



Province of the
EASTERN CAPE
EDUCATION



GRADE 11

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HISTORY - PAPER 1
MARKING GUIDELINE

MARKS: 150

This marking guideline consists of 21 pages.

1. SOURCE-BASED QUESTIONS**MARKING SOURCE-BASED QUESTIONS**

- In marking all 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 addressing the requirements of the question.
- In these marking guidelines the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

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

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

2 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.

Assessment procedures of an essay

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 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.

1. 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 □√

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 3 | |
| | | |

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

| | | |
|---|---------|--|
| C | LEVEL 2 | |
| P | LEVEL 2 | |

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

| | | |
|---|---------|----|
| C | LEVEL 2 | 11 |
| P | LEVEL 2 | |

The criteria according to which the essay will be assessed are organised within a matrix and the matrix will be used to allocate a symbol to an essay.

| | 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 Very good use of evidence to support the argument | Well planned and structured Synthesis of information Constructed an argument Evidence used to support the argument | Writing structured. Constructed an argument Evidence used to support argument | Clear attempt to construct an argument Evidence used to a large extent to support the argument | Some attempt to organise the information into an argument Evidence not well used in supporting the argument. | Largely descriptive/ with little some attempt to develop an argument. | Answer not at all well structured. |
| 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.

15 – 16

14

12 – 13

Omissions in coverage.

LEVEL 2

Sparse content. Question

12 – 13

11

9 – 10

inadequately
addressed

LEVEL 1

Question not
answered.

Inadequate
content.

Significant
irrelevance

9 – 10

0 – 8

Use the Holistic Rubric to assess the extended writing.

| 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 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 – 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 Good use of relevant evidence from the sources. Good attempt to refer to relevancy, bias, accuracy, limitation of sources Expression good but with lapses. Makes a not 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 Makes a very good attempt to take a stand(i.e. battles to reach an independent conclusion) |
| 2 Elementary 30 – 39% 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 poor Makes a very good 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 Answer extremely poor |

QUESTION 1 WHAT WERE STALIN'S ECONOMIC POLICIES AND TO WHAT EXTENT DID THEY FOLLOW A SOCIALIST MODEL?

- 1.1 1.1.1 *[Explanation of concepts – L1 LO2(AS1)]*
(a) The policy of collecting or joining farms together to create a smaller number of bigger farms.
(b) Wealthy class of farmers. (2 x 2) (4)
- 1.1.2 *[Extraction of evidence from Source 1A – L1 – LO1(AS3)]*
• Kulaks
• Capitalist class
(Any 1 x 2) (2)
- 1.1.3 *[Interpretation of evidence from Source 1C – L3 – LO1(AS3)]*
• He was successful.
• Russia was transformed into a major industrial power.
• By 1941 almost all the land was organised under the collective system.
• Any other relevant answer.
(2 x 2) (4)
- 1.2 1.2.1 *[Interpretation and evaluation of evidence from Source 1B – L3 – LO3(AS2)]*
• The writer was against Stalin's policy of collectivisation
• He described Stalin as intolerant towards opposition.
• Any other response. (2 x 2) (4)
- 1.2.2 *[Interpretation and evaluation of evidence from Source 1B – L3 – LO3(AS2)]*
• The writer displayed bias.
• He spoke of Stalin in strong terms
• He called Stalin draconian and ruthless.
• Any other response.
(2 x 2) (4)
- 1.2.3 *[Interpretation and evaluation of evidence from Source 1B – L3 – LO3(AS3)]*
• The second source support Stalin's policy of collectivisation
• He was glad that the exploitation of man by man was ended.
• Any other relevant answer. (2 x 2) (4)
- 1.2.4 *[Interpretation of evidence from Source 1B – L3 – LO3(AS2)]*
• The first source was written by a Western historian
• He was in favour of capitalism.

- The second source was written after the First Five Year Plan and was published in the communist mouthpiece, *Pravda*.
- It favoured socialism.
- Any other answer.
(Any 1 x 3)

(3)

- 1.2.5 *[Extraction of evidence from Source 1B – L1 – LO1(AS3)]*
- They were killed.
 - They were transplanted to distant regions.
 - Whole villagers were depopulated. (Any 2 x 1) (2)

- 1.3 1.3.1 *[Interpretation of evidence from Source 1C – L3 – LO3(AS3)]*
- That the Five Year Plan will never succeed.
 - Russia was an underdeveloped country.
 - Fifty to a hundred years behind the advanced countries.
 - Any other relevant response. (2 x 2) (4)

- 1.3.2 *[Explanation and interpretation of evidence from Source 1C – L3 – LO3(AS3)]*
- Stalin succeeded in transforming Russia into a major industrial power.
 - He used human resources and raw materials of the country to improve the production of consumer goods.
 - Infrastructure improved.
 - Focused on heavy industries.
 - Any other relevant answer. (Any 2 x 2) (4)

- 1.3.3 *[Comparison of Sources 1C and 1A to see how they complement L3 – LO3(AS3)]*
- Stalin wanted to end capitalism in Source 1A.
 - The anger of the rich man in Source 1C proved that Stalin was successful
 - Stalin wanted to end the class system in Source 1A.
 - Source 1C proved that Stalin was successful. (2 x 2) (4)

- 1.4 *[Interpretation, analysis and synthesis of evidence from all sources – L3 LO1(AS3 and 4); LO2(AS1,2,3); LO3(AS1,2,3,4)]*
Candidates should include the following in their response:

- Stalin in favour of socialism.
- He wanted to end capitalism.
- Introduced collectivisation.
- Abolishment of the class system.
- Removed all opposition.
- Amalgamated small farms.
- Production increases.
- Farmers were now able to produce for themselves.
- Any other relevant answer.

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 Stalin's policy on collectivisation. ● 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 the reasons for Stalin's policy on collectivisation. ● 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 Stalin's policy on collectivisation. ● Evidence has a good connection to 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(AS 3 and 4); LO2(AS1,2 and 3); LO3(AS1,2,3 and 4)]*

SYNOPSIS

Candidates should discuss Stalin's Five Year Plans between 1928 and 1941

MAIN ASPECTS

- Introduction: Candidates should focus on collectivisation of the agriculture and the industrialisation of industries.

ELABORATION

- Aims and objectives of Stalin's Five Year Plans.
- Implementation
- First Five Year Plan
- Gosplan
- Agriculture
- Types of farms: state farms and collective farms.
- Reaction of the Kulaks towards collectivisation.
- Industries

- New factories and power stations
- Road and rail communication extended.
- Heavy industries
- Results of First Five Year Plan
- Second Five Year Plan
- Consolidation of what had been achieved
- Improvement of efficiency, techniques and quality.
- Third Five Year Plan.
- Continuation of 1st and 2nd Five Year Plans.
- Curtailed by Second World War.
- Significance of the Five Year Plans.

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

(30)

Use the analytical matrix to assess this essay.

OR

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

SYNOPSIS

Candidates should evaluate the goals of 'Socialism in One Country' to determine whether it was successful.

MAIN ASPECTS

Introduction: Candidates to indicate how successful Stalin's 'Socialism in One Country' policy was.

ELABORATION

- One of main goals of 'Socialism in One Country' was to modernise Russia's economy
- By rapid industrialisation and collectivisation of agriculture
- NEP to be abandon
- Class system to be abolished
- Improve transport
- Two types of farms, Kolkhoz and Sobkhoz
- Kulaks resisted collectivisation
- Burned their crops and killed their livestock
- Stalin's response was to liquidate the Kulaks as a class
- Those who escaped execution were sent to distant parts of the Soviet Union
- First Five Year Plan concentrated on heavy industries
- Tractor factories at Stalingrad
- Hydro-electrical plant at Dniepostroi

- Second Five Year Plan also concentrated on heavy industry and to improve on shortcomings of First Five Year Plan.
- Attention was given to consumer goods
- Third Five Year Plan curtailed by the Second World War
- More resources transferred to the development and production of armaments.

Conclusion: Stalin succeeded in the modernisation and collectivisation of the Russian economy.

Use the holistic matrix to assess this essay.

(30)
[75]

QUESTION 2: WHAT WAS THE IMPACT OF THE GREAT DEPRESSION ON THE AMERICAN PEOPLE?

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1 – LO1(AS3)]*
- He lost everything.
 - Could not collect enough money to keep his family going.
 - Could not pay the rent.
 - Could not pay his car license.
- (Any 3 x 1) (3)
- 2.1.2 *[Extraction of evidence from Source 2A – L1 – LO1(AS3)]*
- He sold it for \$15 in order to buy food for his family. (1 x 2) (2)
- 2.2 2.2.1 *[Interpretation of evidence from Source 2B – L2 – LO1(AS3)]*
- Devastated
 - Hopelessness
 - Despair
 - Frustration
 - Disappointment (Any 2 x 2) (4)
- 2.2.2 *[Interpretation and explanation of evidence from Source 2B – L3 – LO3(AS3)]*
- He lost all his savings/money.
 - He was one of the victims of the Great Depression.
 - Any other relevant answer. (2 x 2) (4)
- 2.3 2.3.1 *[Extraction of evidence from Source 2C – L1 – LO1(AS3)]*
- Their telephone was disconnected.
 - They had no cook.
 - They had no cleaning woman.
 - There was dust under the beds.
 - The curtains were not that clean. (Any 3 x 1) (3)

- 2.3.2 *[Comparing Sources 2C and 2A – L3 – LO2(AS3)]*
 - Both sources dealt with the sufferings of the American people.
 - It showed that white Americans were not used to hardship and struggling.
 - Both sources showed the affect of the Great Depression on the American people.
 - Any other relevant response. (Any 2 x 2) (4)

- 2.4 2.4.1 *[Explanation of concept from Source 2D – L1 – LO2(AS1)]*
 - It refers to the sufferings and hardship of American people during the depression. (1 x 2) (2)

- 2.4.2 *[Interpretation and explanation of evidence from Source 2D – L3 – LO3(AS3)]*
 - Negroes were used to sufferings and hardship.
 - They were used to struggle.
 - Any other response. (2 x 2) (4)

- 2.4.3 *[Extraction of evidence from Source 2D – L1 – LO1(AS3)]*
 - Janitor
 - Porter
 - Shoeshine boy (3 x 1) (3)

- 2.4.4 *[Interpretation of evidence from Source 2D – L3 – LO3(AS3)]*
 - It did not mean much to him.
 - He did not care/worry.
 - He was used to hardship and sufferings.
 - Any other response . (Any 2 x 2) (4)

- 2.4.5 *[Comparison of Sources 2D and 2C to show how they complement each other – L3 – LO2(AS3)]*
 - Source 1D deals with the impact of the Great Depression on blacks in America.
 - Source 1C deals with the impact of the Great Depression on white Americans.
 - Source 1D explains that blacks were used to sufferings and hardship.
 - Source 1C explains that whites were not used to hardship and sufferings.
 - Any other response. (Any 2 x 2) (4)

2.4.6 *[Interpretation and explanation of evidence from Source 2D – L2 – LO1(AS3)]*

No

- Both blacks and whites suffered because of the depression.

(1 x

2)

(2)

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

Candidates should focus on the following aspects:

- Lack of money.
- Could not support their families.
- Could not pay rent/motor license.
- Lost all their savings.
- Bankrupt
- No telephone
- Had no cook/cleaning lady
- Things became shabby.
- Negroes used to depression.
- They were suffering.
- Any other 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 the impact of the Great Depression on the lives of the American people. • 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 the impact of the Great Depression on the lives of the American people. • 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 the Great Depression on the lives of the American people. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. | Marks: 5 – 6 |

(6)

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 should discuss the consequences of the Great Depression.

MAIN ASPECTS

Candidates should include the following in their response.

Introduction: Candidate must discuss the impact of the Great Depression on American people, businesses and other facets of life.

ELABORATION

- Many industries shut down.
- The output of factories dropped 30% below levels in 1929, while prices dropped by 25%.
- Unemployment and poverty became rife.
- Almost 25% of Americans were unemployed, with many more having only part-time jobs.
- Many of these people were high school and university graduates.
- Even those with jobs got less money as income dropped by 50%.
- Fear of losing jobs became common, which affected the physical and psychological well-being of the workers.
- Living conditions became worse as most unemployed people crowded into small houses.
- Few new houses were built.
- All commercial banks closed, many being insolvent.
- International trade declined.
- Any other relevant response.

Conclusion: Candidates should tie up their discussion.

(30)

Use the analytical matrix to assess this essay.

- 2.6.2 *[Synthesis information to construct an original argument using evidence from the sources and own knowledge to support the argument – L2 – LO1(AS3 and 4);LO2(AS2 and 3);LO3(AS1,2,3 and 4)]*

SYNOPSIS

Candidates should explain how the Great Depression impact on the lives of American people.

MAIN ASPECTS

Candidates should include the following in their response.

Introduction: The Great Depression affected both black and white American.

ELABORATION

- Lack of money
- People lost everything
- They could not support families
- They could not pay rent/motor license
- They had to sell their cars.
- They lost all their savings.
- They became bankrupt.
- They were desperate.
- They felt a sense of hopelessness.
- Their telephones were cut.
- They had to cook and clean by themselves.
- Houses untidy/dust under the bed.
- Things became shabby.
- The Negroes were used to depression.
- They had no proper jobs.
- They were used to sufferings
- Any other response.

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

(30)
[75]

Use the holistic matrix to assess this essay.

QUESTION 3: HOW DID THE VIEWS EXPRESSED BY THE AFRICANIST INFLUENCE THE NATURE OF AFRICAN NATIONALISM IN THE 1940s?

- 3.1 3.1.1 *[Extraction of evidence from Source 3A – L1 – LO1(AS3)]*
- Africans are one because they trace their origin from Africa.
 - Africans should unite into one nation in spite of tribal connection, language, social status or economic class. (2 x 2) (4)

- 3.1.2 *[Interpretation of evidence from Source 3A – L3 – LO1(AS3)]*
Candidates can state either reliable or not reliable and support their answer with valid substantiation

RELIABLE

- African states formed the Organisation of African Union to unite African people.
- The OAU was replaced by the African Union in an attempt to foster further unity.
- African states were united in economic forums
- They formed joint armies to fight conflict in Africa
- Any other relevant response

NOT RELIABLE

- African countries ravaged by civil wars.
- OAU replaced by the EU.
- Conflict amongst African people.
- Any other response. (Any 2 x 2) (4)

- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1 – LO1(AS3)]*
- Self-reliance
 - Self-determination (2 x 1) (2)

- 3.2.2 *[Interpretation and explanation of evidence from Source 3B – L3 – LO1(AS3)]*
- He wanted Africans to prove that they can develop without assistance from whites
 - Blacks do not believe in themselves
 - They do not want to do things for themselves.
 - They still believe that whites are always right.
 - Any other relevant answer. (Any 2 x 2) (4)

- 3.2.3 *[Interpretation of evidence from Source 3B – L2 – LO1(AS3)]*
- Lembede meant that Africans traced their allegiance to Africa.
 - If they were oppressed here they had nowhere to go.
 - Lembede wanted Africans to reclaim what are rightfully theirs, land and power.

- Any other relevant response. (Any 2 x 2) (4)

- 3.3 3.3.1 *[Extraction of evidence from Source 3C – L1 – LO1(AS3)]*
 - The ANC only attract the black elite.
 - It was an organisation of elderly people.
 - They do not want direct confrontation with the government.
 - They believed in the politics of negotiations. (Any 3 x 1) (3)

- 3.3.2 *[Interpretation and explanation of evidence from Source 3C – L3 – LO1(AS2,3)]*
 - The ANC believed in demonstrations and conciliation with the government.
 - The Youth League was more militant.
 - The Youth League believed in strikes, boycotts and stay-aways.
 - The two groups were also critical of their definition of the enemy.
 - Any other relevant answer. (2 x 2) (4)

- 3.3.3 *[Explanation of historical concept – L1 – LO2(AS3)]*
 - Tolome felt that non-racialism would only profit capitalist (whites)
 - This was a front to limit black economic development. (2 x 2) (4)

- 3.4 3.4.1 *[Extraction of evidence from Source 3D – L1 – LO1(AS3)]*
 - To achieve national freedom. (1 x 2) (2)

- 3.4.2 *[Explanation of concepts from Source 3D – L1 – LO2(AS2)]*
 - (a) The right of people/nation to govern themselves.
 - (b) Freedom from white domination and the attainment of political freedom (2 x 2) (4)

- 3.4.3 *[Interpretation and explanation of evidence from Source 3D – L3 – LO1(AS3,4)]*
USEFUL
 - The Youth League strived to unite Blacks, Coloureds, Indians and Whites.
 - Volunteers during the Defiance Campaign came from all race groups.
 - The leaders of the women's march to Pretoria consisted of all race groups.
 - The Freedom Charter, adopted by the ANC, declared the country belongs to all of us, black and white. (Any 2 x 2) (4)

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

Candidates should include the following in their response.

- Lembede described Africans as one nation.
- The basis of the national unity is the nationalistic feeling of the Africans.
- Mandela emphasised the views expressed by Lembede.
- According to Mandela, Africans should get rid of their inferiority complex.
- Black people must be proud of themselves.
- He emphasised self-reliance and self-determination.
- Thloome felt that blacks should stand up and fight for their rights.
- He advocated mass action, strikes and boycotts.
- The Programme of action advocated different forms of protest.
- The Freedom Charter highlighted African nationalism.
- 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 the different views on African nationalism. ● 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 the different views on African nationalism ● 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 different views on African nationalism. ● Uses evidence very effectively in an organised paragraph that shows an understanding of the topic | Marks: 5 – 6 |

(6)

3.6 EXTENDED WRITING

3.6.1 *[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 should discuss the impact of the ANC Youth League on South African politics during the 1940s.

MAIN ASPECTS

Introduction: The ANC Youth League changed the political landscape of South Africa during the 1940s.

ELABORATION

- The League criticised the ANC for its passivity and conservatism.
- The ANC was criticised for its elitism and its constitutional approach, which included deputations, petitions, negotiations and reconciliation.
- The ANC had used the outdated Native Representative Council as a means of communication with the government.
- It even enlisted its members to be part of the council, demonstrating its acceptance of the Representation of Native Act of 1936.
- It had cooperated with coloureds in the All African Convention who had shown a motion of no confidence in the ANC.
- The ANC cooperated with other leaders of Indian origin.
- This was unacceptable to the ANC Youth League.
- The Youth League criticised the ANC relations with the Communist Party because it viewed the struggle of Africans as directed against racial oppression and not class oppression.
- The Youth League was also doubtful of the white leadership in the Communist Party.
- Lembede became the first president of the ANC Youth League.
- He expressed his views on African nationalism.
- He maintained that Africans are God-created entities or beings and they have their own divine destiny.
- He wanted Africans to go alone.
- Lembede did not advocate racial hatred, but believed that Africans should not be integrated with other groups, but should exist as a unit.
- Lembede was convinced that Africans were the most oppressed because they had no links with Europe and Africa was their only continent.

- If they did not protect their existence on this continent then they would have nowhere to go.

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

(30)

Use the analytical matrix to assess this essay.

OR

- 3.6.2 *[Synthesis information to construct an original argument using evidence from the sources and own knowledge to support the argument – L2 – LO1(AS3 and 4);LO2(AS2 and 3);LO3(AS1,2,3 and 4)]*

Candidates should include the following in their response.

SYNOPSIS

Candidates should discuss the different views on African nationalism.

MAIN ASPECTS

Introduction: The views of the Africanist expressed during the 1940s laid the foundation for the rise of African nationalism.

ELABORATION

- Lembede became the first president of the ANC Youth League.
- He expressed his views on African nationalism.
- He maintained that Africans are God-created entities or beings and they have their own divine destiny.
- Lembede described Africans as one nation.
- The basis of the national unity is the nationalistic feeling of the Africans.
- Mandela emphasised the views expressed by Lembede.
- According to Mandela, Africans should get rid of their inferiority complex.
- Black people must be proud of themselves.
- He emphasised self-reliance and self-determination
- Thloome felt that blacks should stand up and fight for their rights.
- He advocated mass action, strikes and boycotts.
- The Programme of action advocated different forms of protest.
- The Freedom Charter highlighted African nationalism.
- Any other relevant response.

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

(30)
[75]

Use the holistic rubric to assess this essay.

TOTAL MARKS: 150