

DEPARTMENT OF BASIC EDUCATION
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 PRIVATE BAG X 110
 PRETORIA 0001
 PUBLIC EXAMINATIONS

FINAL [30/11/2011]

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This memorandum consists of 30 pages.

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 01/12/2011
 DBE: Interview Moderator
 MARKS: 150
 Final Approved copy

HISTORY P1
 NOVEMBER 2011
 MARKING GUIDELINE

GRADE 12

NATIONAL SENIOR CERTIFICATE

Department:
 Basic Education
 REPUBLIC OF SOUTH AFRICA

basic education



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:
<p>Learning Outcome 1 (Historical enquiry)</p>	<p>1. Formulate questions to analyse concepts for investigation within the context of what is being studied. (Not for examination purpose).</p> <p>2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purpose).</p> <p>3. Interpret and evaluate information and data from sources.</p> <p>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.</p>	<p>1. Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data.</p> <p>2. Synthesise information to construct an original argument using evidence to support the argument.</p> <p>3. Sustain and defend a coherent and balanced argument with evidence provided and independently accessed.</p> <p>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.</p>
<p>Learning Outcome 2 (Historical concepts)</p>	<p>1. Analyse historical concepts as social constructs.</p> <p>2. Examine and explain the dynamics of changing power relations within the societies studied.</p> <p>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.</p>	<p>Learning Outcome 3 (Knowledge and construction)</p>

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

LEVELS OF SOURCE-BASED QUESTIONS	
<ul style="list-style-type: none"> • Extract relevant information and data from the sources. • Organise information logically. • Explain historical concepts. 	LEVEL 1 (L1)
<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 2 (L2)
<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 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. 	LEVEL 3 (L3)

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 RESPONSES.

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 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

R
AV
IV

4. The matrix 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. 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).

		LEVEL 4
C		

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

		LEVEL 4
C		

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

		LEVEL 4
C		
		LEVEL 5
P		

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.

		LEVEL 5
C and P		

Grade 12 ANALYTICAL MATRIX FOR EXTENDED WRITING: TOTAL MARKS: 30

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

NSC - Memorandum
 DBE/November 2011

7

History/P1

GRADE 12 HOLISTIC RUBRIC TO ASSESS AN ESSAY USING SOURCES AND OWN KNOWLEDGE. TOTAL MARKS: 30

LEVEL	MARKS	Description
7	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 and own knowledge 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) Makes a good effort to focus consistently on the topic but, at times, argument loses some focus
6	70 - 79% 21 - 23	[Very Good] Clearly comprehends the sources Uses all or most of the sources and own knowledge 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) Makes an effort to focus on the topic but argument has lapses in focus Comprehends most of the sources Uses most of the sources and own knowledge 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
5	60 - 69% 18 - 20	[Good] 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 and own knowledge 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
4	50 - 59% 15 - 17	[Satisfactory] Little attempt to focus on the topic Little comprehension of the sources Struggles to select relevant information from the sources and own knowledge No quotes - or generally irrelevant Makes little effort to consider counter-arguments Mainly characterized 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)
3	40 - 49% 12 - 14	[Fair] Unable to focus on the topic Unable to identify relevant sources and limited use of own knowledge 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
2	30 - 39% 09 - 11	[Weak] No attempt to focus on the topic Uses no sources Does not use own knowledge Completely irrelevant Copies directly from the sources Answer extremely poor
1	0 - 29% 0 - 8	[Poor] Not Achieved

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QUESTION 1: HOW DID THE CUBAN MISSILE CRISIS CONTRIBUTE TO COLD WAR TENSIONS BETWEEN THE USSR AND THE USA IN THE 1960s?

1.1 [Extraction of evidence from Source 1A - L1 - L01 (AS3)]
1.1.1 [Extraction of evidence from Source 1A - L1 - L01 (AS3)]
America/USA

1.1.2 [Extraction of evidence from Source 1A - L1 - L01 (AS3)]
Wanted to protect Marxist-Leninism in Central America
Wanted to ensure the spread of Communism in Latin America
Prevented the demise of Russian stature throughout the world
Latin America would reject Russia (communism)
Protect Cuba from American aggression
Wanted to create a communist sphere of interest in Latin America
Strategic for Russia to have a missile base near the USA
Any other relevant response

1.1.3 [Definition of historical concept from Source 1A - L1 - L02 (AS1)]
Candidates should include the following aspects in their response:

- A communist ideology based on the theory of Marx and the practise of Lenin/classless society
 - The philosophy is based on the means of production being controlled by the state/nationalisation
 - Free enterprise and profiteering was not allowed/rejection of capitalism
 - Any other relevant response
- (any 1 x 2) (2)

1.1.4 [Evaluate bias in Source 1A - L2 - L01 (AS3 and 4)]

YES it is bias because:

- Only Khrushchev's viewpoint / Cuban, American and other viewpoints are omitted / one sided
 - Khrushchev gives the impression that missiles are for peacekeeping
 - Ploy to expand communist ideology
 - Any other relevant response
- (any 2 x 2) (4)

1.1.5 [Ascertain justification of evidence from Source 1A - L2 - L01 (AS3 and 4); L02 (AS2)]

- Wanted to protect Cuba from the USA/did not want to lose Cuba to capitalism
 - USSR wanted to ensure the spread of communism
 - To counteract the deployment of USA missiles in Turkey and Italy
 - Any other relevant response
- (any 2 x 2) (4)

- 1.2
1.2.1 [Interpretation of evidence from Source 1B - L3 - L01 (AS3); L02 (AS2)]
- To monitor build up of nuclear armaments in Cuba/USA felt threatened
 - Wanted to gather information of the capabilities of nuclear weapons
 - To strategise how to react in the event of nuclear war
 - Wanted to create the impression that Cuba and Russia were the aggressors
 - To show fellow Americans that they were in control of the crises
 - To demonstrate their power and might
 - Geographic location of Cuba to the USA
 - Any other relevant response
- (any 2 x 2) (4)

- 1.2.2 [Interpretation of evidence from Source 1A - L2 - L01(AS3); L02 (AS2)]
- Wanted to prevent missiles from reaching Cuba and affecting the USA's stability/USA felt threatened
 - He was suspicious of Russian activities in Cuba
 - Wanted to prevent a nuclear war
 - Wanted to show American public that he was in control of the crises
 - Effect that these missiles would have on the USA/to intimidate Russia
 - Any other relevant response
- (any 2 x 2) (4)

- 1.3
1.3.1 [Interpretation of evidence from Source 1C - L2 - L01 (AS3)]
- America depicted as aggressive / wanted war / bully / preying on smaller innocent countries / greed / evil
 - Taking advantage of Cuba because of its proximity
 - Cuba is defenceless
 - Cuba cannot stand up to the might of America
 - Any other relevant response
- (any 1 x 2) (2)

1.3.2 [Ascertain the accuracy of Source 1C - L2 - L01 (AS3 and 4); L03 (AS2)]

Candidates can select either accurate or inaccurate and support their answer with relevant evidence.

- ACCURATE**
- America is a super power and will take advantage of smaller countries
 - America could not allow Cuba to become a communist country in Latin America
 - America renowned for its interference in domestic policies of other countries
 - Shows American aggression
 - Any other relevant response

- INACCURATE**
- Not an aggressive country
 - Bias against USA
 - Soviet cartoon / Russian propaganda
 - Kennedy was not influenced by his advisors
 - Any other relevant response

(any 2 x 2) (4)

1.4 [Comparison of evidence from Sources 1B and 1C - L3 - L01 (AS3 and 4);
L02 (AS3)]

Candidates should explain the differences between Sources 1B and 1C.

SOURCE 1B

- Kennedy's view - blamed Russia
- Kennedy justifies US involvement in the Cuban missile crisis
- Kennedy suggests that the missiles in Cuba were a threat to the USA's security
- Any other relevant response

SOURCE 1C

- Soviet cartoon - blamed the USA
- Bias view of US involvement in the Cuban missile crisis
- Portrays American leaders in a negative manner regarding the Cuban missile crisis
- Any other relevant response

(any 2 x 2) (4)

1.5

1.5.1 [Interpretation of evidence from Source 1D - L3 - L01 (AS3)]

- Khrushchev's prestige was damaged / compromised
- Khrushchev was deposed as leader of the USSR
- Affected Khrushchev negatively / lost support
- Any other relevant response

(any 1 x 2) (2)

1.5.2 [Evaluating and interpretation of evidence from Source 1D - L3 - L01 (AS3);
L03 (AS2)]

Candidates can either agree or disagree and they need to support their answers with relevant evidence.

AGREE (YES)

- Griffiths' viewed Khrushchev as a courageous leader although he was rejected / good statesmanship
- Griffiths' stated that Khrushchev wanted to protect Cuban independence
- Any other relevant response

DISAGREE (NO)

- Khrushchev was not courageous because he dismantled Soviet missiles from Cuba
- Khrushchev's prestige declined in the USSR
- Khrushchev gave into pressure by the USA
- Khrushchev did not mobilise Soviet troops
- Any other relevant response

(2 x 2) (4)

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

Candidates may use the following points to answer the question:

- Kennedy played a significant role in the missile crises
- Kennedy imposed a blockade of Soviet missiles to Cuba
- Kennedy prevented the spread of communism to Latin America / promoted capitalism
- Kennedy was firm while negotiating for America
- Kennedy showed restraint, firmness and statesmanship when dealing with the USSR
- Protected the USA / peacekeeper
- Any other relevant response

Use the following rubric to allocate a mark:

MARKS: 0 – 2	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows little or no understanding of the role that Kennedy played in the Cuban missile crises • 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 an understanding of the role that Kennedy played in the Cuban missile crises • 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. demonstrates a thorough understanding of the role that Kennedy played in the Cuban missile crises • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	LEVEL 3

(8)

1.7 EXTENDED WRITING

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

SYNOPSIS

Candidates need to discuss the reasons for the deployment of missiles in Cuba and show how it contributed to tension between the USA and the USSR.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate how the Cuban missile crisis increased tension between the USSR and the USA.

ELABORATION

- Background to the Bay of Pigs invasion
- Consequences of the Bay of Pigs invasion
- The American reaction (blockade, calls for removal, threatened invasion of Cuba)
- The Soviet response (will disobey blockade, did not admit to missiles sites in Cuba)
- Soviet Union admits to missiles but claims it is for defensive purposes only (it will only remove missiles if America does not attack Cuba)
- The Soviet Union asks for the removal of missiles from Turkey.
- America is reluctant to accede
- Tensions increased as an American spy plane was shot down over Cuba
- America accepts the Soviet Union's and Khrushchev's conditions
- The missiles are removed and sites dismantled under United Nations supervision
- Hotline was set up between the White House and Kremlin and a Nuclear Test Ban Treaty was signed
- Through negotiations a 'Hot War' was averted
- Any other relevant response
- Conclusion: Candidates need to tie up the discussion with a relevant conclusion.

(30)

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

1.7.2

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

SYNOPSIS

In answering this question, candidates should take a line of argument. Candidates can either agree or disagree with the statement. If candidates disagree then they may decide that it was Kennedy's diplomacy, which prevented war, or that it was both leaders willingness to concede to concessions that prevented an outbreak of a nuclear war.

MAIN ASPECTS

• Introduction: Candidates should critically discuss the validity of the statement and indicate how they intend answering the question.

ELABORATION

In evaluating this statement, candidates need to indicate whether they agree or disagree. The following aspects can be used to support the line of argument:

- Reasons for the missile build-up in Cuba
- Kennedy calls for the removal of missiles, launched a blockade instead of an attack showed he was searching for a peaceful solution
- Khrushchev shows he is also willing to give peace a chance by asking America not to invade Cuba and to lift the blockade
- Khrushchev left the door open for discussion on destruction and removal of missiles
- Khrushchev also asked America for the removal of the Turkish and Italian missiles
- Kennedy did not accede to this demand publicly, he privately gave assurances that it will be removed
- Kennedy showed restraint when an American spy plane was (shot) down over Cuban airspace
- Kennedy demanded removal of missiles or America will be forced to attack
- Khrushchev finally agrees
- Both leaders emerge from the crises as victors
- Any other relevant response

Conclusion: Candidates should tie up their argument.

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

[75] (30)

QUESTION 2: HOW DID JULIUS NYERERE'S POLICY OF UJAMAA TRANSFORM TANZANIA INTO A SOCIALIST STATE DURING THE 1960s AND 1970s?

2.1

2.1.1 [Explanation of a concept from Source 2A – L1 – L02 (AS1)]

- (a)
- Political and economic system where the community owns the land
 - Works together and controls production and distribution thereof
 - Community collectives farms
 - Self reliant classless society
 - Building a sharing and caring African society
 - Any other relevant response

(b)

- Total state control
- Means of production controlled by the state
- Private enterprise banned
- Any other relevant response

(any 1 x 2) (2)

2.1.2 [Extraction of evidence from Source 2A – L1 – L01 (AS3); L02 (AS2)]

- Prosperity
- Self-reliance
- Classless society
- Any other relevant response

(any 1 x 1) (1)

2.1.3 [Interpretation and evaluation of Source 2A – L2 – L01 (AS3)]

- Political leaders in Africa were enriching themselves
- Wanted a clean civil service
- Knew about the abuses such as the Wabenzi phenomenon
- Wanted to prevent excesses and abuse of resources
- Any other relevant response

(any 2 x 2) (4)

2.1.4 [Interpretation and evaluation of Source 2A – L2 – L01 (AS3)]

- Better roads / rural markets
- Agricultural advice for communal farmers
- Improved technology
- Better provision of services (water / health / education)
- Any other relevant response

(any 2 x 2) (4)

2.2

2.2.1 [Analysing Source 2B – L2 – L01 (AS4); L02 (AS2)]

- People were moved in a dictatorial manner
- People were moved to waste land
- Army moved people by force
- Dislocation of people resulted in socio-economic challenges
- Any other relevant response

(any 1 x 2) (2)

2.2.2 [Analysing of evidence from Source 2B – L2 – L01 (AS3); L02 (AS2)]

- Angry / disappointment / resistance
- Disillusioned and unhappy
- Concerned about government's intentions
- Any other relevant response

(any 2 x 2) (4)

2.2.3 [Extraction of information from Source 2B – L1 – L01 (AS3 and 4)]

- Food production fell / dropped
- Living conditions worsened
- Increased poverty levels
- Tanzania imported food
- Tanzania had to be rescued by grants and foreign loans
- Tanzania had to be assisted by the IMF/ World Bank
- Any other relevant response

(any 2 x 1) (2)

2.2.4 [Evaluating the justification of Source 2B – L3 – L01 (AS4)]
Candidates can select either valid or not valid and support their answer with relevant evidence.

VALID

- Government received grants and loans
- World Bank helped with loans
- Food was imported
- Any other relevant response

NOT VALID

- Could be bias
- Was a western/European viewpoint
- Portrayed independent Tanzania in a bad light
- Any other relevant response

(any 2 x 2) (4)

2.2.5 [Evaluating the shortcomings of Source 2B – L3 – L01 (AS3)]

- One sided view by European writers / a biased view
- Nyere's / Tanzanian vision is missing
- Any other relevant response

(any 2 x 2) (4)

2.3 [Interpretation of evidence in Source 2C – L2 – L02 (AS3)]

- Conveys a positive view of ujamaa
- Supports Nyere's policy of ujamaa
- Poster may be used as propaganda for ujamaa
- Any other relevant response

(any 1 x 2) (2)

2.4 [Comparison of Sources 2A and 2C to explain the usefulness L3 – L01 (AS4)]

Candidates must use Sources 2A and 2C and explain its usefulness.

- Both sources explain the concept of ujamaa
- Both sources focus on how ujamaa was implemented
- Both sources focus on how and why ujamaa was good for Tanzania
- Both sources add to a historian's understanding of ujamaa
- Any other relevant response

(any 3 x 2) (6)

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

Candidates can use the following positive and negative aspects of ujamaa:

- Unemployment
- Poverty
- Unequal society
- Destitution
- Famine
- Lack of housing
- Diseases
- Gap between rich and poor reduced
- High literacy rates
- Improved health care
- Access to clean water and sanitation
- Life expectancy increased
- Any other relevant response

Use the following rubric to allocate a mark:

MARKS: 0 – 2	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of the effects of ujamaa on ordinary Tanzanians • 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 effects of ujamaa on ordinary Tanzanians • 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. that shows a thorough understanding of the effects of ujamaa on ordinary Tanzanians • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic 	LEVEL 3

(8)

2.6 EXTENDED WRITING

2.6.1 [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 how Julius Nyerere's policy of ujamaa transformed Tanzania into a socialist state. Candidates should substantiate their answer by giving tangible examples.

MAIN ASPECTS

Candidates should include the following aspects in their response:
Introduction: Candidates should indicate how Nyerere's policy of ujamaa transformed Tanzania.

ELABORATION

- Nyerere's vision was set out in the Arusha Declaration
- Nyerere wanted to implement his policy of ujamaa
- Nyerere wanted Tanzania to become self-reliant / develop rural areas
- Nyerere hoped to increase agricultural productivity
- Tanzanians' should depend on own resources rather than foreign aid
- Nyerere implemented his villagisation programme/ communities should work together
- A Leadership Code was introduced to prohibit politicians from becoming corrupt
- Politicians were prohibited to hold company shares
- Nyerere made Swahili the national language of Tanzania
- Nyerere proposed good education – literacy rose and many people could read and write
- Nyerere proposed good health services – people had access to clean water
- Nyerere wanted to create a socialist country reducing the gap between rich and poor
- 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 – L01 (AS3 and 4); L02 (AS1, 2 and 3); L03 (AS1, 2, 3 and 4)]

SYNOPSIS

Candidates should evaluate how Nyerere developed Tanzania after gaining independence.

MAIN ASPECTS

Candidates should include the following points in their response.

- Introduction: Candidates should evaluate the statement and show whether Nyerere built a socialist society in Tanzania.

ELABORATION

- Nyerere's vision of a socialist Tanzania was set out in the Arusha declaration

- Nyerere's policy of Ujamaa was explained

- Tanzania should be self-reliant

- Rural development was important – called villagisation

- Class distinction had to be eliminated

- Key companies were nationalised

- Nyerere set up a Leadership Code prohibiting political leaders to become corrupt

- A one-party state was set up in Tanzania (TANU)

- Successes of Ujamaa included [The gap between rich and poor was reduced; More schools and free primary education led to a high literacy rate; Better health care was available; More people had access to clean water; Life expectancy increased]

- Failures of Ujamaa included [Many Tanzanians resisted villagisation; Tanzanians preferred to live in their traditional communities; Tanzania ran up large foreign debt; Tanzania owed huge amounts to the World Bank; Tanzania had to export as much as possible to provide for the needs of people; There was little freedom of speech in Tanzania]

- Any other relevant response

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

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

[75]
(30)

QUESTION 3: WHAT ROLE DID THE CIVIL RIGHTS MOVEMENT PLAY IN BRINGING ABOUT CHANGE IN THE UNITED STATES OF AMERICA (USA) DURING THE 1960s?

3.1.1 [Definition of concepts - L1 - L2 (AS1)]

- (a) Civil Rights
- Civil rights refers to rights of individuals as dictated by the USA constitution
- Civil rights includes right to life, liberty, freedom of speech, etc.
- Any other relevant response

(1 x 2) (2)

- (b) Segregation
- Separation on the basis of race, colour, religion, etc.
- African Americans were victims of segregation in terms of schooling, jobs, etc.
- Any other relevant response

(1 x 2) (2)

3.1.2 [Justification of evidence from Source 3A - L3 - L4 (AS3 and 4); L2 (AS2); L3 (AS2 and 3)]

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

- **JUSTIFIED** because:
- Freedom and equality was enshrined in the constitution as basic rights
- Fundamental respect for democracy
- Any other relevant response

NOT JUSTIFIED because

- White Americans from the south could have stated that African Americans do not deserve freedom, equality and democracy
- Economic situation did not dictate that they should fight for freedom and equality
- Any other relevant response

(2 x 2) (4)

3.1.3 [Interpretation and evaluation of information from Source 3A - L2 - L4 (AS3 and 4); L2 (AS2 and 3)]

- (a) African Americans were happy/delighted because their proposal was accepted
- Proposal was a step in the right direction
- A sense of belonging
- Had a sense of identity/purpose
- Any other relevant response

(any 1 x 2) (2)

(b)

- Majority white Americans of the South would have rejected the proposal
- Majority white Americans of the South responded negatively/anger
- Responded by using violence e.g. killing of Evers
- Lose power/control/sense of dominance
- Any other relevant response

(any 1 x 2) (2)

3.1.4 [Interpretation of evidence from Source 3A - L2 - L01 (AS3 and 4), L03 (AS2)]

- Shocked that certain Americans were not yet ready to accept the spirit of brotherhood / liberty and equality
- Concerned / angry that USA was a divided country / America was still not liberated
- Some Americans were still racists and did not want to embrace change / democracy
- Any other relevant response

(any 1 x 2) (2)

3.2

3.2.1 [Interpretation of evidence from Source 3B - L2 - L01 (AS3); L03 (AS2)]

- The South practiced racial discrimination
- The majority of whites felt they were superior
- Not prepared to be treated equally with African Americans from the south
- Any other relevant response

(any 1 x 2) (2)

3.2.2 [Comparison of evidence from Source 3B - L3 (AS3 and 4); L02 (AS3)] Candidates can state either AGREE (Yes) or DISAGREE (No) and support their answer with relevant evidence.

- Protests led to an end to segregation and a spirit of unity and common understanding against discrimination
- Protest - largest coming together of a multi-racial crowd / celebration - spirit of unity and victory (music and speeches)
- Any other relevant response

DISAGREE (NO)

- It was planned as a protest but was not intended to be a celebration
- African Americans were still discriminated against - irrespective of the march
- Any other relevant response

(any 2 x 2) (4)

3.2.3 [Interpretation of evidence from Source 3B - L2 - L01 (AS3); L03 (AS2)]

- 250 000 people attended the march
- King delivered the 'I have a dream' speech
- The coming together of blacks and whites signified the ending of segregation
- Brought different races together in a spirit of unity
- It was a march for freedom and showed unity
- Expectation of violence / police were present
- Any other relevant response

(any 2 x 2) (4)