagement
 - Unfamiliar political systems – e.g. democracy
 - Decline in gross domestic product
 - Heavy reliance on single export crop- falling world prices
 - Decline of currency
 - Corruption
 - Decline of education- teachers leaving
 - Increase in crime
 - Disintegration of public services
 - Transport poor state
 - Poor wages
 - High inflation
 - 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: HOW DID THE CIVIL RIGHTS MOVEMENT INFLUENCE CHANGE
IN THE UNITED STATES OF AMERICA DURING THE 1960s?**

3.1

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

- Racial discrimination against African Americans
- Restoring suffrage (any 1 x 2) (2)

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

- a) Domination of one group by another
- b) Universal right to vote (2 x 2) (4)

3.1.3 *[Explanation and interpretation of evidence from Source 3A – L2 – LO2 (AS2)]*

- Southern States was identified because it was still practising segregation
- Heavy concentration of black population
- Any other relevant response (any 1 x 2) (2)

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

- Black Power extended the aims of Civil Rights Movement to include Racial dignity, economic and political self- sufficiency (1 x 2) (2)

3.1.5 *[Interpretation and evaluation of evidence from Source 3A – L3 – LO3 – (AS2 and 3)]*

- The struggle had to include issues like fundamental rights of freedom, respect, dignity and economic and social equality
- Any other relevant response (any 1 x 2) (2)

3.2

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

- Sit-ins
- Marches (2 x 1) (2)

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

- The resistance used by citizens by disobeying rules and laws of the country
- Any other relevant response (any 1 x 2) (2)

3.2.3 *[Explanation and interpretation of evidence from Source 3A – L2 – LO2 (AS2)]*

- Citizens became frustrated by gradual approaches to implement desegregation by the federal and state government
- Massive resistance by proponents of racial segregation and voter suppression
- Any other relevant response (2 x 2) (4)

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

- Local authorities acted spontaneously and differently because no clear policy existed
- Led to civil disobedience
- Actions of the practitioners favoured (any 1 x 2) (2)

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

- Judicial victory in the Brown v Board of Education
- Passage of the Civil Rights Act of 1964
- Voting Rights Act of 1965
- Civil Rights Act of 1965 (any 2 x 1) (2)

3.2.6 *[Explanation and interpretation of evidence from Source 3A – L2 – LO2 (AS2)]***This source is useful because:**

- Events in the source can be backed by authentic evidence
- Could serve as a stimulus for further research
- It gives the reasons for the formation of the Civil Rights Movement
- It describes the type of action and the achievements of the CRM (any 2 x 2) (4)

3.3

3.3.1 *[Explanation and interpretation of evidence from Source 3C – L3 – LO3- (AS2)]*

- Leaders of the community marching peacefully
- Appear respectable and well dressed
- Black and white leaders marching together in solidarity
- Any other relevant response (any 1 x 2) (2)

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

- Voting rights
- Jobs for all
- End of segregated races in public schools (3 x 1) (3)

3.3.3 *[Interpretation and evaluation of information from Source 3C – L3 – LO3 (AS2)]*

- Previous marches were done in different states this was the first time they march to the capital
- Injustice brought to the attention of the headquarters, problems to be addressed nationally
- To show that black and white can live together
- The famous 'I have a Dream' speech was made
- Any other relevant response (any 1 x 2) (2)

3.4. *[Explanation and interpretation of evidence from Source 3C – L3 – LO3- (AS2)]*

- Source 3C complements Source 3B by showing peaceful marchers
- Source 3C complements Source 3B by showing civil disobedience crisis situation occurred
- Any other relevant response (any 1 x 2) (2)

3.5 *[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:

- United, focused action
- Original aim was to abolish discrimination
- Black power helped by enlarging demands
- Civil disobedience through non violence changed the content of the struggle
- Successes in some states encouraged civil rights movement to continue with demands vote
- Judicial victory added value to Civil Rights Movement
- Civil Rights Act of 1964 and 1968 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 why Civil Rights Movement in America was effective • 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 Civil Rights movement was effective • 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 Civil Rights Movement was effective • 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)

3.6 EXTENDED WRITING

3.6.1 *[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)]*

SYNOPSIS

Candidates should briefly discuss the changes that were influenced by 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 discuss the processes that the Civil Rights Movement engaged in their struggle.

ELABORATION

- Brief background to reasons for the Civil Rights Movement
- Demands for the abolition of racial discrimination
- Segregation in public schools
- Banning of discrimination in employment practices in public accommodation
- Restoration of voting rights
- Dignity and respect regained
- Any other relevant response

- Conclusion: Candidates should tie up their argument by mentioning the success of the Civil Rights Movement in effecting changes in the United States of America. (30)

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

- 3.6.2 *[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

In writing the article candidates must focus on the role played by the Civil Rights Movement in the struggle for equality of African-Americans

MAIN ASPECTS

Candidates should include the following aspects in their response:

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

ELABORATION

- Commitment to end segregation and racial discrimination
- Influence of Black Power Movement- racial dignity, economic and political self- sufficiency
- Southern Freedom movement – fundamental issues
- Passage of Civil rights Act of 1964
- Judicial victory between Brown v Board of education
- Civil rights Act of 1968 – banned discrimination in the sale or rental housing
- 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 BLACK CONSCIOUSNESS MOVEMENT ENDEAVOUR (TRY) TO INFLUENCE CHANGE IN SOUTH AFRICA?4.1.1 *[Explanation of concepts – L1 – LO2 (AS1)]*

- Black Consciousness was a movement/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

(1 x 3) (3)

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

- Lost one's culture
- Lost one's roots
- Lost one's values, traditions
- Given in to the white mans demands and needs
- Any other relevant response

(any 1 x 2) (2)

4.1.3 *[Interpretation sources to evaluate reliability – L3 -LO1 (AS3 and 4)]***This source is reliable because:****RELIABLE**

- Written by a credible scholar
- It points out the wrongs meted out to blacks
- It advises and suggested what black people should do for the future
- Highlights the known evils of apartheid
- Biko's own words
- Any other relevant response

(any 2 x 2) (4)

4.2

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

- Provided alternative structures
- End their dependence on whites
- Blacks helped other blacks

(any 1 x 2) (2)

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

- Blacks helped other blacks without white assistance
- Blacks no longer depended on whites – need for self reliance
- Through the programme blacks were able to break the shackles of bondage
- 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)]*

- Viewed as a threat
- Viewed the BCM as dangerous
- Attempted to undermine the power of the BCM
- Any other relevant response

(any 1 x 2) (2)

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

Candidates can state why this source was successful or not successful and support their answer with valid reasons:

SUCCESSFUL because:

- Used a variety of programmes to reach out to the masses
- Organised resistance
- Black people gained confidence in themselves

UNSUCCESSFUL because:

- Decimated by security action
- 123 key members banned and confined to rural districts
- Organisations were banned
- BCM was suppressed and leadership banned or imprisoned
- Leaders were arrested
- Social programmes dismantled

(any 1 x 2) (2)

4.3

4.3.1 *[Interpret and evaluate information from Source 4C – L3 – LO2 (AS2); LO2 (AS3); LO3 (AS2)]*

- It depicts the philosophy of Black Consciousness – black and proud
- It is difficult to kill the idea of Black Consciousness
- Any other relevant response

(any 1 x 3) (3)

4.3.2 *[Interpret and evaluate information from Source 4C – L2 – LO2 (AS2); LO2 (AS3); LO3 (AS2)]*

- The philosophy of Steve Biko will always live on
- The apartheid government could not kill the philosophy of Black Consciousness
- Although Biko is dead, his philosophy still lives on
- Biko's ideas will remain immortal

(any 1 x 3) (3)

4.3.3 *[Interpret and evaluate information from Source 4C – L2 – LO2 (AS2); LO2 (AS3); LO3 (AS2)]*

- That the children of today will continue with his philosophy
- His philosophy was directed at the children/youth
- Any other relevant response

(any 1 x 2) (2)

4.3.4 *[Engage with Source 4C to determine appropriateness- L2 – LO1 (AS3); LO3 - (AS 2 and 3)]*

- It depicts the philosophy of Black Consciousness
- It pays tribute to Steve Biko
- Although Biko is dead, his philosophy still lives on
- Any other relevant response

(any 2 x 2) (4)

4.4

4.4.1 *[Interpret and evaluate information from Source 4D – L3 – LO2 (AS2); LO2 (AS3); LO3 (AS2)]*

- He made a contribution to his personal intellectual and political development
- He never heard a black person speak so eloquently
- He made a personal sacrifice
- Convinced of the need for personal sacrifices
- Gave a new insight into how black people experienced apartheid (any 2 x 1) (2)

4.4.2 *[Interpret and evaluate information from Source 4D – L2 LO2 (AS2); LO2 (AS3); LO3 (AS2)]*

- A mere protest was not going to address the problem/whites not doing enough to fight apartheid
- Stronger pressure was needed to bring the authorities to change their policy
- Without real action the authorities would not take note of them
- Whites did not understand the suffering of blacks
- Any other relevant response (any 2 x 2) (4)

4.4.3 *[Interpret and evaluate information from Source 4D – L2 – LO2 (AS2); LO2 (AS3); LO3 (AS2)]*

- He never heard a black person speak so eloquently
- He has never been asked to make a personal sacrifice
- It made him realise the viciousness (dehumanising) of the apartheid system
- He never expected for Biko to embark on such a powerful stance (any 2 x 1) (2)

4.4.4 *[Interpret and evaluate information from Source 4D – L2 – LO2 (AS2); LO2 (AS3); LO3 (AS2)]*

- Respect
- Admiration
- Inspired
- Any other relevant response (any 1 x 2) (2)

4.5 *[Interpret and evaluate information from Sources 4A, 4B, 4C and 4D – L2 – LO2 (AS2); LO2 (AS3); LO3 (AS2)]*

Candidates can select either Source 4A or Source 4B or Source 4D and support their point of view with relevant evidence.

SOURCE 4A best supports SOURCE 4C because it highlights the following:

- The reason why people should introspect
- The reason to adopt Black Consciousness

SOURCE 4B best supports SOURCE 4C because it highlights the following:

- Black Consciousness challenged white power
- The role of the Black Community Programmes – synonymous with BCM
- The successes of the Black Community Programmes - synonymous with BCM
- The challenges faced by the Black Community Programmes - synonymous with BCM

SOURCE 4D best supports SOURCE 4C because it highlights the following:

- The contribution made by Biko
- The challenges Biko posed to NUSAS
- The legacy he left
- The influence he made on people
- 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 why the sources (A, B or D) support Source C • 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 why the sources (A, B or D) support Source C • 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 why the sources (A, B or D) support Source C • 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]

4.6 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)]*

SYNOPSIS

Candidates should discuss the importance of Biko and the Black Consciousness Movement to the liberation struggle in South Africa in the 1970s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should discuss Biko's contribution to the liberation struggle.

ELABORATION

- Definition of Black Consciousness
 - The power and the importance of the Black Consciousness concept and movement
 - 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 Biko and the Black Consciousness
 - Soweto 1976 and beyond (1994)
 - Any other relevant point
-
- Conclusion: Candidates should tie up their argument with a relevant conclusion in respect the importance of Biko and the Black Consciousness Movement

(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)]*

SYNOPSIS

Candidates' reports should focus on the importance of Steve Biko and the Black Consciousness movement in the political history of South Africa.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should focus on the importance of the Black Consciousness movement and Biko.

ELABORATION

- 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
 - 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
 - The role of NUSAS
 - 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)

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

[75]

TOTAL MARKS: 150