



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**HISTORY P1**

**FEBRUARY/MARCH 2013**

**MEMORANDUM**

**MARKS: 150**

**This memorandum consists of 29 pages.**

## 1. SOURCE-BASED QUESTIONS

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

LEARNING OUTCOMES	ASSESSMENT STANDARDS THE ABILITY OF THE LEARNER TO:
<b>Learning Outcome 1 (Historical enquiry)</b>	1. Formulate questions to analyse concepts for investigation within the context of what is being studied. <b>(Not for examination purposes.)</b> 2. Access a variety of relevant sources of information in order to carry out an investigation. <b>(Not for examination purpose).</b> 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.
<b>Learning Outcome 2 (Historical concepts)</b>	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.
<b>Learning Outcome 3 (Knowledge construction and communication)</b>	1. Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data. 2. Synthesise information to construct an original argument using evidence to support the argument. 3. Sustain and defend a coherent and balanced argument with evidence provided and independently accessed. 4. Communicate knowledge and understanding in a variety of ways including discussion (written and oral) debate, creating a piece of historical writing using a variety of genres, research assignments, graphics, oral presentation.

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

<b>LEVELS OF SOURCE-BASED QUESTIONS</b>	
<b>LEVEL 1 (L1)</b>	<ul style="list-style-type: none"> <li>• Extract relevant information and data from the sources.</li> <li>• Organise information logically.</li> <li>• Explain historical concepts.</li> </ul>
<b>LEVEL 2 (L2)</b>	<ul style="list-style-type: none"> <li>• Categorise appropriate or relevant source of information provided to answer the questions raised.</li> <li>• Analyse the information and data gathered from a variety of sources.</li> <li>• Evaluate the sources of information provided to assess the appropriateness of the sources for the task.</li> </ul>
<b>LEVEL 3 (L3)</b>	<ul style="list-style-type: none"> <li>• Interpret and evaluate information and data from the sources.</li> <li>• 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.</li> <li>• Analyse historical concepts as social constructs.</li> <li>• Examine and explain the dynamics of changing power relations within the aspects of societies studied.</li> <li>• Compare and contrast interpretations and perspectives of peoples' actions or events and changes to draw independent conclusions about the actions or events.</li> <li>• Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data.</li> </ul>

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

<ul style="list-style-type: none"> <li>• In the marking of source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.</li> <li>• In the allocation of marks emphasis should be placed on how the requirements of the question have been addressed.</li> <li>• 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.</li> </ul>
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## 2. EXTENDED WRITING

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

<b>LEVELS OF QUESTIONS</b>	
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• Discuss or describe according to a given line of argument set out in the extended writing question.</li> <li>• Plan and construct an argument based on evidence, using the evidence to reach a conclusion.</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Synthesise information to construct an original argument using evidence to support the argument.</li> <li>• Sustain and defend a coherent and balanced argument with evidence.</li> <li>• Write clearly and coherently in constructing the argument.</li> </ul>

### 2.2 Marking of extended writing

<ul style="list-style-type: none"> <li>• <b>MARKERS MUST BE AWARE THAT THE CONTENT OF THE ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT THE PARTICULAR CENTRE.</b></li> <li>• <b>CANDIDATES MAY HAVE ANY OTHER RELEVANT INTRODUCTION AND/OR CONCLUSION THAN THOSE INCLUDED IN A SPECIFIC EXTENDED WRITING MARKING GUIDELINE FOR A SPECIFIC ESSAY.</b></li> <li>• <b>WHEN ASSESSING OPEN-ENDED SOURCE-BASED QUESTIONS, LEARNERS SHOULD BE CREDITED FOR ANY OTHER RELEVANT RESPONSES.</b></li> </ul>
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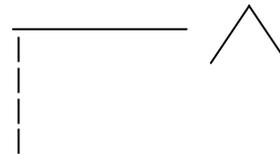
### Global assessment of extended writing

The extended writing will be assessed holistically (globally). This approach requires the educator to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using of selected factual evidence to support an argument. The learner will not be required to simply regurgitate 'facts' in order to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic extended writing marking credits learners' opinions supported by evidence. Holistic assessment, unlike content based marking, does not penalise language inadequacies as the emphasis is on the following:

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

**Assessment procedures of extended writing**

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



- Repetition **R**
- Analysis **A√**
- Interpretation **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 determine the **content level** (on the matrix).

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	18-19
P	LEVEL 5	

4.2 **Use of holistic rubric in the marking of extended writing (refer to page 7)**

The given rubric which takes into account both content and presentation should be used in the marking of extended writing.

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

	<b>LEVEL 7</b>	<b>LEVEL 6</b>	<b>LEVEL 5</b>	<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
<b>PRESENTATION</b>	Very well planned and structured. Good synthesis of information. Constructed an argument	Well planned and structured. Synthesis of information Constructed an original well - balanced, independent argument. Evidence used to defend 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 in answer.
<b>CONTENT</b>	Well balanced argument. Sustained and defended the argument throughout.						
<b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.	27-30	24-26					
<b>LEVEL 6</b> Question has been answered. Content selection relevant to a line of argument.	24-26	23	21-22				
<b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.		21-22	20	18-19			
<b>LEVEL 4</b> Question recognisable in answer. Some omissions/ irrelevant content selection.			18-19	17	15-16		
<b>LEVEL 3</b> Content selection does not always relate. Omissions in coverage.				15-16	14	12-13	
<b>LEVEL 2</b> Sparse content. Question inadequately addressed.					12-13	11	9-10
<b>LEVEL 1</b> Question not answered. Inadequate content. Totally irrelevant.						9-10	0-8

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

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

**QUESTION 1: HOW DID THE TENSION BETWEEN THE USA AND THE USSR INTENSIFY THE COLD WAR IN CUBA?**

1.1

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

- Influenced Cuba to develop closer ties with Russia
- Influenced Cuba regarding policies related to communism
- Any other relevant response (any 1 x 2) (2)

1.1.2 *[Definition of historical concept from Source 1A – L1 – LO2 (AS1)]*

- An economic, social and political system which aimed to create an equal society
- Trade and industry were controlled by the state for the benefit of the country
- No private ownership was permitted
- Any other relevant response (any 1 x 2) (2)

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

- Turkey (1 x 1) (1)

1.1.4 *[Analysing of evidence from Source 1A – L2 – LO1 (AS3,4)]*

**The candidates can either state whether it was SUCCESSFUL or NOT SUCCESSFUL and support their answers with relevant evidence**

**NOT SUCCESSFUL**

- USA was defeated at the Bay of Pigs
- It was an embarrassment for the US government under Kennedy
- Castro and the USSR became stronger allies
- Any other relevant response

**SUCCESSFUL**

- **Candidates should provide a relevant answer.** (any 2 x 2) (4)

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

- Cordial/good/friendly relationship
- Any other relevant response (any 1 x 2) (2)

1.1.6 *[Comparing evidence from Source 1A – L3 – LO1 (AS3); LO2 (AS3)]*

- Needed a strong ally to protect Cuba from the USA
- Looked to Russia as a trading partner
- Any other relevant response (any 2 x 2) (4)

1.2

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

- Russian ships were delivering military cargo to Cuba
- Construction of military bases in Cuba (2 x 1) (1)

1.2.2 *[Interpretation and analysis of evidence from Source 1B – L2 – LO1(AS3,4)]*

- USSR wanted to spread communism
- USSR wanted to protect Cuba against USA invasion
- Wanted to extend Soviet sphere of influence in the Caribbean
- Any other relevant response (any 2 x 2) (4)

1.2.3 *[Evaluating the reliability of Source 1B – L3 – LO1(AS3,4)]*

- Historians view was corroborated by other sources
- The source confirmed the presence of USSR offensive weapons in Cuba
- Any other relevant response (any 2 x 2) (4)

1.2.4 *[Analysing of evidence from Source 1A – L2 – LO1 (AS3,4)]*

- Kennedy signed a quarantine proclamation
- Kennedy instructed a blockade of all Russian ships coming to Cuba
- With concern over the safety of US citizens
- Any other relevant response (any 2 x 2) (4)

## 1.3

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

- The possibility of a nuclear war
- The cartoon shows the desperation of Kennedy and Khrushchev to stop the outbreak of a nuclear war
- Any other relevant response (any 2 x 2) (4)

1.3.2 *[Interpretation and evaluation of evidence from Source 1C – L3 – LO1 (AS3); LO2 (AS1)]*

- It means that both Kennedy and Khrushchev tried to reach an agreement regarding the missile crisis in Cuba
- It means that a solution needs to include both parties
- Both Kennedy and Khrushchev were prepared to avoid a nuclear war at all costs
- Any other relevant response (any 2 x 2) (4)

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

Candidates may use the following points to answer the question:

- Kennedy and his advisers debated the matter of an invasion of Cuba
- Kennedy opted for a blockade of all Soviet ships on their way to Cuba
- In his speech to the nation Kennedy promised a 'full retaliatory response' against the Soviet Union if any missiles were launched from Cuba
- Kennedy made it clear that Soviet missiles in Cuba would not be acceptable to the USA
- 23 October 1962 Kennedy signed the quarantine proclamation
- Kennedy and Khrushchev corresponded back and forth during the missile crisis
- Kennedy had direct lines of communication with his naval commanders
- 26 October 1962 a non-Soviet ship was stopped and inspected to show the Soviets that the US was determined to stop and search ships
- USA agreed not to invade Cuba if Soviet missiles were dismantled
- Any other relevant response

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows little or no understanding of explaining the role that the USA played in preventing an outbreak of a nuclear war in Cuba</b></li> <li>• Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic</li> </ul>	<b>MARKS: 0–2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows an understanding of explaining the role that the USA played in preventing an outbreak of a nuclear war in Cuba</b></li> <li>• Uses evidence in a very basic manner to write a paragraph</li> </ul>	<b>MARKS: 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of explaining the role that the USA played in preventing an outbreak of a nuclear war in Cuba</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic</li> </ul>	<b>MARKS: 6–8</b>

(8)

## 1.5 EXTENDED WRITING

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

### SYNOPSIS

Candidates need to discuss how the tensions between the USA and the USSR intensified the Cold War in Cuba.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate the reasons for the increased tension between the USSR and the USA.

### ELABORATION

- Background information on the Cold War tension between the USSR and the USA
- Khrushchev willing to support Cuba in order to spread communism
- Bay of Pigs invasion and its consequences
- Tensions heighten as USA suffers a diplomatic embarrassment over Cuba
- Reconnaissance photographs reveal USSR missiles in Cuba
- Kennedy reacts by imposing a quarantine of all USSR ships carrying missiles to Cuba
- Khrushchev rejected the US blockade of Soviet ships
- Soviet Union admitted to missiles but claims it is for defensive purposes only
- Soviet Union asks for the removal of US missiles from Turkey, then only it will remove missiles from Cuba
- Tensions increased as an American spy plane was shot down over Cuba
- Missiles in Cuba are removed and sites dismantled under United Nations supervision
- Hotline was set up between the White House and Kremlin and a Nuclear Test Ban Treaty was signed
- Any other relevant response
- Conclusion: Candidates need to tie up the discussion with a relevant conclusion.

(30)

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

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

### SYNOPSIS

In answering this question, candidates should critically analyse the statement and indicate how the aggressive conduct of the USA and the USSR could have led to a nuclear war.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should analyse the statement and indicate how they intend answering the question.

### ELABORATION

- Cold War tensions between USSR and USA as background
  - Reconnaissance photographs reveal the stockpiling of Soviet missiles in Cuba
  - Role of Kennedy in limiting USSR influence in Cuba
  - Role of Castro in mobilising Cuba's military forces against the USA
  - Role of Khrushchev in challenging the imposition of the USA's quarantine
  - Leads to improved relations between the US and the USSR and resulted in averting a nuclear catastrophe
  - Any other relevant response
- Conclusion: Candidates should tie up their argument.

(30)  
[75]

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

**QUESTION 2: WHAT WAS THE REACTION TO JULIUS NYERERE'S POLICY OF UJAMAA IN TANZANIA?**

## 2.1

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

- To achieve economic progress
- To enable Tanzanians to share their wealth equally
- To avoid the continuation of colonial economic policies
- Any other relevant answer (2 x 1) (2)

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

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

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

- Ujamaa was based on socialism and this was against the free market principles as practiced by international financial institutions
- The policy of ujamaa did not favour the payment of interest as prescribed by international financial institutions
- Any other relevant answer (any 2 x 2) (4)

2.1.4 *[Analysing of evidence from Source 2A – L2 – LO1 (AS3); LO2 (AS2)]*

- It would ensure economic progress and social justice
- Shows his country's independence
- The IMF and the World Bank applied strict austerity measures
- Any form of financial aid from the IMF and the World bank was granted on specific conditions
- Wanted to move away from colonial economic policies
- Any other relevant response (any 2 x 2) (4)

## 2.2

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

- Medical services were free for all
- Tanzania attained the highest literacy rate in Africa and one of the highest in the world
- Built schools, factories, roads, railways, dams, bridges and hydro-electric power plants
- Brought people together and provided vital social services
- Any other relevant answer (any 2 x 1) (2)

2.2.2 *[Explanation of historical concept from Source 2B – L1 – LO1(AS3); LO2 (AS2)]*

- Believed in attitude of co-operation for communal villages
- Sharing and respect for everyone
- Any other relevant response (any 1 x 2) (2)

2.2.3 *[Analysing of evidence from Source 2B – L3 – LO1 (AS3); LO2 (AS2)]*

- Communal villagers would have disagreed with the contents of the source
- Communal villagers did not have access to free schools, hospitals and clinics
- Would have viewed the information as government propaganda
- Any other relevant response (any 2 x 2) (4)

## 2.3

2.3.1 *[Interpretation of evidence from Source 2C – L2 – LO1 (AS3)]*

- Demonstrates support for socialism/ujamaa
- Displayed a dislike for capitalism and imperialism
- Students demonstrated against colonialism and its effects on Tanzania
- Any other relevant response (any 2 x 2) (4)

2.3.2 *[Interpretation and evaluation of the photograph – L2 – LO1 (AS3)]*

- Students felt that capitalism and imperialism exploited the resources of Tanzania
- Support for socialism/ujamaa
- Capitalism led to the exploitation of Tanzania's resources
- These policies did not work for Tanzania
- Any other relevant answer (any 1 x 1) (1)

2.3.3 *[Interpretation and evaluation of information from Source 2C - L2 – LO1 (AS3); LO2 (AS2)]*

**Candidates can either AGREE or DISAGREE and support their answers with relevant evidence.**

**DISAGREE**

- Not all Tanzanians supported socialism as practised in Tanzania
- Some Tanzanians resisted the policy of collectivisation/villagisation
- It could have been just a small group of students representing themselves
- Elitist plan – excluded the majority
- Any other relevant answer

**AGREE**

- Socialism was based on the concept of sharing which Nyerere wanted Tanzanians to practice
- Provision of free health, social services and education
- Any other relevant response (any 2 x 2) (4)

2.3.4 *[Ascertaining the limitation of Source 2C - L3 – LO1 (AS3.4);LO2 (AS2,3); LO3 (AS2,3)]*

- The photograph could have been posed for
- Gives only one side of the story
- The photograph could have been manipulated
- No mention of the photographer – questions authenticity
- Any other relevant response (any 2 x 2) (4)

2.4 *[Comparison of sources to evaluate how they support each other L3 – LO2 (AS3)]*

- Source 2B shows the implementation and the success of the ideology of socialism while Source 2C shows students demonstrating in support for socialism
- Source 2B indicates that under socialism, education was free for primary and university students and Source 2C shows students demonstrating against capitalism and imperialism and wanted the implementation of socialism
- Any other relevant answer (2 x 2) (4)

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

Candidates may use the following points to answer the question:

- Rural Tanzanians were unwilling to leave their ancestral land for new areas/ land
- Communal ownership was a threat to private ownership
- Rural Tanzanians were 'forced' into collectivisation/ villagisation
- Rural Tanzanians refused to work on collective farms
- Agricultural production fell
- Very little capital investment in building villages
- Poor management of ujamaa villages
- Any other relevant response

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows little or no understanding of how working class Tanzanians would have reacted to Nyerere's programme of collectivisation</b></li> <li>• Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic</li> </ul>	<b>MARKS: 0–2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows an understanding of how working class Tanzanians would have reacted to Nyerere's programme of collectivisation</b></li> <li>• Uses evidence in a very basic manner to write a paragraph</li> </ul>	<b>MARKS: 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of how working class Tanzanians would have reacted to Nyerere's programme of collectivisation</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic</li> </ul>	<b>MARKS: 6–8</b>

(8)

## 2.6 EXTENDED WRITING

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

### SYNOPSIS

Candidates need to discuss to what extent Julius Nyerere's policy of ujamaa was a success in Tanzania.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate to what extent Nyerere's policy of ujamaa was a success.

### ELABORATION

#### **Successes to a certain extent:**

- Through Arusha Declaration, Nyerere adopted and formalised the policy of ujamaa to achieve economic progress and social justice
- It enabled the country to share its wealth equally in line with socialism as an ideology
- Was committed to the well-being of the poorest of the poor
- Concerned with the welfare of people rather than economic growth principles
- Nyerere insisted on pursuing socialism and self-reliance as the only means to achieve development
- Collectivisation was voluntary
- Built schools, hospitals, clinics, factories, roads and railways, dams and bridges, hydro-electric power plants and other infrastructure
- People had easier access to schools, clinics, clean water and other services
- Education was free from primary school to university level
- Tanzania attained the highest literacy rate in Africa and one of the highest in the world
- Medical services was free in spite of Tanzania being one of the poorest countries in Africa

#### **Not successful to a certain extent:**

- Was against capitalist financial institutions like the IMF and the World Bank
  - Peasants were forced into ujamaa villages
  - Shortage of basic commodities in villages
  - Overcrowding in villages
  - Land was not fertile and it affected production
  - By 1980, Tanzania relied heavily on imports
  - Any other relevant response
- Conclusion: Candidates need to tie up their discussion with a relevant conclusion.

(30)

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

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

### SYNOPSIS

Candidates need to indicate whether Nyerere's policy of ujamaa was a success in Tanzania. They need to support their argument relevant evidence.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

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

### ELABORATION

#### Agree

- Resistance by most farmers to move into new villages
- People unwilling to leave their ancestral land for new areas
- Communal ownership was a threat to private ownership
- People were 'forced' into collectivisation/ villagisation
- People refused to work on the collective farms
- The expected production from the collectivised farms was not attained
- The land they moved to was not productive
- Opposition to capitalist financial institutions was a mistake by Nyerere
- Tanzania continued to be poor because of decreased production
- Nyerere admitted that ujamaa was a failure
- Ujamaa led to decrease in agricultural production resulting in increased unemployment and poverty
- Any other relevant response

#### Disagree

- Ujamaa was committed to the well-being of the poorest of the poor
- Concerned with the welfare of people rather than economic growth principles
- Collectivisation was a voluntary process
- Built schools, hospitals, clinics, factories, roads and railways, dams and bridges, hydro-electric power plants and other infrastructure
- People had easier access to schools, clinics, clean water and other services
- Education was free from primary school to university level
- Tanzania attained the highest literacy rate in Africa and one of the highest in the world
- Medical services were free in spite of Tanzania being one of the poorest countries in Africa
- Against capitalist financial institutions like the IMF and the World Bank
- 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.**

**QUESTION 3: WHAT ROLE DID THE CIVIL RIGHTS MOVEMENT PLAY IN RESISTING RACIAL DISCRIMINATION AND SEGREGATION IN THE USA DURING THE 1960s?**

3.1

3.1.1 *[Interpretation of evidence from Source 3A – L1 – LO1 (AS3); LO2 (AS2)]*

- United States constitution guaranteed equality of all its citizens
- University of Georgia had no right to restrict them on grounds of their race
- Any other relevant answer (any 1 x 2) (2)

3.1.2 *[Definition of concept from Source 3A – L1 – LO2 (AS1)]*

- Equal access to facilities for all races
- End discriminatory practices in all spheres of life
- Any other relevant response (any 1 x 2) (2)

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

- Was met by a mainly white crowd who shouted abuse at them
- Were racially abused – used the word 'nigger' to refer to African Americans
- Hunter-Gault was intimidated-bricks were thrown through her window
- Any other relevant response (any 2 x 2) (4)

3.1.4 *[Interpretation and evaluation of information from Source 3A – L2– LO1 (AS3 and 4); LO2 (AS2 and 3)]*

(a)

- They would have been unhappy because their efforts to keep facilities segregated failed
- Any other relevant response (1 x 2) (2)

(b)

- They would have been happy because their efforts to desegregate facilities was a success
- Any other relevant response (1 x 2) (2)

3.1.5 *[Comparing evidence from the Visual with the Written Source in Source 3A – L3 – LO1 (AS3); LO2 (AS3); LO3 (AS2)]*

- **Written Source-** Shows the determination of whites to prevent African Americans from desegregating educational institutions
- **Visual Source-** Educational institutions were integrated (blacks and whites attended the same schools)
- Any other relevant response (2 x 2) (4)

3.2

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

- Sit-ins (1 x 1) (1)

3.2.2 *[Extraction of information from Source 3B – L2– LO1 (AS3)]*

- Swore at activists
- Dehumanised activists
- Reacted violently towards activists
- Any other relevant response (2 x 2) (4)

3.2.3 *[Justification of evidence from Source 3B – L3 – LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2 and 3)]*

- Police had no right to treat African Americans in this manner
- Police had no right to arrest peaceful protestors
- Civil Rights activists were peaceful and law abiding citizens
- Any other relevant response (2 x 2) (4)

3.2.4 *[Selection of evidence from Source 3B to determine usefulness – L3 – LO1 (AS4); LO2 (AS3); LO3 (AS2 and 3)]*

**Candidates can select either USEFUL or not USEFUL and support their answers with relevant evidence.**

**USEFUL (focuses on relevance, validity of the sources)**

- Focus on the methods that the Civil Rights movement used to desegregate facilities
- Highlights the determination of the Civil Rights Movement to desegregate facilities
- Showed that not all whites were racists because they supported equality amongst all Americans
- Civil Rights activists were peaceful throughout their campaigns
- Any other relevant response

**NOT USEFUL**

- The contribution of other role players such as the Black Power Movement were absent
- Was not only picketing that led to the desegregation of facilities-but other forms of civil disobedience as well
- Any other relevant response (any 2 x 2) (4)

3.2.5 *[Interpretation of visual Source 3B –L2-LO1 (AS4)]*

- Shows black and white members of the Civil Rights movement protesting to desegregate facilities
- Protested in a peaceful, disciplined and well organized manner
- Protestors carried posters which were against the segregation of facilities
- Any other relevant response (2 x 2) (4)

3.2.6 *[Comparing evidence from the Visual with the Written Source in Source 3B – L3 – LO1 (AS3); LO2 (AS3); LO3 (AS2)]*

- Written source explains the activities that Civil Rights activists embarked on to desegregate facilities in the USA
- Visual source depicts how protestors supported the sit-ins that led to the desegregation of facilities e.g. lunch counters
- Any other relevant response (2 x 2) (4)

3.3 *[Interpretation, analysis and synthesis of evidence from all sources - L3- LO1 (AS3 and 4), LO2 (AS1, 2 and 3) LO3 (AS 1, 2, 3 and 4)]*

Candidates must focus on the following aspects:

- Conservative white Americans did not want desegregated facilities
- Wanted to retain their privileges and their luxurious quality of life
- They did not want to share facilities with African Americans
- Conservative White Americans did not want their children to attend the same schools as African Americans
- Whites wanted to be seen as superior to African Americans
- Whites were selfish and did not want to share resources and facilities
- Any other relevant response

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding for the reasons why conservative white Americans attempted to prevent the Civil Rights activists from embarking on protest action</b></li> <li>• Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic</li> </ul>	<b>MARKS: 0–2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows some understanding for the reasons why conservative white Americans attempted to prevent the Civil Rights activists from embarking on protest action</b></li> <li>• Uses evidence in a very basic manner to write a paragraph</li> </ul>	<b>MARKS: 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>shows a thorough understanding for the reasons why conservative white Americans attempted to prevent the Civil Rights activists from embarking on protest action</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic</li> </ul>	<b>MARKS: 6–8</b>

(8)

### 3.4 EXTENDED WRITING

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

#### SYNOPSIS

Candidates should discuss the role and impact of the Civil Rights Movement in resisting racial discrimination and segregation in the USA in the 1960s. Relevant examples should be used to support their answer.

#### MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should indicate why the Civil Rights Movement used various methods to resist racial discrimination and segregation in the USA.

#### ELABORATION

The following were some of the key activities that the Civil Rights Movement used to ensure that the USA was free of racism:

#### **DESEGREGATION OF FACILITIES**

- The Students Non-violent Coordinating Committee (SNCC), in Greensboro, started a campaign to end segregation in restaurants (Also in Nashville, Tennessee, sit-ins in churches, libraries)
- 1961 the American Supreme Court ruled that segregation at bus terminals, restaurants and on buses was illegal
- Congress for Racial Equality (CORE ) and SNCC embarked on the 'Freedom rides' (United States Supreme Court ruled in 1960 that segregation on buses was illegal)
- The South did not want to change. Freedom Riders deliberately rode on buses in the city of Birmingham, Alabama
- 1965 most facilities were desegregated in the South (Albany, Georgia desegregated facilities in 1962)

#### **VOTER EDUCATION**

- The National Association for the Advancement of Coloured People (NACCP) undertook voter education in the South (African Americans were taught voting procedures and how to vote)
- Summer of 1964 was called 'Freedom Summer' (African Americans were encouraged to vote. More than 430 000 blacks registered to vote in about two years)
- In 1965 Martin Luther King undertook a march through Selma, Montgomery (Only 2, 4% of African Americans were registered voters. 'Bloody Sunday' forced President Johnson to sign the 'Voting Rights Bill' in 1965.)

**MARCHERS AND DEMONSTRATIONS**

- 1963 Martin Luther King undertook a march in Birmingham, Alabama (march exposed racism in Birmingham )
- Bull Conner was brutal and racist against the marchers who were often beaten, arrested, jailed and attacked by police dogs
- In August 1963 over 250 000 people marched on the capital, Washington DC (Aim was to put pressure on Kennedy to pass the Civil Rights Bill; This had an impact on American public opinion)
- In 1964 President Johnson signed the Civil Rights Act (Made it illegal for local government to discriminate against African Americans regarding the provision of housing and employment)
- 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.**

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

### SYNOPSIS

Candidates need to assess the accuracy of the statement. They should support their line of argument with relevant examples.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should focus on the accuracy of this statement and indicate how they will support their argument.

### ELABORATION

- Throughout the Civil Rights campaign the leaders and activists were subjected to intimidation and threats e.g. were beaten, arrested, jailed and murdered
- For example Freedom Riders endured the worst violence during the Civil Rights campaign
- Martin Luther King Jnr. faced harassment by US security officials when he embarked on civil rights protest across America
- Civil rights workers who were part of 'Freedom Summer' were either imprisoned or murdered
- Slowly the Civil Rights Movement gained victories
- Led to the Civil Rights Bill being signed in 1964 - illegal for local government to discriminate in the allocation of houses and jobs
- The Voting Rights Bill passed in 1965
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)  
[75]

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

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

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

4.1

4.1.1 *[Explanation of a historical concept from Source 4A – L1 – LO2(AS1)]*

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

(any 1 x 2) (2)

4.1.2 *[Extraction of information from Source 4A – L1 – LO1 (AS3); LO3 (AS2)]***Both SASO and BPC stressed their commitment to:**

- Through peaceful persuasion/protests
- Desired a free society based on universal suffrage
- Favoured bargaining/were against the use of violence
- Any other relevant response

(any 1 x 2) (2)

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

- Viewed it as a product of disillusionment filled with liberal doctrines
- Black South Africans did not want to be objects of white politics
- Black South Africans wanted to determine their own future
- Any other relevant response

(any 2 x 2) (4)

4.1.4 *[Interpretation of information from Source 4A – L2 – LO1 (AS3); LO3 (AS2)]*

- Viewed the proposed the road map to attain the ideals of Black Consciousness
- Significant because it developed an attitude of self-reliance
- Took the initiative of doing things for themselves as black South Africans
- Black South Africans would be able to determine their own destiny/future
- Any other relevant response

(any 2 x 2) (4)

4.1.5 *[Comparing evidence from Source 4A – L3 – LO1 (AS3); LO2 (AS3); LO3 (AS2)]***Die Burger's view is similar to Drake Koka in the following ways:**

- Both views state that black South Africans must determine their own future
- Both views state that black South Africans should become independent and not be objects of white politics
- Any other relevant response

(2 x 2) (4)

## 4.2

4.2.1 *[Extraction and interpretation of evidence from Source 4B – L1 – LO1 (AS3); LO2 (AS2)]*

- The forced use of Afrikaans as the medium of instruction in all subjects taught at black schools
- The influence of the philosophy of Black Consciousness
- The role and influence of SASO
- Poor school infrastructure
- Unqualified teachers
- Poverty
- Unemployment
- Any other relevant response (any 2 x 1) (2)

4.2.2 *[Analysis of information from Source 4B – L2 – LO1 (AS3 and 4); LO3 (AS2)]*

- Shows a number of students marching
- Shows the student's dissatisfaction for Afrikaans
- Shows that students were united in their fight for better education
- Any other relevant response (any 1 x 3) (3)

4.2.3 *[Comparing evidence from both the written and visual sources in Source 4B – L3 – LO1 (AS3); LO2 (AS3); LO3 (AS2)]*

- Both sources highlight the reasons for the march – 'the use of Afrikaans'
- Both sources highlights the peaceful nature of the march
- Both sources highlight the good nature and high spirits of the students
- Both sources make reference to the slogans on the placards being carried by students (any 2 x 2) (4)

## 4.3

4.3.1 *[Ascertaining the reliability of evidence from Source 4C – L3 – LO1 (AS3 and 4); LO3 (AS2)]*

**Candidates can select either RELIABLE or NOT RELIABLE and support their answer with relevant evidence.**

**RELIABLE**

- Eye witness was present
- First hand information- primary source
- Was part of the event
- Eye witness was a journalist
- Any other relevant response

**NOT RELIABLE**

- Could be biased
- Source was a recollection of events that happened 25 years ago
- Journalist is not named – could be hearsay
- Any other relevant response (2 x 2) (4)

4.3.2 *[Analysis of information from Source 4C – L2 – LO1 (AS3 and 4); LO3 (AS2)]*

## (a) Police

- Intolerant
- Unconcerned
- Dogmatic
- Inflexible
- Violent
- Fear
- Any other relevant response

(any 1 x 2) (2)

## (b) Students

- Courageous
- Disciplined
- Happy/determined
- Concerned
- Any other relevant response

(any 1 x 2) (2)

4.3.3 *[Analysis of information to determine limitations from Source 4C – L2 – LO1 (AS3 and 4); LO3 (AS2)]*

- Could be biased
- Could have been manipulated
- Does not give an accurate picture of how events unfolded during the march
- Could have been a posed photograph
- Students in the photograph are not easily visible
- Lacks clarity
- Any other relevant response

(any 2 x 2) (4)

4.4 *[Interpretation, analysis and synthesis of evidence from all sources - L3- LO1 (AS3 and 4), LO2 (AS1, 2 and 3) LO3 (AS 1, 2, 3 and 4)]*

Candidates must focus on the following aspects:

- Students embarked on a peaceful march
- Police intimidated the students
- Peaceful demonstration suppressed by the police
- Police used live ammunition on unarmed students
- Police brutality led to a number of students being killed and injured
- The actions of the police revealed that the human rights of students were violated
- Freedom of expression not tolerated
- Any other relevant response

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of how the human rights of students were violated by the actions of the police during the Soweto Uprising of 1976</b></li> <li>• Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic</li> </ul>	<b>MARKS: 0–2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows some understanding of how the human rights of students were violated by the actions of the police during the Soweto Uprising of 1976</b></li> <li>• Uses evidence in a very basic manner to write a paragraph</li> </ul>	<b>MARKS: 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>that shows a thorough understanding of how the human rights of students were violated by the actions of the police during the Soweto Uprising of 1976</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic</li> </ul>	<b>MARKS: 6–8</b>

(8)

## 4.5 EXTENDED WRITING

4.5.1 [*Synthesise information to construct an original and independent argument using evidence from the sources and own knowledge to support the argument - L1- L3 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)*]

### SYNOPSIS

Candidates should discuss how the philosophy of Black Consciousness influenced the students of Soweto to bring about change in South Africa in the 1970s.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should state the role that the Black Consciousness played in bringing about change in South Africa in the 1970s.

### ELABORATION

- Reasons for Black Consciousness and the role of Steve Biko
  - Steve Biko became active in the activities of NUSAS
  - Biko was convinced that black students needed their own organisation in which they could speak for themselves instead of relying on whites to help their cause
  - Biko outlined plans for the South African Students Organization (SASO)
  - SASO became a successful organisation in 1968
  - The concept of Black Consciousness had special appeal to the youth because it inspired them to fight against white domination
  - Poor quality of Bantu Education e.g. unequal government expenditure, poor quality of school buildings, shortage of classrooms and overcrowding in classrooms
  - SASO began influencing high school students
  - The South African Student's Movement (SASM) was set up by young activists
  - Learners were exposed to the ideas of Black Consciousness and became mobilised to fight for their rights
  - In 1975 the Minister of Education introduced a policy that made Afrikaans compulsory as a medium of teaching and learning
  - Black youth were conscientised by the philosophy of Black Consciousness (black dignity and self esteem/poor living conditions, rising unemployment among parents and grinding poverty also made youth militant)
  - The issue of Afrikaans became the final spark that led to the Soweto uprising
  - On 16 June 1976 students mobilised against the apartheid government
  - An important turning point against the apartheid government was reached
  - 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.**

4.5.2 [Plan and construct an essay according to a given line of argument - L1 – L3 –  
LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]

### SYNOPSIS

Candidates need to comment on whether they agree or disagree with the statement. If they agree with the statement then they should indicate with examples how the Soweto uprising was violent and brutal. If they disagree then they should substantiate their line of argument with relevant evidence.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

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

### ELABORATION

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

- Brief background – reasons for Black Consciousness
- Influence of Black Consciousness on students
- Students dissatisfied with inactivity of the older generation
- Black South African students became more militant
- Students embarked on the boycott of exams and classes
- SASO began to influence high school students
- The South African Student's Movement (SASM) was established to mobilize students
- The issue of Afrikaans became the final spark which led to nationwide protests
- Students fought for their rights and mobilised themselves effectively
- On 16 June 1976 thousands of students marched through the streets of Soweto protesting against Bantu Education
- The armed police and soldiers confronted the unarmed students
- This confrontation led to an outbreak of violence – the first victim was Hector Pieterse
- This marked a turning point in South Africa's history
- Any other relevant response

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

**If candidates disagree with the statement, they need to support their arguments with relevant evidence.**

(30)  
[75]

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

**TOTAL: 150**