



education

DEPARTMENT: EDUCATION
MPUMALANGA PROVINCE

Grade 12

Supplementary Study Material

MISSXOX



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History/P1

2
NSC

DoE/November 2008

INSTRUCTIONS AND INFORMATION

- The question paper consists of FOUR questions based on the prescribed content framework for 2008, which is as follows:

QUESTION 1: WHAT WAS THE IMPACT OF THE COLD WAR IN FORMING THE WORLD AS IT WAS IN THE 1960s?

 - USSR/USA – creating spheres of interest

QUESTION 2: HOW WAS UHURU REALISED IN AFRICA IN THE 1960s AND 1970s?

QUESTION 3: WHAT FORMS OF CIVIL SOCIETY PROTEST EMERGED FROM THE 1960s UP TO 1990?

 - Focus 1960s: Civil Rights Movement in the USA

QUESTION 4: WHAT FORMS OF CIVIL SOCIETY PROTEST EMERGED FROM THE 1960s UP TO 1990?

 - Focus 1970s: Black Consciousness Movement in South Africa
- Each question counts 75 marks, of which 45 marks are allocated for the source-based question and 30 marks for the extended writing question.
- Candidates are required to answer TWO questions.
- When answering questions, candidates should apply their knowledge, skills and insight.
- A mere rewriting of the sources as answers will disadvantage candidates.
- Write neatly and legibly.

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4
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DoE/November 2008

- Consult Source 1D.
 - What does Ursula's daily routine tell you about life in Berlin before the construction of the Wall? (1 x 2) (2)
 - Explain the reasons for the people's reaction when they learnt that the border between East and West Berlin had been closed. (1 x 3) (3)
 - Why do you think people were determined to cross from East to West Berlin despite the risk of being killed? (1 x 2) (2)
- Using all the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) highlighting how the construction of the Berlin Wall violated the human rights of Germans. (6)
- EXTENDED WRITING (Your response should be about TWO pages in length.)

Answer ONE of the following questions: QUESTION 1.7.1 OR 1.7.2.

 - Discuss how the division of Berlin intensified Cold War tensions in Europe. (30)

OR

 - Using all the sources and your own knowledge explain how the Berlin Wall affected the lives of ordinary people. (30) [75]

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3
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QUESTION 1: HOW DID THE BERLIN WALL INTENSIFY COLD WAR TENSIONS IN EUROPE?

Study Sources 1A, 1B, 1C and 1D to answer the following questions.

- Refer to Source 1A.
 - What were the TWO reasons for the poor economic state of East Germany according to Wheeler? (2 x 1) (2)
 - Whom does Wheeler hold responsible for the conditions in East Berlin? (1 x 1) (1)
 - Comment on whether people were justified in leaving East Berlin. (1 x 3) (3)
 - Explain to what extent propaganda was the motive for describing the levels of prosperity between East Berlin and West Berlin by Wheeler. (1 x 3) (3)
 - Explain the reliability of this source to a historian studying Cold War tensions in Europe. (1 x 2) (2)
 - Compare how the lives of people in East Berlin and West Berlin were influenced by the role of the USSR and USA respectively. (2 x 2) (4)
- Study Source 1B.
 - What do you think was the intention of the photographer taking Photographs 1 and 2? (1 x 2) (2)
 - Explain how the written evidence in Source 1A complements (supports) the visual evidence in Source 1B. (2 x 2) (4)
- Refer to Source 1C.
 - What was the number of defectors crossing into West Berlin in 1953? (1 x 1) (1)
 - Use the data from the source and your own knowledge to explain whether Khrushchev was justified in building the Berlin Wall. (2 x 2) (4)
 - How reliable do you think these statistics are to a historian studying the number of defections from East Berlin to West Berlin? (1 x 2) (2)
- Compare Sources 1B and 1C. Explain how the information in Source 1B supports the statistical graph in Source 1C. (2 x 2) (4)

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5
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QUESTION 2: HOW WAS PATRICE LUMUMBA'S RULE UNDERMINED IN THE STRUGGLE FOR UHURU (FREEDOM) IN THE CONGO?

Study Sources 2A, 2B, 2C and 2D and answer the following questions.

- Refer to Source 2A.
 - What, according to this source, sealed Lumumba's fate? (2 x 1) (2)
 - Explain the term *neo-colonial state* in your own words. (1 x 2) (2)
 - Why was Lumumba regarded as an 'obstacle' by Western interests? (1 x 2) (2)
 - How do you think the independence of the Congo was undermined by Belgium and the USA? (2 x 2) (4)
 - How did Brussels and Washington react to the news of Lumumba's death? (1 x 2) (2)
- Use Source 2B.
 - What message does the cartoonist wish to convey about the role of the UN in the Congo crisis? (1 x 2) (2)
 - Using this source and your own knowledge, explain the accuracy of the cartoon in depicting the arrest of Lumumba. (2 x 2) (4)
- Compare Sources 2A and 2B. How does the information in Source 2A support the evidence depicted in Source 2B? (2 x 2) (4)
- Study Source 2C.
 - Using this source and your own knowledge, explain whether there was justification in referring to Lumumba as an 'African Fidel Castro'. (1 x 3) (3)
 - Explain how the position of the USA was compromised in the murder of Lumumba. (1 x 2) (2)
 - Why do you think Devlin did not follow orders from his superiors? (1 x 2) (2)
- Compare Sources 2A and 2C. What are the similarities between these sources regarding the events leading to the death of Lumumba? (2 x 1) (2)

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History/P1 6 DoE/November 2008
NSC

- 2.6 Use Source 2D.
- 2.6.1 In his last letter to his wife, Lumumba's passionate vision for his country was still evident. Use information from the source to explain Lumumba's vision. (1 x 2) (2)
- 2.6.2 What does the letter tell you about Lumumba's character? (1 x 2) (2)
- 2.6.3 Explain the usefulness of this letter to a historian studying the events leading to the death of Lumumba. (2 x 2) (4)
- 2.7 Using all the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining why the granting of independence to African colonies in the 1960s and 1970s did not make them totally free. (6)
- 2.8 EXTENDED WRITING (Your response should be about TWO pages in length.)
- Answer ONE of the following questions: QUESTION 2.8.1 OR 2.8.2.
- 2.8.1 Explain how Lumumba's rule was undermined in the struggle for uhuru (freedom) in the Congo. (30)

OR

- 2.8.2 Using all the sources and your own knowledge, write a report to your local newspaper in which you respond to the following statement:
- The emergence of Lumumba as a leader of an independent Congo was seen as a serious threat by Western forces. (30)
- [75]**

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History/P1 8 DoE/November 2008
NSC

- 3.3 Consult Source 3C.
- 3.3.1 What motivated the American government to pass the Civil Rights Act of 1964? (1 x 2) (2)
- 3.3.2 Explain why it became necessary for the Civil Rights Act of 1964 to be passed. (2 x 2) (4)
- 3.3.3 What important conclusions can you draw from the photograph? (2 x 1) (2)
- 3.4 Using all the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining the significance of the Civil Rights Movement. (6)
- 3.5 EXTENDED WRITING (Your response should be about TWO pages in length.)
- Answer ONE of the following questions: QUESTION 3.5.1 OR 3.5.2.

- 3.5.1 Martin Luther King Jr ended his 'I have a dream' speech with the following words: 'Free at last! Free at last! Thank God Almighty, we are free at last!'

Discuss this statement by referring to the role and influence of Martin Luther King Jr in the Civil Rights Movement. (30)

OR

- 3.5.2 Using the information from all the sources and your own knowledge, write an essay in which you explain why the Civil Rights march to Lincoln Memorial in 1963 was necessary for the liberation of all Americans. (30)
- [75]**

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QUESTION 3: HOW DID MARTIN LUTHER KING JR INFLUENCE THE CIVIL RIGHTS MOVEMENT IN THE UNITED STATES OF AMERICA (USA)?

Study Sources 3A, 3B and 3C to answer the following questions.

- 3.1 Refer to Source 3A.
- 3.1.1 What were the circumstances that led to the march to Washington? (1 x 2) (2)
- 3.1.2 Explain what the words 'It was the largest commingling of blacks and whites' tell you about this march. (2 x 2) (4)
- 3.1.3 How did Martin Luther King Jr respond to the gathering at Lincoln Memorial? (1 x 2) (2)
- 3.1.4 After studying the visual source (photograph), explain what you gather about the mass of people at the Lincoln Memorial. (1 x 3) (3)
- 3.1.5 Explain which of the two sources (written or visual) is more appropriate to a historian researching the Civil Rights Movement. (2 x 2) (4)
- 3.2 Study Source 3B.
- 3.2.1 Explain why, in spite of the principles of the Constitution and the Declaration of Independence, the African-American community felt deprived as citizens of the USA. (1 x 3) (3)
- 3.2.2 What do the words 'meeting physical force with soul force' tell you about King's philosophy? (1 x 3) (3)
- 3.2.3 What do you think was King's intention when he delivered the 'I have a dream' speech? (2 x 2) (4)
- 3.2.4 Using the information from the source and your own knowledge, explain why, according to King, blacks and whites had to share the same destiny. (1 x 2) (2)
- 3.2.5 After reading through the source, briefly explain how the following would have reacted to King's speech:
- (a) African-Americans
- (b) Right-wing Americans (2 x 2) (4)

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QUESTION 4: WHY WERE STEVE BIKO AND THE BLACK CONSCIOUSNESS MOVEMENT VIEWED AS THREATS BY THE APARTHEID REGIME?

Study Sources 4A, 4B and 4C to answer the following questions.

- 4.1 Refer to Source 4A.
- 4.1.1 According to Koka in Viewpoint 1, what were the fundamental principles of Black Consciousness? (2 x 1) (2)
- 4.1.2 Why do you think Koka considered it important for black South Africans to become self-reliant? (Viewpoint 1) (2 x 1) (2)
- 4.1.3 How did Pakendorf, in Viewpoint 2, view Black Consciousness? (1 x 2) (2)
- 4.1.4 After reading Viewpoints 1 and 2, explain the similarities and differences between these viewpoints. (2 x 2) (4)
- 4.2 Use Source 4B.
- 4.2.1 According to the information given by Major Snyman in Perspective 1, what were the reasons for Biko's arrest and detention? (2 x 1) (2)
- 4.2.2 Explain to what extent Snyman's report on the injuries sustained by Biko was accurate. (Perspective 1) (2 x 2) (4)
- 4.2.3 Using the information from both perspectives and your own knowledge, why do you think the security officers confessed in 1997 to the killing of Steve Biko? (2 x 2) (4)
- 4.2.4 Explain the reasons for the two different perspectives on the death of Steve Biko. (2 x 2) (4)
- 4.2.5 As a historian studying the history of Biko, explain which of the two perspectives you think is more convincing. (1 x 3) (3)
- 4.3 Consult Source 4C.
- 4.3.1 What explanation did Kruger give at the Transvaal Congress of the National Party for the death of Biko? (Written Source) (1 x 2) (2)
- 4.3.2 Using the information from the source and your own knowledge, explain whether Kruger provided an accurate account of events leading to the death of Biko. (Written Source) (2 x 2) (4)
- 4.3.3 What do the words 'He leaves me cold' tell you about Kruger's attitude towards Biko? (Written Source) (1 x 2) (2)
- 4.3.4 (a) What event led Berry to draw this particular cartoon? (1 x 2) (2)
- (b) Why do you think Kruger is depicted in that posture with his mouth sealed? (1 x 2) (2)

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History/P1

10
NSC

DoE/November 2008

- 4.4 Using all the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how the human rights of Biko were violated by the agents of the apartheid regime. (6)

- 4.5 EXTENDED WRITING (Your response should be about TWO pages in length.)

Answer ONE of the following questions: QUESTION 4.5.1 OR 4.5.2.

- 4.5.1 Steve Biko was viewed as a threat by the apartheid regime. For years he was accused of being a dangerous agitator who influenced people to use violent means to overthrow the state.

In view of the above statement, examine how Steve Biko and the Black Consciousness Movement challenged the apartheid regime in the 1970s. (30)

OR

- 4.5.2 Using the information from all the sources and your own knowledge, write a report to your local newspaper on the liberation struggle of Steve Biko and the Black Consciousness Movement in South Africa. (30)

[75]

TOTAL: 150



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History Paper 01

November 2008

Memorandum

History/P1

2
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1. SOURCE-BASED QUESTIONS

1.1 The following Learning Outcomes and Assessment Standards were used to assess candidates 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 purposes.) 2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purposes.) 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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4
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DoE/November 2008

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.**
- IN ASSESSING THE OPEN-ENDED SOURCE-BASED QUESTIONS CANDIDATES SHOULD BE GIVEN CREDIT FOR ANY OTHER RELEVANT RESPONSE.**

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 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 marking of extended writing 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.

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DoE/November 2008

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

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

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

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

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History/P1

5
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DoE/November 2008

Assessment procedures of extended writing

- Keep the synopsis in mind when assessing extended writing.
- During the first reading of the extended writing ticks need to be awarded for a relevant introduction (indicated by a bullet in the 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 the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.
- The following additional symbols can also be used:
 - introduction, main aspects and conclusion not properly contextualised
 - wrong statement
 - irrelevant statement

- repetition
- analysis
- interpretation

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A ✓
1 ✓

4. The matrix

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

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

4.1.1 The first reading of extended writing will be to determine to what extent the main aspects have been covered and to allocate 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	
P	LEVEL 5	

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 & P	LEVEL 5	18 – 20
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History Paper 01

November 2008

Memorandum

History/P1

6
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GRADE 12 EXTENDED WRITING ANALYTIC MATRIX: TOTAL MARKS: 30

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PRESENTATION	Very well planned and structured. Good synthesis of information. Constructed an argument. Well-balanced argument. Sustained and defended the argument throughout.	Well planned and structured. Synthesis of information. Constructed an argument. Well-balanced, independent argument. Sustained and defended the argument.	Writing structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	Planned and constructed an argument. Evidence used to support argument. Reached independent conclusion. Conclusion not clearly supported by evidence.	Planned and constructed an argument. Evidence used to support argument. Reached independent conclusion. Conclusion not clearly supported by evidence.	Attempted to structure the answer. Largely descriptive, some attempt at developing an argument.	Little analysis and historical explanation. No structure.
CONTENT							
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
LEVEL 1	Question not answered. Inadequate content. Totally irrelevant.						9-10

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History/P1

8
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QUESTION 1: HOW DID THE BERLIN WALL INTENSIFY COLD WAR TENSIONS IN EUROPE?

- 1.1
- 1.1.1 [Extraction of evidence from Source 1A – L1 – LO1 (AS3); LO2 (AS2)]
- Effects of World War Two
 - East German satellite state was exploited [extracting reparations] for the development of USSR [wasting money on the building of Communist headquarters / Russia extracted reparations from East Germany] (2 x 1) (2)
- 1.1.2 [Extraction of evidence from Source 1A – L1 – LO1 (AS3)]
- Russia / Soviet Union / Communist Russia / Communist Party (1 x 1) (1)
- 1.1.3 [Interpretation, analysis and synthesis of evidence from Source 1A – L2 – LO1 (AS3); LO3 (AS2)]
- Candidates may choose 'justified' or 'not justified'. They need to support their choice with relevant evidence.
- JUSTIFIED**
- Little chance of economic recovery while Russia extracted reparations
 - Realisation that life in East Berlin would be hard under communism
 - Promise of better standard of living/improved quality of life in West Berlin
 - Any other relevant response
- NOT JUSTIFIED**
- Wheeler's view is one-sided, lacks objectivity
 - Were anti-communist
 - Showed no allegiance to their country
 - Any other relevant response (any 1 x 3) (3)
- 1.1.4 [Interpretation, analysis and synthesis of evidence from Source 1A – L3 – LO2 (AS3)]
- Propaganda was used in the following ways:
- Wheeler was a citizen of West Germany and therefore pro-West
 - Wheeler was anti-communist, an advocate of capitalism and therefore negative about Russia
 - Wheeler could be the spokesperson for the West
 - Any other relevant response (any 1 x 3) (3)
- 1.1.5 [Interpretation and analysis of evidence from Source 1A – L2 – LO2 (AS2); LO3 (AS2, 3)]
- Reliable because:
- Wheeler gives a western viewpoint of the contrasting conditions between East and West Berlin
 - Any other relevant response (any 1 x 2) (2)

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7
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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, s/he will be awarded a mark relevant to the category.
7 Outstanding 80 – 100% 24 - 30	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 – 75% 21 - 23	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 Perhaps, lacking some depth of overall focuses, or does not make reference to one or more relevant source If appropriate, makes an attempt to consider counter-argument Rather superficial or no attempt to refer to relevancy, bias, accuracy, limitation of sources Expression good Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
5 Substantial 60 – 60% 18 - 20	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 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 but with lapses Does not make an altogether convincing attempt to take a stand (i.e. limitations in reaching an independent conclusion)
4 Moderate 50 – 50% 15 - 17	Makes an effort to focus on the topic but argument has many lapses in focus Adequate comprehension of most of the sources Adequate use of relevant evidence from the sources Adequate attempt to consider counter-argument Adequate attempt to refer to relevancy, bias, accuracy, limitation of sources Expression adequate 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 – 40% 12 - 14	Poor 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 no effort to consider counter-argument – or exceptionally weak attempt Easily characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression poor Makes a very poor attempt to take a stand (i.e. battles to reach an independent conclusion)
2 Elementary 30 – 30% 09 - 11	Uses only one or two sources 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 – 20% 0 - 8	No attempt to focus on the topic Uses no sources Completely irrelevant Answer extremely poor Sources copied without relevance

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History/P1

9
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DoE/November 2008

- 1.1.6 [Interpretation and analysis of evidence from Source 1A – L2 – LO2 (AS2); LO3 (AS2, 3)]
- Candidates must be able to give a comparative response (referring to both USA and USSR) and for each response two (2) marks must be given:
- USA played a significant role in shaping the situation in West Berlin while the USSR influenced developments in East Berlin
 - USA provided financial assistance via the Marshall Plan enabling West Berlin to recover while the USSR provided no assistance but continued to extract reparations and exploited other resources
 - USA played a role in ensuring the development of democracy, free enterprise and the flourishing of capitalism while the USSR ensured the entrenchment of communism/Soviet influence which led to the violation of people's basic rights (any 2 x 2) (4)
- 1.2
- 1.2.1 [Interpretation of evidence to reach a conclusion from Source 1B – L2 – LO1 (AS3, 4)]
- To highlight the different lifestyles in East and West Berlin
 - To highlight life under Communism and Capitalism
 - Shows evidence that West Berlin recovered from World War Two (abundant growth in the economy) while East Berlin struggled to recover
 - Photograph 2 shows more progress in West Berlin while the other photograph shows less progress in East Berlin
 - Any other relevant response (any 1 x 2) (2)
- 1.2.2 [Analyse and interpret evidence from Source 1B – L3 – LO2 (AS3)]
- The written source (Source 1A) supports the visual source (Source 1B) with regard to:
- Differences in lifestyle
 - Prosperity and poverty
 - Success of capitalism (Marshall Plan) and the failure of communism
 - Any other relevant response (any 2 x 2) (4)
- 1.3
- 1.3.1 [Extract relevant information from Source 1C – L1 – LO1 (AS3)]
- 331 390 people defected in 1953 (1 x 1) (1)
- 1.3.2 [Interpret and evaluate information from Source 1C – L3 – LO1 (AS3); LO3 (AS2)]
- Candidates may state 'justified' or 'not justified'. They need to support their choice with relevant evidence.
- JUSTIFIED**
- Khrushchev needed to safeguard the position of the Communist bloc under the supremacy of the USSR
 - Large number of defectors would have a negative impact on East Germany's economy
 - Large number of defectors sends out a negative message – life in East Berlin is harsh and unpleasant

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November 2008

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History/P1

10
NSC – Memorandum

DoE/November 2008

- By inference conditions in West Berlin are more attractive and lucrative
- Large number of defectors sends out a message that communism as a policy failed while capitalism was more appealing
- Any other relevant response

NOT JUSTIFIED

- The building of the Berlin Wall restricted the free movement of people
- It entrenched the division of Berlin by permanently dividing the German nation
- It intensified Cold War tensions and created a rift between the free world and communist world
- Any other relevant response

(2 x 2) (4)

1.3.3 [Interpretation and analysis of data from Source 1C to determine reliability – L2 – LO1 (AS4); LO3 (AS1)]

Candidates may state reliable or not reliable. They need to support their choice with relevant evidence.

RELIABLE

- The statistics are from an authentic source – it was recorded over the years
- These statistics records the actual number of people that defected from East to West Berlin
- These statistics were used as a major motivating factor for the construction of the Berlin Wall
- Any other relevant response

NOT RELIABLE

- Statistics can be manipulated
- Any other relevant response

(any 1 x 2) (2)

1.4 [Comparison of sources – Source 1B and 1C – L3 – LO2 (AS3)]

- The photographs in Source 1B show differences in lifestyle between East and West Berlin for example:
 - East Berlin: economically poor and under-developed
 - West Berlin: burgeoning with growth, prosperity and development
- The statistical graph (Source 1C) supports the information in Source 1B by showing increased defections from East to West Berlin because of the poor living conditions in East Berlin
- The portrayal of poor living conditions in Source 1B supports the increased defection of people in Source 1C (statistical graph)
- Any other relevant response

(any 2 x 2) (4)

1.5

1.5.1 [Extraction and explanation of evidence from Source 1D – L1 – LO1 (AS3)]

- Citizens of Berlin could live in East Berlin and yet work in West Berlin
- Freedom of movement between the two cities
- Life went on without any physical restrictions
- Any other relevant response

(any 1 x 2) (2)

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History/P1

12
NSC – Memorandum

DoE/November 2008

1.7 EXTENDED WRITING

1.7.1 [Plan and construct an argument based on evidence using analytical and interpretative skills – L1 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]

SYNOPSIS

Candidates should discuss how the division of Berlin served to intensify Cold War tensions between the USSR and the USA's spheres of influence and control. They need to highlight that there was a sharp contrast between East Berlin (communism) and West Berlin (capitalism and democracy). This contrast served as a motivation for the construction of the Berlin Wall, which intensified Cold War tensions.

MAIN ASPECTS

- Introduction: Candidates should explain how the division of Berlin intensified the Cold War tensions in Europe between the USSR and USA.

ELABORATION

- [Background information leading to the division of Berlin]
- Sharp contrast between the prosperity of East Berlin and West Berlin
- East Berlin lacked economic development because of communist influence while West Berlin thrived as a democracy and enjoyed economic development and freedom
- East Berlin struggled to recover after World War Two because Russia continued to extract reparations
- West Berlin recovered as a result of the Marshall Plan
- In East Berlin the standard of living was poor – led to thousands defecting to West Berlin – loss of skilled manpower had a negative impact on the East German economy
- Construction of the Berlin Wall was an attempt to stem the tide of defection – the Wall was a powerful symbol of the division between the USSR and the USA
- The construction of the Wall intensified tensions between USSR and the USA
- Any other relevant point

- Conclusion: Candidates need to show how events in Berlin had increased tension between the USSR and the USA. (30)

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History/P1

11
NSC – Memorandum

DoE/November 2008

1.5.2 [Explanation and interpretation of evidence from Source 1D – L2 – LO1 (AS3)]

- Realisation that life was going to change dramatically
- Realisation that their freedom of movement would be restricted e.g. the right to work and visit family in West Berlin was no longer possible
- They would face a life of economic hardship under communist rule e.g. unemployment, food shortages etc.
- Any other relevant response

(any 1 x 3) (3)

1.5.3 [Analysis of evidence from Source 1D – L2 – LO1 (AS3); LO3 (AS2)]

- Promise of greater freedom and a better standard of living
- To be with friends and family
- To escape the oppression under communist rule
- Promise of a life of abundance and wealth instead of poverty and oppression
- Any other relevant response

(any 1 x 2) (2)

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

Candidates could include the following points in their response:

- The Berlin Wall divided people from their families and friends
- The Berlin Wall restricted the freedom of movement
- The Berlin Wall denied Germans the freedom of choice
- The Berlin Wall divided people into East and West Berlin and those that lived in East Berlin were deprived of certain liberties and lived under difficult circumstances
- East Berliners were denied access to West Berlin and faced the possibility of being killed if they defied government authority [right to life]
- 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. Makes no or little reference to how human rights were violated through the construction of the Berlin Wall• 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. Makes reference to how human rights were violated through the construction of the Berlin Wall• 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 human rights were violated through the construction of the Berlin Wall• Evidence relates well to the topic• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	Marks: 5 – 6

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History/P1

13
NSC – Memorandum

DoE/November 2008

1.7.2 [Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument – L2 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]

SYNOPSIS

Candidates should include aspects relating to life in East Berlin and West Berlin and explain how the Berlin Wall affected the lives of ordinary people.

MAIN ASPECTS

- Introduction: Candidates should explain how the lives of ordinary people changed after the construction of the Berlin Wall.

ELABORATION

- Freedom of movement restricted i.e. can no longer work in West Berlin, where wages are higher or freely visit friends and family
- Poor standard of living e.g. low wages, shortages of food and consumer goods, houses
- Constant surveillance by soldiers
- A life of hardship under Communism
- High levels of unemployment
- Any other relevant point

- Conclusion: Candidates should tie up their line of argument by explaining how life changed drastically after the construction of the Berlin Wall. (30)

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

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History Paper 01

November 2008

Memorandum

History/P1 14 NSC – Memorandum DoE/November 2008

QUESTION 2: HOW WAS PATRICE LUMUMBA'S RULE UNDERMINED IN THE STRUGGLE FOR UHURU (FREEDOM) IN THE CONGO?

- 2.1
- 2.1.1 [Extraction of evidence from Source 2A – L1 – LO1 (AS3)]
- Lumumba was openly critical of colonial rule
 - He denounced Belgium
 - He condemned colonialism as harsh and brutal
 - Resisted any form of neo-colonialism (any 2 x 1) (2)
- 2.1.2 [Explanation of historical concept using Source 2A – L2 – LO2 (AS1)]
- System where ex-colonial powers still had vested interest in the affairs of African countries after independence
 - Despite the independence of African states, colonial powers continued to exercise real power and influence
 - Independence, but not free from the yoke of colonial power and influence
 - Politically free, but economically in bondage (any 1 x 2) (2)
- 2.1.3 [Explanation and interpretation of evidence from Source 2A – L2 – LO1 (AS3); LO3 (AS2)]
- Ability to politicise and radicalise masses
 - Opposed capitalist forces and their intervention in Africa
 - Resisted neo-colonialism
 - Favoured a united Congo
 - Wanted complete decolonisation - benefit population, not Belgium
 - Opposed Katanga's break-away
 - Opposed Belgium wanting to exercise control to protect economic interests
 - Advocate of Soviet influence in Africa (any 1 x 2) (2)
- 2.1.4 [Interpretation of evidence from Source 2A – L3 – LO2 (AS2); LO3 (AS3)]
- Belgium wanted to protect its economic interests
 - Belgium still wanted to retain control of copper-rich Katanga/ supported the breakaway group
 - USA wanted Lumumba out of the way because he accepted assistance from the Soviet Union
 - Socialism was viewed as an anathema (dislike) by the USA (any 2 x 2) (4)
- 2.1.5 [Explanation and interpretation of evidence from Source 2A – L2 - LO1 (AS3)]
- Relieved - eliminated trouble-maker who had a different vision for the Congo than either Belgium or USA
 - Relieved - economic interests safeguarded
 - Relieved - Brussels and Washington continued to hold real power, despite independence
 - Relieved - Russian foothold in Congo stymied/limited (any 1 x 2) (2)

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History/P1 16 NSC – Memorandum DoE/November 2008

- 2.4.2 [Interpretation of evidence from Source 2C – L3 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]
- USA projected an image of freedom and democracy but was complicit in the murder of Lumumba
 - Owing to the USA's involvement in the death of Lumumba – other freedom-loving countries now looked at the USA in a different light
 - Any other relevant response (any 1 x 2) (2)
- 2.4.3 [Interpretation and explanation of evidence from Source 2C – L2 – LO1 (AS3); LO3 (AS2)]
- Horrified by plan to assassinate Lumumba
 - Did not believe that assassination was the correct plan of action
 - Too dangerous/risky/radical plan of action
 - Was not prepared to have Lumumba's death on his conscience (any 1 x 2) (2)
- 2.5 [Comparison of Sources 2A and 2C to identify similarities - L3 – LO1 (AS3); LO2 (AS3); LO3 (AS2)]
- Both sources reflect foreign involvement in Lumumba's death
 - Both sources reveal a fear of Russian involvement in Congo
 - Both sources expose a cover-up by western powers
 - Both sources reflect a disregard for Lumumba's life
 - Both sources indicate that they wanted him dead/eliminated (any 2 x 1) (2)
- 2.6
- 2.6.1 [Interpretation of evidence using Source 2D – L2 – LO1 (AS3); LO3 (AS2)]
- Lumumba envisioned a country that was free and independent without any outside interference
 - Lumumba's words 'It is not I who matter, it is the Congo' illustrates his commitment to the people of Congo and his unselfish and selfless attitude (any 1 x 2) (2)
- 2.6.2 [Interpretation and analysis of evidence from Source 2D – L1 – LO1 (AS3)]
- Passionate about freedom and the independence of the Congo
 - Committed to the welfare of Congo
 - Man of courage/brave
 - Man of principles/values
 - Man of dignity
 - True patriot
 - Any other relevant response (any 1 x 2) (2)
- 2.6.3 [Evaluate usefulness of evidence from Source 2D – L3 – LO1 (AS3 & 4); LO3 (AS2, 3)]
- USEFUL**
- Portrays Lumumba's vision/dream for the Congo
 - Reflects his resentment of Belgium's involvement in the Congo
 - Portrays his passionate dream for Congo's independence
 - Letter is a primary source which outlines Lumumba's personal feelings (any 2 x 2) (4)

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History/P1 15 NSC – Memorandum DoE/November 2008

- 2.2
- 2.2.1 [Interpretation of evidence from Source 2B – L2 – LO1 (AS3); LO3 (AS2)]
- The cartoon shows that the UN was not interested in the events leading to the death of Lumumba
 - By assuming a role of non-interference it contributed to Lumumba's arrest and death (any 1 x 2) (2)
- 2.2.2 [Explanation, interpretation and synthesis of evidence from Source 2B – L2 – LO1 (AS3 & 4); LO3 (AS2)]
- ACCURATE**
- Lumumba was arrested, beaten and later killed
 - UN did not answer Lumumba's call for help – instead supported Katanga and Tshombe
 - Any other relevant point (2 x 2) (4)
- 2.3 [Comparison of evidence from Source 2A and 2B – L3 – LO1 (AS3); LO2 (AS3); LO3 (AS2)]
- Both sources refer to Lumumba's arrest
 - Both sources reflect non-involvement of the UN
 - Both sources reflect that Lumumba was not popular – he had to be eliminated
 - Any other relevant point (any 2 x 2) (4)
- 2.4
- 2.4.1 [Explanation and interpretation of evidence from Source 2C – L2 – LO1 (AS3 & 4); LO3 (AS2)]
- Candidates may state Yes or No and support their response with relevant evidence.
- JUSTIFIED**
- Regarded as a radical and got assistance from the Soviet Union
 - Considered as a threat to freedom and democracy as espoused by USA
 - Feared Communism
 - Castro, Cuban revolutionary, challenged the supremacy and influence of the USA and freed Cuba from the USA's hegemony
 - Lumumba was viewed as a socialist who challenged western capitalist influence in Africa – similar to that of Castro
 - Attempted to free Congo from western imperialist forces
- NOT JUSTIFIED**
- Labelled Lumumba as a revolutionary
 - Subjective view of Lumumba
 - Tried to victimise Lumumba because he did not support western ideas (any 1 x 3) (3)

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History/P1 17 NSC – Memorandum DoE/November 2008

- 2.7 [Interpretation, analysis and synthesis of evidence from all sources - L3 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]
- Candidates should use the following points in their response:
- African countries after independence still relied on the colonial powers for economic and humanitarian assistance
 - Colonial powers welcomed this because it gave them an opportunity to continue exploiting Africa's resources
 - This situation created a dependency syndrome between African countries and colonial powers – an unequal alliance
 - Legacy of colonial rule still weighed heavily on colonies
 - International power blocs feared that the newly independent African countries would upset the balance of power
 - The lack of development in independent African countries led to a host of social challenges – hence reliance on colonial powers
 - 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 granting of independence did not make the colonies totally free• 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 the granting of independence did not make the colonies totally free• 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 granting of independence did not make the colonies totally free• 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)

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History Paper 01

November 2008

Memorandum

History/P1

18
NSC – Memorandum

DoE/November 2008

2.8 EXTENDED WRITING

2.8.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should discuss how Lumumba's rule was undermined by Belgium, USA and the UN in the Congo's struggle for freedom. A discussion of Lumumba's vision for the Congo and how the West undermined this should be highlighted.

MAIN ASPECTS

- Introduction: Candidates should explain Lumumba's vision for the Congo.

ELABORATION

Belgium

- Angered Belgium - denounced Belgian colonial rule
- Lumumba stood in the way of Belgium's neo-colonialism vision – grant political independence but still wanted to control Congo economically
- Belgium owned copper mines - protect economic interests
- Belgium supported/masterminded Katanga's secession - Lumumba opposed it
- Lumumba opposed - wealth benefited Brussels
- Belgium did not want Lumumba in power - was an obstacle to Western interests in Congo
- Belgium supported Lumumba's transfer to Katanga - fully aware of the consequences. Tshombe enemy of Lumumba.

USA

- Feared Lumumba's overtures to Soviets - wanted to avoid Cold War conflict
- Lumumba's elimination orchestrated from top - presidential approval
- CIA involvement - eliminate Lumumba in collaboration with West

UN

- Did not answer Lumumba's call to protect new independent state
- Instead supported West against Lumumba
- Recognised Katanga

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

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History/P1

20
NSC – Memorandum

DoE/November 2008

QUESTION 3: HOW DID MARTIN LUTHER KING JR INFLUENCE THE CIVIL RIGHTS MOVEMENT IN THE UNITED STATES OF AMERICA (USA)?

3.1

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

- African-Americans were discriminated and desired equality
- The US government violated the basic human rights of African-Americans
- To protest against segregatory laws
- Any other relevant answer (any 1 x 2) (2)

3.1.2 *[Interpretation of evidence from Source 3A – L3 – LO1 (AS3); LO3 (AS2)]*

- It was a historic march because it was for the first time that blacks and whites united together against the state
- It highlights a sense of unity between blacks and whites
- It demonstrates that both blacks and whites were frustrated about the government's civil rights policies
- Any other relevant answer (any 2 x 2) (4)

3.1.3 *[Interpretation of evidence from Source 3A – L2 - LO1 (AS3); LO3 (AS2)]*

- Luther was moved by the huge crowd that was present
- He was motivated to speak to the crowd from his 'heart' which was the hallmark of a good orator
- Luther was overwhelmed by the huge crowd and spoke to them like a preacher
- Was appreciative that it was not just a gathering of African-Americans
- Thankful that people gathered voicing their feeling of concern
- Any other relevant response (any 1 x 2) (2)

3.1.4 *[Interpretation of evidence from Source 3A – L2 - LO1 (AS3); LO3 (AS2)]*

- The people were united against oppressive and discriminatory legislation
- People were disciplined, organised and peaceful
- Many people supported peaceful change
- Any other relevant point (any 1 x 3) (3)

3.1.5 *[Interpretation of evidence from Source 3A – L3 - LO1 (AS3); LO2 (AS3); LO3 (AS2)]*

Candidates may select either of the sources and provide valid substantiation.

WRITTEN SOURCE

- It provides a valuable perspective or insight into what actually took place when people marched to Lincoln Memorial in 1963
- It gives an accurate account of how the day unfolded during the march
- It gives some insight to Luther's reaction to the people attending the march
- Any other relevant point

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History/P1

19
NSC – Memorandum

DoE/November 2008

2.8.2 *[Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]*

The candidate should include the following points in the response:

SYNOPSIS

Candidates should write a report in response to how Lumumba's rule was seen as a threat to the birth of self-rule in Congo. The report should highlight Lumumba's coming to power, the perceived threat he posed to western governments and the various reasons for his ultimate death.

MAIN ASPECTS

- Introduction: Candidates should give a brief background to his vision for Congo.

ELABORATION

- Lumumba became the leader of an independent Congo
- Belgium wanted the dismissal of Lumumba because he was seen to be an obstacle to western interests in the Congo
- Belgium masterminded breakaway of Katanga - profits made from mineral riches flowed back to Belgium. Lumumba was against this.
- Belgium fully aware - whoever controlled Katanga, controlled Congo's wealth
- Lumumba denounced Belgium's colonial rule
- Belgium supported Lumumba's transfer to Katanga - fully aware of consequences. Tshombe and Lumumba long-time enemies.
- Lumumba wanted complete decolonisation for the people of Congo
- The USA feared Lumumba because of his close association with the Soviet Union
- CIA collaborated with Belgium - eliminate Lumumba
- Evidence in classified documents reveal order to kill Lumumba authorised by president
- UN supported Belgium and USA, against Lumumba
- Within Congo Lumumba faced internal opposition (Tshombe enemies)
- Lumumba's vision of a united Congo not acceptable to Tshombe and Mobutu - they had backing of western powers
- Congolese officials authorised transfer to Katanga - supported by Belgium
- Katanga - seat of Lumumba's enemy (Tshombe), also remove any possible support base for Lumumba
- Recent access to classified documents in USA and Belgium have exposed a kind of deception, intrigue, betrayal and manipulation of events to safeguard western interests

- 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]

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History/P1

21
NSC – Memorandum

DoE/November 2008

VISUAL SOURCE

- Captures what actually occurred at the Lincoln Memorial
- The visual image focuses on the massive turnout that attended the march at the Lincoln Memorial
- It tells us about the popularity of march
- Any other relevant point (any 2 x 2) (4)

3.2

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

- The Constitution and the Declaration of Independence guaranteed that all men (black and white) were guaranteed equal rights, liberty etc. but African-Americans were still treated as inferior (lesser) citizens in the USA
- The Constitution made no difference to the lives of African-Americans response
- Any other relevant (any 1 x 3) (3)

3.2.2 *[Interpretation of evidence from Source 3B – L2 – LO1 (AS3)]*

- Luther followed the principles of passive resistance and peace
- Luther believed that all challenges could be solved by talking and using non-violent means
- Luther believed that conflict could be resolved by communicating with one another
- Any other relevant point (any 1 x 3) (3)

3.2.3 *[Interpretation and analysis of evidence from Source 3B – L3 – LO1 (AS3); LO3 (AS2)]*

- Luther's speech created a sense of hope and expectation of a free and united country
- Americans should live in an equal, free and liberated society
- All Americans should be treated equally irrespective of colour – no discrimination
- There should be a feeling of brotherhood amongst people
- The USA should be united in a spirit of freedom and justice
- Any other relevant response (any 2 x 2) (4)

3.2.4 *[Interpretation of evidence from Sources 3B – L2 – LO1 (AS3); LO2 (AS3)]*

- Black and whites have the same aspirations, desires and needs
- They have a common destiny as entrenched in the American Constitution
- Any other relevant answer (any 1 x 2) (2)

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History Paper 01

November 2008

Memorandum

- History/P1 22 NSC – Memorandum DoE/November 2008
- 3.2.5 [Interpret and evaluate information from Source 3B – L3 – LO2 (AS2); LO2 (AS3); LO3 (AS2)]
- (a)
- African-Americans would have been elated and happy
 - Would have supported his speech
 - Welcomed his speech because it was underpinned with sentiments of freedom and liberty
 - Any other relevant point (any 1 x 2) (2)
- (b)
- They would have objected to Luther's speech
 - They did not recognise African-Americans as their equal partners and rejected the ideas of freedom, liberty and justice for all
 - Would have become militant, reactionary, bitter, angry, etc
 - Any other relevant answer (any 1 x 2) (2)
- 3.3
- 3.3.1 [Extraction of evidence from Source 3C – L1 – LO1 (AS3)]
- The march to Washington
 - The overwhelming number of people who supported the Civil Rights Movement and the principles that it stood for [pressure from civil society] (1 x 2) (2)
- 3.3.2 [Interpretation of evidence from Source 3C – L2 – LO1 (AS3); LO3 (AS2)]
- Mass mobilisation brought pressure on the government of the day
 - America regarding herself as the ideal democracy was concerned about international opinion
 - Defect in the constitution was noted and amended
 - Any other relevant point (any 2 x 2) (4)
- 3.3.3 [Evaluation of evidence from Source 3C – L3 – LO1 (AS3 & 4); LO3 (AS2)]
- A sense of cordiality between President L. Johnson and Martin Luther King
 - A message of goodwill and friendship
 - A sense of commitment regarding the US's civil rights
 - It was a milestone on a road to end discrimination
 - Any other relevant response (any 2 x 1) (2)

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- History/P1 24 NSC – Memorandum DoE/November 2008
- 3.5 EXTENDED WRITING
- 3.5.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]
- Candidates should include the following aspects in their response:
- SYNOPSIS
- Candidates should discuss the given statement and highlight the role and influence of Martin Luther King in the Civil Rights Movement. In their discussion they should make reference to the significance of Luther's 'I have a dream' speech and how this speech shaped America's history.
- MAIN ASPECTS
- Introduction: Candidates should discuss Luther's 'I have a dream' speech.
- ELABORATION
- Brief background to reasons for the march to Lincoln Memorial
 - The role of the Civil Rights Movement in protesting against discriminatory legislation
 - The impact of the march to Washington
 - Significance of Luther's 'I have a dream' speech
 - Impact of Luther's speech on US politics
 - The Civil Rights Act of 1964
 - Any other relevant point
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)
- Use the matrix on page 6 in this document to assess this extended writing.

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- History/P1 23 NSC – Memorandum DoE/November 2008
- 3.4 [Interpret and evaluate information from Source 3B – L3 – LO2 (AS2); LO2 (AS3); LO3 (AS2)]
- Candidates should use the following points in their response:
- Role of the Civil Rights Movement
 - The Civil Rights march united both white and black Americans to fight for a United USA – free of racial prejudice
 - Luther's 'I have a dream' speech provided a vision for a united and liberated America
 - Led to the signing of the Civil Rights Act of 1964 which brought about racial equality
 - Proved to the US government that colour was not a factor in the quest for human dignity and human rights
 - Any other relevant point

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none">• Uses evidence in an elementary manner, e.g. Has no or little understanding of the significance of the Civil Rights Movement• Uses evidence partially to report on topic or cannot report on topic	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none">• Evidence is mostly relevant and relates to a great extent to the topic, e.g. Shows an understanding of the significance of the Civil Rights Movement• Uses evidence in a very basic manner	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none">• Uses relevant evidence, e.g. Demonstrates a thorough understanding of the significance of the Civil Rights Movement (focuses on the contribution of the Civil Rights Movement to the freedom of African-Americans in the 1960s)• Evidence relates well to the topic• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	Marks: 5 – 6

(5)

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- History/P1 25 NSC – Memorandum DoE/November 2008
- 3.5.2 [Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]
- Candidates should include the following aspects in their response:
- SYNOPSIS
- Candidates should focus on the reasons for the Civil Rights march and how it contributed to the liberation of all Americans.
- MAIN ASPECTS
- Introduction: Candidates should discuss the various factors that contributed to the march to the Lincoln Memorial in August 1963 and why it was significant.
- ELABORATION
- Background to conditions in America in the early 1960s that most disadvantaged Americans experienced
 - Outline the various reasons for the civil rights protests
 - The culmination of protests as demonstrated in the march to Lincoln Memorial
 - Non-racial mass march for equality, liberty and freedom
 - Significance of Luther's 'I have a dream' speech
 - The drawing up and signing of the Civil Rights Act of 1964
 - Significance of the Civil Rights Act for African-Americans
 - Any other relevant point
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)
- Use the matrix on page 7 in this document to assess this extended writing. [75]

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History Paper 01

November 2008

Memorandum

History/P1

26
NSC – Memorandum

DoE/November 2008

QUESTION 4: WHY WERE STEVE BIKO AND THE BLACK CONSCIOUSNESS MOVEMENT VIEWED AS THREATS BY THE APARTHEID REGIME?

4.1

4.1.1 [Extraction – L1 – LO1 (AS3)]

- Koka – Black Consciousness meant that black people should assert their inner pride and be confident
- Black people should develop an attitude of self-reliance and take the initiative to do things for themselves
- Be proud of being black, not to display an inferiority complex
- Any other relevant response

(any 2 x 1) (2)

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

- Wanted black South Africans to have a sense of purpose
- To do things for themselves (self-reliant)
- Must not rely on others for their own upliftment
- Break away from the dependence syndrome, only whites can be responsible and do things
- Any other relevant answer

(any 2 x 1) (2)

4.1.3 [Interpretation of evidence from Source 4A – L2 – LO1 (AS3); LO3 (AS2)]

- Pakendorf welcomed the concept of Black Consciousness
- Pakendorf viewed Black Consciousness in a positive light
- Expression of black nationalism within the context of South Africa's Separatist policy

(any 1 x 2) (2)

4.1.4 [Compare and contrast interpretation of evidence from Source 4A – L3 – LO2 (AS3)]

Candidates should respond by highlighting the similarities and differences with valid reasons. **Candidates need to give one similarity and one difference**

SIMILARITIES

- Both viewpoints support the idea of nationalism (black and Afrikaner nationalism)
- Both viewpoints argue that nationalist identity can only be realised via a nationalist organisation

(any 1 x 2) (2)

DIFFERENCES

- Viewpoint 1 focuses on how black nationalism can be attained via the Black Consciousness Movement
- Viewpoint 2, although it supports black nationalism, argues that it can only be attained through a nationalist organisation - it justifies the existence of the National Party

(any 1 x 2) (2)

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History/P1

28
NSC – Memorandum

DoE/November 2008

NOT A CONVINCING SOURCE

- Perspective 1 because Snyman was an official of the state and hence he gave a biased and inaccurate account of events leading to the death of Biko
- Snyman tried to cover up the facts leading to the death of Biko

(any 1 x 3) (3)

4.3

4.3.1 [Extraction of evidence from Source 4C – L2 – LO1 (AS3)]

- Refused to eat meals and drink water
- Hunger strike

(1 x 2) (2)

4.3.2 [Interpretation and analysis of evidence from Source 4C – L2 – LO1 (AS3); LO3 (AS2)]

- No – Kruger gave an inaccurate account of events
- Biko died of injuries that he sustained from police brutality and not as Kruger put it from a hunger strike
- Kruger tried to protect himself and the police officials that were responsible for the death of Biko

(2 x 2) (4)

4.3.3 [Extraction and interpretation of evidence from Source 4C – L2 – LO1 (AS3)]

- Uncaring
- Indifferent
- No feeling of compassion for a fellow human being

(any 1 x 2) (2)

4.3.4 [Interpretation and analysis of evidence from Source 4C – L2 – LO1 (AS3)]

(a)

- The death of Steve Biko

(1 x 2) (2)

(b)

- Kruger's mouth is sealed because he made insensitive comments regarding the death of Biko
- Kruger's mouth is sealed because further comments may compromise the National Party government
- The truth was not to be revealed
- Any other relevant response

(any 1 x 2) (2)

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27
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DoE/November 2008

4.2

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

- Biko was involved in political activities that challenged the apartheid regime's legitimacy
- Biko was accused of being a 'terrorist'
- Biko was accused of distributing 'inflammatory pamphlets'
- Incited black South Africans to rise against the apartheid regime

(any 2 x 1) (2)

4.2.2 [Interpretation and analysis of evidence from Source 4B – L2 – LO1 (AS3); LO3 (AS2)]

- Perspective 1 - Not accurate because Snyman made a log entry of only his side of the story
- Snyman's account of events seems inconsistent and inaccurate because of the actual injuries sustained by Biko and the evidence that Snyman gave at the TRC
- A different relevant response should be substantiated

(2 x 2) (4)

4.2.3 [Analysis of evidence from Source 4B – L3 – LO1 (AS3); LO2 (AS3)]

- They wanted to get amnesty for the death of Biko
- If they did not confess to killing Biko they would have been tried and charged for his murder
- Any other relevant response

(2 x 2) (4)

4.2.4 [Categorisation of evidence from Source 4B – L3 – LO1 (AS3); LO2 (AS3); LO3 (AS2)]
Candidates should include both perspectives in their response:

PERSPECTIVE 1

- Outlines information by Snyman who was directly linked to the death of Biko
- Snyman was an official of the state – therefore gave a one-sided and biased account of the event
- Snyman made every effort to exonerate himself and protect the apartheid government

(any 1 x 2) (2)

PERSPECTIVE 2

- Is a CNN report that was done in 1997 (10 years after the death of Biko)
- CNN reported on the TRC hearings regarding the death of Biko
- CNN was international media that was conscious of its credibility and reliability

(any 1 x 2) (2)

4.2.5 [Evaluating evidence from Source 4B – L3 – LO2 (AS3); LO3 (AS2)]

Candidates may select either one of the perspectives and explain which one is more convincing.

CONVINCING SOURCE

- Perspective 2 because it gives a more balanced account of how Biko actually died
- This report was undertaken in post-apartheid South Africa – hence both sides of the story were presented
- After evidence was presented at the TRC South Africa got a better understanding of how Biko was killed

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History/P1

29
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DoE/November 2008

4.4 [Interpret and evaluate information from Source 4B – L2 – LO2 (AS2); LO3 (AS2)]

Candidates should use the following points in their response:

- Biko was arrested and detained without trial
- While in custody Biko was interrogated and tortured
- Methods used to interrogate Biko were a violation of his human rights
- Biko was called a 'terrorist' and treated inhumanely
- Any other relevant point

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 Biko's human rights were violated by the apartheid regime• 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 Biko's human rights were violated by the apartheid regime e.g. focus on how Biko was ill-treated during detention• 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 Biko's human rights were violated by the apartheid regime, e.g. focus on how Biko was ill-treated during detention• 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)

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4.5 EXTENDED WRITING

4.5.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should highlight the statement by showing how Steve Biko and the Black Consciousness Movement challenged the apartheid regime in the 1970s. In their response, candidates need to highlight the various ways in which Biko challenged the apartheid regime, citing relevant examples.

MAIN ASPECTS

- Introduction: Candidates should discuss how Biko and the Black Consciousness ideology challenged the apartheid government.

ELABORATION

- Biko and the philosophy of Black Consciousness
- Biko urged black South Africans to free themselves from the psychological mindset of white superiority and black inferiority
- He elevated the status of blacks in order to restore their human dignity
- Biko strove for equal rights between blacks and whites
- Reasons for the formation of SASO
- A new awakening for political, economic and social freedom
- Biko's philosophy was viewed as a threat by the apartheid regime and as being revolutionary
- Any other relevant point

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

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

4.5.2 [Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]

Candidates should include the following aspects in their response:

SYNOPSIS

The report should focus on the role Steve Biko and the Black Consciousness Movement played in the liberation struggle. The various acts of defiance by Biko and the BCM should be discussed showing how they impacted on the liberation struggle.

MAIN ASPECTS

- Introduction: Candidates should focus on the reasons for Biko's formation of the Black Consciousness Movement.

ELABORATION

- Biko's philosophy of Black Consciousness
- Biko urged black South Africans to assert themselves and do things for themselves
- Elimination of both inferiority and superiority complex
- Role and activities of for example SASO and BCM in mobilising Biko's philosophy
- Government reaction to Biko's philosophy
- Banning and house arrest of Biko
- Arrest and interrogation of Biko
- Reaction of black South Africans to the death of Biko
- Impact of Biko's death and Black Consciousness on South African politics
- Any other relevant response

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

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

[75]

TOTAL: 150



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2
NSC

DoE/November 2008

INSTRUCTIONS AND INFORMATION

1. The question paper consists of FOUR questions based on the prescribed content framework for 2008, which is as follows:

QUESTION 1: WHAT WAS THE IMPACT OF THE COLLAPSE OF THE USSR IN 1989 ON:

 - Ending apartheid in South Africa

QUESTION 2: WHAT WAS THE IMPACT OF THE COLLAPSE OF THE USSR IN 1989 ON AFRICA?

 - Re-imagining the nation in the 1990s – a case study from Central, West or North Africa

QUESTION 3: HOW DID SOUTH AFRICA EMERGE AS A DEMOCRACY FROM THE CRISES OF THE 1990s?

QUESTION 4: DEALING WITH THE PAST AND FACING THE FUTURE: THE WORK OF THE TRUTH AND RECONCILIATION COMMISSION
2. Each question counts 75 marks, of which 45 marks are allocated for the source-based question and 30 marks for the extended writing question.
3. Candidates are required to answer TWO questions.
4. When answering questions, candidates should apply their knowledge, skills and insight.
5. A mere rewriting of the sources as answers will disadvantage candidates.
6. Write neatly and legibly.

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4
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- 1.4 Study Source 1C.
 - 1.4.1 Explain why it became necessary to release these political prisoners from Robben Island. (2 x 2) (4)
 - 1.4.2 How were these prisoners connected to the events that were unfolding in South Africa? (1 x 2) (2)
 - 1.4.3 Explain how the following would have reacted to the changes in South Africa:
 - (a) Right-wing South Africans
 - (b) Black South Africans
 (2 x 2) (4)
- 1.5 Using all the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining the significant events that changed South Africa's political destiny (future). (6)
- 1.6 EXTENDED WRITING (Your response should be about TWO pages in length.)

Answer ONE of the following questions: QUESTION 1.6.1 OR 1.6.2.

 - 1.6.1 Explain how the collapse of the Soviet Union influenced the ending of apartheid in South Africa. (30)

OR

 - 1.6.2 You are an independent correspondent for a South African newspaper. Use the information from ALL the sources and your own knowledge to write a report outlining why both the ANC and the apartheid government came to realise that the only solution was a negotiated one. (30)

[75]

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3
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QUESTION 1: DID THE COLLAPSE OF THE SOVIET UNION INFLUENCE THE ENDING OF APARTHEID IN SOUTH AFRICA?

Study Sources 1A, 1B and 1C and answer the following questions.

- 1.1 Study Source 1A.
 - 1.1.1 From the evidence in the source, what were the changes in the Soviet Union's foreign policy? (1 x 2) (2)
 - 1.1.2 How did the changes in the Soviet Union's foreign policy affect the ANC? (1 x 2) (2)
 - 1.1.3 Why do you think there was a need for the Soviet Union to make changes to its foreign policy? (1 x 2) (2)
 - 1.1.4 Using the information from the source and your own knowledge, explain why the Soviet Union turned their backs on the ANC. (1 x 3) (3)
 - 1.1.5 Using the information from the source and your own knowledge, explain how the ANC reacted to the changes. (1 x 3) (3)
- 1.2 Refer to Source 1B.
 - 1.2.1 Why do you think De Klerk made several trips abroad to meet with world leaders? (1 x 2) (2)
 - 1.2.2 Explain how the changes introduced by Gorbachev assisted De Klerk in following a policy of reform in South Africa. (1 x 2) (2)
 - 1.2.3 Explain to what extent the following statement by Sir Robin Renwick is accurate: 'Namibia showed the South Africans that this kind of change would not necessarily have catastrophic results.' (1 x 3) (3)
 - 1.2.4 What, according to the source, were the factors that motivated De Klerk to embark on a process of negotiation? (2 x 1) (2)
- 1.3 Consult Sources 1A and 1B.
 - 1.3.1 Explain how the evidence in Source 1A complements Source 1B in respect of political changes. (2 x 2) (4)
 - 1.3.2 As a historian studying the effects of the collapse of the Soviet Union on South Africa, explain which of the two sources (Source 1A or Source 1B) you would consider more useful. (2 x 2) (4)

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5
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QUESTION 2: HOW DID THE COLLAPSE OF THE USSR CAUSE BENIN (WEST AFRICA) TO RE-IMAGINE ITSELF IN THE 1990s?

Study Sources 2A, 2B, 2C and 2D and answer the following questions.

- 2.1 Refer to Source 2A.
 - 2.1.1 What prompted the USSR to retreat from Africa? (1 x 2) (2)
 - 2.1.2 Using the information from the source and your own knowledge, define the following concepts:
 - (a) Glasnost
 - (b) Perestroika
 (2 x 2) (4)
 - 2.1.3 Why, according to the information in the source, did the West decide to stop supporting African regimes? (1 x 2) (2)
 - 2.1.4 How did Britain propose to persuade African countries to change from one-party rule to democratic forms of government? (1 x 2) (2)
 - 2.1.5 Explain whether the author of this source supports regime change in Africa. (1 x 3) (3)
- 2.2 Study Source 2B.
 - 2.2.1 What impression does the source convey about Kerekou's rule of Benin? (1 x 2) (2)
 - 2.2.2 Why were the people of Benin justified in embarking on an 'avalanche' of protest? (1 x 2) (2)
 - 2.2.3 Why did Kerekou choose to abandon a Marxist-Leninist form of government? (1 x 2) (2)
 - 2.2.4 Explain the usefulness of this source to a historian researching this period of change in Benin. (5)
- 2.3 Read through Source 2C.
 - 2.3.1 Why, according to Perspective 1, were the 1991 elections significant in the history of Benin? (1 x 1) (1)
 - 2.3.2 Explain whether, in your view, the decision not to prosecute Kerekou can be justified. (Perspective 1) (2 x 2) (4)
 - 2.3.3 Using the information from Perspective 2 and your own knowledge, explain to what extent the birth of democracy in Benin made a difference to the lives of ordinary people. (2 x 2) (4)

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History/P2 6 NSC DoE/November 2008

- 2.4 Consult Source 2D.
- 2.4.1 What message does the cartoon convey? (1 x 2) (2)
- 2.4.2 Using the information from the source and your own knowledge, explain the accuracy of the cartoonist's portrayal of events in Africa. (2 x 2) (4)
- 2.5 Refer to Source 2D (cartoon) and Sources 2A, 2B and 2C (written sources). Select and explain in a paragraph of about SIX lines (about 60 words) which one of the written sources best supports the information in the cartoon. (6)
- 2.6 EXTENDED WRITING (Your response should be about TWO pages in length.)
- Answer ONE of the following questions: QUESTION 2.6.1 OR 2.6.2.
- 2.6.1 The collapse of the USSR had a profound impact on Africa. Do you agree? Examine this statement critically by referring to a case study from ONE of the following:
- (a) Central Africa
(b) West Africa
(c) North Africa (30)
- OR
- 2.6.2 You are an advisor to the democratic government of Benin. Using all the sources and your own knowledge, write a report in which you discuss how the country can re-imagine itself economically, politically and socially. (30)
- [75]**

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History/P2 8 NSC DoE/November 2008

- 3.5 EXTENDED WRITING (Your response should be about TWO pages in length.)
- Answer ONE of the following questions: QUESTION 3.5.1 OR 3.5.2.
- 3.5.1 De Klerk's release of Mandela was a turning point in South Africa's history.
- Discuss this statement critically. (30)
- OR
- 3.5.2 Using all the sources and your own knowledge, respond to the following newspaper headline:
- It was the magnanimity (fairness) of De Klerk that saved South Africa from ruin and destruction. (30)
- [75]**

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QUESTION 3: WAS IT THE MAGNANIMITY (FAIRNESS) OF DE KLERK THAT PAVED THE WAY FOR A DEMOCRATIC SOUTH AFRICA?

Study Sources 3A, 3B and 3C and answer the following questions.

- 3.1 Refer to Source 3A.
- 3.1.1 Explain the significance of De Klerk's parliamentary address on 2 February 1990. (2 x 2) (4)
- 3.1.2 What evidence from the source suggests that De Klerk had decided to begin a process of negotiations? (1 x 2) (2)
- 3.1.3 Of all the steps taken by De Klerk, which, in your opinion, was the most important? Support your answer with valid reasons. (3 x 2) (6)
- 3.1.4 Using the information from the source and your own knowledge, explain how the international community reacted to De Klerk's speech. (2 x 2) (4)
- 3.2 Read through Source 3B.
- 3.2.1 Explain the term *mass action*. (1 x 3) (3)
- 3.2.2 Why did Mandela ask the crowd not to 'scale down their campaign of mass action'? (2 x 2) (4)
- 3.2.3 What do you think was implied by 'we would walk the last mile together'? (1 x 3) (3)
- 3.2.4 Using evidence from the source, explain what makes Mandela a visionary (far-sighted) leader. (2 x 2) (4)
- 3.3 Study Source 3C.
- 3.3.1 What messages are conveyed by this source? (2 x 2) (4)
- 3.3.2 Explain the appropriateness of this source to a historian researching events in South Africa post 1990. (5)
- 3.4 Using the information from the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) for your school's history magazine highlighting the significant moments that changed South Africa in 1990. (6)

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History/P2 9 NSC DoE/November 2008

QUESTION 4: WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCESSFUL IN HEALING THE WOUNDS OF A DIVIDED SOUTH AFRICA?

Study Sources 4A, 4B, 4C and 4D and answer the following questions.

- 4.1 Refer to Source 4A.
- 4.1.1 What were the 'two crucial things' that emerged from the TRC? (2 x 1) (2)
- 4.1.2 Why do you think some people were not in favour of the TRC? (2 x 1) (2)
- 4.1.3 Explain why you think the TRC could have had a cathartic (healing) effect for many of the victims. (2 x 2) (4)
- 4.1.4 What do the words 'It has produced an archive ... and hopefully learn from it' tell you about the work of the TRC? (2 x 2) (4)
- 4.2 Use Source 4B.
- 4.2.1 Mrs Msweli in Viewpoint 1 wants to forgive her sons' killers and has a bit of her mind to tell them. What do you think has made Mrs Msweli react in this manner? (1 x 3) (3)
- 4.2.2 Explain whether you think Dirk Coetzee was truly remorseful for his actions in Viewpoint 2. (2 x 2) (4)
- 4.2.3 Why, in your opinion, did the TRC grant Dirk Coetzee amnesty? (1 x 3) (3)
- 4.2.4 In considering Viewpoint 3, explain whether you think there was justification for the work of the TRC. (2 x 2) (4)
- 4.3 Explain the limitations of the viewpoints in Source 4B to a historian researching the work of the TRC. (2 x 2) (4)
- 4.4 Consult Sources 4C and 4D.
- 4.4.1 Sources 4C and 4D are critical of the TRC. What, according to these sources, were the reasons for the criticisms of the TRC? (2 x 2) (4)
- 4.4.2 Explain the significance of the words in the bubble in Source 4D: '... ATTACKED FROM LEFT, RIGHT AND CENTRE, SIR, BUT WE MADE IT!!' (1 x 3) (3)
- 4.4.3 As a historian studying the work of the TRC explain which of the two sources (Source 4C or Source 4D) you would consider to be more useful. (1 x 2) (2)

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History/P2

10
NSC

DoE/November 2008

- 4.5 Using all the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how the TRC brought closure to many of the unanswered evils of apartheid. (6)

- 4.6 EXTENDED WRITING (Your response should be about TWO pages in length.)

Answer ONE of the following questions: QUESTION 4.6.1 OR 4.6.2.

- 4.6.1 Was the TRC successful in healing the wounds of a divided South Africa? Critically discuss. (30)

OR

- 4.6.2 As the president of the Student Representative Council at your school, you are asked to present a report entitled:

Was the TRC successful in helping the process of reconciliation, justice and forgiveness?

Using all the sources and your own knowledge, compile the report using relevant examples. (30)
[75]

TOTAL: 150



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1. SOURCE-BASED QUESTIONS

1.1 The following Learning Outcomes and Assessment Standards were used to assess candidates 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 purposes.) 2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purposes.) 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.

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

<ul style="list-style-type: none">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.IN ASSESSING THE OPEN-ENDED SOURCE-BASED QUESTIONS CANDIDATES SHOULD BE GIVEN CREDIT FOR ANY OTHER RELEVANT RESPONSE.
--

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 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 marking of extended writing 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.

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

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

Assessment procedures of extended writing

- Keep the synopsis in mind when assessing extended writing.
- During the first reading of the extended writing ticks need to be awarded for a relevant introduction (indicated by a bullet in the 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 the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.
 - introduction, main aspects and conclusion not properly contextualised
 - wrong statement
 - irrelevant statement

- repetition
- analysis
- interpretation



- 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 allocate the **content level** (on the matrix).

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	} 18 – 19
P	LEVEL 5	

- 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 & P	LEVEL 5	18 – 20
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History Paper 02

November 2008

Memorandum

History/P2

6
NSC – Memorandum

DoE/November 2008

GRADE 12 EXTENDED WRITING ANALYTIC MATRIX: TOTAL MARKS: 30

	LEVEL 7 Very well planned and structured. Good synthesis of information. Constructed an argument. Well-balanced argument. Sustained and defended the argument throughout.	LEVEL 6 Well planned and structured. Synthesis of information. Constructed an original argument. Well-balanced, independent argument. Sustained and defended the argument.	LEVEL 5 Writing structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	LEVEL 4 Planned and constructed an argument. Evidence used to support. Reached independent conclusion. Conclusion not clearly supported by evidence.	LEVEL 3 Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	LEVEL 2 Attempted to structure the answer. Largely descriptive/ some attempt at developing an argument.	LEVEL 1 Little analysis and historical explanation. No structure.
PRESENTATION							
CONTENT							
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
LEVEL 1	Question not answered. Inadequate content. Totally irrelevant.						9-10

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History/P2

8
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DoE/November 2008

QUESTION 1: DID THE COLLAPSE OF THE SOVIET UNION INFLUENCE THE ENDING OF APARTHEID IN SOUTH AFRICA?

- 1.1
- 1.1.1 [Extraction and explanation of evidence from Source 1A – L1 – LO1 (AS3)]
- Soviet Union was not going to export revolutionary ideas to other countries
 - Soviet Union decided it would not get involved in counter-revolutionary activities
 - Would foment destabilisation in countries that are not pro-Soviet Union
 - To stop the Cold War
 - To stop the drainage of resources (any 1 x 2) (2)
- 1.1.2 [Interpretation of evidence from Source 1A – L2 – LO1 (AS3)]
- The ANC was weakened economically, politically and militarily
 - Was hindered because it depended on the Soviet Union for military support and training
 - It deprived the ANC of an important ally
 - It terminated the ANC's armed struggle/ANC forced to negotiate/ withdrawal from Angola (any 1 x 2) (2)
- 1.1.3 [Explanation of evidence from Source 1A – L2 – LO1 (AS3); LO2 (AS2)]
- Cost of the Cold War was draining the resources of country (Russia)
 - Focused on its own development
 - Stopped meddling in the affairs of other countries at the expense of the Soviet Union
 - Challenges to Russian ideology in a capitalist-driven world (any 1 x 2) (2)
- 1.1.4 [Synthesis of evidence from Source 1A – L2 – LO1 (AS3); LO3 (AS2)]
- They regarded the ANC as a liability (no value to Russia)
 - The Soviet Union would not benefit from its association with the ANC / no longer possible to provide aid to the ANC
 - Change in foreign relations with the coming into power of Gorbachev (any 1 x 3) (3)
- 1.1.5 [Interpretation of evidence from Source 1A – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]
- The ANC reacted with shock and dismay
 - The ANC had to re-define itself as a liberation organisation
 - The ANC was forced to begin a process of negotiation with the apartheid government
 - Viewed the change in attitude as a huge setback to its liberation struggle (any 1 x 3) (3)

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History/P2

7
NSC – Memorandum

DoE/November 2008

GRADE 12 HOLISTIC RUBRIC TO ASSESS EXTENDED WRITING (SUCH AS 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	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	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 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 Expression good Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
5 Substantial 60 – 69% 18 - 20	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 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 but with lapses Does not make an altogether convincing attempt to take a stand (i.e. limitations in reaching an independent conclusion)
4 Moderate 50 – 59% 15 - 17	Makes an effort to focus on the topic but argument has many lapses in focus Adequate comprehension of most of the sources Adequate use of relevant evidence from the sources Adequate attempt to consider counter-argument Adequate attempt to refer to relevancy, bias, accuracy, limitation of sources Expression adequate 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	Poor 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 no effort to consider counter-argument – or exceptionally weak attempt Easily characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression poor
2 Elementary 30 – 39% 09 - 11	Makes a very poor attempt to take a stand (i.e. battles to reach an independent conclusion) Uses only one or two sources 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
1 Not Achieved 0 – 29% 0 - 8	Makes a very poor attempt to take a stand – if at all No attempt to focus on the topic Uses no sources Completely irrelevant Answer extremely poor Sources copied without relevance

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History/P2

9
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DoE/November 2008

- 1.2
- 1.2.1 [Interpretation of evidence from Source 1B – L2 – LO1 (AS3); LO2 (AS2)]
- De Klerk met with international leaders to get advice on how to transform South Africa's political scenario
 - To ascertain whether the international community would support South Africa's transformation process
 - To seek advice on how the political changes would impact on economic investments and development (any 1 x 2) (2)
- 1.2.2 [Explanation and interpretation using Source 1B – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS3)]
- De Klerk could no longer use the relationship between the ANC and the Soviet Union as an excuse not to negotiate with the liberation organisations
 - The thawing of relations at an international level through changes in Soviet Russia made De Klerk realise the need for change and reform for South Africa to become part of the international world
 - It helped De Klerk to convince his party and government that the 'communist danger' is over (any 1 x 2) (2)
- 1.2.3 [Determining accuracy of Source 1B – L3 – LO1 (AS3); LO2 (AS3); LO3 (AS2)]
- It is accurate because Namibia's negotiated independence was smooth and peaceful
 - Namibia's independence served as a motivation for South Africa to begin a process of negotiation (any 1 x 3) (3)
- 1.2.4 [Extraction and interpretation of evidence from Source 1B – L2 – LO1 (AS3)]
- Economic sanctions / disinvestments
 - Internal racial unrest
 - Financial crisis
 - Low business confidence
 - Pressure from the international community / collapse of USSR / withdrawal of Cuban troops
 - Country on the brink of anarchy
 - Assumed weakened position of the ANC – considered timing appropriate (any 2 x 1) (2)
- 1.3
- 1.3.1 [Comparison of evidence from Sources 1A and 1B – L3 – LO2 (AS3); LO3 (AS2)]
- Candidates need to refer to both Sources 1A and 1B in their responses.
- Source 1A complements Source 1B as follows:
- Source 1A highlights the political changes in Russia and the ending of the Cold War under Gorbachev and the impact it had on South Africa
 - Source 1B highlights De Klerk's political changes to the policy of apartheid and beginning the process of negotiations with black political organisations as a result of the end of the Cold War (2 x 2) (4)

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History/P2

10
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DoE/November 2008

- 1.3.2 [Selection, analysis and synthesis of evidence from Sources 1A & 1B – L2 & 3 – LO2 (AS3); LO3 (AS2 & 3)]
Candidates can select either Source 1A or Source 1B and support their point of view with relevant evidence.

Source 1A is MORE USEFUL because it highlights the following:

- Reasons as to why Gorbachev began a process of political change
- The impact of political changes in Russia on both the ANC and the National Party government
- Gorbachev's reforms helped speed up South Africa's negotiated settlement
- Any other relevant response

OR

Source 1B is MORE USEFUL because it highlights the following:

- De Klerk's attempts to change South Africa's political landscape
- End of Russian support for the ANC influenced De Klerk to start the process of negotiation with the ANC
- Both the Soviet Union and Cuba began to pull out their troops from Angola
- Namibia received independence and served to motivate De Klerk's government
- Factors such as the economic sanctions and racial unrest which contributed to De Klerk's reform measures
- Any other relevant response

(2 x 2) (4)

1.4

- 1.4.1 [Interpretation and analysis of evidence from Source 1C – L3 – LO1 (AS3); LO2 (AS2)]

- The collapse of the Soviet Union put pressure on De Klerk to bring about meaningful change
- To demonstrate De Klerk's intention to the international community, the National Party and the anti-apartheid movements of his desire for change
- To appease local and international investors and to end political instability

(2 x 2) (4)

- 1.4.2 [Extraction and interpretation of evidence from Source 1C – L1 – LO1 (AS3)]

- They formed the leadership of the ANC
- Sacrificed their lives in the liberation struggle – formed an important component to any future changes in South Africa

(any 1 x 2) (2)

- 1.4.3 [Interpretation and synthesis of evidence from Source 1C – L2 & 3 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]

- (a) Would have reacted with anger and frustration
Would not have welcomed the release of these political activists

(1 x 2) (2)

- (b) Would have welcomed the release of their leaders
Would have been happy to welcome their heroes back home

(1 x 2) (2)

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History/P2

12
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1.6 EXTENDED WRITING

- 1.6.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should discuss how the collapse of the Soviet Union influenced the ending of apartheid in South Africa. A discussion on how the National Party chose to change its stance and policies towards resistance organisations should also be discussed.

MAIN ASPECTS

- Introduction: Candidates should discuss how Gorbachev's ending of communism influenced De Klerk's thinking or any relevant introduction.

ELABORATION

- Gorbachev's role in ending communism
- The introduction of Glasnost and Perestroika in Russia
- The impact of Glasnost and Perestroika on South Africa
- De Klerk could no longer use the argument that apartheid was stemming the tide of communism
- Banned political organisations could no longer be termed as communist-inspired terrorists
- De Klerk was forced to negotiate with previously banned political organisations like the ANC
- Opened the way for engagement with the ANC leading to the democratisation process in South Africa
- Process of negotiations [CODESA] were initiated for the ending of apartheid
- Any other relevant response

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

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History/P2

11
NSC – Memorandum

DoE/November 2008

- 1.5 [Interpretation, analysis and synthesis of evidence from all sources – L2 & 3 – LO1 (AS3); LO2 (AS2 & 3); LO3 (AS2)]

Candidates could include the following aspects in their response:

- Changes in USSR's foreign policy - Glasnost and Perestroika
- Signing of the agreement by South Africa in 1988 with the Soviet Union
- De Klerk's historic speech
- The termination of the ANC's armed struggle
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. Shows no or little understanding of the significant events that changed South Africa's political destiny • Uses evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. Shows an understanding of the significant events that changed South Africa's political destiny • Uses evidence in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. Demonstrates a thorough understanding of the significant events that changed South Africa's political destiny • 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)

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History/P2

13
NSC – Memorandum

DoE/November 2008

- 1.6.2 [Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should write a report demonstrating why the end of communism in Russia forced both the apartheid government and the ANC to come to realise that the only solution was a negotiated one.

MAIN ASPECTS

- Introduction: Candidates should demonstrate why Gorbachev's reforms were instrumental in getting both the ANC and the apartheid government to negotiate.

ELABORATION

- Firstly, the ANC was forced to negotiate with the apartheid government because it had no military, revolutionary and economic support from the Soviet Union
- The end of communism meant the removal of Cuban troops and MK soldiers from Angola
- Independence of Namibia seen as a forerunner to a negotiated settlement
- The ANC was left to fend for itself because of the changing international scenario
- The ANC and the apartheid government were under pressure to find a peaceful and workable solution
- Secondly, the apartheid government was forced to negotiate with the ANC because of external and internal factors
- External factors (collapse of the Soviet Union, Gorbachev's process of reform, the removal of Cuban troops from Angola, pressure from Britain and USA to change, etc)
- Internal factors (economic stagnation, racial unrest, financial crisis, etc)
- Any other relevant response

- Conclusion: Candidates should end the report with a relevant conclusion. (30)

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

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History Paper 02

November 2008

Memorandum

History/P2

14
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DoE/November 2008

QUESTION 2: HOW DID THE COLLAPSE OF THE USSR CAUSE BENIN (WEST AFRICA) TO RE-IMAGINE ITSELF IN THE 1990s?

2.1

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

- Gorbachev's reforms – policies of Glasnost and Perestroika
 - Downfall of Marxism-Leninism
- (1 x 2) (2)

2.1.2 [Analysis of historical concepts from Source 2A – L1 – LO2 (AS1)]

- (a) Glasnost
- Openness – people speak freely
 - Able to criticise government
 - Due course leads to democratic institutions and free elections
 - Reforms so that communist system works more efficiently and democratically
- (any 1 x 2) (2)
- (b) Perestroika
- Restructuring/reform
 - Rebuild Soviet economy
 - Reform communist system – not replace it with capitalism
 - Political reappraisal of the system of government in Russia
- (any 1 x 2) (2)

2.1.3 [Extraction and interpretation of evidence from Source 2A – L2 – LO1 (AS3); LO2 (AS2)]

- Repressive regimes no longer of value to West (motive to gain support for the West, no longer there)
 - One-party states not conducive to economic development and growth
 - Emphasis shifted to democratic reform
 - Pressure from World Bank to support democracy - more conducive to economic growth
 - Emergence of a new world order with focus on good governance, economic growth and political stability
- (any 1 x 2) (2)

2.1.4 [Interpretation and analysis of evidence from Sources 2A – L2 – LO2 (AS2); LO3 (AS2 & 3)]

- Britain would provide aid to countries that were prepared to adhere to the following:
- Sound democratic / multi-party systems / respect for human rights
 - Good governance
 - Accountability
 - Uphold and respect the law
 - Adhere to capitalism-market related structures
- (any 1 x 2) (2)

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History/P2

16
NSC – Memorandum

DoE/November 2008

2.3

2.3.1 [Extract relevant information from Source 2C – L1 – LO1 (AS3)]

- First proper contest for power since independence / the election was fair and free
- (1 x 1) (1)

2.3.2 [Interpretation and analysis of evidence from Source 2C – L2 – LO2 (AS2); LO3 (AS2)]

Candidates could state either 'justified' or 'not justified' and support their response with reasons:

JUSTIFIED

- Kerekou was prepared to admit he had abused his power
- Kerekou pledged his support for change
- Reconciliation – showed democracy in action
- Any other relevant response

NOT JUSTIFIED

- Kerekou should stand trial for corruption and mismanagement of government
 - Sends a message that corruption and mismanagement of government was condoned
 - Any other relevant response
- (2 x 2) (4)

2.3.3 [Interpretation and analysis of evidence from Source 2C – L3 – LO2 (AS2); LO3 (AS2 & 3)]

- Politically more open and less repressive but the lives of ordinary people did not change dramatically
 - Powerful ruling class still benefited the elite and not the man in the street
 - Empowerment of ordinary people had not commenced
- (any 2 x 2) (4)

2.4

2.4.1 [Interpretation of evidence from Source 2D – L2 – LO1 (AS3)]

- Soviet Union has 'let go' of Africa and decided not to get involved in Africa's decision-making process
 - Africa was now free of Soviet influence and now had room to develop itself as an independent entity
 - The political transformation of the USSR under Gorbachev ensured that Africa was now free from Soviet bondage
 - Any other relevant response
- (1 x 2) (2)

2.4.2 [Interpretation and analysis of evidence from Source 2D – L3 – LO3 (AS2 & 3)]

Candidates could state either 'accurate' or 'inaccurate' and support their response with reasons:

ACCURATE

- Africa was under neo-colonial and super-power control for a long period
- The evidence portrays the period of change in Africa from colonialism or Soviet influence to one of political and economic freedom
- It was an important spin-off of the policies introduced in the USSR by Gorbachev

INACCURATE

- Support their response with valid reasons
- (2 x 2) (4)

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History/P2

15
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DoE/November 2008

2.1.5 [Interpretation, analysis and synthesis of evidence from Source 2A – L2 – LO3 (AS2 & 3)]

Yes, author supported regime change because of the following:

- Evidence supports change – e.g. Soviet Union – Glasnost and Perestroika
 - Britain's aid conditional – i.e. to change to democracy and capitalism
- (1 x 3) (3)

2.2

2.2.1 [Extraction and interpretation of evidence from Source 2B – L2 – LO2 (AS2)]

- Corrupt and ineffective rule / dictatorship
 - Country existed for the benefit of the ruler and his supporters / Nepotism along ethnic and tribal lines
- (any 1 x 2) (2)

2.2.2 [Extract relevant information from Source 2B – L2 – LO1 (AS3)]

- Lack of state funds to pay salaries (teachers and civil servants)
 - Collapse of state banking system
 - Fraudulent practices by Kerekou and his inner circle
 - Corrupt practices by Kerekou
 - Squandering state funds for personal gain
- (any 1 x 2) (2)

2.2.3 [Extraction and interpretation of information from Source 2B – L2 – LO1 (AS3); LO2 (AS2)]

- Western condemnation and rejection of his regime
 - Failed to secure Western aid
 - No longer able to secure economic aid from Soviet Russia
 - System of government unable to sustain the country / system of government led to the loss of popularity
- (any 1 x 2) (2)

2.2.4 [Explain the usefulness of Source 2B – L3 – LO1 (AS4); LO2 (AS2); LO3 (AS2 & 3)]

- The source relates to relevant issues in Benin
- It highlights the resistance to repression / corruption and the desire for change
- It provides insight and historical information regarding the situation in Benin
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none">• Does not understand or partially understands the term usefulness• Does not have the ability to establish the usefulness of the source(s)	Marks: 0 – 1
LEVEL 2	<ul style="list-style-type: none">• Understands the term usefulness• Is able to establish the usefulness of the source(s) to a certain extent	Marks: 2 – 3
LEVEL 3	<ul style="list-style-type: none">• Understands how and has the ability to establish the usefulness of the source(s)• The candidate uses this ability to come to a clear and sound conclusion about the usefulness of the source(s)	Marks: 4 – 5

(5)

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History/P2

17
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DoE/November 2008

2.5 [Interpretation, analysis and synthesis of evidence from all sources - L3 – LO1 (AS3 & 4); LO2 (AS2 & 3); LO3 (AS2, 3 & 4)]

In responding to this question, the candidate is required to indicate the reasons for the selection of the source which must be supported with relevant evidence.

For example:

Reference to Source 2A 'Soviet Union began to retreat from Africa'
Reference to Source 2B 'response to the collapse of the USSR'
Reference to Source 2C (Perspective 2) '... with the adoption ... would be free'

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none">• Uses evidence in an elementary manner, e.g. Shows no or little understanding of the link between visual and written sources• 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 selection and explanation of how a written source supports a visual source• 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 selection and explanation of how a written source supports a visual source• Evidence relates well to the topic• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	Marks: 5 – 6

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History Paper 02

November 2008

Memorandum

History/P2

18
NSC – Memorandum

DoE/November 2008

2.6 EXTENDED WRITING

2.6.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates need to state whether they agree or disagree with the statement. Candidates need to demonstrate how they will support their given line of argument. They need to indicate which case study of Central, West or North Africa they will use. In disagreeing with the statement candidates need to substantiate their argument.

MAIN ASPECTS

- Introduction: Candidates need to explain whether the collapse of the USSR had a profound impact on Africa or not. Candidates need to indicate which case study of Central, West or North Africa they intend to use to demonstrate their point of view.

ELABORATION

The collapse of the USSR had a profound impact on a country in either Central, West or North Africa

- Changes in Soviet Union and Eastern Europe forced the USSR to change its role in Africa
- Gorbachev's Glasnost and Perestroika – USSR forced to retreat from Africa
- Downfall of Marxism-Leninism
- End of Cold War – changed West's attitude to Africa
- West no longer needed allies in Africa to counter USSR's influence
- Democracy and capitalism more popular than communism
- Good governance and accountability replaced repression and state control
- Economic growth based on democratic system of government which later became evident
- Any other relevant response

- Conclusion: Candidates should tie up their argument by explaining whether the collapse of the USSR did in fact have a profound impact on Africa or not. (30)

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

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History/P2

20
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DoE/November 2008

QUESTION 3: WAS IT THE MAGNANIMITY (FAIRNESS) OF DE KLERK THAT PAVED THE WAY FOR A DEMOCRATIC SOUTH AFRICA?

3.1

3.1.1 [Interpretation of evidence from Source 3A – L2 – LO1 (AS3)]

- Unexpected announcement by De Klerk in South Africa's parliament regarding the release of the liberation icon Nelson Mandela
- It led to the systematic dismantling of apartheid and saw the end of white minority rule
- South Africans and the international community felt hopeful about South Africa's future
- It led to the negotiation process (any 2 x 2) (4)

3.1.2 [Extraction from Source 3A – L1 – LO1 (AS3); LO3 (AS2)]

- Underlying this is the growing realisation by an increasing number of South Africans that only a negotiated settlement by the representative leaders of the entire population will ensure lasting peace (1 x 2) (2)

3.1.3 [Explanation using Source 3A – L2 – LO1 (AS3); LO3 (AS3)]

Candidates need to choose **ANY ONE** of the steps taken by De Klerk and substantiate their choice. They should focus on the following aspects:

- Unbanning political organisations and parties
- Release of political prisoners
- Unconditional release of Nelson Mandela
- Process of negotiation (any 1 x 2) (2)

REASONS

- Motivation to be provided for the step chosen (2 x 2) (4)

3.1.4 [Interpretation of evidence from Source 3A – L2 – LO1 (AS3)]

- Western powers reacted with a sense of relief
- There was hope and encouragement for a brighter and better future for South Africa
- South Africa no longer looked upon as a country on the threshold of war and destruction
- Any other relevant response (any 2 x 2) (4)

3.2

3.2.1 [Explanation of concept – L1 – LO2 (AS1)]

- Large number of people who are involved in different types of protest
- Protest action characterised by numbers
- Any other relevant response (any 1 x 3) (3)

3.2.2 [Interpretation of evidence using Source 3B – L2 & 3 – LO1 (AS3); LO3 (AS2)]

- Apartheid had not ended
- Leaders were still imprisoned
- Wanted to intensify pressure on the apartheid regime until democracy was established
- Any other relevant response (any 2 x 2) (4)

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History/P2

19
NSC – Memorandum

DoE/November 2008

2.6.2 [Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]

The candidate should include the following points in the response:

SYNOPSIS

In writing the report candidates need to focus on the changes in Benin following the transformation to democracy. Candidates need to make recommendations in all three spheres: economic, political and social.

MAIN ASPECTS

- Introduction: Candidates need to focus on economic, political and social transformation within a democratic government/structure.

ELABORATION

ECONOMIC

- Ensure good governance – create stable political climate
- Attract foreign investment
- Adhere to market principles (capitalism)
- Invite respected, renowned economic advisors to train officials
- Focus on reducing unemployment
- Diversification of the economy
- Balance between agriculture and industry
- Eliminate corruption within civil service
- Expose fraud
- Secure loans from World Bank
- Reform banking system
- Any other relevant response

POLITICAL

- Good governance and transparency
- Expose corruption in the civil service
- Respect for rule of law
- Uphold democratic principles – free and fair elections
- Respect and tolerance for opposition
- Any other relevant response

SOCIAL

- Focus on education and health issues
- Uphold basic human rights
- Address unemployment and housing
- Raise basic living standards – more people can contribute to economy
- Any other relevant response

- Conclusion: Candidates should tie up their argument by explaining how the country was able to re-imagine itself economically, politically and socially. (30) [75]

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History/P2

21
NSC – Memorandum

DoE/November 2008

3.2.3 [Interpretation of evidence using Source 3B – L2 & 3 – LO1 (AS3); LO3 (AS2)]

- We would continue with our protest/mass action until our demands had been met
- Whilst we continued to protest we would be united
- All freedom-loving South Africans should be united until democracy was achieved
- Any other relevant response (any 1 x 3) (3)

3.2.4 [Interpretation of evidence using Source 3B – L2 & 3 – LO1 (AS3); LO3 (AS2)]

- Mandela had a futuristic understanding of politics and the world at large
- Mandela was able to forgive and reconcile with the agents of apartheid for the sake of a better and prosperous South Africa
- Mandela was able to work with his enemies to build a better South Africa
- Any other relevant response (any 2 x 2) (4)

3.3

3.3.1 [Interpretation of evidence using Source 3B – L2 & 3 – LO1 (AS3); LO3 (AS2)]

- Release of Nelson Mandela
- A new era in South African politics has dawned
- Africa could be empowered now that South Africa / Mandela is free
- Freedom at last, wings to fly as a bird into the open world
- South Africa symbolised by Mandela – last of the 'birds' (leaders) to fly out of a caged Africa
- Any other relevant response (any 2 x 2) (4)

3.3.2 [Explanation and analysis using Source 3C – L2 & 3 – LO1 (AS3); LO3 (AS1 & 2)]

Very appropriate to a historian. Candidates should include the following aspects in their response:

- Depicts the release of Mandela in the 1990s
- With the release of Mandela, there was hope for South Africa and indeed the rest of Africa
- Very symbolic - Africa being in prison - now with release of Mandela a new beginning for Africa
- Any other relevant response

LEVEL 1	Does not understand or partially understands the term appropriateness Does not have the ability to establish the appropriateness of the source(s)	Marks: 0 – 1
LEVEL 2	Understands the term appropriateness Is able to establish the appropriateness of the source(s) to a certain extent	Marks: 2 – 3
LEVEL 3	Understands how and has the ability to establish the appropriateness of the source(s) The candidate uses this ability to come to a clear and sound conclusion about the appropriateness of the source(s)	Marks: 4 – 5

(5)

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History Paper 02

November 2008

Memorandum

History/P2

22
NSC – Memorandum

DoE/November 2008

3.4 [Interpretation, analysis and synthesis of evidence from all sources - L1 - 3 – LO1 (AS1); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]

Candidates should include the following aspects in their response:

- Implications of De Klerk's parliamentary speech
- Release of Mandela
- Unbanning of political parties
- Pretoria and Groote Schuur Minute
- Continuation of the struggle/mass action
- Any relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none">• Uses evidence in an elementary manner, e.g. Shows no or little understanding of the significant moments that changed South Africa in 1990• Uses evidence partially to report on topic or cannot report on topic	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none">• Evidence is mostly relevant and relates to a great extent to the topic, e.g. Shows an understanding of the significant moments that changed South Africa in 1990 e.g. De Klerk's speech/release of Mandela• 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 and knowledge of the significant moments that changed South Africa in 1990 e.g. De Klerk's speech/release of Mandela• 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)

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History/P2

24
NSC – Memorandum

DoE/November 2008

3.5.2 [Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates may take a specific line of argument in responding to the newspaper headline. In agreeing candidates should discuss whether it was the magnanimity of the De Klerk that saved South Africa from ruin and destruction. In disagreeing with the statement, they should explain why they disagree. If candidates agree and disagree they need to substantiate their argument.

MAIN ASPECTS

Introduction: Candidates should take a line of argument, i.e. either agree or disagree with the statement.

ELABORATION

- Significance of De Klerk's speech for South Africa
- Release of Mandela
- Reforms introduced
- Internal and external pressure
- Opposition encountered by his reforms
- Dealing with the opposition
- Being decisive and intuitive
- Any other relevant point

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

(30)

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[75]

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History/P2

23
NSC – Memorandum

DoE/November 2008

3.5 EXTENDED WRITING

3.5.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should take a particular line of argument and discuss how they intend supporting their argument. In agreeing with the statement, they should discuss why De Klerk's release of Mandela was regarded as a turning point in South Africa's history. In disagreeing with the statement, they should explain why they disagree. Key historical events between 1990 and 1994 should be highlighted and discussed.

MAIN ASPECTS

- Introduction: Candidates should take a line of argument, i.e. either agree or disagree with the statement.

ELABORATION

- Release of Mandela
- Process of negotiations and reform
- Strong reaction to the process of negotiations and reform [internal and external]
- Talks between major stakeholders begin
- Pretoria Minute
- Groote Schuur Minute
- CODESA 1 and 2
- Record of Understanding
- 1994 elections
- New Constitution
- Any other relevant point

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

(30)

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History/P2

25
NSC – Memorandum

DoE/November 2008

QUESTION 4: WAS THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCESSFUL IN HEALING THE WOUNDS OF A DIVIDED SOUTH AFRICA?

4.1

4.1.1 [Extraction from Source 4A – L1 – LO1 (AS3); LO3 (AS2)]

- It served to expose human rights violations and crimes committed by the apartheid regime / apartheid indefensible
- It provided a platform for ordinary people to reveal their suffering / archive to examine the past
- Reconciliation

(2 x 1) (2)

4.1.2 [Interpretation and evaluation of evidence from Source 4A – L3 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]

- Fear of prosecution
- Would not bring about the desired hope for reconciliation
- Did not like to open old wounds
- It would have exposed the apartheid regime's violation of human rights
- Any other relevant response

(any 2 x 1) (2)

4.1.3 [Interpretation and explanation – L3 – LO1 (AS3); LO2 (A2); LO3 (AS2)]

- They were able to speak about the trauma they suffered
- They wanted reconciliation
- They wanted to hear the truth
- They wanted closure / compensation
- To give expression to their pent-up emotions of anger and hatred
- Any other relevant response

(any 2 x 2) (4)

4.1.4 [Interpretation of evidence from Source 4A – L3 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]

- Work of the TRC was substantial/voluminous
- People could refer to the work of the TRC when needed
- Offered ordinary people the opportunity for full disclosure
- People can learn not to repeat the mistakes of the past
- Enormity of the crime perpetrated during the period of the apartheid regime
- Any other relevant response

(any 2 x 2) (4)

4.2

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

- She wanted to hear the truth - later she would forgive them / people wanted to meet face to face
- She wanted to reprimand them and tell them exactly what she thought of them
- Wanted closure to the matter which was hurting and haunting her
- Any other relevant response

(any 1 x 3) (3)

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History Paper 02

November 2008

Memorandum

History/P2 26 NSC – Memorandum DoE/November 2008

4.2.2 [Interpretation of evidence from Source 4B – L3 – LO1 (AS3); LO3 (AS2)]
Candidates can state either Yes or No and should support their point of view with relevant reasons.

YES

- He appeared before the TRC and was honest about his involvement in the deaths
- After confessing his involvement he wanted closure
- He accepted responsibility
- Sought forgiveness by showing remorse
- Any other relevant response

OR

NO

- He saw this as an opportunity to free himself from prosecution
- He was more interested in protecting himself
- He used the opportunity to betray the state and safeguard himself
- Any other relevant response

(any 2 x 2) (4)

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

- Was a form of reconciliation
- According to the TRC Coetzee made a full disclosure / showed remorse
- Shows that the TRC was committed to a process of healing the nation
- Provided an open forum for other perpetrators of apartheid crimes to come forward
- Any other relevant response

(any 1 x 3) (3)

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

Candidates should indicate either 'justified' or 'not justified' and support their response with relevant reasons.

JUSTIFICATION

- People were made aware of the crimes committed during apartheid
- Was a form of catharsis
- In many cases closure was reached
- Fostered reconciliation
- Any other relevant response

OR

NO JUSTIFICATION

- Many perpetrators did not attend the hearings of the TRC
- In some cases disclosure was incomplete
- Hence it was difficult for victims to attain complete closure
- TRC failed to bring about reconciliation between the victim and perpetrator
- The TRC was considered merely as a 'talk shop'
- Inadequate punishment meted out to perpetrators
- The TRC had no powers to prosecute perpetrators
- Any other relevant response

(any 2 x 2) (4)

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History/P2 28 NSC – Memorandum DoE/November 2008

4.5 [Interpretation, analysis and synthesis of evidence from all sources - L2 – LO1 (AS3); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]

Candidates should include the following aspects in their response:

- TRC provided a forum for people to rid themselves of their bottled emotions of guilt, suffering and hatred
- Provided a structured platform for relief in the way of amnesty or financial compensation
- The first is that it has achieved a remarkable and far-ranging public exposure of the human rights violations and crimes committed under the apartheid regime
- It has forced a previously reluctant population (though, of course, there is still denial at one level) to see that apartheid was morally indefensible; that it's a crime against humanity
- It has allowed ordinary people to find expression for the suffering under the regime
- It has had a completely cathartic [therapeutic or healing] function for many of the victims
- It is in this sense that some form of reconciliation has already taken place
- Desire to free themselves from the burdens of the past and look ahead to a better and brighter future
- To look ahead rather than being trapped in the past
- TRC was to change the mindset of people from division and hate to togetherness and love
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	• Cannot extract evidence or extracts evidence from the sources in a very elementary manner, e.g. Shows no or little understanding of the role of the TRC in attempting to bring closure to the evils of apartheid • Uses evidence partially to report on topic or cannot report on topic	Marks: 0 – 2
LEVEL 2	• Extracts evidence from the sources that is mostly relevant and relates to a great extent to the topic, e.g. Shows an understanding of the role of the TRC in attempting to bring closure to the evils of apartheid • Uses evidence from sources in a very basic manner	Marks: 3 – 4
LEVEL 3	• Extracts relevant evidence from the sources, e.g. Demonstrates a thorough understanding and knowledge of the role of the TRC in attempting to bring closure to the evils of apartheid • Extracts evidence – relates well to the topic • Uses evidence from sources very effectively in an organised paragraph that shows an understanding of the topic	Marks: 5 – 6

(6)

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History/P2 27 NSC – Memorandum DoE/November 2008

4.3 [Interpretation and evaluation of evidence from Source 4B – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]

- Could be biased
- Viewpoints of people who participated in the TRC may not be authentic
- Viewpoints of other people who were not in favour of the TRC were not given
- Views of the dissidents were not accurately captured
- Any other relevant response

(any 2 x 2) (4)

4.4 [Interpretation and evaluation of evidence from Sources 4C & 4D – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]

- The political tension that prevailed during its operations
- Parties accused the TRC of being a "witch-hunt" rather than a genuine tool for national reconciliation
- The Commission's biggest political blunder was the tendency to [give in] to these political groupings in an attempt to keep them committed to the process
- For restorative justice to succeed, victims need to see offenders express remorse [regret]. That this was not forthcoming from the political party that governed the country under apartheid
- Any other relevant response

(any 2 x 2) (4)

[Interpretation of evidence from Sources 4C & 4D – L2 – LO1 (AS3); LO3 (AS2 & 3)]

- Shows political parties attacking (critical) the chairperson of the TRC, Desmond Tutu
- People in general were dissatisfied with the outcome of the TRC
- Despite being attacked from all directions, the TRC was able to complete its task
- Any other relevant response

(1 x 3) (3)

4.4.3 [Interpretation and evaluation of evidence from Sources 4C & 4D – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]

Candidates may choose either Source 4C or Source 4D and support their choice with relevant reasons:

SOURCE 4C

- Source 4C gives a balanced perspective on the workings of the TRC
- It provides historical information that can be verified
- This source provides useful leads for a historian to research the work of the TRC
- Any other relevant response

OR

SOURCE 4D

- The cartoon provides information on the important role players of the TRC
- It depicts issues as they unfolded during the work of the TRC
- This cartoon provides a critical work of the TRC
- Any other relevant response

(any 1 x 2) (2)

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History/P2 29 NSC – Memorandum DoE/November 2008

4.6 EXTENDED WRITING

4.6.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should critically discuss whether the TRC was successful or not in healing the wounds of a divided South Africa. They should support their line of argument with relevant evidence. Candidates may measure the success and failures against the aims of the TRC.

MAIN ASPECTS

- Introduction: Candidates should take a line of argument, i.e. either successful or not successful or any other relevant introduction.

ELABORATION

Candidates can mention either that the TRC was successful or that it was a failure.

SUCCESSFUL

- People came forth to present their cases
- In some cases there was genuine commitment to reconciliation
- In some cases there was closure
- Families were able to forgive
- However, when the report was presented - the belief was that it laid the foundation for reconciliation
- New constitution supported the idea of national unity based on reconciliation and the reconstruction of society
- Victims received compensation
- Any other relevant response

UNSUCCESSFUL

- Some perpetrators did not appear before the TRC
- Political tension prevailed during its operations
- Many saw the TRC investigating aspects of the past that might damage their political credibility
- Parties accused the TRC of being a "witch-hunt" rather than a genuine tool for national reconciliation, and frustrated the Commission's work by [bringing about] frequent legal actions against the TRC
- For restorative justice to succeed, victims need to see offenders express remorse/regret. That this was not forthcoming from the political party that governed the country under apartheid.
- Others were angry - believed that the perpetrators of gross human rights violations escaped punishment
- Amnesty was controversial
- Victims received inadequate compensation
- Any other relevant response

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

(30)

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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 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]*

Candidates should include the following aspects in their response:

SYNOPSIS

In writing the report candidates should indicate whether the TRC was successful in helping the process of reconciliation, justice and forgiveness. They should back up their argument with relevant examples and case studies.

MAIN ASPECTS

- Introduction: Candidates should take a specific line of argument and indicate how they intend supporting their argument.

ELABORATION

Candidates should evaluate whether the TRC was successful or not in helping the process of reconciliation, justice and forgiveness

- Workings of the TRC - briefly
- Public confessions revealed the amount of violence that was meted out
- Differences of opinion - war crimes tribunals - witch hunt
- Mandela believed that it was essential to purge the injustices of the past so that South Africa could move forward
- In some ways the TRC promoted reconciliation - use relevant examples
- Others were angry - believed that the perpetrators of gross human rights violations should not escape punishment
- Controversy surrounding the notion of amnesty
- However when the report was presented - the belief was that it laid the foundation for reconciliation, justice and forgiveness
- New constitution supported the idea of national unity based on reconciliation and the reconstruction of society
- Any other relevant point

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

(30)
[75]

TOTAL: 150

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



education

DEPARTMENT: EDUCATION
MPUMALANGA PROVINCE

Together Educating the Nation

History/P1

2
NSC

DoE/Feb. – March 2009

INSTRUCTIONS AND INFORMATION

1. The question paper consists of FOUR questions based on the prescribed content framework, which is as follows:

QUESTION 1: WHAT WAS THE IMPACT OF THE COLD WAR IN FORMING THE WORLD AS IT WAS IN THE 1960s?

 - USSR/USA – creating spheres of interest

QUESTION 2: HOW WAS UHURU REALISED IN AFRICA IN THE 1960s AND 1970s?

 - What types of states were set up?
 - What were the possibilities and constraints?

QUESTION 3: WHAT FORMS OF CIVIL SOCIETY PROTEST EMERGED FROM THE 1960s UP TO 1990?

 - Focus 1960s: Civil Rights movements in the USA

QUESTION 4: WHAT FORMS OF CIVIL SOCIETY PROTEST EMERGED FROM THE 1960s UP TO 1990?

 - Focus 1970s: Black Consciousness Movement in South Africa
2. Each question counts 75 marks, of which 45 marks are allocated for the source-based question and 30 marks for the extended writing question.
3. Candidates are required to answer TWO questions.
4. When answering questions, candidates should apply their knowledge, skills and insight.
5. A mere rewriting of the sources as answers will disadvantage candidates.
6. Write neatly and legibly.

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History/P1

4
NSC

DoE/Feb. – March 2009

- 1.4 Refer to Source 1D.
 - 1.4.1 Explain the accuracy of the cartoonist's depiction of events in Europe. (1 x 2) (2)
 - 1.4.2 What reason can you give for the faint illustration: 'Marshall Plan Delay' looming on the far horizon? (1 x 2) (2)
 - 1.4.3 In what way does the cartoon in Source 1D complement (support) Source 1A? (2 x 2) (4)
- 1.5 Using all the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) for your school's History magazine explaining why the USA offered aid to Europe after World War II. (6)
- 1.6 **EXTENDED WRITING** (The length of your response should be about TWO pages.)

Answer ONE of the following questions: QUESTION 1.6.1 OR 1.6.2.

 - 1.6.1 Explain how the contest for influence and control between the USA and USSR contributed to the Cold War tensions in Europe. (30)

OR

 - 1.6.2 Using all the sources and your own knowledge, write a report for your local newspaper outlining whether the stance of the USSR in the Cold War can be justified. (30)

[75]

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History/P1

3
NSC

DoE/Feb. – March 2009

QUESTION 1: HOW DID THE STRUGGLE FOR CONTROL AND INFLUENCE BETWEEN THE SUPERPOWERS CONTRIBUTE TO COLD WAR TENSIONS IN EUROPE?

Study Sources 1A, 1B, 1C and 1D to answer the following questions.

- 1.1 Refer to Source 1A.
 - 1.1.1 What were the TWO 'ways of life' referred to by President Truman? (2 x 1) (2)
 - 1.1.2 Why do you think the USA had to make frequent protests? (1 x 2) (2)
 - 1.1.3 Using the information in this source and your own knowledge, explain how the Yalta agreement was violated. (2 x 2) (4)
 - 1.1.4 Explain whether Truman's belief that 'it must be the policy of the USA to support free peoples' can be justified. (2 x 2) (4)
 - 1.1.5 Why do you think Truman made references to totalitarian regimes? (2 x 1) (2)
 - 1.1.6 Explain the limitation of this source to a historian studying the Cold War in Europe. (1 x 2) (2)
- 1.2 Study Source 1B.
 - 1.2.1 Which TWO of the countries listed received the largest amount of financial aid? (2 x 1) (2)
 - 1.2.2 Using your own knowledge, give TWO reasons why these two countries were given special attention. (2 x 1) (2)
 - 1.2.3 Compare the total amount of aid that was given to the United Kingdom with that given to Switzerland. Using the information in the source and your own knowledge, explain the reasons for the differences in the allocation of aid. (2 x 2) (4)
- 1.3 Consult Source 1C.
 - 1.3.1 Why do you think the Soviet Union denounced the Truman Doctrine and the Marshall Plan? (1 x 2) (2)
 - 1.3.2 What were the reasons for the strong reaction from the Soviet Union? (2 x 1) (2)
 - 1.3.3 Using this source and your own knowledge, explain how the conflict of interest between the USA and the USSR heightened Cold War tensions in Europe. (1 x 3) (3)

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History/P1

5
NSC

DoE/Feb. – March 2009

QUESTION 2: DID JULIUS NYERERE'S POLICY OF UJAMAA HELP TANZANIA IN ATTAINING UHURU?

Refer to Sources 2A, 2B and 2C and answer the following questions.

- 2.1 Study Source 2A.
 - 2.1.1 What were the aims of Nyerere's policy? (2 x 1) (2)
 - 2.1.2 Define the following concepts in your own words:
 - (a) Socialism
 - (b) Ujamaa (2 x 2) (4)
 - 2.1.3 What message does Nyerere wish to convey when he speaks of 'our land', 'our crop' and 'our shop'? (1 x 2) (2)
 - 2.1.4 How do you think ordinary Tanzanians would have responded to Nyerere's announcement of the policy of Ujamaa? (2 x 1) (2)
 - 2.1.5 Using Source 2A and your own knowledge, explain whether Nyerere's idea of 'such living and working in communities ...' was achievable. (2 x 2) (4)
- 2.2 Refer to Source 2B.
 - 2.2.1 According to Viewpoint 1, explain why Mtikila was opposed to Nyerere's system of Ujamaa. (1 x 2) (2)
 - 2.2.2 What methods did Nyerere's government use to suppress opposition? (Viewpoint 1) (3 x 1) (3)
 - 2.2.3 What do you gather about Nyerere as a leader from the statement 'To live in a village is an order'? (Viewpoint 2) (2 x 1) (2)
 - 2.2.4 Explain how the human rights of ordinary Tanzanians were violated. (Viewpoint 2) (1 x 3) (3)
- 2.3 Consult Sources 2A and 2B.
 - 2.3.1 Explain how the information in Source 2A contradicts (goes against) the evidence in Source 2B regarding Nyerere's policy of Ujamaa. (2 x 2) (4)
 - 2.3.2 Refer to Sources 2A and 2B and explain why you consider both the sources to be useful to a historian studying the period of Nyerere's rule of Tanzania. (2 x 2) (4)

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History/P1	6 NSC	DoE/Feb. – March 2009
2.4	Study Source 2C.	
2.4.1	What message does the cartoon convey about Nyerere's policy of Ujamaa? (1 x 2)	(2)
2.4.2	Explain the reason for the frustrations expressed by the figure in the cartoon. (1 x 2)	(2)
2.4.3	Whose point of view do you think is missing from this source? (1 x 3)	(3)
2.5	Using all the sources and your own knowledge, write a paragraph of about SIX lines (60 words) explaining Nyerere's ambition to make Tanzania economically self-sufficient.	(6)
2.6	EXTENDED WRITING (The length of your response should be about TWO pages.)	
	Answer ONE of the following questions: QUESTION 2.6.1 OR 2.6.2.	
2.6.1	African countries, which attained their independence after 1960, followed different models to tackle the economic, political and social challenges that confronted them.	
	Assess this statement by referring to a case study (a country) that you have studied.	(30)
	OR	
2.6.2	Using all the sources and your own knowledge, write a report, as Tanzania's ambassador to the United Nations, explaining why Nyerere's policy of Ujamaa was the ideal model for Tanzania's Uhuru (freedom).	(30) [75]

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History/P1	8 NSC	DoE/Feb. – March 2009
3.5	Using all the sources and your own knowledge, write a paragraph of about SIX lines (60 words) justifying <i>Time Magazine's</i> choice of Martin Luther King Jr as 'Man of the Year' in 1964.	(6)
3.6	EXTENDED WRITING (The length of your response should be about TWO pages.)	
	Answer ONE of the following questions: QUESTION 3.6.1 OR 3.6.2.	
3.6.1	Discuss how Martin Luther King Jr influenced the American Civil Rights Movement in the 1960s.	(30)
	OR	
3.6.2	Using the information in all the sources and your own knowledge, write an article for your school's History magazine highlighting the legacy of Martin Luther King Jr.	(30) [75]

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History/P1	7 NSC	DoE/Feb. – March 2009
QUESTION 3: HOW DID MARTIN LUTHER KING JR INFLUENCE THE AMERICAN CIVIL RIGHTS MOVEMENT IN THE 1960s?		
Use Sources 3A, 3B and 3C to answer the following questions.		
3.1	Refer to Source 3A.	
3.1.1	Define the following concepts in your own words:	
	(a) Civil disobedience	
	(b) Civil rights	
	(c) Desegregation (3 x 2)	(6)
3.1.2	Why did it become necessary for Martin Luther King Jr to mobilise thousands of protesters? (2 x 1)	(2)
3.1.3	Explain whether you think Martin Luther King Jr was justified in embarking on this protest action. (1 x 3)	(3)
3.1.4	What does the use of 'tear gas, fire hoses and dogs' tell you about the police's handling of the situation? (2 x 1)	(2)
3.1.5	Quote evidence from the source that suggests that the demonstration was well attended. (1 x 2)	(2)
3.2	Use Source 3B.	
3.2.1	What were Martin Luther King Jr's intentions in writing this letter? (2 x 2)	(4)
3.2.2	What were the TWO issues of concern that Martin Luther King Jr raised in his letter? (2 x 2)	(4)
3.2.3	What do you learn about America as a country from the statement 'We have waited for more than 340 years for our constitutional and God-given rights'? (2 x 2)	(4)
3.3	Refer to Sources 3A and 3B. Explain why you consider these two sources to be useful to a historian studying the Civil Rights Movement. (2 x 2)	(4)
3.4	Study Source 3C.	
3.4.1	Why did Professor Sylvester pay tribute to Martin Luther King Jr? (2 x 1)	(2)
3.4.2	'Black Americans needed a Martin Luther King Jr, but above all America needed him.' Explain whether this is an accurate assessment of Martin Luther King Jr. (2 x 2)	(4)
3.4.3	How does the visual source support the written evidence in Source 3C? (1 x 2)	(2)

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History/P1	9 NSC	DoE/Feb. – March 2009
QUESTION 4: DID THE BLACK CONSCIOUSNESS MOVEMENT (BCM) CONTRIBUTE TO THE LIBERATION STRUGGLE IN SOUTH AFRICA IN THE 1970s?		
Use Sources 4A, 4B and 4C to answer the following questions.		
4.1	Refer to Source 4A.	
4.1.1	Define the concept <i>Black Consciousness</i> in your own words. (1 x 2)	(2)
4.1.2	How did African-Americans influence Biko's thinking? (Perspective 1) (2 x 2)	(4)
4.1.3	In what way do you think apartheid deprived black people of their pride and dignity? (2 x 2)	(4)
4.1.4	What must be done, according to Biko in Perspective 2, for the 'black man' to change? (2 x 2)	(4)
4.2	Use Source 4B.	
4.2.1	According to Viewpoint 1, why was the BCM's policy regarded as a threat by the apartheid regime? (2 x 1)	(2)
4.2.2	Explain to what extent the BCM influenced the Soweto uprising. (Viewpoint 1) (2 x 2)	(4)
4.2.3	Refer to Viewpoint 2. What was Mathabane's view regarding the participation of the youth in the struggle? (2 x 2)	(4)
4.2.4	What do you gather about the activist from his responses to the journalist? (Viewpoint 2) (1 x 2)	(2)
4.2.5	Compare Viewpoints 1 and 2. Explain the differences between these viewpoints regarding the Soweto uprising. (2 x 2)	(4)
4.3	Consult Source 4C.	
4.3.1	What were the demands made by the Soweto students? (2 x 1)	(2)
4.3.2	Explain how the BCM influenced the students of Soweto to embark on the struggle for freedom. (1 x 3)	(3)
4.4	Refer to Sources 4B and 4C and explain their usefulness to a historian studying the Soweto uprising. (2 x 2)	(4)
4.5	Using all the sources and your own knowledge, write a paragraph of about SIX lines (60 words) explaining why the Black Consciousness Movement had a special appeal for the youth.	(6)

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History/P1

10
NSC

DoE/Feb. – March 2009

4.6 EXTENDED WRITING (The length of your response should be about TWO pages.)

Answer ONE of the following questions: QUESTION 4.6.1 OR 4.6.2.

4.6.1 The Black Consciousness Movement played a significant role in the struggle for liberation in South Africa in the 1970s.

Do you agree with the statement? Discuss critically. (30)

OR

4.6.2 Using the information in all the sources and your own knowledge, write a report for your local History magazine explaining how the Black Consciousness Movement influenced the political thinking of the youth in the 1970s. (30)

[75]

TOTAL: 150

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History/P1

3
NSC – Addendum

DoE/Feb. – March 2009

SOURCE 1B

The table below gives details of the financial aid provided by the Marshall Plan. Taken from: *The Marshall Plan Fifty Years Later*.

COUNTRIES	1948 – 1949 (US dollars billions)	1949 – 1950 (US dollars billions)	1950 – 1951 (US dollars billions)	Total (US dollars billions)
Austria	232	166	70	468
Belgium and Luxembourg	195	222	360	777
Denmark	103	87	195	385
France	1 085	691	520	2 296
Germany	510	438	500	1 448
Greece	175	156	45	366
Iceland	6	22	15	43
Ireland	88	45	-	133
Italy	594	405	205	1 204
Netherlands	471	302	355	1 128
Norway	82	90	200	372
Portugal	-	-	70	70
Sweden	39	48	260	347
Switzerland	-	-	250	250
Turkey	28	59	50	137
United Kingdom	1 316	921	1 060	3 297
TOTALS	4 924	3 652	4 155	12 721

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History/P1

2
NSC – Addendum

DoE/Feb. – March 2009

QUESTION 1: HOW DID THE STRUGGLE FOR CONTROL AND INFLUENCE BETWEEN THE SUPERPOWERS CONTRIBUTE TO COLD WAR TENSIONS IN EUROPE?

SOURCE 1A

This extract from President Truman's speech highlights the concerns of the US government. Taken from: <http://www.learningcurve.gov.uk/coldwar/G3/cs3/s1.htm>

The peoples of a number of countries of the world have recently had totalitarian regimes forced upon them against their will. The government of the United States has made frequent protests against coercion and intimidation, in violation of the Yalta agreement, in Poland, Rumania, and Bulgaria. I must also state that in a number of other countries there have been similar developments.

At the present moment in world history nearly every nation must choose between alternative ways of life. The choice is too often not a free one.

One way of life is based upon the will of the majority, and is distinguished by free institutions, representative government, free elections, and guarantees of individual liberty, freedom of speech and religion, and freedom from political oppression.

The second way of life is based upon the will of a minority forcibly imposed upon the majority. It relies upon terror and oppression, a controlled press and radio; fixed elections, and the suppression of personal freedoms.

I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation (control) by armed minorities or by outside pressures.

I believe that we must assist free peoples to work out their own destinies in their own way.

I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes.

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History/P1

4
NSC – Addendum

DoE/Feb. – March 2009

SOURCE 1C

The following are Soviet viewpoints on the Truman Doctrine and the Marshall Plan.

Viewpoint 1: The Soviet government denounced both the Truman Doctrine and the Marshall Plan. In response, the Soviet newspaper *Izvestia* commented as follows:

We are now witnessing a fresh intrusion (interference) of the USA into the affairs of other states. American claims to leadership in international affairs grow parallel with the growing appetite of the American quarters concerned. But the American leaders ... fail to reckon with the fact that the old methods of the colonisers and diehard politicians have outlived their time and are doomed to failure. In this lies the chief weakness of Truman's message.

Viewpoint 2: In October 1947, the Manifesto of Cominform created by the USSR to co-ordinate the activities of communist parties in Eastern European countries stated the following:

The Truman-Marshall Plan is only a constituent part of the general plan of the world expansionist policy carried out by the United States in all parts of the world. The plan of economic and political enslavement of Europe by American imperialism is supplemented by plans for the economic and political enslavement of China, Indonesia and South America.

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History/P1

5
NSC – Addendum

DoE/Feb. – March 2009

SOURCE 1D

The cartoon titled 'WHILE THE SHADOW LENGTHENS' depicts Russia's bid for the control of Europe.
Taken from: <http://www.loc.gov/exhibits/marshall/images/bearwtext.jpg>



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History/P1

7
NSC – Addendum

DoE/Feb. – March 2009

SOURCE 2B

The following are two viewpoints on Nyerere's policy of Ujamaa.

Viewpoint 1: The following is an extract from an interview with Reverend Christopher Mtikila. He was the leader of the Democratic Party, the first opposition party in Tanzania.

Question: When did you first become involved in opposition work?

Response: I first got into trouble when I was a student in secondary school because I refused to become a member of TANU youth league, the youth wing of the ruling party. I was opposed to the ideologies of Mr Nyerere. I realised that the system was wrong. We were not told the truth. The History books that we read in school were burnt out. New ones were published so the nation was built on the foundation of lies. There was no truth.

Now the brainwashing was successful because the media was nationalised. And only one person was allowed to use the media for himself. You must speak what Nyerere wants you to speak. Speaking, or resenting the opinion of the party and the government, was treason, or treated like treason. Any view, however useful it would be to society, even to our home, if it conflicted with the wishes of the father of the nation, it would be criminalised.

Viewpoint 2: The following is an extract from *The State of Africa* by M Meredith.

Before the end of 1976, Nyerere declared to the people of Tanzania: 'To live in a village is an order.' Between 1973 and 1977 some 11 million people were placed in new villages, which was the largest mass movement of people in Africa's history.

According to a university researcher from Mara: 'The officials decided that people should move immediately and so the police, army, national service and militiamen were mobilised to move the people. People were ill-treated, harassed, punished in the name of TANU [the ruling party] under socialism, and those who questioned it were told: 'This is Nyerere's order.'

A civil servant reported from Shinyanga: 'In some instances houses were burnt down when it was realised that some people, after having been moved, returned to their former homes again after a few days.'

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History/P1

6
NSC – Addendum

DoE/Feb. – March 2009

QUESTION 2: DID JULIUS NYERERE'S POLICY OF UJAMAA HELP TANZANIA IN ATTAINING UHURU?

SOURCE 2A

The following is an extract from a paper delivered by Julius Nyerere entitled *Socialism and Rural Development*.

... Socialism is an attitude of mind. The basis of socialism is a belief in the oneness of man and the common historical destiny of humankind. Its basis, in other words, is human equality.

Our agricultural organisation would be predominantly that of cooperative living and working for the good of all. This means that most of our farming would be done by groups of people who live as a community and work as a community. They would live together in a village; they would farm together; market together, and undertake the provision of local services and small local requirements as a community. Their community would be a traditional family group, or any other group of people living according to *ujamaa* [defined in English as 'familyhood'] principles, large enough to take account of modern methods and the twentieth century needs of man. The land this community farmed would be called 'our land' by all the members; the crops they produced on that land would be 'our crop'; it would be 'our shop' which provided individual members with the day-to-day necessities from outside; 'our workshop' which made the bricks from which houses and other buildings were constructed, and so on ...

The essential thing is that the community would be farming as a group and living as a group ... The return from produce of the farm, and from all other activities of the community, would be shared according to the work done and to the needs of the members, with a small amount being paid in taxes and another amount invested in their own future ...

Such living and working in communities could transform our lives in Tanzania. We would not automatically become wealthy, although we could all become a little richer than we are now. But most important of all, any increase in the amount of wealth we produce under this system would be 'ours'; it would not belong just to one or two individuals but to all those who have worked hard to produce it ...

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History/P1

8
NSC – Addendum

DoE/Feb. – March 2009

SOURCE 2C

The following cartoon entitled 'Universal Brotherhood' is taken from *Socialism for Beginners*.



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History/P1

9
NSC – Addendum

DoE/Feb. – March 2009

QUESTION 3: HOW DID MARTIN LUTHER KING JR INFLUENCE THE AMERICAN CIVIL RIGHTS MOVEMENT IN THE 1960s?

SOURCE 3A

The following is an extract explaining the Birmingham Campaign. Taken from: *The USA 1977 – 1980* by Nigel Smith.

Dr Martin Luther King Jr mobilised thousands of blacks and whites in a massive campaign of non-violent civil disobedience and protest to demand desegregation of public facilities, including the right for blacks to attend all southern universities. In April 1963, whilst leading a demonstration in Birmingham, King was arrested. The chief of police, Bull Connor, ordered his men to attack King's supporters with tear gas, fire hoses and dogs. In all, more than 3 300 black men, women and children, who were peacefully demonstrating in support of their civil rights, were hauled off to jail.

SOURCE 3B

The following is part of a letter written by Martin Luther King Jr from jail explaining why he thought mass demonstrations and protests were justified.

We have waited for more than 340 years for our constitutional and God-given rights ... we creep at horse-and-buggy pace towards gaining a cup of coffee at a lunch counter. Perhaps it is easy for those who have never felt the stinging darts of segregation to say, 'Wait' ... when you see the vast majority of your twenty million Negro brothers smothering in an airtight cage of poverty in the midst of an affluent society; when you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six-year-old daughter why she can't go to the public amusement park that has just been advertised on television, and see tears welling up in her eyes when she is told that Funtown is closed to coloured children ... then you will understand why we find it difficult to wait.

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History/P1

11
NSC – Addendum

DoE/Feb. – March 2009

QUESTION 4: DID THE BLACK CONSCIOUSNESS MOVEMENT (BCM) CONTRIBUTE TO THE LIBERATION STRUGGLE IN SOUTH AFRICA IN THE 1970s?

SOURCE 4A

The following source consists of two perspectives on Black Consciousness.

Perspective 1: Focuses on the roots of Black Consciousness. Taken from *Power of Development* by J Crush.

The term Black Consciousness stems from the American educator WEB du Bois's evaluation of the double consciousness of American blacks being taught what they feel inside to be lies about the weakness and cowardice of their race. Du Bois echoed Civil War era black nationalist Martin Delaney's insistence that black people take pride in their blackness as an important step in their personal liberation. This line of thought was also reflected in the Pan Africanist, Marcus Garvey, as well as Harlem Renaissance philosopher Alain Locke and in the salons of the Nardal sisters in Paris.

Perspective 2: Focuses on Steve Biko's philosophy of Black Consciousness. Taken from the SASO newsletter called *I write what I like*.

All in all the black man has become a shell, a shadow of a man, completely defeated, drowning in his own misery, a slave, an ox bearing the yoke (burden) of oppression with sheepish timidity (shyness). This is the first truth, bitter as it may seem, that we have to acknowledge before we can start on any programme to change the status quo (remain as is). It becomes more necessary to see the truth, as it is, if you realise that the only vehicle for change is these people who have lost their personality. The first step, therefore, is to make the black man come to himself, to pump back life into his empty shell; to infuse him with pride and dignity, to remind him of his complicity in the crime of allowing himself to be misused and therefore letting evil reign supreme in the country of his birth. This is what we mean by an inward-looking process. This is the definition of Black Consciousness.

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History/P1

10
NSC – Addendum

DoE/Feb. – March 2009

SOURCE 3C

The following source comprises two parts: a written and a visual source. Both pay tribute to Martin Luther King Jr.

Written Source: A tribute to Dr Martin Luther King Jr by Professor Melvin Sylvester.

Martin Luther King Junior catapulted to fame when he came to the assistance of Rosa Parks, the Montgomery, Alabama Black seamstress who refused to give up her seat on a segregated Montgomery bus to a white passenger. In those days American blacks were confined to positions of second-class citizenship by restrictive laws and customs. To break these laws would mean subjugation (infringement/violation) and humiliation by the police and the legal system. Beatings, imprisonment and sometimes death were waiting for those who defied the system.

Black Americans needed a Martin Luther King, but above all America needed him. His tactics of protest involved non-violent passive resistance to racial injustice. Hope in America was waning on the part of many black Americans, but Martin Luther King Jr provided this nation with a road map so that all people could share together in the abundance of this great democracy.

We honour Dr Martin Luther King Junior because he showed us how to build this land rather than destroy it. He led campaign after campaign in the streets of America and on to the governor's mansion, even to the White House – in an effort to secure change. Today black Americans have federal legislation which provides access and legal protection in the areas of public accommodation, housing, voting rights, schools and transportation.

Visual Source: Taken from *Time Magazine* which named Martin Luther King Jr 'Man of the Year' in 1964.



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History/P1

12
NSC – Addendum

DoE/Feb. – March 2009

SOURCE 4B

The following source consists of two viewpoints.

Viewpoint 1: Focuses on the ideology of BCM. Taken from: *In Search of History Grade 12*.

The BCM's policy of perpetually challenging the philosophy of Apartheid South Africa as a means of conscientising Blacks brought it into direct conflict with the full force of the Security Apparatus of the Apartheid regime. 'Black man, you are on your own' became the rallying cry as mushrooming activity committees implemented what was to become a relentless campaign of challenge to what was then referred to by the BCM as 'the System'. It eventually sparked a confrontation on June 16, 1976 in the Soweto Uprising, when at least 200 people were killed by the South African Security Forces, as students marched to protest against the use of the Afrikaans language in African schools. Unrest spread like wildfire throughout the country. The Black revolution in South Africa had begun.

Viewpoint 2: Focuses on an interview between a journalist, Mark Mathabane, and a young activist. Taken from *Mathabane's Autobiography*.

'What is it that you children are fighting for, anyway?' he asked ...

'To be free, Ntate [father] I said. 'We are fighting so that you, me and every black man, woman and child in this country can lead a life of dignity.'

'It can never be done,' the old man shook his head. 'The white man will always rule. The freedom struggle is dead.'

'It's been reborn in us, Ntate,' I said. 'We'll pick up the flame of liberation and march onward toward victory.'

'It can never be done,' the old man said. 'You should not sacrifice your young lives for something that can never be.'

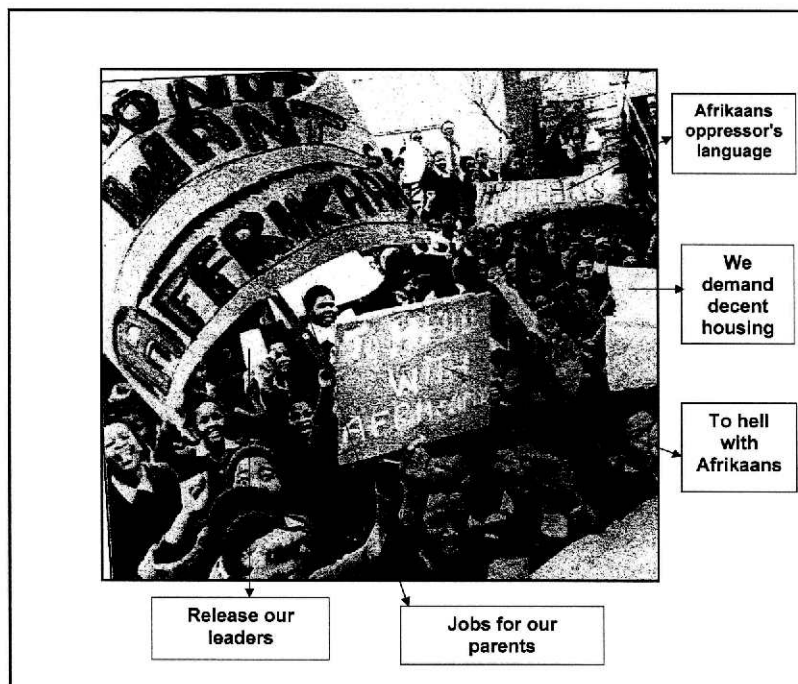
'Freedom will come to South Africa, Ntate,' I vowed. 'Azania will be born, and we, the young ones, will do it. To die fighting for one's freedom is no sacrifice, for life without freedom isn't worth living. We've been under the white man's yoke for too long, Ntate, it's time we tore the chains.'

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SOURCE 4C

The following photograph shows students marching in Soweto on 16 June 1976.



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ACKNOWLEDGEMENTS

Visual sources and other historical evidence were taken from the following:

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education

DEPARTMENT: EDUCATION
MPUMALANGA PROVINCE

Together Educating the Nation

History Paper 01

February/March 2009

Memorandum

History/P1

2
NSC – Memorandum

DoE/Feb. – March 2009

1. SOURCE-BASED QUESTIONS

1.1 The following Learning Outcomes and Assessment Standards were used to assess candidates 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 purposes.) 2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purposes.) 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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History/P1

4
NSC – Memorandum

DoE/Feb. – March 2009

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.**
- IN ASSESSING THE OPEN-ENDED SOURCE-BASED QUESTIONS CANDIDATES SHOULD BE GIVEN CREDIT FOR ANY OTHER RELEVANT RESPONSE.**

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 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 marking of extended writing 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.

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History/P1

3
NSC – Memorandum

DoE/Feb. – March 2009

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

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

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

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

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History/P1

5
NSC – Memorandum

DoE/Feb. – March 2009

Assessment procedures of extended writing

- Keep the synopsis in mind when assessing extended writing.
- During the first reading of the extended writing ticks need to be awarded for a relevant introduction (indicated by a bullet in the 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 the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.
 - 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 allocate 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 & P	LEVEL 5	18 – 20
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History Paper 01
February/March 2009
Memorandum

History/P1

6
NSC – Memorandum

DoE/Feb. – March 2009

Grade 12 Extended Writing Matrix: Total Marks: 30

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PRESENTATION	Very well planned and structured. Good synthesis of information. Constructed an argument. Well balanced argument. Sustained and defended the argument throughout.	Well planned and structured. Synthesis of information. Constructed an original argument. Well - balanced, independent argument. Sustained and defended the argument.	Well planned and structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	Shows some evidence of a planned and constructed argument. Some evidence used to support argument. Conclusion not clearly supported by evidence.	Attempts to structure the answer. Largely descriptive/ some attempt at developing an argument.	Little analysis and historical explanation. No structure.
CONTENT							
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

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History/P1

8
NSC – Memorandum

DoE/Feb. – March 2009

GRADE 12 EXTENDED WRITING ANALYTIC MATRIX: TOTAL MARKS: 30

QUESTION 1: HOW DID THE STRUGGLE FOR CONTROL AND INFLUENCE BETWEEN THE SUPERPOWERS CONTRIBUTE TO COLD WAR TENSIONS IN EUROPE?

1.1

1.1.1 [Extraction of evidence from Source 1A – L1 – LO1 (AS3)]

- Democracy
 - Totalitarianism/Communism
- (2 x 1) (2)

1.1.2 [Interpretation of evidence from Source 1A – L2 – LO1 (AS3)]

- Coercion
 - Intimidation
- (any 1 x 2) (2)

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

- Communist regimes were established by the Soviet Union
 - Free elections in liberated Eastern European countries did not take place
 - The principles of the Atlantic Charter were violated
- (any 2 x 2) (4)

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

Candidates may indicate whether Truman's belief was justified or not justified. They should support their choice with valid reasons:

Justified:

- USA wanted to advocate democracy and free elections
- By providing assistance the USA wanted to prevent the spread of communism
- USA wanted to entrench its influence and ensure they had allies in Western Europe
- Any other relevant response

Not Justified:

- Biased view – USA's point of view
 - Propaganda – to discredit the USSR
 - USA flexing its political muscle in a bid to extend control and influence
 - Any other relevant response
- (2 x 2) (4)

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

- Totalitarian regimes impose their will on the people
 - Rely on terror and oppression
 - Rely on the control of the media
 - Rely on fixed elections
 - Rely on the suppression of personal freedoms
- (any 2 x 1) (2)

1.1.6 [Evaluation of evidence from Source 1A – L3 – LO1 (AS3 & 4); LO2 (AS3); LO3 (AS2)]

- Biased source
- No evidence about the response from the USSR

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7
NSC – Memorandum

DoE/Feb. – March 2009

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	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	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	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	Makes an 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	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	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	No attempt to focus on the topic Uses no sources Completely irrelevant Copies directly from the sources Answer extremely poor

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History/P1

9
NSC – Memorandum

DoE/Feb. – March 2009

- Any other relevant response
- (any 1 x 2) (2)

1.2

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

- United Kingdom
 - France
- (2 x 1) (2)

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

- Fought in the Second World War
 - Economies were weak
 - Allies in World War Two
 - Any other relevant response
- (2 x 1) (2)

1.2.3 [Analyse and interpret evidence from Source 1B – L3 – LO1 (AS3); LO2 (AS3)]

- UK – was involved in the Second World War – suffered heavily from the war – needed aid to uplift the economy
 - Switzerland was a neutral country hence her economy was not affected
 - Any other relevant response
- (2 x 2) (4)

1.3

1.3.1 [Interpretation of evidence from Source 1C – L2 – LO1 (AS3); LO3 (AS2)]

- Interference by the USA in the affairs of other states
 - Both plans were the USA's attempts to follow an expansionist policy
 - Plan of economic and political enslavement of Europe by the USA
 - Economic aid was used to extend control and influence
- (any 1 x 2) (2)

1.3.2 [Interpretation and evaluation of evidence from Source 1C – L2 – LO1 (AS3); LO3 (AS2)]

- Fear that the USA may exert her influence in Europe
 - If USSR were silent – loose credibility amongst her satellite states
 - Proximity of the US influence in Europe intimidated the USSR regarding the atom bomb
- (2 x 1) (2)

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

- Distrust between USA and USSR intensified the conflict
 - Allies of both USA and USSR were also drawn in the conflict – created blocs in the Cold War e.g. the Berlin Crisis
 - Any other relevant response
- (any 1 x 3) (3)

1.4

1.4.1 [Interpretation and evaluation of evidence from Source 1D – L2 – LO1 (AS3); LO3 (AS2)]

- Depicts the USSR (bear) approaching Western Europe in a bid to take over
- Western Europe is seen as small and afraid
- It reflects what was happening in Western Europe
- It reflects the USSR's expansionist policy

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History Paper 01

February/March 2009

Memorandum

- History/P1 10 NSC – Memorandum DoE/Feb. – March 2009
- It reflects the USA's response to the USSR's expansion – the Marshall Plan
 - Any other relevant response (any 1 x 2) (2)

- 1.4.2 [Interpretation and evaluation of evidence from Source 1D – L2 – LO1 (AS3); LO3 (AS2)]
- The power of the USSR (bear) appears overwhelming
 - The influence of the USA appears to be distant (1 x 2) (2)

- 1.4.3 [Comparison of sources - Source 1A and 1D – L3 – LO2 (AS3)]
- Source 1A mentions the need to assist European countries because their economies were weak – hence they may fall into the hands of Communism
 - Source 1D portrays the USSR as attempting to take over these countries
 - Source 1A – totalitarian regimes impose their will of a minority on the majority and relies on terror
 - Source 1D – depicts the USSR as expanding its hold on Europe
 - Any other relevant response (any 2 x 2) (4)

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

Candidates should use the following points to address the question:

- Fear that Europe may succumb to Communism
- Way of assisting European countries to rehabilitate themselves
- Europe can still be free of Communism
- 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 the USA offered aid to EuropeUses 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 why the USA offered aid to EuropeUses 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 why the USA offered aid to EuropeEvidence relates well to the topicUses evidence very effectively in an organised paragraph that shows an understanding of the topic	Marks: 5 – 6

(6)

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History/P1 12 NSC – Memorandum DoE/Feb. – March 2009

- 1.6.2 [Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3&4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]

SYNOPSIS

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

In writing a report candidates should explain whether the stance of the USSR in the Cold War can be justified. In providing a justification candidates should provide evidence on the role of the USSR in the Cold War. If they mention that the USSR was not justified then they must substantiate their argument.

MAIN ASPECTS

- Introduction: Candidates should explain whether the stance of the USSR in the Cold War can be justified.

ELABORATION

The following points should be included in the report:

JUSTIFIED

- Reasons for the tension between the USA and the USSR
- USA's intrusion in Europe
- USSR's reaction
- Protection of communist countries
- Assertion of USSR's policy
- Non-interference would have meant submission to the USA
- Atom bomb and the lead taken by the USA was seen as a threat to USSR's aspiration to control the world
- Any other relevant point

NOT JUSTIFIED

- Candidates must provide evidence to support their stance

- Conclusion: Candidates should tie up their report by explaining whether the stance taken by the USSR can be justified. (30)

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

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History/P1 11 NSC – Memorandum DoE/Feb. – March 2009

1.6 EXTENDED WRITING

- 1.6.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3&4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should explain how the USA and the USSR competed for influence and control which contributed to the Cold War tensions in Europe. Relevant examples should be used to back up the candidates line of argument.

MAIN ASPECTS

- Introduction: Candidates should explain the USA's and the USSR's policy in Europe and how this contributed to the contestation of power.

ELABORATION

- Reasons for the tension between the USA and the USSR
- The implementation of the Truman Doctrine and the Marshall Plan
- Reactions of the USSR to the Truman Doctrine and the Marshall Plan
- Response of the USSR to the Truman Doctrine and the Marshall Plan – Introduction of COMECON
- The division of Berlin
- The Berlin Blockade
- Reaction of the USSR to the division of Berlin - Berlin Blockade
- Formation of NATO and the WARSAW Pact
- 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.

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History/P1 13 NSC – Memorandum DoE/Feb. – March 2009

QUESTION 2: DID JULIUS NYERERE'S POLICY OF UJAMAA HELP TANZANIA IN ATTAINING UHURU?

2.1

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

- To implement African socialism
- To ensure a sharing of resources
- To have a common destiny which would be about human equality (any 2 x 1) (2)

- 2.1.2 [Explanation of historical concepts using Source 2A – L2 – LO2 (AS1)]

- (a) Socialism – is a system where the means of production are controlled by both the state and small businesses
People are required to work and share resources (any 1 x 2) (2)
- (b) Ujamaa – a common sense of purpose for the good of the country; a sense of familiness/ nationhood (any 1 x 2) (2)

- 2.1.3 [Interpretation of evidence from Source 2A – L3 – LO2 (AS2); LO3 (AS3)]

- A message of unity
- A message of togetherness/ oneness/ sharing (any 1 x 2) (2)

- 2.1.4 [Interpretation of evidence from Source 2A – L3 – LO2 (AS2); LO3 (AS3)]

- Welcomed his speech
- Happy and ecstatic
- Accepted his policies because it preached a policy of brotherhood/ nationhood (any 2 x 1) (2)

- 2.1.5 [Explanation and interpretation of evidence from Source 2A – L2 – LO1 (AS3); LO2 (AS2)]

Candidates may state Yes or No and support their answers with valid reasons:

Yes

- If all Tanzanians pulled their weight behind the common nationhood/ brotherhood of Tanzania then the country would be able to develop and transform itself
- It needed commitment and dedication from all citizens of the country
- It was a good idea which needed support, monitoring and constant evaluation

No

- Nyerere's policy was very idealistic
- Socialist policy – not all Tanzanians wanted to share resources
- It had no incentive for people who wanted to do more
- It was prone to abuse and possible human rights violation (any 2 x 2) (4)

2.2

- 2.2.1 [Interpretation of evidence from Source 2B – L2 – LO1 (AS3); LO3 (AS2)]

- Mtiki thought it was a system that was unworkable and was based on 'lies'
- Opposition to Nyerere's system because all state institutions were nationalised
- Nyerere imposed a dictatorial form of government (any 1 x 2) (2)

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History Paper 01

February/March 2009

Memorandum

History/P1

14
NSC – Memorandum

DoE/Feb. – March 2009

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

- Brainwashing
- Nationalising the media
- If people did not agree with Nyerere's views they were regarded as unpatriotic
- Any other relevant point (any 3 x 1) (3)

2.2.3 [Extraction and interpretation of evidence from Source 2B – L2 – LO1 (AS3); LO3 (AS2)]

- Dictator
- One party ruler
- Unsympathetic
- Any other relevant point (any 2 x 1) (2)

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

- 11 million Tanzanians were moved against their wishes
- People were harassed, ill-treated and punished by Nyerere's regime
- People's basic right to freedom were undermined e.g. homes were burnt
- Any other relevant point (any 1 x 3) (3)

2.3

2.3.1 [Comparison of Sources 2A and 2B to highlight contradictions - L3-LO1 (AS3); LO2 (AS3); LO3 (AS2)]

- Source 2A focuses on Nyerere's vision for Tanzania which was based on nationhood/brotherhood while,
- Source 2B (Viewpoint 1) focuses on a critique of Nyerere's policies and Viewpoint 2 highlights the brutal manner in which Nyerere implemented his socialist policies (2 x 2) (4)

2.3.2 [Comparison and selection of Sources 2A or 2B to highlight usefulness- L3-LO1 (AS3, AS4); LO2 (AS2); LO3 (AS2)]

Candidates should use both Sources 2A and 2B to support their answer:

Source 2A

- Primary source which was written and delivered by Nyerere
- Gives Nyerere's vision for Tanzania's future
- Historian can quote Nyerere's speech against Tanzania's development
- Any other relevant point

Source 2B

- It has two viewpoints – which gives a critique to Nyerere's rule
- Viewpoint 1 is a primary source and is an interview with the opposition leader
- Viewpoint 1 gives a realistic perspective of the situation in Tanzania
- Viewpoint 2 is a newspaper article that gives information on the brutality of Nyerere's rule
- Any other relevant point (any 2 x 2) (4)

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History/P1

16
NSC – Memorandum

DoE/Feb. – March 2009

2.6 EXTENDED WRITING

2.6.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should identify a country that obtained independence after 1960 and assess how the country was able to overcome the economic, political and social challenges that it faced.

MAIN ASPECTS

- Introduction: Candidates should select a country that they intend focusing on and thereafter develop their line of argument.

ELABORATION

- Most African countries chose to follow a socialist model to tackle the economic, social and political challenges
- Focus on Tanzania as a case study and refer to Nyerere's policy of ujamaa
- Ujamaa socialist policy based on nationhood/brotherhood
- Implementation of ujamaa and the challenges it faced
- Nyerere's dream of utopian state was not realised
- Tanzanians were moved off their land – violation of their human rights, which went against the policy of ujamaa
- Failure of ujamaa and further challenges faced by Tanzania
- Development retarded and Tanzanians were disillusioned
- Any other relevant point

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

Use the matrix on page 5 in this document to assess this extended writing.

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History/P1

15
NSC – Memorandum

DoE/Feb. – March 2009

2.4

2.4.1 [Interpretation and explanation of evidence from Sources 2C – L 2 – LO1 (AS3); LO3 (AS2)]

- Provides a critique of Nyerere's rule
- Highlights the failure of Nyerere's policy
- Shows that in reality Nyerere's policy was not a success (any 1 x 2) (2)

2.4.2 [Interpretation and analysis of evidence from Source 2C – L 2 – LO1 (AS3); LO2 (AS2)]

- Nyerere wanted to implement socialism while he relied heavily on western bankers for loans
- This led to Tanzanians becoming very poor and they were unable to eke out a decent living
- Tanzania was caught in an economic dependency syndrome that she could not get out of
- Any other relevant point (any 1 x 2) (2)

2.4.3 [Evaluation and interpretation of evidence from Source 2C – L 3 – LO1 (AS3); LO2 (AS2); LO3 (AS3)]

- Nyerere's point of view is not mentioned (1 x 3) (3)

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

Candidates should use the following points to address the question:

- Nyerere wanted to implement a socialist policy of ujamaa
- Tanzania should be self-sufficient
- Ujamaa based on the notion of socialism which was going to lead to the development of Tanzania's economy
- Nyerere focused on people sharing and working together for the common good of Tanzania
- Wanted to ensure the development of Tanzania without colonial influence
- 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 Nyerere's ambition to make Tanzania economically self-sufficient • 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 a basic understanding of Nyerere's ambition to make Tanzania economically self-sufficient • 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 Nyerere's ambition to make Tanzania economically self-sufficient • 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)

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History/P1

17
NSC – Memorandum

DoE/Feb. – March 2009

2.6.2 [Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]

The candidate should include the following points in the response.

SYNOPSIS

Candidates should write a report to the UN outlining the various economic, political and social challenges that Tanzania faced on attaining independence. The report should also highlight appropriate suggestions to the challenges that confronted Tanzania.

MAIN ASPECTS

- Introduction: Candidates should give a brief background of how Tanzania obtained its independence and the vision of Nyerere.

ELABORATION

- Tanzania received independence from Britain
- Nyerere became president of Tanzania
- Nyerere implemented a socialist policy called ujamaa
- Ujamaa based on nationalisation of the country's resources and on the concept of a common brotherhood and nationhood
- Ujamaa was a humanitarian policy and was people centred
- Nyerere's policy of ujamaa was an African form of socialism
- Ujamaa based on self reliance and not on a dependency syndrome of looking to the West for assistance
- The implementation of Nyerere's policy had some failings for e.g.
- Ordinary Tanzanians suffered human rights violations
- Locally and internationally Nyerere pursuit of ujamaa was not viewed favourably
- Suggestions/recommendations: Socialism as a practice should have considered the peculiar needs of the country
- Land reforms based on policy of agrarian reforms did pose further challenges
- More skills development in both the agricultural and industrial sectors need to have been introduced
- Implement policies but monitor them and get constant feedback from grassroots
- Take people along with you as the country develops – do not enforce policies and alienate people from the countries developmental policies
- Any other relevant point

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

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

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History Paper 01

February/March 2009

Memorandum

History/P1

18
NSC – Memorandum

DoE/Feb. – March 2009

QUESTION 3: HOW DID MARTIN LUTHER KING JR INFLUENCE THE AMERICAN CIVIL RIGHTS MOVEMENT IN THE 1960s?

3.1

3.1.1 [Explanation of concepts – L2 – LO2 (AS1)]

(a) Civil disobedience: People deliberately defied what they considered to be unjust laws in a non – violent manner

(b) Civil Rights: The rights belonging to individual citizens eg. equal protection of laws, freedom from discrimination etc.

(c) Desegregation: Ending of Jim Crow laws that discriminated against African-Americans; Ending of racial discrimination.

(3 x 2) (6)

3.1.2 [Extraction and interpretation of evidence from Source 3A – L1 – LO1 (AS3)]

- Demand desegregation of public facilities
- Demand the right to attend southern universities
- End discrimination and segregation
- Any other relevant response.

(any 2 x 1) (2)

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

Candidates may indicate justified or not justified and support their answer with valid reasons:

JUSTIFIED

- Peaceful action taken to wage the struggle for equality and freedom
- African Americans exposed to segregation and discrimination in daily life e.g. bus transport, restaurants (public facilities)
- African Americans denied access to universities
- Any other relevant response

NOT JUSTIFIED

- Candidates to substantiate response

(any 1 x 3) (3)

3.1.4 [Interpretation and evaluation of evidence from Source 3A – L3 – LO1 (AS3); LO3 (AS2)]

- Police brutality
- Resorted to aggressive action against peaceful protest
- Unsympathetic and provocative
- Any other relevant response

(any 2 x 1) (2)

3.1.5 [Extraction of evidence from Source 3A – L2 – LO1 (AS3)]

- More than 3, 300 black men, women and children demonstrated in support

(1 x 2) (2)

3.2

3.2.1 [Interpretation of evidence from Source 3B – L1 – LO1 (AS3)]

- To focus attention on the plight of African Americans
- Gain support for the Civil Rights Movement
- Any other relevant response

(any 2 x 2) (4)

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History/P1

20
NSC – Memorandum

DoE/Feb. – March 2009

INACCURATE

- Biased viewpoint
- Not all Americans saw him as their hero
- Any other relevant response

(any 2 x 2) (4)

3.4.3 [Compare a visual source with a written source to reach a conclusion – L3-LO1 (AS4); LO3 (AS2&3)]

Candidates should indicate how the visual evidence supports the written evidence for e.g.

VISUAL SOURCE

Time Magazine chose King as person of the year in recognition of his efforts to fight racial discrimination

WRITTEN SOURCE

Prof Sylvester pays tribute to King for his tireless efforts in ending segregation and racial discrimination

(1 x 2) (2)

3.5 [Interpretation, analysis and synthesis of evidence from all sources L3 –LO1 (AS3); LO3 (AS2, 3 &4)]

Candidates must focus on the following aspects:

- Montgomery Bus Boycott launched Civil Rights Movement
- Just recognition for his tireless zeal in trying to end segregation and racial discrimination
- Inspirational leadership and non-violent approach to bring about change
- March to Washington raised public awareness of the Civil Rights Movement
- Efforts led to the passing of the Civil Rights Act - ended segregation in public places
- Objectives achieved through non-violent means
- 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 Time Magazine honored Luther• 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 a basic understanding of why Time Magazine honored Luther e.g. refers to leadership and activities• 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 Time Magazine honored Luther. Can relate to tireless efforts to end segregation and discrimination• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	Marks: 5 - 6

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History/P1

19
NSC – Memorandum

DoE/Feb. – March 2009

3.2.2 [Extraction and Interpretation of evidence from Source 3B – L3 – LO1 (AS3); LO3 (AS2)]

- Humiliation experienced under segregation
- Violation of basic human rights
- Poverty
- Any other relevant response

(any 2 x 2) (4)

3.2.3 [Interpretation and evaluation of evidence from Source 3B – L3 – LO1 (AS3); LO3 (AS3)]

- African Americans waited 340 years for their freedom
- African Americans do not share in the rights enshrined in the Constitution
- Not all Americans are equal
- African Americans basic human rights denied
- Any other relevant response

(any 2 x 2) (4)

3.3 [Engage with sources to establish usefulness using Sources 3A and 3B – L2-LO1 (AS4)]

Candidates should use Sources 3A and 3B to support their answer:

SOURCE 3A

- Provides insight into reasons for the Birmingham March
- Focuses on police brutality
- Focuses on plight of African Americans
- Any other relevant response

SOURCE 3B

- Primary source- explains how Luther felt
- Provides insight into humiliation African Americans faced daily
- Non-violent protest could be successful
- Any other relevant response

(any 2 x 2) (4)

3.4

3.4.1 [Extract and interpret information from Source 3C – L2 – LO1 (AS3); LO3 (AS2)]

- Courageous efforts to defy segregation and discrimination
- Encouraged African Americans not to despair but to persevere
- Believed in non- violent protest to bring about change
- His efforts improved the lives of many people
- Changes accompanied by sacrifice
- Any other relevant point

(any 2 x 1) (2)

3.4.2 [Interpretation and analysis of evidence from Source 3C – L2 –LO1- (AS3); LO3(AS2&3)]

Candidates should state either accurate or inaccurate and support their answer with valid reasons:

ACCURATE

- King inspired African Americans to resist segregation and discrimination
- King's focus was not white vs black, but rather injustice and discrimination
- America moved from position of racial hatred to harmony and respect
- Any other relevant response

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History/P1

21
NSC – Memorandum

DoE/Feb. – March 2009

3.6 EXTENDED WRITING

3.6.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should briefly discuss how Martin Luther King Jr influenced the American Civil Rights Movement in the 1960s. Relevant examples of civil rights protest should be used to back up their line of argument.

MAIN ASPECTS

- Introduction: Candidates should briefly discuss why the Civil Rights Movement took place and discuss Luther's influence.

ELABORATION

- Brief background to reasons for the Civil Rights Movement
- Rosa Parks and Montgomery Bus Boycott - origin of the movement
- Role and influence of King – success of non violent protest
- Non –violent strategy e.g. sit –ins, freedom rides marches
- Birmingham March
- Press and media cover leads to wave of public sympathy
- Significance of the Washington March
- Civil Rights Act of 1964
- Selma –Montgomery March – Voting Rights Act passed
- Any other relevant response

- Conclusion: Candidates should tie up their argument by commenting on the influence of Luther in the Civil Rights Movement.

(30)

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

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History Paper 01
February/March 2009
Memorandum

History/P1

22
NSC – Memorandum

DoE/Feb. – March 2009

3.6.2 [Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]

Candidates should include the following aspects in their response:

SYNOPSIS

In writing the article candidates must pay tribute to the legacy of Luther emphasising his role in ending segregation and his contribution to the liberation of Americans.

MAIN ASPECTS

- Introduction: In paying tribute to Martin Luther King Jr candidates should focus on his role and influence and how he helped end segregation

ELABORATION

- Commitment to end segregation and racial discrimination
- Rosa Parks and Montgomery Bus Boycott launched King's political career
- Letters and speeches inspired ordinary people to resist discrimination
- King's philosophy of non – violent protest and civil disobedience gained wide media and press coverage- gave momentum to the movement
- Leader of the march on Washington and significance of Luther's 'I have a dream' speech
- Significance of the Civil Rights Act (1964) for African Americans
- Significance of the Selma to Montgomery March (1965)
- Significance of the Voting Rights Act (1965)
- Time Magazine names King Man of the year
- Nobel Peace Prize recipient
- Both awards just recognition for his tireless zeal in ending segregation and discrimination
- Any other relevant point

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

(30)

[75]

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History/P1

24
NSC – Memorandum

DoE/Feb. – March 2009

4.2.4 [Analysis of evidence from Source 4B – L3 – LO1 (AS3); LO2 (AS3)]

- Motivated for the continuation of the struggle
- The struggle was to be intensified by young people
- The youth understood the broader meaning of the struggle
- Any other relevant response

(1 x 2) (2)

4.2.5 [Compare and contrast interpretation of evidence from Source 4B – L3 – LO2 (AS3); LO3 (AS2)]

Candidates should compare Viewpoints 1 and 2 and explain the differences between these viewpoints:

Viewpoint 1

- Rallying cry " Black man you are on your own" is used to encourage the youth
- The influence of the BCM ideology is clearly shown in the attitude of young man
- The youth has accurately analysed the situation in South Africa
- They are prepared to die for their freedom
- Any other relevant response

Viewpoint 2

- The source correctly articulates the stereotype of many old black persons at the time
- The old man fears what might happen to the youth
- He tries to discourage the youth, pointing to the dangers
- He says the struggle for freedom is dead.
- Any other relevant response

(any 2 x 2) (4)

4.3

4.3.1 [Extraction of evidence from Source 4C – L2 – LO1 (AS3)]

- Decent housing
- Jobs for parents
- Release leaders
- Down with Afrikaans
- Any other relevant response

(any 2 x 1) (2)

4.3.2 [Interpretation and analysis of evidence from Source 4C – L2 – LO1 (AS3); LO3 (AS2)]

- Black Consciousness inspired Black South Africans to stand up for their rights
- Encouraged them to fight for their freedom and dignity
- Any other relevant response

(any 1 x 3) (3)

4.4 [Explain the usefulness of Sources 4B and 4C – L2 – LO1 (AS4)]

Candidates should explain the usefulness of Sources 4B and 4C:

- Mathabane's autobiography is useful it contains actual interviews with people involved in Soweto uprising
- Source 4C is a photograph, shows the mood of the youth
- Historian can do a follow up after information has been gathered
- Provides an insight to the event, sources give their own perspective
- Any other relevant response

(any 2 x 2) (4)

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History/P1

23
NSC – Memorandum

DoE/Feb. – March 2009

QUESTION 4: DID THE BLACK CONSCIOUSNESS MOVEMENT (BCM) INFLUENCE THE LIBERATION STRUGGLE IN SOUTH AFRICA IN THE 1970s?

4.1

4.1.1 [Explanation of concept – L1 – LO2 (AS1)]

- Black consciousness was a movement, which sought to conscientise the masses (Black people) of their political, cultural and economic rights
- Black people should be proud of themselves and strive to be self reliant

(1 x 2) (2)

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

- Important first step is to take pride in your being as a person
- Defiance of colonial stereotypes
- Not to become victims of the colonial masters
- Any other relevant answer

(any 2 x 2) (4)

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

- Apartheid treated black South Africans as second class citizens
- Dehumanised under the apartheid system (i.e. no franchise, no land etc)
- Black South Africans lost their self esteem, looked up to whites as superior
- A culture of dependency was created
- Any other relevant response

(any 2 x 2) (4)

4.1.4 [Interpretation and analysis of evidence from Source 4B – L2 – LO1 (AS3); LO3 (AS2)]

- Black man must be himself
- Pump back pride and self esteem
- Any other relevant response

(any 2 x 2) (4)

4.2

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

- It was conscientising black people about their rights.
- Inciting blacks to rise against the government apartheid policies
- Any other relevant response

(2 x 1) (2)

4.2.2 [Explanation and analysis of evidence from Source 4B – L2 – LO1 (AS3); LO3 (AS2)]

- Mushrooming activity committees with a rallying campaign to challenge the apartheid system
- Young people accepted the philosophy of BCM readily and put it into practice
- The campaign eventually sparked a confrontation on June 16 1976
- Any other relevant response

(any 2 x 2) (4)

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

- He is anti - struggle by young people
- He cautions the youth on the dangers they are putting themselves
- He represents the old generation mind set
- Any other relevant response

(any 2 x 2) (4)

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History/P1

25
NSC – Memorandum

DoE/Feb. – March 2009

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

- Leadership of the movement from the young
- Young identifying with the young
- Black man has become a shell completely defeated
- The truth behind the status quo: loss of personality
- BCM understanding that black liberation would not come from imagining and fighting structural political changes
- To take power black people had to believe in the value of their blackness
- All of these things are definitely a result of Black Consciousness ideas among the young generation
- BCM made the young black generation realise the struggle against oppression was for their future
- Any other relevant point

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none">• Uses evidence in an elementary manner, e.g. Shows no or little understanding of the role of the BCM in the liberation struggle of the 1970s• 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 the role of the BCM in the liberation struggle of the 1970s• 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 the role of the BCM in the liberation struggle of the 1970s• 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)

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4.6 EXTENDED WRITING

4.6.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should evaluate the statement by highlighting the role-played by the Black Consciousness Movement in resistance politics in the 1970s. In evaluating the statement candidates need to discuss how BCM was successful in capturing the imagination of the youth beyond understanding the struggle as only concerned with education. Candidate's response should also include the various ideas from different thinkers that espoused Black Consciousness ideology.

MAIN ASPECTS

Introduction: Candidates should discuss Biko's contribution to the liberation struggle and state how they intend unpacking it.

ELABORATION

- 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
- Definition of Black Consciousness
- The role of colonialism in black oppression
- Police reaction to Black Consciousness
- Soweto 1976 and beyond
- Any other relevant point

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

(30)

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

4.6.2 [Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates' report should focus on how the BCM influenced the political thinking of the youth in the 1970s. Relevant examples to back up candidates arguments should be discussed.

MAIN ASPECTS

- Introduction: Candidates should focus on the influence of the BCM on the youth.

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
 - 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)

[75]

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

TOTAL: 150



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**DEPARTMENT: EDUCATION
MPUMALANGA PROVINCE**

Together Educating the Nation

History/P2

2
NSC

DoE/Feb. – March 2009

INSTRUCTIONS AND INFORMATION

1. The question paper consists of FOUR questions based on the prescribed content framework, which is as follows:

QUESTION 1: WHAT WAS THE IMPACT OF THE COLLAPSE OF THE USSR IN 1989 ON:

 - Ending apartheid in South Africa

QUESTION 2: WHAT WAS THE IMPACT OF THE COLLAPSE OF THE USSR IN 1989 ON AFRICA?

 - Re-imagining the nation in the 1990s – a case study from Central, West or North Africa

QUESTION 3: HOW DID SOUTH AFRICA EMERGE AS A DEMOCRACY FROM THE CRISES OF THE 1990s?

QUESTION 4: DEALING WITH THE PAST AND FACING THE FUTURE: THE WORK OF THE TRUTH AND RECONCILIATION COMMISSION
2. Each question counts 75 marks, of which 45 marks are allocated for the source-based question and 30 marks for the extended writing question.
3. Candidates are required to answer TWO questions.
4. When answering questions, candidates should apply their knowledge, skills and insight.
5. A mere rewriting of the sources as answers will disadvantage candidates.
6. Write neatly and legibly.

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History/P2

4
NSC

DoE/Feb. – March 2009

- 1.3 Consult Source 1C.
 - 1.3.1 According to the written source, why did Mandela write this letter to De Klerk? (2 x 1) (2)
 - 1.3.2 What statement by De Klerk, according to Mandela, made a formidable impact inside and outside the country? (Written Source) (2 x 2) (4)
 - 1.3.3 Why do you think the photographer took this particular photograph? (Visual Source) (1 x 3) (3)
 - 1.3.4 What does the number of people welcoming the freed leaders tell you about the political mood in the country? (2 x 1) (2)
 - 1.3.5 As a historian studying the release of ANC political prisoners, explain which of the two sources (written or visual) would you consider to be more useful. (2 x 2) (4)
- 1.4 Using the information in the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) on how De Klerk's decision to release political prisoners helped the reform process. (6)
- 1.5 EXTENDED WRITING (Your response should be about TWO pages in length.)

Answer ONE of the following questions: QUESTION 1.5.1 OR 1.5.2.

 - 1.5.1 Discuss how the collapse of the Soviet Union influenced the ending of apartheid in South Africa. (30)

OR

 - 1.5.2 Use the information in ALL the sources and your own knowledge to write a response (an article) to your local newspaper outlining how the position of the ANC was weakened with the ending of the Cold War. (30)

[75]

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History/P2

3
NSC

DoE/Feb. – March 2009

QUESTION 1: HOW DID THE COLLAPSE OF THE SOVIET UNION INFLUENCE THE ENDING OF APARTHEID IN SOUTH AFRICA?

Study Sources 1A, 1B and 1C and answer the following questions.

- 1.1 Study Source 1A.
 - 1.1.1 Why did Gorbachev not want to get involved in regional conflicts like Angola? (1 x 2) (2)
 - 1.1.2 Explain the factors that made negotiations between South Africa and Cuba possible. (2 x 2) (4)
 - 1.1.3 Define the following concepts in your own words:
 - (a) Marxism – Leninism
 - (b) Total Onslaught (2 x 2) (4)
 - 1.1.4 How did the discussion by the MPLA government to abandon its Marxist-Leninist form of government influence South Africa? (1 x 2) (2)
 - 1.1.5 How was the ANC affected by the collapse of the socialist governments in Eastern Europe? (1 x 2) (2)
- 1.2 Refer to Source 1B.
 - 1.2.1 Why did De Klerk decide to reassess South Africa's apartheid policies? (1 x 2) (2)
 - 1.2.2 Explain whether De Klerk was keen to make fundamental changes to South Africa's political policies. (2 x 2) (4)
 - 1.2.3 What according to the source were the factors that motivated De Klerk to embark on a process of negotiation? (2 x 1) (2)
 - 1.2.4 Explain how the following would have responded to De Klerk's reforms:
 - (a) Ardent (strong) nationalists
 - (b) Bantu homeland leaders (2 x 1) (2)

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History/P2

5
NSC

DoE/Feb. – March 2009

QUESTION 2: DID THE ENDING OF THE COLD WAR CONTRIBUTE TO THE RE-IMAGINING OF ZAIRE (DEMOCRATIC REPUBLIC OF THE CONGO) AS A NATION IN THE 1990s?

Study Sources 2A, 2B and 2C and answer the following questions.

- 2.1 Refer to Source 2A.
 - 2.1.1 Why do you think the US administration 'authorised the murder' of Lumumba? (1 x 2) (2)
 - 2.1.2 Explain to what extent the USA was responsible for the installation of Mobutu as leader of the Congo. (2 x 2) (4)
 - 2.1.3 How did the various US presidents continue to keep Mobutu's regime in power? (2 x 2) (4)
 - 2.1.4 Why was the Congo important to the USA in the Cold War contest? (1 x 2) (2)
- 2.2 Study Source 2B.
 - 2.2.1 Using the information in the source and your own knowledge, define the following concepts:
 - (a) Perestroika
 - (b) Glasnost (2 x 2) (4)
 - 2.2.2 Explain why Gorbachev wanted to end Russia's participation in the Cold War. (Written Source) (1 x 3) (3)
 - 2.2.3 Using the information in the source and your own knowledge, explain how African countries (such as the Congo) responded to Gorbachev's decision? (Written Source) (1 x 2) (2)
 - 2.2.4 Refer to the visual source. What message does this source convey about the Cold War? (1 x 2) (2)
 - 2.2.5 Explain whether the visual source gives an accurate portrayal of events. (2 x 2) (4)

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- History/P2 6 NSC DoE/Feb. – March 2009
- 2.3 Read Source 2C.
- 2.3.1 Why, according to the source, did Mobutu prove to be an embarrassment to the USA? (1 x 2) (2)
- 2.3.2 Explain how Chester Crocker justified the US's support of Mobutu. (2 x 2) (4)
- 2.3.3 What factors contributed to Mobutu being overthrown as the leader of the Congo? (1 x 2) (2)
- 2.3.4 How does the information in the written source support what is being portrayed in the visual source? (2 x 2) (4)
- 2.4 Use all the sources and your own knowledge and write a paragraph of about SIX lines (about 60 words) explaining how Mobutu became a pawn (puppet) of the USA. (6)
- 2.5 EXTENDED WRITING (Your response should be about TWO pages in length.)
- Answer ONE of the following questions: QUESTION 2.5.1 OR 2.5.2.
- 2.5.1 The ending of the Cold War had a profound impact on Africa's development and growth.
- Critically examine this statement by referring to a case study from ONE of the following regions:
- (a) Central Africa
- (b) West Africa
- (c) North Africa (30)
- OR**
- 2.5.2 Using the information in ALL the sources and your own knowledge to compile a report for the African Union explaining how selfish interests contributed to the Congo's underdevelopment. (30) [75]

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- History/P2 8 NSC DoE/Feb. – March 2009
- 3.3 Study Source 3C.
- 3.3.1 Which political party secured the highest number of seats in the first democratic elections of 1994? (1 x 1) (1)
- 3.3.2 From the given table which party received the least number of votes? (1 x 1) (1)
- 3.3.3 Explain whether the National Party had overestimated its expectations in this election. (2 x 2) (4)
- 3.3.4 Use the information in the source and your own knowledge to explain whether the following political parties could have obtained more seats than indicated:
- (a) Inkatha Freedom Party – 43 seats
- (b) Freedom Front – 9 seats (2 x 2) (4)
- 3.3.5 Explain the usefulness of these statistics to a political scientist in analysing political voter trends (patterns) after the first democratic elections. (2 x 2) (4)
- 3.4 Use the information in all the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining what the 1994 elections had to say to the world about South Africa. (6)
- 3.5 EXTENDED WRITING (Your response should be about TWO pages in length.)
- Answer ONE of the following questions: QUESTION 3.5.1 OR 3.5.2.
- 3.5.1 It is a realisation of the hopes and dreams that we have cherished. [Nelson Mandela]
- Examine this statement critically in the light of South Africa's first democratic elections. (30)
- OR**
- 3.5.2 Use all the sources and your own knowledge and write an article for a foreign newspaper explaining why South Africa's first democratic elections can be regarded as a turning point in the country's history. (30) [75]

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- QUESTION 3: WHY ARE SOUTH AFRICA'S FIRST DEMOCRATIC ELECTIONS REGARDED AS A TURNING POINT IN THE COUNTRY'S HISTORY?**
- Study Sources 3A, 3B and 3C and answer the following questions.
- 3.1 Refer to Source 3A.
- 3.1.1 Describe Mandela's feelings as a voter on 27 April 1994. (2 x 1) (2)
- 3.1.2 Why do you think it was important for Mandela to cast his vote at Ohlange High School? (1 x 2) (2)
- 3.1.3 Explain the response of the following leaders to voting in South Africa's first democratic elections:
- (a) De Klerk
- (b) Buthelezi (2 x 2) (4)
- 3.1.4 Define the following in your own words:
- (a) Democratic country
- (b) Oppressive government (2 x 2) (4)
- 3.2 Use Source 3B.
- 3.2.1 How does Photograph 1 highlight the importance of the first democratic election? (1 x 2) (2)
- 3.2.2 How do you think the old man in Photograph 2 would have felt after casting his ballot? (1 x 3) (3)
- 3.2.3 Refer to Photographs 1 and 2 and explain how useful they are to a historian studying the history of political transition in South Africa in 1994. (2 x 2) (4)
- 3.2.4 Explain how Source 3B supports the optimism (hopefulness) expressed by the three leaders in Source 3A. (2 x 2) (4)

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- QUESTION 4: DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) HEAL THE WOUNDS OF SOUTH AFRICA'S PAST?**
- Study Sources 4A, 4B and 4C and answer the following questions.
- 4.1 Refer to Source 4A.
- 4.1.1 Identify the THREE mandated tasks of the TRC? (3 x 1) (3)
- 4.1.2 What were the conditions that enabled the TRC in the granting of amnesty? (2 x 1) (2)
- 4.1.3 Using the source and your own knowledge, explain how the mandate of the TRC limited it from functioning as a court of law. (1 x 2) (2)
- 4.1.4 Explain why the Vlakplaas operatives sought amnesty. (2 x 2) (4)
- 4.2 Use Source 4B.
- 4.2.1 How does this poem reflect life under apartheid? (1 x 2) (2)
- 4.2.2 The theme of 'death' forms the basis of this poem. Explain the poet's purpose in doing so. (2 x 2) (4)
- 4.2.3 After having read the poem, explain whether there was a need for the TRC. (2 x 2) (4)
- 4.2.4 Explain the usefulness of this source to a historian researching the work of the TRC. (2 x 2) (4)
- 4.3 Refer to Source 4C.
- 4.3.1 What message is conveyed by Zapiro in Perspective 1? (1 x 2) (2)
- 4.3.2 What do you think caused the gulf between 'Truth' and 'Reconciliation' as indicated? (Perspective 1) (2 x 2) (4)
- 4.3.3 Explain the importance of the person in the wheelchair and the journalists. (Perspective 1) (2 x 2) (4)
- 4.3.4 What does the 'hole' in the NP's (National Party) submission represent (Perspective 2)? (1 x 2) (2)
- 4.3.5 Considering Perspectives 1 and 2, explain how Zapiro viewed the work of the TRC. (1 x 2) (2)

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- History/P2 10 NSC DoE/Feb. – March 2009
- 4.4 Using ALL the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining why the work of the TRC was a difficult task. (6)
- 4.5 EXTENDED WRITING (Your response should be about TWO pages in length.)
- Answer ONE of the following questions: QUESTION 4.5.1 OR 4.5.2.
- 4.5.1 The TRC was a means of healing the wounds of the past caused by apartheid policies. Discuss critically. (30)
- OR
- 4.5.2 ... a commission is a necessary exercise to enable South Africans to come to terms with their past on a morally accepted basis and to advance the cause of reconciliation. [Minister of Justice – Dullah Omar]
- Use all the sources and your own knowledge and write an article for the *African Affairs Journal* explaining why such a commission was necessary. (30) [75]
- TOTAL: 150

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History/P2 3 NSC – Addendum DoE/Feb. – March 2009

SOURCE 1C

The source below comprises two parts regarding the release of political prisoners in 1989.

Written Source: The following is part of a letter that Nelson Mandela wrote to FW de Klerk on the release of political prisoners. Taken from the *Long Walk to Freedom*.

Mr President

I hope that Ministers Kobie Coetsee and Gerit Viljoen have informed you that I deeply appreciate your decision in terms of which seven fellow prisoners were freed on 15 October 1989, and for advising me of the fact in advance. The release was clearly a major development which rightly evoked praise here and abroad ... In your inaugural address on 20 September 1989, you made an important statement which must have had a formidable impact inside and outside the country. You said: 'There is but one way to peace, to justice for all, that is the way of reconciliation, of together seeking mutually acceptable solutions, of together discussing what the new South Africa should look like, of constitutional negotiation with a view to a permanent understanding.'

Visual Source: This photograph shows political activists at the 'Welcome Home' rally that was held in Soweto for the freed leaders of the ANC in 1989.



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History/P2 2 NSC – Addendum DoE/Feb. – March 2009

QUESTION 1: HOW DID THE COLLAPSE OF THE SOVIET UNION INFLUENCE THE ENDING OF APARTHEID IN SOUTH AFRICA?

SOURCE 1A

The extract below is from *The State of Africa* by M Meredith.

... Under Gorbachev's leadership, the Soviet Union had made clear its intention of disentangling (freeing) itself from regional conflicts such as Angola. Cuba, tired of endless conflict in Angola, was also looking for an opportunity to withdraw. Negotiations over a deal involving the phased withdrawal of Cuban troops from Angola, in return for South Africa's withdrawal from Angola and the independence of Namibia, were concluded in December 1988. In 1989 the MPLA government, exhausted by years of economic failure and continuing conflict with UNITA rebels, abandoned its position as a Marxist-Leninist state and declared itself in favour of multi-party democracy.

Within a matter of months the spectre (ghost/vision) of 'total onslaught' orchestrated by the communist bloc, which had dominated government thinking throughout the Botha era, began to recede. Moreover, the collapse of socialist governments in Eastern Europe in 1989 deprived the ANC of one of its main sources of financial, logistical and military support. The fear that the ANC could be used as 'Trojan horse' for advancing Soviet interests fell away ...

SOURCE 1B

The extract below is from *Africa since Independence: A Comparative History* and it exemplifies the mood of change in South Africa under De Klerk's leadership.

On taking office in September 1989, Botha's successor, FW de Klerk, began a reassessment of South Africa's prospects. De Klerk was quick to grasp the importance of these strategic openings. Though a staunch defender of the apartheid system, proud of the achievements of 'separate development', he was essentially a pragmatist, determined above all to protect Afrikaner interests. His close advisors warned him that the modernised form of apartheid he favoured would no longer work. If the whites were to preserve the power and privileges they had enjoyed for so long, a fundamental change was needed. Without reform the cycle of black opposition would intensify. The fate of neighbouring Rhodesia (Zimbabwe) provided a potent example. 'When the opportunity was there for real constructive negotiation, it was not grasped,' De Klerk concluded. 'We must not make that mistake.'

The mood of much of the white population favoured change. Businessmen were adamant about the need for a more stable political system that would assist economic growth and rid South Africa of the cost of sanctions ...

Further encouragement came from Western governments. From one capital to the next, the advice De Klerk was given was the same: lift the ban on the ANC, release Mandela and other political prisoners and start talks ...

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History/P2 4 NSC – Addendum DoE/Feb. – March 2009

QUESTION 2: DID THE ENDING OF THE COLD WAR CONTRIBUTE TO THE RE-IMAGINING OF ZAIRE (DEMOCRATIC REPUBLIC OF THE CONGO) AS A NATION IN THE 1990s?

SOURCE 2A

The following extract is adapted from *In the Footsteps of Mr Kurtz: Living on the Brink of Disaster in the Congo*.

The US played a major role in converting the newly independent Congo into a Cold War battleground. The US administration in the 1960s authorised the murder of Prime Minister Patrice Lumumba, who had been voted into office just months earlier in the territory's first-ever democratic election. Washington, who was instrumental in helping Mobutu Sese Seko to power and kept him there for more than 30 years, bears heavy responsibility for the disastrous economic conditions, massive corruption, and suppression of human rights in the Congo.

Mobutu was regarded as a particularly valuable asset by the United States of America and they were determined to keep him in power at all costs so that the Congo remained a pro-Western defence against Soviet ambitions in Africa. When Mobutu visited Washington for the first time in May 1963, President Kennedy stated: 'General if it hadn't been for you, the whole thing would have collapsed and the Communists would have taken over...'

Subsequent US presidents believed that Mobutu was the only alternative to communism and continued to support him financially and militarily. The US, using Congo's bases as the conduit (pipeline) for arms destined for Angola's rebels, was determined to keep Mobutu on board. This despite having substantial knowledge that he was highly corrupt and an inefficient leader.

According to Roger Morris, US representative responsible for African affairs in the 1970s, keeping Mobutu on the US side was not cheap. It is argued that the CIA prolonged Mobutu's rule by providing more than \$300 million in weapons and \$100 million in military training ...

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History/P2

5
NSC – Addendum

DoE/Feb. – March 2009

SOURCE 2B

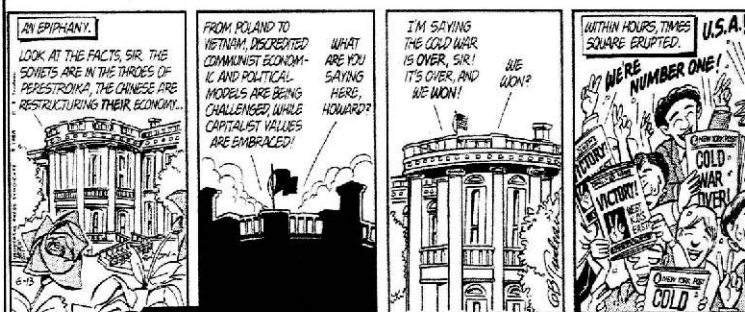
The following comprises a written and a visual source.

1. Written Source: The following has been taken from *World History, A New Perspective*. It focuses on Mikhail Gorbachev's reform measures.

Gorbachev, a reformist communist, became general secretary of the Soviet Communist Party in March 1985. He introduced reforms called Perestroika and Glasnost which allowed greater openness and freedom of speech.

When Gorbachev addressed the United Nations in 1988, he committed himself to ending the Cold War with the United States. He decided to abandon the Brezhnev Doctrine, renounced the Communist Party's emphasis on a world revolution dating back to 1917 and was intent on cutting back on nuclear weapons. With Russia's conservative and ailing economy, Gorbachev was no longer prepared to support Soviet dominated governments in Europe and Africa. By doing this Gorbachev effectively withdrew his support from hard-line communist regimes of Europe and Africa and he encouraged the leaders of these regimes to seek new ways of gaining support. By doing so, Gorbachev opened the way for political and economic reforms in Europe and Africa.

2. Visual Source: The source below is a cartoon by Doonesbury which appeared in the *Guardian*, 13 June 1988.



An epiphany: A sudden revelation.

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History/P2

7
NSC – Addendum

DoE/Feb. – March 2009

QUESTION 3: WHY WAS SOUTH AFRICA'S FIRST DEMOCRATIC ELECTIONS REGARDED AS A TURNING POINT IN THE COUNTRY'S HISTORY?

SOURCE 3A

The article below appeared on the front page of the *Daily News*, 27 April 1994. It had the caption 'One Nation At Last'.

Nelson Mandela today cast his vote near Durban, describing it as an unforgettable moment, declaring South Africa one nation, and reassuring minorities about their concerns ...

Mr Mandela voted at Ohlange High School in rural Inanda. Ringed by security guards, the beaming ANC leader arrived just before 7 am to face a barrage of cameras as the world's media tried to capture the historic picture. 'It is an unforgettable moment,' he said after visiting the gravesite of the school's founder and first ANC president, Dr John L Dube. 'This is a historic day. It is a day for which our people have struggled,' he said.

Asked who he would be voting for and whether his vote was a secret, Mr Mandela joked: 'I have been agonising over that question. When I decide, it will be a secret ...'

Mr Mandela said: 'As you might expect, this is for all South Africans an unforgettable occasion. It is a realisation of the hopes and dreams that we have cherished. It is the beginning of a new era. We are moving from an era of resistance, division, oppression, turmoil and conflict and starting a new era of hope, reconciliation and nation-building ...'

'It makes us all realise that this is our country. We are one nation.'

... President FW de Klerk, voting at Arcadia in Pretoria, said: 'This is a great day for South Africa. It is a day we have been working for for more than five years ... I am glad there is such enthusiasm. It augurs well for the future.'

IFP leader Mangosuthu Buthelezi cast his vote, also watched by a battery of journalists, at King Zwelithini Stadium, Umlazi. Beaming too, he said as a peace-loving person he felt good after voting for the first time. He believed today to be the birth of the new nation ...

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History/P2

6
NSC – Addendum

DoE/Feb. – March 2009

SOURCE 2C

The following comprises a written and a visual source.

1. Written Source: The following extract focuses on the impact of Gorbachev's reforms on Mobutu's regime. Taken from *A History of Fifty Years of Independence*.

With Mikhail Gorbachev's perestroika transforming the Soviet Union, the Cold War priorities were fading. Democracy was sweeping across Africa and Mobutu was moving from useful US ally to an embarrassment. In the 1990s the World Bank noted that Congo's economy had shrunk to the level of 1958, while the population had tripled. Average life expectancy was fifty-two years, illiteracy was growing, Aids was rife and diseases such as bubonic plague and sleeping sickness were enjoying a vibrant comeback. It further noted that by the end of the century one of Africa's richest states was dipping below the daily takings of the US super store Wal-Mart.

Western self-interest made indulging Mobutu worthwhile, in fact Chester Crocker, the former US assistant secretary of state for Africa, stated that 'If we tried to attach 1990's governance conditionalities to Mobutu, we would have been calling for his overthrow and if we asked him to turn off the taps, his own people would have toppled him. We would, in effect, have been calling for a coup. I'm sure of that'.

However, when the Cold War ended, the US gradually stopped supporting Mobutu. On 29 April 1997 American negotiators met Mobutu, bearing a letter from President Clinton, trying to persuade him to leave 'with honour and dignity' and spare the capital from looting and destruction that seemed likely to accompany his downfall.

He was overthrown in 1997 and went into exile. A new government, under Laurent Kabila, took over and changed Zaire's name to the Democratic Republic of Congo ...

2. Visual Source: The following is a Cuban cartoon showing American arms pushing Mobutu over the cliff with the words 'the time for change has arrived' and putting Laurent Kabila in his place. Kabila and Mobutu both hold skulls as sceptres (symbol of a ruler).



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History/P2

8
NSC – Addendum

DoE/Feb. – March 2009

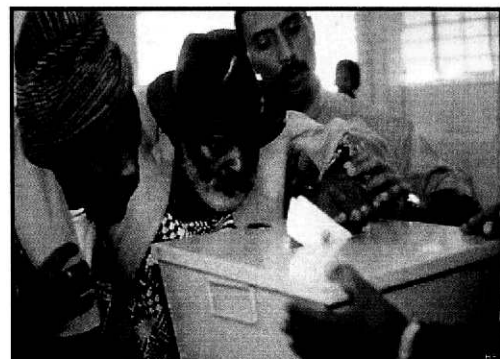
SOURCE 3B

The following source contains two photographs that appeared in the *Mail & Guardian*, 27 April 1994.

Photograph 1: Shows enthusiastic South Africans of all races waiting for long hours to cast their vote in South Africa's first democratic elections.



Photograph 2: Shows an unidentified man being assisted to cast his ballot paper (vote) in one of South Africa's rural areas.



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History/P2

9
NSC – Addendum

DoE/Feb. – March 2009

SOURCE 3C

The table below contains the results of the 1994 elections. It shows the party, votes and the number of seats secured by the seven most popular political parties. Statistics taken from *Independent Electoral Commission Report, 1994*.

PARTY	VOTES	NATIONAL PERCENTAGE OF SEATS (%)	NATIONAL ASSEMBLY SEATS
African National Congress (ANC)	12 237 655	62,65	252
National Party (NP)	3 983 690	20,39	82
Inkatha Freedom Party (IFP)	2 058 294	10,54	43
Freedom Front (FF – VF)	424 555	2,17	9
Democratic Party (DP)	338 426	1,73	7
Pan Africanist Congress of Azania (PAC)	243 478	1,25	5
African Christian Democratic Party (ACDP)	88 104	0,45	2

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History/P2

11
NSC – Addendum

DoE/Feb. – March 2009

SOURCE 4B

The following source is a poem, by Christopher van Wyk. He speaks of the many deaths in detention that occurred at the notorious John Vorster Square police precinct in Johannesburg. The poem underscores the ridiculous 'reasons' given by the police for the deaths.

He fell from the ninth floor
He hanged himself
He slipped on a piece of soap while washing
He hanged himself
He slipped on a piece of soap while washing
He fell from the ninth floor
He hanged himself while washing
He slipped from the ninth floor
He hung from the ninth floor
He slipped from the ninth floor while washing
He fell from a piece of soap while slipping
He hung from the ninth floor
He washed from the ninth floor while slipping
He hung from a piece of soap while washing

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History/P2

10
NSC – Addendum

DoE/Feb. – March 2009

QUESTION 4: DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) HEAL THE WOUNDS OF SOUTH AFRICA'S PAST?

BACKGROUND INFORMATION

The South African Truth and Reconciliation Commission (TRC) was set up in 1995 by the Government of National Unity to help deal with the bitter era of apartheid which was marked by violence and human rights abuses.

SOURCE 4A

The extract below, taken from *The New South Africa*, relates to the Truth and Reconciliation Commission.

The Truth and Reconciliation Commission (TRC) was established in 1995 to investigate human rights violations since 1960. It was authorised to grant amnesty to those perpetrators who made full disclosure. The commission also had to foster reconciliation and unity among South Africans. The TRC's mandate charged it with the responsibility to be even-handed, but its composition was hardly balanced. The chairman, Archbishop Desmond Tutu, was a patron of the United Democratic Front, the ANC internal front since the early 1980s ...

The commission received some 21 300 victim statements that recorded some 38 000 gross violations of human rights. More than 1 000 perpetrators received amnesty after full disclosure. Instead of concentrating on the context of a deed the commission focused on the perpetrator or victim, with the result that the context was in most cases only scantily sketched. Cross-examination of victims was not allowed in the victim hearings, but hearsay evidence was.

On the positive side the TRC performed an important therapeutic (healing) role, giving victims the opportunity to tell their story and have their suffering acknowledged. It revealed the truth in some notorious cases. Vlakplaas operatives or local security policemen asked for amnesty for the murders of Mathew Goniwe and three friends outside Port Elizabeth, the 'Pebco Three', the 'Gugulethu seven', and several other 'targeted killings'. ANC operatives asked for amnesty for the Church Street bomb in Pretoria, where eighteen people were killed.

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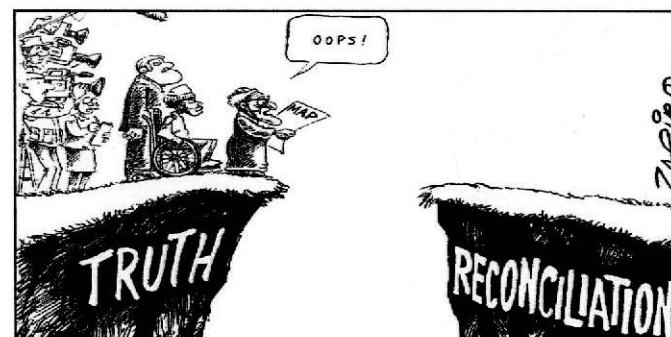
12
NSC – Addendum

DoE/Feb. – March 2009

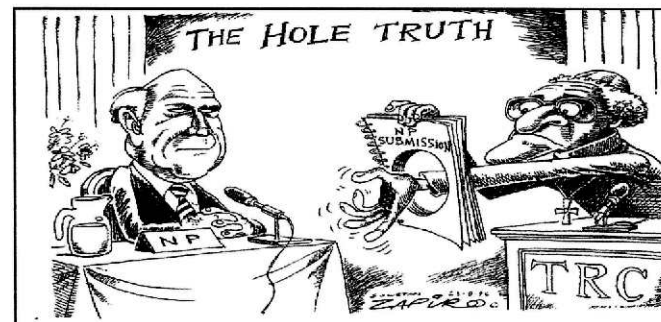
SOURCE 4C

The following cartoons are taken from *Truth & Reconciliation in South Africa: 10 years on*. The book was edited by Charles Villa-Vicencio. The cartoons represent Zapiro's views on the work of the TRC.

Perspective 1: This cartoon by Zapiro shows Archbishop Tutu, together with perhaps a perpetrator, a victim/survivor and the media. They have followed the map only to find a gulf between truth and reconciliation.



Perspective 2: In this cartoon Zapiro shows that the leader of National Party also appeared at the TRC hearings. Archbishop Tutu felt that the National Party's submission was a mockery, extremely vague and did not take responsibility for the atrocities that were committed by their operatives.



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ACKNOWLEDGEMENTS

Visual sources and other historical evidence were taken from the following:

Bradley, C. 1996. *Causes and Consequences of the End of Apartheid* (Raintree Steck – Vaughn)
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education

DEPARTMENT: EDUCATION
MPUMALANGA PROVINCE

Together Educating the Nation

History Paper 02

February/March 2009

Memorandum

History/P2

2
NSC – Memorandum

DoE/Feb. – March 2009

1. SOURCE-BASED QUESTIONS

1.1 The following Learning Outcomes and Assessment Standards were used to assess candidates 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 purposes). 2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purposes). 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 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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History/P2

3
NSC – Memorandum

DoE/Feb. – March 2009

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

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

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

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

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History/P2

4
NSC – Memorandum

DoE/Feb. – March 2009

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.**
- IN ASSESSING THE OPEN-ENDED SOURCE-BASED QUESTIONS CANDIDATES SHOULD BE GIVEN CREDIT FOR ANY OTHER RELEVANT RESPONSE.**

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 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 marking of extended writing 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.

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History/P2

5
NSC – Memorandum

DoE/Feb. – March 2009

Assessment procedures of extended writing

- Keep the synopsis in mind when assessing extended writing.
- During the first reading of the extended writing ticks need to be awarded for a relevant introduction (indicated by a bullet in the 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 the marking guideline/ memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.
 - introduction, main aspects and conclusion not properly contextualised
 - wrong statement
 - irrelevant statement
 - repetition
 - analysis
 - interpretation
- The following additional symbols can also be used:
 - repetition
 - analysis
 - interpretation
- 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 allocate the **content level** (on the matrix).

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	18 - 19
P	LEVEL 5	

- 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 & P	LEVEL 5	18 - 20
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History Paper 02 February/March 2009 Memorandum

History/P2

6
NSC – Memorandum

DoE/Feb. – March 2009

Grade 12 Extended Writing Matrix: Total Marks: 30

	LEVEL 7 Very well planned and structured. Good synthesis of information. Constructed an original argument. Well balanced argument. Sustained and defended the argument throughout.	LEVEL 6 Well planned and structured. Synthesis of information. Constructed an original argument. Well balanced argument. Sustained and defended the argument.	LEVEL 5 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.	LEVEL 4 Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	LEVEL 3 Shows some evidence of a planned and constructed argument. Some evidence used to support argument. Conclusion not clearly supported by evidence.	LEVEL 2 Attempts to structure the answer. Largely descriptive/ some attempt at developing an argument.	LEVEL 1 Little analysis and historical explanation. No structure.
PRESENTATION							
CONTENT							
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

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History/P2

8
NSC – Memorandum

DoE/Feb. – March 2009

QUESTION 1: HOW DID THE COLLAPSE OF THE SOVIET UNION INFLUENCE THE ENDING OF APARTHEID IN SOUTH AFRICA?

1.
 - 1.1.1 [Extraction and interpretation of evidence from Source 1A - L1 - LO1 (AS3)]
 - The Soviet Union under Gorbachev had embarked on a new foreign policy
 - Gorbachev's policy no longer wanted the Soviet Union to become involved in regional conflicts (any 1 x 2) (2)
 - 1.1.2 [Interpretation and analysis of evidence from Source 1A - L2 - LO2 (AS2)]
 - The change in USSR's policy forced both Cuba and South Africa to change their stance
 - Both Cuba and South Africa wanted to end hostilities because of a waste of resources (2 x 2) (4)
 - 1.1.3 [Definition of concepts from Source 1A - L2 - LO2 (AS1)]
 - (a) Marxism – Leninism
 - Philosophy of Marx and Lenin: a combination of communist ideology based on the theory of Marx and the practice of Lenin
 - This philosophy was based on the means of production being controlled by the state
 - Free enterprise and profiteering was outlawed
 - Any other relevant point
 - (b) Total Onslaught
 - Strategy conceived by Botha to continue white rule and carry out military attacks on freedom fighters based in neighbouring countries
 - PW Botha used the policy of 'total onslaught' to invade neighbouring countries under the guise of protecting South Africa from a communist invasion
 - Any other relevant point (any 2 x 2) (4)
 - 1.1.4 [Extraction and interpretation of evidence from Source 1A - L2 - LO1 (AS3)]
 - MPLA was becoming tired of war
 - MPLA realised the continuation of war impacted negatively on its economy, political stability and drained its resources
 - Wanted to focus on Angola's development: multi-party democracy
 - SA saw political change encouraging – fear of communist threat and takeover abated
 - Angola no longer seen as a puppet of the Communist forces
 - Any other relevant point (any 1 x 2) (2)
 - 1.1.5 [Interpretation of evidence from Source 1A - L2 - LO1 (AS3); LO2 (AS2); LO3 (AS2)]
 - Depended on the socialist government in Eastern Europe for military and financial support
 - Dealt a severe blow on the ANC in exile was a huge setback to its liberation struggle
 - The ANC had to re-define itself as a liberation organisation
 - The ANC was forced to begin a process of negotiation with the apartheid government (any 1 x 2) (2)

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History/P2

7
NSC – Memorandum

DoE/Feb. – March 2009

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	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	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	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	Makes an 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	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	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	No attempt to focus on the topic Uses no sources Completely irrelevant Copies directly from the sources Answer extremely poor

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History/P2

9
NSC – Memorandum

DoE/Feb. – March 2009

- 1.2
 - 1.2.1 [Extraction of evidence from Source 1B – L2 - LO1 (AS3)]
 - The end of communism in the Soviet Union prompted De Klerk to bring about change
 - To transform South Africa's political scenario
 - To bring an end to South Africa's political, economic and social challenges
 - To begin a process of negotiations to end South Africa's challenges
 - With the ending of the Cold War and the weakening of the ANC time was now opportune for reform (any 1 x 2) (2)
 - 1.2.2 [Interpretation of evidence using Source 1B – L3 - LO1 (AS3); LO2 (AS2); LO3 (AS3)]

Candidates need to state either Yes or No and should support their answer with valid reasons:

Yes

 - De Klerk received political advice that he should embark on South Africa's political transformation
 - With reform South Africa's political tensions would be reduced
 - Change would bring about economic prosperity and political stability
 - Any other relevant point (any 2 x 2) (4)

No

 - Most white South Africans would argue that De Klerk's road to transformation would lead to a loss of their privileges
 - Political changes would impact negatively on South Africa's economic investments and development
 - Any other relevant point
 - 1.2.3 [Interpretation of evidence using Source 1B – L1- LO1 (AS3); LO2 (AS2)]
 - De Klerk noted that the lack of political negotiations in Zimbabwe lead to years of violence and uncertainty
 - De Klerk wanted to avoid a Zimbabwean type situation to repeat itself in South Africa
 - Business - supported De Klerk's move towards a negotiated settlement
 - Western governments - encouraged De Klerk to pursue a negotiated settlement (2 x 1) (2)
 - 1.2.4 [Extraction of evidence from Source 1C – L2 - LO1 (AS3)]
 - (a) Ardent nationalists-in strong opposition to major changes being implemented by De Klerk : rejected change
 - (b) Bantu homeland leaders – rejected De Klerk's proposal because it would have left them powerless and without authority (2 x 1) (2)
- 1.3
 - 1.3.1 [Extraction of evidence from Sources 1C – L1 - LO1 (AS3)]
 - To thank De Klerk for releasing the eight political prisoners
 - To support De Klerk in his endeavours to bring about constitutional negotiations
 - Any other relevant point (any 2 x 1) (2)

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History Paper 02

February/March 2009

Memorandum

History/P2

10
NSC – Memorandum

DoE/Feb. – March 2009

1.3.2 [Interpretation of evidence from Source 1C – L3 – LO1 (AS3); LO3 (AS2)]

- Only one road to peace and justice- road of reconciliation
- Solutions must be mutually agreed upon
- Old enemies must together discuss the new South Africa and negotiate a new constitution (any 2 x 2) (4)

1.3.3 [Interpretation and evaluation of evidence from Source 1C – L3 – LO1 (AS3)]

- To highlight the release of ANC leaders
- To capture this historic moment at the 'Welcome Home' rally
- To highlight the popularity of these leaders (any 1 x 3) (3)

1.3.4 [Extraction of evidence from Sources 1C – L2 – LO1 (AS3)]

- These ANC leaders were very popular
- The ANC was an organisation that had great support (2 x 1) (2)

1.3.5 [Selection, analysis and synthesis of evidence from Sources 1C – L3 – LO2 (AS3); LO3 (AS2&3)]

Candidates can select either the Written Source or the Visual Source and support their point of view with valid reasons.

Written Source is USEFUL because it highlights the following:

- Gives accurate details regarding the release of political prisoners and De Klerk's inaugural speech
- More reliable source because it was written by Mandela
- It is a primary source by Mandela outlining his support for De Klerk's intention for a negotiated settlement
- Any other relevant response

Visual Source is USEFUL because it highlights the following:

- The photograph gives a vivid description of the welcome rally
- The photograph captures the mood and of the crowd at the welcome home rally of the ANC's leaders
- Any other relevant response (any 2 x 2) (4)

1.4 [Interpretation, analysis and synthesis of evidence from all sources – L3 – LO1 (AS3); LO2(AS2&3); LO3 (AS2)]

Candidates should include the following aspects in their response:

- De Klerk decision to release political prisoners hailed as ground breaking
- Congratulated by Mandela for his bold initiative
- De Klerk's decision received local and international acclaim
- The photograph gives the impression that ordinary South Africans welcomed home their authentic leaders
- Any other relevant response

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History/P2

12
NSC – Memorandum

DoE/Feb. – March 2009

OR

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1.5.2 [Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument L2 – LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should focus on how the position of the ANC was weakened with the ending of the Cold War. Candidates should focus on how the end of the Cold War affected the functioning of the ANC. Against this backdrop the ANC had to re-define its strategies. Relevant examples should be given to back up candidates responses.

MAIN ASPECTS

- Introduction: Candidates should demonstrate how the ending of the Cold War forced the ANC and the apartheid government to begin a process of negotiations.

ELABORATION

- **Firstly**, the ANC was forced to negotiate with the apartheid government because it had no military, revolutionary and economic support from the Soviet Union – ending of the Cold War
- The end of communism meant the removal of Cuban troops and MK soldiers from Angola
- Independence of Namibia seen as a forerunner to a negotiated settlement
- The ANC was left to fend for itself because of the changing international scenario
- The ANC and the apartheid government under pressure to find a peaceful and workable solution
- **Secondly**, the apartheid government was forced to negotiate with the ANC because of external and internal factors
- External factors (collapse of the Soviet Union, Gorbachev's process of reform, the removal of Cuban troops from Angola, pressure from Britain, USA and other democratic countries to change, etc)
- The low intensity war that took place before Zimbabwe got its independence served as a catalyst for De Klerk to begin a process of talking to black political organisations
- Internal factors (economic stagnation, racial unrest, financial crisis, the cycle of black opposition, etc)
- Any other relevant response

- Conclusion: Candidates should end the report with a relevant conclusion. (30)

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

[75]

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History/P2

11
NSC – Memorandum

DoE/Feb. – March 2009

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none">• Uses evidence in an elementary manner, e.g. Shows no or little understanding of the impact of De Klerk's decision to release political prisoners• Uses evidence partially to report on topic or cannot report on topic	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none">• Evidence is mostly relevant and relates to a great extent to the topic, e.g. Shows an understanding of the impact of De Klerk's decision to release political prisoners• Uses evidence in a very basic manner	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none">• Uses relevant evidence, e.g. Demonstrates a thorough understanding of the impact of De Klerk's decision to release political prisoners• 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 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]**

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should outline how the ending of communism in the Soviet Union and in Europe contributed to the National Party changing its stance and policies towards resistance organisations. The process of De Klerk's road map to a negotiated settlement and future plans should be highlighted.

MAIN ASPECTS

- Introduction: Candidates should outline how Gorbachev's ending of communism influenced De Klerk's thinking.

ELABORATION

- Gorbachev's role in ending communism
- The introduction of Glasnost and Perestroika in Russia
- The impact of Glasnost and Perestroika on South Africa
- De Klerk could no longer use the argument that apartheid was stemming the tide of communism
- Banned political organisations could no longer be termed as communist inspired terrorists
- De Klerk was forced to negotiate with previously banned political organisations like the ANC
- Opened the way for engagement with the ANC leading to the democratisation process in South Africa
- Process of negotiations were initiated for the ending of apartheid
- Any other relevant response
- Conclusion: Candidates should tie up their argument with relevant evidence. (30)

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History/P2

13
NSC – Memorandum

DoE/Feb. – March 2009

QUESTION 2: DID THE ENDING OF THE COLD WAR CONTRIBUTE TO THE RE-IMAGINING OF ZAIRE (DEMOCRATIC REPUBLIC OF THE CONGO) AS A NATION IN THE 1990s?**2.1****2.1.1 [Extraction of evidence from Source 2A – L1 – LO1 (AS3); LO2 (AS2)]**

- Wanted to keep Soviet influence out of the Congo
- Wanted to strengthen and maintain US influence in the Congo
- US installed a puppet government to ensure easy access to the Congo's mineral wealth and other resources
- Lumumba was pro-Soviet Union
- Any other relevant response (any 1 x 2) (2)

2.1.2 [Interpretation of evidence from Sources 2A – L2 – LO2 (AS2); LO3 (AS2&3)]

- The US was largely instrumental in installing Mobutu
- The US had vested interests in installing as the new leader of the Congo
- US strengthened Mobutu militarily to keep him as a ruler
- Any other relevant response (2 x 2) (4)

2.1.3 [Interpretation of evidence from Sources 2A – L2 – LO2 (AS2); LO3 (AS2&3)]

- By providing financial and military support
- The US patronised Mobutu by inviting him on several occasions to the USA
- Any other relevant response (2 x 2) (4)

2.1.4 [Interpretation and analysis of evidence from Sources 2A – L2 – LO2 (AS2); LO3 (AS2&3)]

- The Congo offered the US easy access to its vast mineral resources
- Provided access to use the Congo as a base to monitor and counter Soviet activity in Africa (1 x 2) (2)

2.2**2.2.1 [Analysis of historical concepts from Source 2A – L1 – LO2 (AS1)]**

- (a) Perestroika
 - Restructuring/reform
 - Rebuild Soviet economy
 - Reform communist system – not replace it with capitalism
 - Political reappraisal of the system of government in Russia (any 1 x 2) (2)
- (b) Glasnost
 - Openness – people speak freely
 - Able to criticise government
 - Due course leads to democratic institutions and free elections
 - Reforms so that communist system works more efficiently and democratically (any 1 x 2) (2)

2.2.2 [Interpretation and analysis of evidence from Sources 2B – L2 – LO2 (AS2); LO3 (AS2&3)]

- Russia's economy was ailing
- Could not keep up with international competitiveness
- Wanted to focus on Russia's resources in developing Russia (any 1 x 3) (3)

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History Paper 02

February/March 2009

Memorandum

History/P2

14
NSC – Memorandum

DoE/Feb. – March 2009

2.2.3 [Extraction and explanation of evidence from Sources 2B – L2 – LO2 (AS2); LO3 (AS2&3)]

- Saw this as a set back
 - African countries decided to find new ways of getting assistance
 - Many began to democratise their countries
 - African leaders had to look to the west for assistance
 - Any other relevant response
- (any 1 x 2) (2)

2.2.4 [Interpretation and analysis of evidence from Sources 2B – L2 – LO2 (AS2); LO3 (AS2&3)]

- Russia had decide to end communism
 - Cold War has ended
 - The USA has won the Cold War and they the undisputed champions
 - Any other relevant response
- (any 1 x 2) (2)

2.2.5 [Interpretation and analysis of evidence from Sources 2B – L3 – LO2 (AS2); LO3 (AS2&3)]

Candidates could either say Yes or No and should support their response with valid reasons

Yes - gives an accurate portrayal of events because:

- It captures exactly what happened when Russia decided to end the Cold War
- Gives the impression that Russia was defeated in the Cold War

No gives an inaccurate portrayal of events because:

- Based on an American view
 - One-sided claim of superiority
- (any 2 x 2) (4)

2.3

2.3.1 [Extraction and Interpretation of evidence from Source 2C – L2 – LO2 (AS2)]

Despite US support the following still prevailed in the Congo:

- Congo's economy was in a state of recession
 - Life expectancy was reduced
 - Illiteracy increased
 - AIDS and other diseases were rampant
 - Corruption was endemic
 - Mismanagement was rife in government departments
 - Any other relevant response
- (any 1 x 2) (2)

2.3.2 [Interpretation and analysis of evidence from Sources 2C – L3 – LO3 (AS2&3)]

- Crocker states that if the US applied pressure on Mobutu the country would have been destroyed via a coup
 - Fearing instability and chaos the US continued to support him
 - Any other relevant response
- (any 2 x 2) (4)

2.3.3 [Extraction of evidence from Source 2C – L2 – LO1 (AS3)]

- The USA decided to stop supporting Mobutu
 - Social ills (such as poverty, unemployment, mismanagement) were now unmanageable
 - People were tired of Mobutu's dictatorship and one party rule
 - People wanted change
 - Any other relevant response
- (1 x 2) (2)

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History/P2

16
NSC – Memorandum

DoE/Feb. – March 2009

2.5 EXTENDED WRITING

2.5.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates need to state whether they agree or disagree with the statement. Candidates need to demonstrate how they will support their given line of argument. They need to indicate which case study of Central, West or North Africa they will use. In disagreeing with the statement candidates need to substantiate their argument.

MAIN ASPECTS

- Introduction: Candidates need to explain whether the collapse of the USSR had a profound impact on Africa or not. Candidates need to indicate which case study of Central, West or North Africa they intend to use to demonstrate their point of view.

ELABORATION

The collapse of the USSR had a profound impact on Africa

- Changes in Soviet Union and Eastern Europe forced the USSR to change its role in Africa
- Gorbachev's Glasnost and Perestroika – USSR forced to retreat from Africa
- Downfall of Marxism – Leninism
- End of Cold War – changed West's attitude to Africa
- West no longer needed allies in Africa to counter USSR's influence
- Democracy and capitalism more popular than communism
- Good governance and accountability replaced repression and state control
- Economic growth based on democratic system of government which later became evident
- Any other relevant response

- Conclusion: Candidates should tie up their argument by explaining whether the collapse of the USSR did in fact have a profound impact on Africa or not. (30)

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History/P2

15
NSC – Memorandum

DoE/Feb. – March 2009

2.3.4 [Interpretation and analysis of evidence from Source 2C – L2 – LO1 (AS3)] LO3 (AS2&3)]

- The written source adequately supports what is being portrayed in the visual source
 - The visual source shows how Mobutu was removed from power-
 - Out with the old leader in with the new leader - this demonstrated a change in the Congo's leadership
- (2 x 2) (4)

2.4 [Interpretation, analysis and synthesis of evidence from all sources - L3 – LO1 (AS3&4); LO2 (AS2 &3); LO3 (AS2, 3 &4)]

Candidates should include the following aspects in their response:

- USA responsible for Mobutu's installation as a ruler
- Wholly dependent on the USA for military and financial support
- Allowed the Congo to become exploited by the USA
- Used the Congo as a base for its military activities in Africa
- As a replacement to Lumumba – Mobutu used to advance capitalism and the interests of the West
- Any other relevant point

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner, e.g. Shows no or little understanding of how Mobutu became a pawn of the USA • Uses evidence partially to report on topic or cannot report on topic	Marks: 0 – 2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. Shows an understanding of how Mobutu became a pawn of the USA • Uses evidence in a very basic manner	Marks: 3 – 4
LEVEL 3	• Uses relevant evidence, e.g. Demonstrates a thorough understanding of how Mobutu became a pawn of the USA • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	Marks: 5 – 6

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History/P2

17
NSC – Memorandum

DoE/Feb. – March 2009

2.5.2 [Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]

Candidates should include the following aspects in their response:

SYNOPSIS

In writing the report candidates need to explain how selfish interests contributed to Congo's underdevelopment. Relevant examples of Mobutu's rule/misrule should be highlighted and discussed.

MAIN ASPECTS

- Introduction: Candidates need to focus on the reasons for greed and corruption in the Congo.

ELABORATION

- US role in installing Mobutu as leader of the Congo
- Mobutu loyal to the US and allows the resources of the Congo to be siphoned by the US
- US supports Mobutu militarily and financially
- Mobutu's rule is a dictatorship
- Siphoning of Congo's resources
- Mismanagement
- Corruption
- Underdevelopment of the Congo and the associated increase in social ills
- Removal of Mobutu as leader
- Any other relevant response

- Conclusion: Candidates should tie up their argument by explaining whether the country was able to re-imagine itself. (30)

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[75]

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History Paper 02

February/March 2009

Memorandum

History/P2

18
NSC – Memorandum

DoE/Feb. – March 2009

QUESTION 3: WHY WAS SOUTH AFRICA'S FIRST DEMOCRATIC ELECTIONS REGARDED AS A TURNING POINT IN THE COUNTRY'S HISTORY?

- 3.1 [Extraction and interpretation of evidence using Source 3A – L2 – LO1 (AS3); LO2 (AS2)]
- Unforgettable moment
 - Jubilation-historic day (realisation of dreams and hopes)
 - Relief-birth of democracy achieved in a relative peaceful manner
 - Any other relevant response
- (any 2 x 1) (2)
- 3.1.2 [Interpretation of evidence from Source 3A – L2 – LO1 (AS3)]
- To pay respect and homage to the first leader of the ANC John Dube
 - To provide support to the province affected by violence
- (1 x 2) (2)
- 3.1.3 [Extraction and interpretation of evidence using Source 3A – L2 – LO1 (AS3); LO2 (AS2)]
- (a)
- Relief-that the elections were not accompanied by violence and bloodshed.
 - Pleased-done the right thing and saved South Africa from civil war
 - Concerned-opponents think that he has 'sold out' South Africa
 - Any other relevant response
- (any 1 x 2) (2)
- (b)
- Excited – great feeling to vote for the first time
 - Pleased at the birth of democracy
 - Any other relevant response
- (1 x 2) (2)
- 3.1.4 (a) [Explanation of concept – L1 – LO2 (AS1)]
- A system of government in a country where freedom of speech, religion and assembly is enshrined in the constitution
 - Government elected by the people – elections free and fair
- (any 1 x 2) (2)
- (b) [Explanation of concept – L1 – LO2 (AS1)]
- It is a system where the people are not given an opportunity to exercise their freedom and basic human rights by the government
 - Any other relevant response
- (any 1 x 2) (2)
- 3.2
- 3.2.1 [Interpretation of evidence from Source 3B – L2 – LO1 (AS3); LO2 (AS2)]
- Large number of voters that turned out to vote – indication of privilege to vote
 - Symbolic end to a system that had dehumanised people
 - Despite large number of voters- elections were relatively peaceful
 - Any other relevant response
- (1 x 2) (2)
- 3.2.2 [Interpretation of evidence using Source 3B – L2&3 – LO1 (AS3); LO3 (AS2)]
- Happy and satisfied
 - Sad and grieved for the many who did not live to see the day
 - Any other relevant response
- (1 x 3) (3)

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History/P2

20
NSC – Memorandum

DoE/Feb. – March 2009

IFP: No

- Split vote
 - In-fighting for power
 - Was seen as an ethnic party i.e. Zulu nationalism
- (any 1 x 2) (2)

(b) FF:Yes

- Saw itself as the only representative of the white South Africans especially the Afrikaners
- Represented conservative rule – peace; law and order
- Vanguard of white security in Black South Africa

FF:No

- Alienated itself from the NP
 - Associated with right wing violence and against transition
 - Symbolic of South Africa's past
 - Any other relevant response
- (any 1 x 2) (2)

3.3.5 [Interpretation of evidence to determine usefulness of source-L3 – LO1 (AS4); LO3 (AS1)]

Candidates should indicate whether statistics are useful or not useful to a historian. They should support their choice with valid reasons:

USEFUL

- Reliable – accurate account of first democratic elections
- Statistics used to determine voting patterns
- Indication of South Africa's response to the end of apartheid and birth of democracy
- Any relevant response

NOT USEFUL

- Analyst needs to consult more sources
 - 1994 election launched from very symbolic and optimistic platform-political reality might reveal very different results
- (any 2 x 2) (4)

3.4 [Interpretation, analysis and synthesis of evidence from all sources– L1-3 – LO1 (AS1); LO2 (AS1, 2&3); LO3 (AS1, 2, 3)]

Candidates should include the following aspects in their response:

- Surprised the world about the peaceful transition to democracy
- Respect-end of human rights violations
- Problems could be solved peacefully through negotiations
- Victory for peace and democracy
- Any other relevant response

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History/P2

19
NSC – Memorandum

DoE/Feb. – March 2009

- 3.2.3 [Comparing evidence in Sources 3A and 3B – L3 – LO2 (AS3); LO3 (AS2)]
- Candidates should substantiate the usefulness of the source to a historian
- USEFUL
- They provide photographic evidence of the event
 - Large numbers show support for first democratic elections
 - The photos were not supplied by the government so there is no bias
 - Photograph 2 especially demonstrate the enthusiasm of the people
 - Photograph 2 shows the human side of history of ordinary South Africans casting their vote
 - Any other relevant response
- (any 2 x 2) (4)
- 3.2.4 [Comparing evidence in Source 3A and 3B – L2 – LO1 (AS3); LO3 (AS3)]
- The long queues demonstrates people's patience to cast their ballot
 - The old and frail were willing to wait to cast their ballot
 - Voter turn out positive/overwhelming
 - Any other relevant response
- (any 2 x 2) (4)
- 3.3
- 3.3.1 [Extraction from Source 3A – L1 – LO1 (AS3); LO3 (AS2)]
- African National Congress (ANC)
- (1 x 1) (1)
- 3.3.2 [Extraction from Source 3C – L1 – LO1 (AS3); LO3 (AS2)]
- African Christian Democratic Party (ACDP)
- (1 x 1) (1)
- 3.3.3 [Interpretation of evidence using Source 3C – L2&3 – LO1 (AS3); LO3 (AS2)]
- Candidates should indicate Yes or No and support their responses with valid reasons:
- Yes
- They thought they were responsible for bringing change
 - Had hoped for greater number of seats
 - Felt betrayed by the voters
 - Expected support from the former subject 'states' (homelands)
 - Any other relevant response
- No
- Realised that black South Africans were in the majority
 - Elections were a numbers game
 - The NP did not anticipate the support of the ANC
- (any 2 x 2) (4)
- 3.3.4 [Interpretation of evidence using Source 3C – L2 – LO2 (AS2); LO3 (AS2 &3)]
- Candidates should indicate Yes or No and support their responses with valid reasons:
- (a) IFP: Yes
- Last minute decision to join the election.
 - Regionally based political party
 - Violence in Natal
 - Any other relevant response

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History/P2

21
NSC – Memorandum

DoE/Feb. – March 2009

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 what the 1994 elections had to say to the world about South AfricaUses 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 what the 1994 elections had to say to the world about South AfricaUses 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 what the 1994 elections had to say to the world about South AfricaEvidence relates well to the topicUses evidence very effectively in an organised paragraph that shows an understanding of the topic	Marks: 5 – 6

(6)

3.5 EXTENDED WRITING

3.5.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should take a line of argument and discuss this statement. The statement must be addressed in the light of South Africa's first democratic elections

MAIN ASPECTS

- Introduction: Candidates need to refer to the road to South Africa's first democratic elections.

ELABORATION

- Release of Mandela – Process of negotiation between various political parties
- Groote Schuur, Pretoria Minute, Whites only referendum
- CODESA, Record of Understanding
- Assassination of Hani- Mandela appeals to nation to remain calm
- Election date set
- White conservatives participate in elections
- New Constitution
- Mandela President of South Africa
- Any other relevant point

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

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Please turn over

History Paper 02 February/March 2009 Memorandum

History/P2

22
NSC – Memorandum

DoE/Feb. – March 2009

- 3.5.2 [Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should explain why South Africa's first democratic election could be regarded as turning point in the country's history. Candidates should use salient examples to back-up their argument.

MAIN ASPECTS

- Introduction: Candidates must give reasons why exiles should return to South Africa. Mention must be made of new optimism and opportunities.

ELABORATION

- Significance of De Klerk's speech (background)
- Release of Mandela
- Reforms introduced/ free political activity
- The process of negotiations – CODESA 1,2
- Response Hani's assassination
- 1994 elections - Democracy at work/stability
- Government of national unity
- Any other relevant point

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

(30)

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[75]

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History/P2

24
NSC – Memorandum

DoE/Feb. – March 2009

- 4.2.3 [Interpretation of evidence from Source 4B – L3 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]
Candidates should indicate Yes or No and support their choice with valid reasons:

Yes, partly successful

- Promote reconciliation
- Shows that the TRC was committed to a process of healing the nation
- Provided an open forum for perpetrators of apartheid crimes to come forward
- Any other relevant response

No

- Not every perpetrator of apartheid crimes came forward to make open confessions
- There was resistance from some sectors to the TRC
- Reconciliation and nation building was not fully supported by all (any 2 x 2) (4)

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

Source is useful because of the following reasons:

- It gives information on how anti-apartheid activists died
- Shows the brutality of the apartheid regime and its agents
- Gives useful information on how the apartheid regime tried to cover up its 'nasty' deeds
- People were made aware of the crimes committed during the apartheid regimes rule
- Was a form of catharsis
- In many cases closure resulted – process of forgiveness, reconciliation and healing occurred
- Any other relevant response (any 2 x 2) (4)

4.3

- 4.3.1 [Interpretation and evaluation of evidence from Source 4B – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]

- Work of the TRC is not going to be easy
- Many challenges and hurdles to be faced
- Readiness to confess does not seem apparent
- Any other relevant response (any 1 x 2) (2)

- 4.3.2 [Interpretation and evaluation of evidence from Source 4B – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]

- All were not fully committed to the TRC
- Not willing to present the truth for the sake of reconciliation-feared consequences
- Time gap between the events and the TRC was vast
- Any other relevant response (any 2 x 2) (4)

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History/P2

23
NSC – Memorandum

DoE/Feb. – March 2009

QUESTION 4: DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) HEAL THE WOUNDS OF SOUTH AFRICA'S PAST?

4.1

- 4.1.1 [Extraction from Source 4A – L1 – LO1 (AS3); LO3 (AS2)]

- It served to expose human rights violations and crimes committed by the apartheid regime
- It provided a platform for ordinary people to reveal their stories of how they were affected by the apartheid regime
- Granting of amnesty in some instances for crimes committed (3 x 1) (3)

- 4.1.2 [Extraction of evidence from Source 4A – L1 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]

- Clear and open confession of the wrongs committed
- Remorse for the crimes committed
- Serve as an exercise in reconciliation
- Fear of prosecution
- Would not bring about the desired hope for reconciliation
- Did not like to open old wounds
- It would have exposed the apartheid regimes violation of human rights
- Any other relevant response (any 2 x 1) (2)

- 4.1.3 [Interpretation and explanation – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]

- The TRC did not have the power to prosecute
- TRC was to help the victims as well perpetrators of crime to undergo a cleansing experience
- It could not mete out punishment to the culprits/offenders
- Any other relevant response (any 1 x 2) (2)

- 4.1.4 [Explanation of evidence from Source 4A – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]

- They were involved in the murders of the Pebco three, the Gugulethu seven and other killings and atrocities
- Wanted to avoid prosecution and imprisonment
- Any other relevant response (any 2 x 2) (4)

4.2

- 4.2.1 [Interpretation of evidence from Source 4B – L3 – LO1 (AS3); LO3 (AS2)]

- Opponents captured and tortured
- Flimsy excuses given for the deaths
- Life of opponents viewed cheaply and worthless
- Any other relevant response (any 1 x 2) (2)

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

- Death was the method used to eliminate opponents of the regime
- Survival from the hands of the apartheid perpetrators appeared slim
- Flagrant violation of human dignity and human rights
- Any other relevant response (any 2 x 2) (4)

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25
NSC – Memorandum

DoE/Feb. – March 2009

- 4.3.3 [Interpretation and evaluation of evidence from Source 4B – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]

- Victim of apartheid serves as a symbol to be willing to forgive for the sake of conciliation
- Journalists keen to see how suffering and forgiveness are going to be achieved
- Road to reconciliation not easy
- Any other relevant response (2 x 2) (4)

- 4.3.4 [Interpretation and evaluation of evidence from Source 4B – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]

- Submission made by the NP is not the whole truth nor the complete truth
- NP had something to hide (1 x 2) (2)

- 4.3.5 [Interpretation and evaluation of evidence from Source 4B – L2 – LO1 (AS3); LO2 (AS2); LO3 (AS2)]

- Critical of the TRC
- Uncertain whether the TRC would achieve its aims
- Saw the work of the TRC as enormously challenging
- Quest for the truth in the religious mode (Archbishop Tutu) and political double speak (FW de Klerk) were difficult to attain (1 x 2) (2)

- 4.4 [Interpretation, analysis and synthesis of evidence from all sources - L2 – LO1 (AS3); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]

Candidates should include the following aspects in their response:

- TRC had to find tangible solutions for the victims of apartheid atrocities
- TRC had to listen to crimes that were committed
- TRC had to grant amnesty
- Difficult to reach consensus regarding the process of healing and reconciliation
- Unable to satisfy all parties
- Any other relevant point

Use the following to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Cannot extract evidence or extract evidence from the sources in a very elementary manner, e.g. Shows no or little understanding of the why the work of the TRC was an unenviable (unpopular) task. • Use evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic, e.g. Shows an understanding of the why the work of the TRC was an unenviable (unpopular) task. • Use evidence from sources in a very basic manner 	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Extract relevant evidence from the sources, e.g. Demonstrates a thorough understanding of the why the work of the TRC was an unenviable (unpopular) task. • Extracted evidence – relates well to the topic • Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 – 6

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4.5 EXTENDED WRITING

4.5.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should critically discuss whether the TRC was successful or not in healing the wounds of a divided South Africa. Candidates should back up their argument with relevant case studies/examples.

MAIN ASPECTS

Introduction: Candidates should take a specific line of argument and indicate how they intend supporting it.

ELABORATION

Candidates can mention either that the TRC was successful or it was a failure

SUCCESSFUL

- People came forth to present their cases
- In some cases there was genuine commitment to reconciliation
- In some cases there was closure
- Families were able to forgive
- Others were angry - believed that the perpetrators of gross human rights violations escaped punishment
- Amnesty was controversial
- However when the report was presented - the belief was that it laid the foundation for reconciliation
- New constitution supported the idea of national unity based on reconciliation and the reconstruction of society

UNSUCCESSFUL

- Some perpetrators did not appear before the TRC
- Others were angry - believed that the perpetrators of gross human rights violations escaped punishment
- Political tension prevailed during its operations
- Many saw the TRC investigating aspects of the past that might damage their political credibility
- Parties accused the TRC of being a "witch-hunt" rather than a genuine tool for national reconciliation, and frustrated the Commission's work by [bringing about] frequent legal actions against the TRC
- For restorative justice to succeed, victims need to see offenders express remorse [regret]. That this was not forthcoming from the political party that governed the country under apartheid
- 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

OR

4.5.2 [Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]

Candidates should include the following aspects in their response:

SYNOPSIS

In writing a report candidates need to indicate reasons for the TRC. Information and evidence regarding how the TRC attempted to build a unified and reconciled South Africa should be discussed. Relevant case studies/examples should be used to back up the report.

MAIN ASPECTS

Introduction: Candidates should assess the work done by the TRC.

ELABORATION

- Candidates should evaluate whether the TRC was successful or not in helping the process of reconciliation, justice and forgiveness
- TRC provided a forum for people to rid themselves of their bottled emotions of guilt, suffering and hatred
- Provided a structured platform for relief in the way of amnesty or financial compensation
- The first is that it has achieved a remarkable and far-ranging public exposure of the human rights violations and crimes committed under the apartheid regime
- It has forced a previously reluctant population (though, of course, there is still denial at one level) to see that apartheid was morally indefensible; that it's a crime against humanity
- It has allowed ordinary people to find expression for the suffering under the apartheid regime
- It has had a completely cathartic (therapeutic or healing) function for many of the victims
- It is in this sense that some form of reconciliation has already taken place.
- Desire to free themselves from the burdens of the past and look ahead to a better and brighter future
- To look ahead rather than be trapped in the past
- TRC was to change the mindset of people from division and hate to togetherness and love
- Any other relevant point
- Conclusion: Candidates should tie up their argument with a relevant conclusion. (30)

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

TOTAL: 150



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