

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

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HISTORY P2

NOVEMBER 2011

MEMORANDUM

GRADE 12

NATIONAL SENIOR CERTIFICATE

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

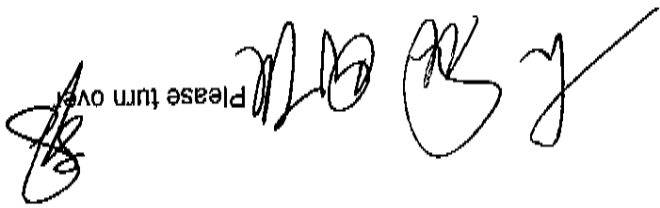
basic education



1. SOURCE-BASED QUESTIONS

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

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.
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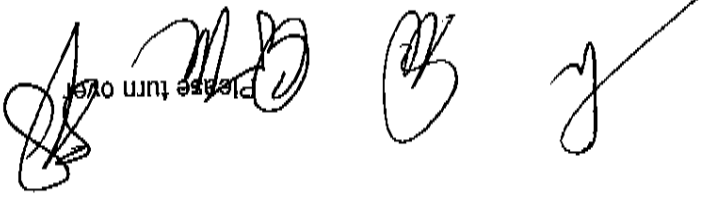
- In the marking of source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

1.3 The following table indicates how 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 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. 	LEVEL 3 (L3)

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

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

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:

Global assessment of extended writing

- MARKERS MUST BE AWARE THAT THE CONTENT OF THE ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT THE PARTICULAR CENTRE.
- CANDIDATES MAY HAVE ANY OTHER RELEVANT INTRODUCTION AND/OR CONCLUSION THAN THOSE INCLUDED IN A SPECIFIC EXTENDED WRITING MARKING GUIDELINE FOR A SPECIFIC ESSAY.
- WHEN ASSESSING OPEN-ENDED SOURCE-BASED QUESTIONS, LEARNERS SHOULD BE CREDITED FOR ANY OTHER RELEVANT ANSWERS.

2.2 Marking of extended writing

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.

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

2. EXTENDED WRITING

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
A
I

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.

P	LEVEL 5	
C	LEVEL 4	18-19

4.2 Use of holistic rubric in the marking of extended writing (refer to page 7)
The given rubric which takes into account both content and presentation should be used in the marking of extended writing.

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

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

Please turn over

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

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.

QUESTION 1: WHAT IMPACT DID THE COLLAPSE OF THE USSR IN 1989 HAVE ON SOUTH AFRICA?

1.1

1.1.1 [Explanation of the historical concept from Source 1A – L1 – L02 (AS1)]

- Candidates should include the following aspects in their response:**
- The term means 'openness/opportunity for debate
 - Introduction of social and political reforms to bring about change in the Soviet Union/greater democracy
 - Reduce censoring of media and allowed for freedom of expression
 - Any other relevant response

(any 1 x 2) (2)

1.1.2 [Analyse information from Source 1A – L2 – L01 (AS3)]

- Media could now report on government corruption and conditions under which people lived in the Soviet Union
- The media was allowed to criticise the government
- Led to the downfall of his government / communism
- Could not handle the consequences of glasnost
- Communists rejected reforms
- Any other relevant response

(any 2 x 2) (4)

1.1.3 [Interpretation of evidence from Source 1A – L2 – L01 (AS3 and 4); L02 (AS2); L03 (AS2)]

- Reforms measures did not produce the anticipated results
- Glasnost led to more criticism of Gorbachev than the expected media freedom that ordinary Russians were expected to benefit from
- Inadequate support from the Soviet government
- His intention of just reforming communism was overtaken by unforeseen developments
- Glasnost became too big a problem and could not be controlled
- Any other relevant response

(any 2 x 2) (4)

1.2 [Explanation of information from Source 1B – L2 – L01 (AS3)]

- To project the ANC as an independent force
- For recognition by Western countries
- To prepare the ANC for negotiations or to take over from the apartheid government
- To give the ANC direction
- Anticipated limited financial support from the USSR
- To pave the way for the ending of apartheid
- Any other relevant response

(any 2 x 2) (4)

Please turn over

1.3.1 [Extraction of information from Source 1C - L1 - L01 (AS3 and 4)]

- The death/collapse of communism
- The collapse of the Soviet Union
- The disappearance of Marxist-Leninist states
- The collapse of the Berlin Wall
- End of Russian material support to the ANC and SACP

(any 2 x 1) (2)

1.3.2 [Analyse information from Source 1B - L2 - L01 (AS3)]

- Because Communism had ended in the Soviet Union
- World wide conspiracy theory of communist domination disappeared
- Disappearance of total onslaught policy
- Any other relevant response

(any 1 x 2) (2)

1.4 [Examine and explain the dynamics of changing power relations from Sources 1B and 1C - L3 - L01 (AS3); L02 (AS2)]

- Gave the ANC an opportunity to re-evaluate its policies concerning negotiations with the apartheid government
- The ANC had to redefine its armed struggle' military strategy
- Any other relevant response

SOURCE 1C

- It removed fear of 'total onslaught'
- The end of communism in the Soviet Union implied that the ANC could not rely on the Soviets for help
- Any other relevant response

(any 2 x 2) (4)

1.5 [Analysis of information from Source 1D - L2 - L01 (AS3 and 4)]

- De Klerk had to change
- De Klerk abolished apartheid
- De Klerk kept pace with global political change
- De Klerk was perceived as a visionary leader
- Any other relevant response

(any 1 x 2) (2)

1.5.2 [Analyse information from Source 1D - L2 - L01 (AS3)]

- Apartheid/ separate development

(any 1 x 2) (2)

1.5.3 [Analyse and interpret information from Source 1D - L3 - L01 (AS3)]

- Candidates need to substantiate the extent to which they agree:
- Gorbachev introduced perestroika to reform communism in the USSR
- Apartheid could not be reformed but had to be abolished
- Any other relevant response

(any 2 x 2) (4)

Please turn over

1.5.4 [Synthesise information to construct an original argument using evidence to support the argument – L3 – L01 (AS3); L03 (AS2)]

AGREE

- De Klerk knew he had to abolish apartheid
- The fact that his process of change kept pace with the events shows that he was pragmatic to the unfolding situation
- Any other relevant response

DISAGREE

- He might not agree that he played a lesser role in the ending of apartheid
- The fact that his reforms were influenced by events might imply that he was controlled by external/internal events or factors
- Any other relevant response

(1 x 3) (3)

1.6 [Selection of Sources 1C or 1D to highlight their usefulness on the impact of Gorbachev's policies to De Klerk – L3 – L01 (AS3 and 4); L02 – (AS2) L03 – (AS2) Candidates can select either Source 1C or Source 1D and support their response with relevant evidence.]

SOURCE 1C is useful because of the following:

- It is valid for it comes from a published book and it explains how the collapse of communism prepared fertile ground for negotiations to end apartheid in South Africa
- It is reliable in that it is written by South African historians (Gilliomée et al.), who were up to date with developments then.
- It is relevant in that it gives insight on how the fall of communism paved way for political reforms in South Africa.
- Any other relevant response

SOURCE 1D is useful because of the following:

- It is valid for it comes from a published book and explains how glasnost influenced De Klerk to introduce reforms in a practical manner and therefore it is relevant
- It shows how De Klerk implemented his reforms in a practical manner
- The source is written by Allister Sparks, a respected political analyst and therefore it is reliable in that as critic of the apartheid government, he gave credit to De Klerk.
- Any other relevant response

(2 x 2) (4)

Please turn over

1.7 [interpretation, analysis and synthesis of evidence from all sources – L3 – L01 (AS3); L02 (AS2 and 3); L03 (AS2)]

Candidates could include the following aspects in their response:

- Policy of 'perestroika' (for economic reconstruction) influenced economic reforms in South Africa
- End of communism spelt the demise of the USSR and influenced De Klerk's reform programme
- Fall of communism gave De Klerk political space to make bold reform moves and abolish apartheid
- With the fall of Communism, the ANC could no longer rely on the Soviet Union and had to negotiate with De Klerk
- Gorbachev's policy influenced the ANC to re-position itself and begin talks with the National Party
- 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 how glasnost and perestroika led to talks between the NP and the ANC • 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 how glasnost and perestroika led to talks between the NP and the ANC • 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 how glasnost and perestroika led to talks between the NP and the ANC • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	LEVEL 3

(8)

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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
 - Any other relevant response
 - [USA's abandonment of support for the NP – affected South Africa's political future]
 - [USSR's economic stagnation influenced political changes in South Africa]
 - Process of negotiations were initiated for the ending of apartheid democratisation of South Africa
 - Opened the way for engagement with the ANC leading to the process of negotiations
 - Liberation movements had to abandon the armed struggle to begin the organisations like the ANC
 - De Klerk was forced to negotiate with previously banned political inspired terrorists
 - Banned political organisations could no longer be termed as 'communist-stemming the tide of communism
 - De Klerk could no longer use the argument that apartheid was The collapse of communism gave De Klerk political space to make reforms
 - The impact of glasnost and perestroika on South Africa perestroika in Russia
 - Gorbachev's role in ending communism - introduction of glasnost and
- ELABORATION**
- Introduction: Candidates should explain how the collapse of the Soviet Union affected the political future of South Africa and how it paved the way for negotiations.
- MAIN ASPECTS**

Candidates should include the following aspects in their response:

SYNOPSIS
Candidates should explain how the collapse of the Soviet Union affected South Africa's political future.

1.8.1 [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)]

1.8 EXTENDED WRITING

1.8.2 [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 either agree or disagree with the assertion that the ANC ended apartheid in South Africa. They need to take a line of argument and support their response with historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should demonstrate to what extent the ANC contributed to the ending of apartheid.

ELABORATION
In agreeing with the assertion, candidates should have the following points in their elaboration:

- Policy of Glasnost paved the way for both the ANC and NP to reform
- There was pressure from major powers to work towards a peaceful settlement
- The ANC had to redefine its position and began to seek recognition from western countries
- Disappearance of Marxist-Leninist states and the fall of the Berlin Wall affected the ANC
- De Klerk desired reform
- USSR economy unable to support/sustain aid to Africa and the ANC
- South Africa's economy took a downturn in 1989
- The ANC struggle for self determination began
- The ANC and the apartheid government had to find a peaceful and workable solution
- The apartheid government took the opportunity to negotiate with the ANC because there was no longer a threat from the Soviet Union
- Both the NP and the ANC took cognisance of internal factors (economic stagnation, unrest, financial crisis, etc) to save the country's future
- Any other relevant response

Please turn over

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

- The collapse of the Soviet Union was viewed by the NP as strategically important to commence negotiations with the ANC
- The NP believed that the movement was now weak and in disarray
- The ANC decided to negotiate with the apartheid government because it had no military, revolutionary and economic support from the Soviet Union FW de Klerk, a conservative politician replaced PW Botha as the leader of the NP
- Gorbachev was a newly elected general secretary of the Soviet Union
- Gorbachev introduced his policy of glasnost which was aimed at political changes
- The collapse of communism in Eastern Europe made it possible for De Klerk to unban the ANC and other extra-parliamentary organisations
- The end of the Cold War made it possible for De Klerk to begin with negotiations
- De Klerk announced the release of Nelson Mandela – a step in ending apartheid
- De Klerk believed that the collapse of Soviet Union affected the political situation in South Africa
- De Klerk recognised that change was inevitable/unavoidable
- 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]

Please turn over

QUESTION 2: HOW DID THE COLLAPSE OF THE SOVIET UNION CONTRIBUTE TO EGYPT RE-IMAGINING ITSELF IN THE 1990s?

2.1

2.1.1 [Extraction of evidence from Source 2A – L2 – L02 (AS3)]

- Collapse of the Soviet Union
 - Western aid to African countries were reduced
- (2 x 2) (4)

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

- International Monetary Fund (IMF)
 - World Bank
- (2 x 1) (2)

2.1.3 [Comparing and Interpreting of evidence from Source 2A – L3-L0-(AS3)]

- **Western economic system**- based on capitalist principles; private capital; high production levels; exploitation of labour; poor wages and increased profits
 - **Soviet economic system**- based on communist principles; state controlled; labour intensive; human rights violations; poor working conditions
 - Any other relevant response
- (2 x 2) (4)

2.1.4 [Extraction of evidence from Source 2A – L1 – L02 (AS3)]

- Aid from the USA
- (1 x 1) (1)

2.1.5 [Explaining of historical concepts from Source 2A – L2 – L01 (AS3)]

- Society organised in such a way to prevent inequality
 - The collective interest of the whole community should come before the individual interest of its members
 - Any other relevant response
- (any 1 x 2) (2)

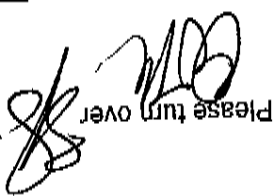
Free Market

- Opening up of the economy, allowing foreign companies to invest
 - Free trade is encouraged
 - Tariffs on imported goods are low
 - Fewer subsidies on consumer goods
 - Any other relevant response
- (any 1 x 2) (2)

2.1.6 [Evaluation of a source for justification L3 - L03 (AS3)]
Candidates can state either justified or not justified and support their response with relevant evidence.

JUSTIFIED

- Rich nations wanted to maximise their profits
- They were funded by the World Bank and IMF who wanted value for their investment
- Profit was the motive of investors
- Recipient countries had to guard against the misappropriation of foreign aid
- Any other relevant response

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NOT JUSTIFIED

- Meant less responsibility on the state to provide for services in Egypt
- State provided few employment opportunities
- Privatisation meant more inflation as private owned companies wanted to increase profits
- It impacted negatively on the employment of ordinary people
- Gap between rich and poor widened – increased poverty
- Any other relevant response

(any 2 x 2) (4)

2.2
2.2.1

- 2.2.1 [Interpretation and evaluation from Source 2B – L2 – L01 (AS3)]*
- He was intolerant to opposition
 - Dictator
 - Little freedom and opportunities for ordinary Egyptians
 - Did not have a social development plan in place
 - Poor economic policies – high inflation
 - Any other relevant response

(any 1 x 2) (2)

2.2.2

- 2.2.2 [Interpretation of evidence from Source 2B – L2 – L01 (AS3)]*
- Uneven development
 - High inflation
 - Reduction of subsidies
 - Budget controls
 - Any other relevant response

(any 2 x 1) (2)

2.2.3

2.2.3 [Interpretation of Sources 2A and 2B – L2 – L01 (AS3)]

- **(a) Wealthy Egyptians**
- High standard of living was maintained
- Got richer, made more profits
- Controlled much of the country's wealth
- Children attended best schools and universities
- Continued to enjoy the benefits given to them by the Egyptian government
- Any other relevant response

(any 1 x 2) (2)

- **(b) The majority of Egyptians**

- Living standards worsened
- Inflation increased
- Overcrowding
- Poverty increased
- Reduction in government subsidies
- Any other relevant response

(any 1 x 2) (2)

Please turn over

2.3

- 2.3.1 [Interpretation and Evaluation of Sources 2C – L2 – L01 (AS3)]
- Mubarak's rule of Egypt equates with the current state of affairs (political and economic mismanagement) in Egypt
 - His governance depended on the support of the army
 - Government benefitted only the rich merchant class
 - Egypt under Mubarak is portrayed as sick and ailing
 - Cartoonist could be biased against the government of Hosni Mubarak
 - Any other relevant response

(any 1 x 2) (2)

- 2.3.2 [Interpret and evaluate Source 3C – L3 – L01(AS3)]
- Candidates should indicate whether the cartoon is accurate or inaccurate and support their response with relevant evidence.**

ACCURATE

- He was politically corrupt e.g. intolerant of opposition
- Economic policies only favoured a few e.g. rich and ruling classes
- 20% - 30% of 80 million Egyptians lived in poverty
- Depended heavily on the military
- Any other relevant response

INACCURATE

- Some Egyptians benefitted from his policies
- subsidies were available to alleviate poverty
- Brought about stability in the Middle East
- Any other relevant response

(any 2 x 2) (4)

- 2.3.3 [Evaluating the usefulness of Source 2C – L3 – L01 (AS4)]

- Authenticity of the source can be questioned
- Source is biased it portrays only the view of the cartoonist/editor
- Provides an opposing point of view
- Produced 20 years after the fall of communism - relevant
- The cartoon however is relevant as it show what people thought of the political and economical situation in Egypt at that time
- The reliability of the source is questionable as it is based on generalisations
- Any other relevant response

(any 2 x 2) (4)

2.4 [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 could include the following aspects in their response:

- After 1989 Egypt introduced a new economic policy (neo-liberal)
- Economy was opened for imports and foreign investments
- Majority of Egyptians did not benefit from this new economic policy
- Privatisation of state assets led to unemployment
- Inflation meant higher prices for Egyptians
- Mubarak did not address the rampant poverty and unemployment
- Living standards dropped
- More Egyptians became poor and destitute
- Reduction of government subsidies made matters worse
- Military played a role in corruption
- Government incompetence in producing feasible policies
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Shows no or little understanding of how the implementation of liberal economic policies lead to an unequal society in Egypt • Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows an understanding of how the implementation of liberal economic policies lead to an unequal society in Egypt • Uses evidence in a very basic manner to write a paragraph 	Marks: 3 – 5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of how the implementation of liberal economic policies lead to an unequal society in Egypt • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 6 – 8

(8)

Please turn over

2.5 EXTENDED WRITING

2.5.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – L1 (AS3 and 4); L2 (AS1, 2 and 3); L3 (AS1, 2, 3 and 4)]

SYNOPSIS

Candidates should explain how the collapse of the USSR contributed to Egypt re-imagining itself in the 1990s.

MAIN ASPECTS

The candidate should include the following aspects in their response.

- Introduction: Candidates need to make a statement how the collapse of the USSR affected Egypt during the 1990's or any other relevant introduction would suffice.

ELABORATION

- Impact of the end of the Cold War
 - Socialist economic policies were replaced with capitalism
 - Global monetary institutions influenced Egypt to change its economic policy
 - The effects of the World Bank and IMF on the economy
 - The impact of the government's economic policy on Egypt
 - Political corruption and its impact on Egypt
 - Disparities within the population (Rich vs Poor)
 - Impact of inflation on Egypt
 - Insensitivity of the affluent ruling class towards the 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

Please turn over

2.5.2

[Synthesises 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

Using the sources as well as their own knowledge, candidates should indicate whether they agree with the statement or not. They should clearly state a relevant line of argument and show how the political and economic policies of the Hosni Mubarak violated the basic rights of Egyptians.

MAIN ASPECTS

Candidates should include the following aspects in their response:

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

ELABORATION

- Impact of the end of the Cold War
- Neo-liberal economic policy / IMF and World Bank contributed to the poverty and unemployment of Egyptians
- Egyptians perception that the new policy was a failure
- No confidence in the economy of Egypt
- Poverty rampant because of uneven development that favoured the rich
- Government did not address poverty effectively
- Showed intolerance for democratic values
- Egyptians lost faith in Mubarak's leadership
- Any other relevant response

(30)

If candidates disagree with the statement they need to substantiate their argument with relevant evidence.

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

[75]

Please turn over