

3.3 [Identification of information from Source 3C - L1 - L01 (AS3)]

- Segregation in public schools
- Demand for voting rights
- Demand for integrated schools
- Jobs for the unemployed
- Any other relevant response

(any 2 x 1) (2)

3.4 [Selection of evidence from Sources 3B and 3C - L3 - L01 (AS4); L02 (AS3); L03 (AS2 and 3)]

Candidates can select either Source 3B or Source 3C and indicate why it is useful.

- Provides insight into the reasons for the march
- Writer corroborates information in the source to what actually happened during the march / focuses on the march
- Source gives generally relevant information about the march
- Any other relevant response

SOURCE 3C is useful because of the following:

- Gives a visual perspective of the march to Washington
- It shows the grievances of the people
- Shows the number of people that attended the march
- It shows the protestors were united / multi-racial
- Any other relevant response

(any 2 x 2) (4)

3.5.1 [Interpretation of evidence from Source 3D - L2 - L01 (AS3), L02 (AS2)]

- The US government did not practice what they preached
- African Americans were not treated equally
- Racism was still practiced and experienced by African Americans
- Discrimination was still practiced
- Did not fight hard enough for black rights and freedom
- Did not go far enough to entrench the rights of African Americans
- Any other relevant response

(any 1 x 3) (3)

3.5.2 [Difference of evidence from Source 3D - L3 - L01 (AS3); L03 (AS3); L03 (AS2)]

- Martin Luther King Jr. was the leader of the Civil Rights Movement
- Martin Luther King Jr. propagated non-violence
- Martin Luther King Jr. wanted a united USA made up of black and white Americans
- Martin Luther King Jr. used passive resistance and wanted peaceful change
- Malcolm X was the leader of the more militant Black Power Movement
- Malcolm X focused only on issues that affected African Americans
- Malcolm X was a radical and advocated black nationalist politics
- Any other relevant response

(2 x 2) (4)

3.6 [Interpretation, analysis and synthesis of evidence from all sources - L3-L01 (AS3 and 4), L02 (AS1, 2 and 3) L03 (AS 1, 2, 3 and 4)]

- Candidates must focus on the following aspects:
- Martin Luther King Jr. was able to unite freedom loving Americans
 - Multi-racial march
 - Various speakers delivered speeches
 - King delivered his famous 'I have a dream' speech
 - Speeches had a huge impact on millions of Americans
 - Forced the US government to implement changes
 - Led to the enactment of the Civil Rights Act of 1964 which sealed the victory of Civil Rights Movement
 - United black and white Americans
 - Gradually led to the desegregation of facilities for African Americans
 - Any other relevant response

Use the following rubric to allocate a mark:

MARKS: 0 – 2	<ul style="list-style-type: none"> • shows no or little understanding of the significance of the march to Lincoln Memorial • Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic 	LEVEL 1
MARKS: 3 – 5	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of the significance of the march to Lincoln Memorial • Uses evidence in a very basic manner to write a paragraph 	LEVEL 2
MARKS: 6 – 8	<ul style="list-style-type: none"> • Uses relevant evidence e.g. shows a thorough understanding of the significance of the march to Lincoln Memorial • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	LEVEL 3

(8)

Please turn over

3.7

EXTENDED WRITING

3.7.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - L1 - L01 (AS3 and 4); L02 (AS1, 2 and 3); L03 (AS1, 2, 3 and 4)]

SYNOPSIS

Candidates should discuss the role and impact of the Civil Rights Movement in bringing about change in the USA during the 1960s. Relevant examples should be given.

MAIN ASPECTS

Candidates should include the following aspects in their response:
• Introduction: Candidates should indicate the reasons for the formation of Civil Rights Movement or any other relevant introduction.

ELABORATION

• Brief background to Martin Luther King Jr. and the reasons for the Civil Rights Movement (discrimination / segregation)
• Demands for the abolition of racial discrimination (e.g. Greensboro sit-ins in 1960)
• Other protests included, Birmingham and Alabama protests etc.
• Impact of the Freedom Riders on the USA
• Segregation in public schools e.g. (Georgia)
• Selma, Montgomery marches e.g. role of Bull Connor
• Support also received from white Americans during the march

ROLE

IMPACT
• The march to Lincoln memorial and Luther's 'I have a dream speech'
• This led to a significant realignment of US policies
• These included reforms such as, Civil Rights Act, Voting Rights Act, Fair Housing Act, etc.
• Banning of discrimination in employment practices in public accommodation
• Dignity and respect regained especially for African Americans
• Any other relevant response

Conclusion: Candidates should tie up their argument by referring to the significant changes that the Civil Rights Movement was responsible for.
(30)

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

3.7.2 [Synthesize information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 - L01 (AS3 and 4); L02 (AS1, 2 and 3); L03 (AS1, 2, 3 and 4)]

SYNOPSIS

Candidates can either agree or disagree with the statement. In agreeing with the statement they should discuss the role played by Martin Luther King Jr. in trying to establish a just and equal society for all Americans. In disagreeing with the statement they must substantiate their response with relevant evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:
• Introduction: Candidates should indicate whether they agree or disagree with the statement and substantiate their line of argument.

ELABORATION

In agreeing with the statement, candidates should discuss the following:

- Commitment to end segregation and racial discrimination
 - Role played by Martin Luther King Jr. in terms of better education; better housing; fighting for equal rights
 - The march to Lincoln Memorial
 - Support received during the march from white Americans
 - Unity among black and white Americans during the march
 - Significance of the march - 'I have a dream' speech
 - Civil Rights Movement gained confidence
 - Changes to USA legislation e.g. Civil Rights Act of 1964
 - Segregatory laws were gradually repealed
 - African Americans now enjoyed the fruits of King's significant role
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

If candidates disagree with the statement, they need to support their argument with relevant evidence

(30) [75]

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

QUESTION 4: WHAT IMPACT DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS HAVE ON SOUTH AFRICA IN THE 1970s?

4.1
4.1.1 [Extraction of evidence from Source 4A – L1 – L01 (AS3)]
• At black South Africans

(1 x 1) (1)

4.1.2 [Interpretation and evaluation of information and data from the source from Source 4A – L2 – L01 (AS3); L03 (AS2)]
Candidates can choose either the external force or the internal force.

- External force (from the laws of the state):**
- It was through laws that governed black South Africans
 - These segregatory laws restricted black South Africans
 - These laws created difficult conditions e.g. poor living and working conditions, poor pay, poor education etc.
 - It was very difficult to fight against this oppressive system
 - Any other relevant response

Internal force (from within man himself):

- Psychological inferior complex because of apartheid and indoctrination
- It is part of black South African's childhood development and very difficult to overcome
- Black South African's became used to not being associated and equated with anything that was good
- It is very difficult to change one's mindset because of the entrenchment of the policy of apartheid.
- Any other relevant response

(any 2 x 2) (4)

4.1.3 [Interpret and evaluate evidence from perspective 2 (Source 4A) – L3 – L01 (AS 3); L03 (AS3 and 4)]
Candidates can either AGREE (Yes) or DISAGREE (No) and support their answer with relevant evidence.

AGREE (Yes)

- Black South Africans should stand up for themselves
- Black South Africans should build a positive mind set an outlook of life
- Gave black South Africans hope and confidence
- Instilled a sense of self worth and community spirit
- Any other relevant response

DISAGREE (No)

- Not possible within the context of apartheid South Africa
- Not inclusive of all races
- Apartheid government did not allow Biko's philosophy to develop
- Any other relevant response

(any 2 x 2) (4)

4.1.4 [Interpretation of information from Source 4A – L3 – L01 (AS3); L03 (AS2)]

- Concerned
- Angry
- Discontent
- Initially they welcomed it because it encouraged separate development
- Any other relevant response

(any 1 x 2) (2)

4.2 [Extraction and interpretation of evidence from Source 4B – L1 – L01 (AS3)]

- Being out of South Africa and mixing with different people in another country
- Participating in the activities of Black Consciousness Movement

(2 x 1) (2)

4.2.2 [Explanation of historical concepts from Source 4B – L1 – L02(AS1)]

Candidates should include the following aspects in their response:

- Accepting oneself as black / self value / self esteem / self worth
- Be proud of what you are / black pride
- It is not about black colour but mental emancipation
- Black South Africans should be proud of themselves and should strive for self reliance
- Any other relevant response

(any 1 x 2) (2)

4.2.3 [Analyse the information gathered from Source 4B – L2 – L01 (AS3); L03 (AS2 and 3)]

- Helped her overcome feeling inferiority
- Helped to value herself
- Made her understand that there is nothing wrong with her
- Instill a feeling of self-worth
- Any other relevant response

(any 2 x 2) (4)

4.2.4 [Interpretation of information from Source 4B – L2 – L01 (AS3); L03 (AS2)]

- Fester felt that the philosophy of Black Consciousness catered for all black South Africans
- Fester indicates that Black Consciousness is not about colour but a state of mind / it's a way of life
- Led to the emancipation of an inferior mindset of black South Africans
- Any other relevant response

(any 1 x 2) (2)

4.3 [Analysis of information from Source 4C – L2 – L01 (AS3 and 4); L03 (AS2)]

- Improved health conditions amongst members in the community
- The community was actively involved in the Health Centre
- Any other relevant response

(any 1 x 2) (2)

4.3.2 [Analysing information from Source 4C – L2 – L01 (AS3 and 4); L02 (AS2 and 3); L03 (AS2)]

- Biko was a community activist
- Biko was able to initiate change
- Practised the philosophy of Black Consciousness
- Biko led by example
- Any other relevant response

(any 1 x 2) (2)

4.3.3 [Analysis of information from Source 4C – L2 – L01 (AS3 and 4); L03 (AS2)]

- Shows self reliance
- Not dependent on outside or government help
- It shows that Black Consciousness was an idea that was achievable
- It serves as a practical example of the philosophy of Black Consciousness
- Zameppilo Community Health clinic is the realisation of the vision of the Black Consciousness philosophy
- It complements the theory of Black Consciousness with the practice of the Zameppilo Community Health clinic
- Any other relevant response

(any 2 x 2) (4)

4.3.4 [Ascertaining the usefulness of the Source 4C – L3 – L01 (AS3 and 4); L03 (AS2)]
Candidates can select either useful or not useful and support their answer with relevant evidence.

USEFUL

- The poster confirms the theory of Black Consciousness in practice
- It gives a practical example of the realisation of the teachings of Black Consciousness
- It was a project founded by Biko
- The poster signifies the success of the philosophy of Black Consciousness as reflected by the Zameppilo Community Health centre
- Any other relevant response

NOT USEFUL

- It could be a propaganda for Black Consciousness
- The source does not provide an alternative view
- This is a poster of only one successful project
- Any other relevant response

(2 x 2) (4)

[Comparing evidence from Sources 4A and 4C – L3 – L01 (AS3); L02 (AS3); L03 (AS2)]
These sources support each other in the following way:

- Source 4A states that black South Africans should overcome external forces, internal forces, complaining and victim mentality while Source 4C gives an example of a project i.e. Zameppilo Community Health Centre

OR

- Source 4A states that black South Africans should embrace the philosophy of Black Consciousness and live positively to realise feelings of self-esteem, black pride and self-reliance and Source 4C shows that the Zameppilo Community Health Centre as an example that demonstrates the realisation of self-reliance
- Any other relevant response

(2 x 2) (4)

Please turn over

MARKS: 6 - 8	<ul style="list-style-type: none"> • Uses evidence in an organised paragraph that shows an understanding of the topic of ordinary black South Africans. • Uses relevant evidence e.g. that shows a thorough understanding of how the philosophy of Black Consciousness influenced the lives of ordinary black South Africans. 	LEVEL 3
MARKS: 3 - 5	<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 how the philosophy of Black Consciousness influenced the lives of ordinary black South Africans. • Uses evidence in a very basic manner to write a paragraph 	LEVEL 2
Marks 0 - 2	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how the philosophy of Black Consciousness influenced the lives of ordinary black South Africans. • Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic 	LEVEL 1

Use the following rubric to allocate a mark:

- Instill feelings of self-reliance, self esteem and to fight for your rights
- Promoted pride, black identity, culture and history
- Instilled a feeling of pride amongst black South Africans
- Encouraged black South Africans to understand the power of mental emancipation
- Encouraged black South Africans to overcome the feeling of self-pity, self alienation and external forces
- To achieve mental liberation and emancipation
- To undertake projects for themselves e.g. The Zanempilo Community Centre
- Any other relevant response

Candidates must focus on the following aspects:

4.5 [Interpretation, analysis and synthesis of evidence from all sources - L3-L01 (AS3 and 4), L02 (AS1, 2 and 3) L03 (AS 1, 2, 3 and 4)]

Please turn over

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

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

- Any other relevant response
- The role and impact of the Soweto Students Representative Council regarding opposition to the use of Afrikaans
- Afrikaans was made compulsory – widespread opposition by the Youth of Soweto
- Incultation of self-reliance and independence from the apartheid regime blacks e.g. the Zarnemphlo Health Centre and various forums for valuing Black culture)
- On the communities: (Biko established Black Community Projects to uplift lives of because of the uncertainty created by the world oil crisis)
- On workers: (Biko influenced the 1973 strikes mainly in Durban and the East Rand (Black dignity and self-esteem / poor living conditions and rising unemployment) in the 1970s for example, conscientising the youth about the following:
- Outline the various factors that changed the political thinking of the youth Biko established and influenced SASM in the 1976 uprising)
- On students: (Biko broke away from NUSAS -1968 and established SASO -1969; on the youth of South Africa
- The role and influence of Biko's philosophy, BCM and the role of SASM
- Black Consciousness movement – reasons for establishment

ELABORATION

- Introduction: Candidates should state their viewpoint regarding the role and impact of the Black Consciousness Movement.

Candidates should include the following aspects in their response:

MAIN ASPECTS

Candidates should discuss the role and impact of the Black Consciousness Movement in South Africa during the 1970s.

SYNOPSIS

4.6.1 [Synthesise information to construct an original and independent argument using evidence from the sources and own knowledge to support the argument - L1-L3 – L01 (AS3 and 4); L02 (AS1, 2 and 3); L03 (AS1, 2, 3 and 4)]

4.6 EXTENDED WRITING

4.6.2 Plan and construct an essay according to a given line of argument - L1 – L3 – L01 (AS3 and 4); L02 (AS1, 2 and 3); L03 (AS1, 2, 3 and 4)

SYNOPSIS

Candidates need to assess the validity of whether Black Consciousness destroyed the feelings of inferiority and instill black pride and confidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should assess the statement and indicate how they intend supporting their argument.

ELABORATION

- Brief background – reasons for Black Consciousness
- Influence of Black Consciousness on workers and students
- Impact of Black Consciousness on workers and students
- Black South Africans can be proud of their heritage
- Black South Africans must assert themselves and do things for themselves
- Elimination of the inferiority complex amongst black South Africans
- Fighting against poor living conditions and rising unemployment in black townships
- Establishment of Black Community Projects e.g. Zanempilo Community Health Centre/Itthuseng Community Health Centre
- Black Consciousness Movement influence and impact on the 1976 Soweto uprising
- 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

TOTAL: 150

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