



Province of the
EASTERN CAPE
EDUCATION



GRADE 11

NOVEMBER 2010

**HISTORY PAPER 2
MEMORANDUM**

MARKS: 150

TIME: 3 hours

This memorandum consists of 23 pages.

SOURCE -BASED QUESTIONS

1. The following Learning Outcomes and Assessment Standards were used to
- 1 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 and oral presentation.

1. The following levels of questions were used to assess source-based
- 2 questions:

LEVELS OF SOURCE -BASED QUESTIONS	
LEVEL 1 (L1)	• Extract relevant information and data from the sources. • Organize information logically. • Explain historical concepts.
LEVEL 2 (L2)	• 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)	• 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. The following table indicates how to assess source-based questions:
- 3

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

2. EXTENDED WRITING

2. LEVELS OF QUESTIONS

1

Level 1

- 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

- 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. Marking of extended writing

2

- **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
- 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 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 I
 - repetition R
 - analysis A✓
 - interpretation I✓

4. The matrix

4. **Use of analytical matrix in the marking of extended writing (refer to page 6)**

1

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. 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).

1

C	LEVEL 4	

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

2

C	LEVEL 4	
P	LEVEL 5	

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

3

C	LEVEL 4	18 – 19
P	LEVEL 5	

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

2

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
-------	---------	---------

GRADE 11 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 recognizable 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

GRADE 11 HOLISTIC RUBRICS 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 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 – 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 characterized 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 – 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 characterized 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 Answer extremely poor sources copied without relevance

QUESTION 1 WHAT IMPACT DID SCIENTIFIC RACISM HAVE ON THE RACE POLICIES IN AUSTRALIA?

- 1.1 1.1.1 [*Explanation of historical concepts from Source 1A-L2-LO2(AS1)*]
 ● The scientific theory that is based on the fact that race segregation can be scientifically proven-these theories were falsely and mistakenly applied and it led to racial discrimination against the so-called “weaker” nations or ethnic groups
 Any other relevant answer (2)
- 1.1.2 [*Interpretation of evidence from Source 1A-L2-LO1(AS3)*]
 ● The Aborigines would not have developed any further as a nation
 ● They did not have to feel bad about the annihilation of the Aborigines (any 1x2) (2)
- 1.1.3 [*Interpretation and synthesis of evidence from Source 1A-L2-LO3(AS2)*]
 ● It refers to the weaker (inferior) nations that is doomed to become very weak and eventually disappear (extinct) (1x2) (2)
- 1.2 1.2.1 [*Extraction of evidence from Source 1B-L1-LO1(AS3)*]
 ● He propagated ‘racial mixing’ and it hoped that it would lead to the extinction of the Aborigines
 ● The half-castes would become white.
 ● The older generation would become extinct and the Aborigines would no longer exist (1x3) (3)
- 1.2.2 [*Interpretation and synthesis of evidence from Source 1B-L2-LO3(AS2)*]
 ● In Germany Hitler forbade the Germans to mix with other races-Neville allows it.
 ● Hitler wanted to form a “pure Aryan race”-Neville sees the colour of the skin as main issue
 ● The Germans wanted a pure race whilst Neville wanted inter racial marriages between the whites and the Aborigines (any 2x2) (4)
- 1.2.3 [*Explanation of historical concepts from Source 1B-L1-LO2(AS1)*]
 ● The eugenics-theory is the science of the improvement of the human race by breeding the “best with the best”
 ● It also meant to get rid of the “weak”(inferior) and to increase the strong and the “fittest”
 Any other relevant answer (any 1x2) (2)

- 1.2.4 *[Interpretation of evidence from Source 1B-L3-LO2(AS3)]*
● He wanted to absorb/assimilate the Aborigine's into the white community
● He wanted the Aborigines to become extinct
● He wanted to preserve the existence of the white people in Australia
Any other relevant answer (any 2x2) (4)
- 1.3 1.3.1 *[Explanation of historical concepts from Source 1C-L1-LO2(AS1)]*
● Half-castes children were taken from their families and put into reserves.
● Between 1910 and 1970, thousands of half-castes were forcibly removed from their parents and put under the guidance of white parents to be raised as white children
Any other relevant answer (any 1x2) (2)
- 1.3.2 *[Explanation of historical concepts from Source 1C-L1-LO2(AS1)]*
● Assimilation is the absorption and integration of a minority group into a larger, more powerful group
Any other relevant answer (1x2) (2)
- 1.3.3 *[Interpretation and synthesis of evidence from Source 1C-L2-LO3(AS1)]*
● It show the violent manner in which the half-castes children were taken away from their families
● It further show how inhumane this policy of the Australian government were
Any other relevant answer (any 2x2) (4)
- 1.3.4 *[Interpretation and synthesis of evidence from Source 1C-L2-LO3(AS1)]*
● The visual source shows the violent manner in which the police acted
● the brutality of this system.
● It portray a realistic and reliable account of the actions of the police and supports the written Source
Any other relevant answer (any 2x2) (4)
- 1.4 1.4.1 *[Explanation of historical concepts from Source 1D-L1-LO2(AS1)]*
● Genocide is any act committed with intent to destroy in whole or part of a national, ethnic, racial or religious group
Any other relevant answer (1x2) (2)
- 1.4.2 *[Interpretation of evidence from Source 1D-L2-LO2(AS3)]*
● They deliberate let the Aborigines become extinct
● They also allowed the Aborigines to raise half-castes (2x2) (4)

1.4.3 [Interpretation and analysis of evidence from Source 1D-L3-LO2(AS3)]

- Based on a documentary that showed the manner in which the Aborigines were treated
- Question the motives of the Australian administrators
- Any other relevant answers

(1x2) (2)

1.5 [Interpretation, analysis and synthesis of evidence from all sources-L2-LO(AS2 & 3); LO3(AS1, 2, 3 & 4)]

Candidates must include some of the following aspects:

- The Stolen-Generation were half-castes children
- Were taken forcefully from their parents
- During the period 1910 and the 1970s thousands of children were taken from their parents
- Placed in the care of white parents and guardians and indoctrinate to believe that they were whites
- AO Neville tried scientific racial theories and methods to breed them out of existence
- Wanted to integrate the Aborigines with whites to guide them to their total extinction
- He tried to implement the policies of assimilation and integration.

Any other relevant answer

(6)

LEVEL 1	• Uses evidence in an elementary manner e.g. Shows little or no understanding of how the Australian government tried to integrate the Stolen-Generation. • 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 the Australian government tried to integrate the Stolen-Generation. • Uses evidence on a very basic manner	Marks: 3-4
LEVEL 3	• Uses relevant evidence e.g. Demonstrate a thorough knowledge of how the Australian government tried to integrate the Stolen-Generation. • Uses the evidence in a very organized paragraph that shows an understanding of the topic	Marks: 5-6

EXTENDED WRITING

1. 1.6.1 [Plan and construct an argument on evidence using analytical and
6 interpretative skills-L1-LO1(AS3 & 4); LO2(AS1, 2, & 3); LO3(AS1, 2, 3 & 4)]

SINOPSIS

Candidate must explain how the race policy of the Australian government had an impact on the Aborigines of Australia.

MAIN ASPECTS**INTRODUCTION**

Candidates must explain how the Australian government issued a racial policy especially for the Aborigines and the impact it had on the Aborigines

ELABORATION

- In 1788 Britain colonized Australia and dispossessed and forced the Aborigines of the land
- Forced the Aborigines to stay in the reservations and some of them were used as cheap labour
- Some were killed for sport(hunting parties)and some were deliberately poisoned
- Over the next 150 years basically more than 80% of the Aborigines were annihilated by wars, massacres and European diseases
- Because of the theories of Social Darwinism and pseudo-scientific racism the Aborigines were seen as inferior, primitive and were treated as such
- The Australian government adopted laws that had the following effect on the Aborigines e.g. they were not allowed consume alcohol, carry guns, to own dogs and marriages between whites and Aborigines must be sanctioned by the government
- Between 1910 and 1970 more than 100 000 half-castes were taken forcibly from their parents and they were referred to as the Stolen-Generation
- These children were put under the guardianship of white parents and was now assimilated into the white community
- AO Neville, the Protector of the Aborigines were in favour of these racial theories and implemented them as such in Australia
- These racial policies eventually led to the destruction of a large part of the Aborigines

Any other relevant response

CONCLUSION:

Candidates must tie up their argument with a relevant conclusion

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

- 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 must include the following aspects in their answer:

SINOPSIS

Candidates must explain the inhuman treatment and the abuse of the Aborigines by the Australian government. [Must be in letter form]

MAIN ASPECTS

- Aborigines were treated as part of the “fauna”(wildlife) in Australia
 - Seen as wild animals and were used as cheap labour by the white farmers
 - Some were killed for sport and others were deliberately poisoned
 - The government tried to justify their treatment of the Aborigines on the racial theories of Pseudo-Darwinism and Eugenics
 - The Aborigines were seen as inferior and primitive
 - Proclaimed laws to control and suppress the Aborigines
 - Aborigines could not vote, consume alcohol, own guns and dogs and must get special permission to marry whites
 - Between 1910 and 1970 more than 100 000 Aborigines children were forcibly removed from their parents
 - Placed with white guardians and in state orphanages
 - Referred to them as the so-called “Stolen-Generation”
 - These children were indoctrinated that they were white and that their parents were either dead or prostitutes
 - The Aborigines Protector AO Neville used the policy of assimilation because he wanted the Aborigines to be integrated with the white people or become extinct.
 - These abuses led to the destruction of a large part of the Aborigines.
 - The Australian government were later accused of “genocide”
- Any other relevant answer

CONCLUSION

Candidates must tie up their argument with a relevant response

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

(30)
[75]

QUESTION 2 HOW DID THE GROWTH OF AFRICAN-NATIONALISM IMPACT ON COLONIAL RULE IN AFRICA?

- 2.1 2.1.1 [*Explanation of historical concepts from Source 2A-L1-LO2(AS1)*]
•Nationalism is a love for your country and the people of the country
•A feeling of patriotism
Any other relevant answer (any 1x2) (2)
- 2.1.2 [*Extraction of evidence from Source 2A-L1-LO1(AS3)*]
•The elite
•Traders
•Teachers
•Peasants and unite
•The unemployed (any 2x1) (2)
- 2.1.3 [*Interpretation and synthesis of evidence from Source 2A-L2-LO1(AS3)*]
•He meant that the process of political change and decolonization in Africa is inevitable
•In addition, that it is busy to blow across the whole continent of Africa and everywhere it brings along drastic political changes.
Any other relevant answer (any 2x2) (4)
- 2.1.4 [*Extraction of evidence from Source 2A-L1-LO1(AS3)*]
Colonization (1x2) (2)
- 2.1.5 [*Interpretation and analysis of evidence from Source 2A-L3-LO2(AS2)*]
•The most African countries were ruled by black leaders with new political parties
•Most of the people in Africa are black
•One of the factors that led to the independence of the colonies in Africa
Any other relevant answer (any 1x2) (2)
- 2.1.6 [*Interpretation and synthesis of evidence from Source 2A-L2-LO3(AS2)*]
•They were the only two African states in Africa that were still being governed by white minority groups
Any other relevant answer (1x2) (2)
- 2.1.7 [*Interpretation and synthesis of evidence from Source 2A-L2-LO3(AS2)*]
•Rhodesia's white minority government eventually handed over the political power to a black majority government in 1980
•It also happened in South Africa in 1994 when the country become a democracy
Any other relevant answer (4)
- 2.2 2.2.1 [*Extraction of relevant evidence from Source 2B-L1-LO1(AS3)*]

- Foreign domination
- Conquest and
- oppression (any 2x1) (2)

2.2.2 [*Extraction of relevant evidence from Source 2B-L1-LO1(AS3)*]

- Africa is a black man's country
- Africans are one (2x1) (2)

2.2.3 [*Interpretation of evidence from Source 2B-L2-LO1(AS3)*]

National liberalization and unity amongst blacks (1x2) (2)

2.2.4 [*Interpretation and analysis of evidence from Source 2B-L3-LO3(AS2)*]

Candidates can either answer YES or NO but must substantiate their answer with valid reasons.

YES

- Black people were born in Africa
- It is their motherland
- The white people in Africa are of European origin and they were the colonist

Any other relevant response

NO

- Africa belongs to all the people, irrespective of colour, that stay in Africa
- All the people of Africa are "Africans" irrespective of their skin colour

Any other relevant response". (any 2x2) (4)

2.3 2.3.1 [*Interpretation of evidence from Source 2C-L2-LO1(AS2)*]
Britain (1x2) (2)

2.3.2 [*Extraction of relevant evidence from Source 2C-L1-LO1(AS3)*]

- Wanted to free Kenya of British colonialism
- Demanded political power and the return of the land (2x2) (4)

2.3.3 [*Extraction of relevant evidence from Source 2C-L1-LO1(AS3)*]

- Used liberation literature
- Christian songs
- They even used the Bible as a symbol of liberation (3x1) (3)

- 2.3.4 [Interpretation of evidence from Source 2C-L3-LO2(AS1)]
Candidates can indicate either justified or not justified but must substantiate their answer with valid reasons.

JUSTIFIED

- Mau-Mau wanted to end colonialism and to free themselves from British suppression
 - Struggled for the preservation of their land and culture
 - Considered it as their divine right to free their land from the oppressors/reference to the Bible in the Source
- Any other relevant answer (any 2x2)

NOT JUSTIFIED

- The Mau-Mau was a violent organization/movement
 - Misused the Bible and culture to justify their violent methods
 - Not all black Kenyans supported the Mau-Mau
 - During this period of the Mau-Mau more black Kenyans ($\pm 13\ 000$) than whites (± 100 white farmers) died
- Any other relevant answer (any 2x2) (4)

- 2.4 [Interpretation, analysis and synthesis of evidence from all sources-L2-LO(AS2 & 3); LO3(AS1, 2, 3 & 4)]
 Candidates must include some of the following aspects in their response:

- Nationalism unites people of different backgrounds and diversity-lead to a feeling of patriotism
 - Nationalism lead to a radicalism amongst the African youth
 - Nationalism had an impact on the “uhuru” idea in Africa
 - Africans got rid of the inferiority-complex and no longer see themselves as strangers in their own countries
 - Influenced by other factors e.g. Pan-Africanism and the Second World War
 - End of colonialism – lead to self rule
- Any other relevant answer (6)

LEVEL 1	• Use evidence on a elementary manner e.g. Shows little or no understanding of how the rise of African nationalism led to the decolonization process in Africa • 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 the rise African nationalism led to the decolonization process in Africa • Uses evidence on a very basic manner	Marks: 3-4
LEVEL 3	• Uses relevant evidence e.g. Demonstrate a thorough knowledge of how the rise African nationalism led to decolonization process in Africa. • Uses the evidence in a very organized paragraph that shows an understanding of the topic	Marks: 5-6

2.5 EXTENDED WRITING

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

SINOPSIS

Candidates must explain how the rise of African nationalism in Africa played an important role in the decolonization process in Africa

MAIN ASPECTS

- Introduction: Candidates must discuss the role of African nationalism in the decolonization process in Africa.

ELABORATION

- African nationalism is a desire of people that wanted to be governed by their own people with the same culture, religion and traditions
- Africans wanted self-rule/to govern themselves
- Wanted to share in the riches of the land and they wanted to improve Africa politically, socially and economically
- Wanted to unite Africans from different cultural backgrounds
- Brought along the rise of Pan-Africanism
- Stirred along a sense of loyalty towards Africa amongst the Africans
- Movement of “negritude” in West Africa – a literary movement that stressed the importance of African values
- Missionary started to educate blacks in western political values in the missionary schools.
- African –elite that studies abroad and
- On their return to Africa, bring along a new sense of democratic and revolutionary political ideas.
- External factors e.g. the Second World War also influenced the rise of nationalism
- Soldiers returning from the War also influenced the process of African nationalism
- The independence of Ghana(Gold Coast) in 1957 seen as the turning point in the liberation of the rest of the African colonies
- African and black nationalism led to the so-called “uhuru” (liberation) of the African colonies
- Well known phrase of Macmillan “ the winds of change sweeping across the continent of Africa” - refers to the massive role of black nationalism in the total liberation of the African states

Any other relevant answer

CONCLUSION

- Candidates must tie up their argument with a relevant conclusion.

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

- 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)]

SINOPSIS

Candidates must explain how the rise of nationalism had an effect on the liberation of the African-states.

MAIN ASPECTS

INTRODUCTION:

- Candidates must discuss the influence of nationalism on the liberation of the African states.

ELABORATION

- Nationalism is a feeling of the love for your country, a love for the people of your country
- Black Nationalism was more a liberation force in Africa.
- Unite the blacks politically in Africa
- Led the rise of Pan Africanism – a loyalty to the liberation struggle in Africa
- It supported the “uhuru”(freedom) movement in Africa
- Urbanization started the rise of a new elite-class
- Weakens the traditional tribal system – this new elite class use a western approach to politics
- New liberation movements and political parties originated in African colonies and states e.g. Mau-Mau-movement in Kenya
- Africans ready to die for their freedom-movements and political parties turn to violence methods to fight colonialism
- These new movements and parties wanted the end of colonialism and brought about the liberalization of the black people
- This new movement and ideas was referred to by Harold Macmillan as “the winds of change blowing across the continent”
- Referred thus to the new political philosophy and the start of black nationalism in Africa
- This new movement in Africa not to be seen in isolation because, e.g. in India and Indonesia there was also an outcry for independence and an end to British colonialism
- This movement in Africa got new impetus because of the WW II
- Black soldiers fighting on the side of the Allied forces return to Africa with new revolutionary political ideas
- The African nations demanded self rule – the right to rule themselves/independence

Any other relevant answer

CONCLUSION

- Candidates must tie up their argument with a relevant response

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

(30)

[75]

QUESTION 3 IN WHAT WAYS WAS 1960 A TURNING POINT IN THE STRUGGLE AGAINST APARTHEID.

3. 3.1.1 [Explanation of historical concepts from Source 3A-L1-LO2(AS1)]
1

- The Pass laws were compelling black people to carry passes/dompass-identity documents that black men had to carry at all times. Failure to produce one on the request by the police meant arrest, a fine and possible imprisonment
- Laws that meant, with the carrying of a pass, the government could control the influx of black people into the cities

Any other relevant response (any 1x2) (2)

3.1.2 [Interpretation of evidence from Source 3A-L3-LO1(AS3)]

- The police had to enforce the pass laws on the black people
- It was the police that arrested and imprisoned the people for not complying with the pass laws
- The police were seen as the extension/enforcer of the apartheid's government
- They wanted to be arrested so that the prisons could be full and the country became ungovernable

Any other relevant answer (any 2x2) (4)

3.1.3 [Interpretation and synthesis of evidence from Source 3A-L2-LO1(AS2)]

- Attitude of unperturbed/"don't care-attitude" towards the death of the black people
- That the lives of black people were seen as cheap
- They were prepared to go the extremes to protect the apartheid government
- It also shows that they were willing to end the protest marches at all cost

Any other relevant answer (any 2x2) (4)

3.1.4 [Interpretation and analysis of evidence from Source 3A-L3-LO3(AS2)]

- The visual source shows the event directly after the actual shooting as it is explained in the written Source
- It shows the dead and the wounded lying in the street
- It also portray the ruthless and violent attitude of the police
- In the written Source the police officer refers to the fact that they (black people) "must learn their lesson the hard way"

Any other relevant answer (2x2) (4)

3. 3.2.1 [Extraction of relevant evidence from Source 3B-L1-LO1(AS3)]
2
They were to hand in their passbooks at police stations across the country and to protest in a peaceful manner (1x2) (2)
- 3.2.2 [Extraction of relevant evidence from Source 3B-L1-LO1(AS3)]
 - They were prepared to be arrested and imprisoned (non-violent)
 - They were also prepared to accept the violent response of the police
 - To boycott their jobs
 - Even prepared to starve
 - They knew that some of them was going to die (any 2x2) (4)
- 3.2.3 [Interpretation and analysis of evidence from Source 3B-L3-LO3(AS2)]
 - In Source 3A the police officer mentioned that the blacks “must be learnt a lesson”
 - Source 3A shows the violent and unperturbed attitude of the police towards the black people
 - In Source 3B Sobukwe explained the genuine and non-violent manner of the planned protest marches
 - Source 3B also portray the commitment of the PAC to reach their goal and the sacrifices that they were willing to make for the abolishment of the pass laws
Any other relevant answer (any 2x2) (4)
3. 3.3.1 [Extraction of relevant evidence from Source 3C-L1-LO1(AS3)]
3
 - He refers to it as a deliberate instrument of humiliation for the black people
 - A hallmark for slavery
 - A weapon used by the government to keep the black people in a position of inferiority? (2x1) (2)
- 3.3.2 [Extraction of relevant evidence from Source 3C-L1-LO1(AS3)]
“...how deep rooted the repulsion for the pass system among blacks...”
(1x1) (1)
- 3.3.3 [Interpretation of evidence from Source 3C-L2-LO1(AS2)]
The immediate overall and abolishment/ending of the pass system
(1x2) (2)

3. 3.4.1 [Interpretation and analysis of evidence from Source 3D-L3-LO2(AS2)]

4

- It shows the violent actions and attitude of the government
- The violent manner in which the police acted during protest marches
- The suppression of the black people

Any other relevant answer (any 2x2) (4)

3.4.2 [Interpretation and analysis of evidence from Source 3D-L2-LO2(AS3)]

- They were shot at by the police during peaceful protest marches
- Thousands of people were arrested
- Leaders of the organizations were banned
- The liberation organizations were banned

(any 1x2) (2)

3.4.3 [Interpretation of evidence from Source 3D-L2-LO1(AS3)]

That armed and military resistance was the only solution. (1x2) (2)

3. [Interpretation, analysis and synthesis of evidence from all sources-L2-LO(AS2 & 3); LO3(AS1, 2, 3 & 4)]

5

Candidates must include some of the following aspects in their response:

- 69 people killed and 180 wounded during the Sharpeville massacres
- The actions of the police show the ruthlessness of the police and the apartheid's government towards the black people
- Black people were opposed against the hated pass laws system
- Government ban the liberation organizations in the country
- The government intensify their suppression of the blacks
- A State of emergency declared by the government
- ANC and the PAC had no other choice but to resort to the armed struggle

Any other relevant response

Use the following rubric to allocate a mark: (6)

LEVEL 1	• Use evidence in an elementary manner e.g. shows little or no understanding of how the pass laws eventually led to the armed struggle in South Africa. • Uses evidence partially to report on topic or cannot report on topic se	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 the pass laws eventually led to the armed struggle in South Africa. • Uses evidence on a very basic manner	Marks: 3-4
LEVEL 3	• Uses relevant evidence e.g. Demonstrate a thorough knowledge of how the pass laws eventually led to the armed struggle in South Africa. • Uses the evidence in a very organized paragraph that shows an understanding of the topic	Marks: 5-6

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

SINOPSIS

Candidates must explain why the liberation organizations intensified the resistance against the government after the Sharpeville-massacre

MAIN ASPECTS

INTRODUCTION

Candidates must explained why the liberation organizations, with special reference to the ANC and the PAC, resorted to the armed struggle after the Sharpeville-massacre

ELABORATION

- Political differences within the ANC caused a division and lead to the formation of the PAC
 - The PAC convinced their followers to protest against the pass laws
 - At the Sharpeville-massacre 69 people were killed and more than 180 were wounded
 - The government then banned the ANC and the PAC
 - A state of emergency were now declared by the government
 - Many political leaders were arrested or placed under house arrest
 - The Sharpeville-massacre incident become a turning point in the political arena of South Africa
 - Many black leaders went underground, others fled the country and went to study abroad
 - Both the ANC and the PAC decided to resort to the armed struggle against the oppressive apartheids government
 - The ANC formed the military wing, the Umkhonto we-Sizwe (MK)
 - The MK used guerrilla techniques against the government
 - The PAC formed the Poqo, which organized mass protest actions and killed so-called informers.
 - The government applied more suppression of the political movement by issuing new laws that banned political activities and made protest marches impossible
 - This curbed the political activities of the liberation organizations
- Any other relevant response

CONCLUSION

- Candidates must tie up their argument with a relevant response

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

(30)

- 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)]

SINOPSIS

Candidates must explain why the pass laws were seen as one of the most hated and inhumane laws of apartheid in South Africa.

MAIN ASPECTS

INTRODUCTION

Candidates must explain why the pass laws was one of the apartheid laws that caused much pain and suffering amongst the blacks in South Africa

ELABORATION

- The pass was a form of identification document that black people had to carry at all times and produce it to any police man on demand
- Initially it was only the black men that had to carry the passes
- Through this system the government wanted to control the influx of black people into the cities
- The sentence for a black person caught without a pass was R500 or imprisonment
- Police was merciless with people who forget their pass
- Black people human dignity suffered under these laws
- Black people were ready to go to the extremes to end these laws
- With the Abolition of Passes Act of 1952 the pass was changed to the 'reference book'
- Also referred to as the "dompas"
- This new law now also compelled black women of 16 years and older to carry the new reference book
- This led to many anti-pass campaigns during the 1950s
- Most prominent was the "Women's march" to the Union buildings in 1956.
- Women of all races under Lillian Ngoyi wanted to hand over a petition to the then Prime Minister, J.G. Strijdom protesting against the pass laws
- The hated and inhumane pass laws "ignite" the protest actions of the 1960s
- The pass laws also led to the division in the ANC and the formation of the PAC under the leadership of Robert Sobukwe
- Both the ANC and the newly formed PAC were against the pass laws
- The ANC initiated the protest actions against the pass law but the PAC and Robert Sobukwe (leader) went ahead with the protests.
- This led to the Sharpeville-massacre – 69 blacks were killed and 180 wounded by the police
- This incident was seen as the turning point in the South African history against apartheid

- Both the PAC and the ANC were now banned and most of their leaders imprisoned
 - The Sharpeville-massacre changed the whole political arena of South Africa for both the liberation organizations and the government
- Any other relevant answer

CONCLUSION

Candidates must tie up their argument with a relevant conclusion.

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

(30)

[75]

TOTAL: 150