



## **Education and Sport Development**

Department of Education and Sport Development  
Departement van Onderwys en Sportontwikkeling  
Lefapha la Thuto le Tihabololo ya Metshameko  
**NORTH WEST PROVINCE**

### **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**HISTORY P2  
MEMORANDUM  
MIDYEAR EXAM 2018**

**MARKS: 100**

**This marking guide consists 12 of pages**



NW/JUNE/HIST/ EMIS/6\*\*\*\*\*

### 1.1 The following cognitive levels were used to develop source-based questions:

Cognitive Levels	Historical skills	Weighting of questions
<b>LEVEL 1</b>	<ul style="list-style-type: none"><li>• Extract evidence from sources</li><li>• Selection and organisation of relevant information from sources</li><li>• Define historical concepts/terms</li></ul>	<b>30%</b> <b>(15)</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"><li>• Interpretation of evidence from sources</li><li>• Explain information gathered from sources</li><li>• Analyse evidence from sources</li></ul>	<b>40%</b> <b>(20)</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"><li>• Interpret and evaluate evidence from sources</li><li>• Engage with sources to determine its usefulness, reliability, bias and limitations</li><li>• Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions</li></ul>	<b>30%</b> <b>(15)</b>

### 1.2 The information below indicates how source-based questions are assessed:

- 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.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

### 1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer.
- Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 x 2) which translates to one reason and is given two marks (✓✓).
- If a question carries 4 marks then indicate by placing 4 ticks (✓✓✓✓).
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#### Paragraph question

Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- Read the paragraph and place a bullet (.) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.


At the end of the paragraph indicate the ticks (✓) that the candidate has been awarded for the paragraph; as well as the level (1,2, or 3) as indicated in the holistic rubric and a brief comment e.g.

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	✓✓
	✓✓✓
	Lev
	el 2

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the bottom margin to the right, e.g.  $\frac{32}{50}$  
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

## 2. ESSAY QUESTIONS

### 2.1 The essay questions require candidates to:

- Be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion.

### 2.2 Marking of essay questions

- 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 essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

### 2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will **not** be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking



of the essay credits learners' opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of argument (planned, structured and has independent line of argument)

## 2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the first reading of the essay ticks need to be awarded for a relevant introduction (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline).

For example in an essay where there are five (5) main points there could be about seven (7) ticks.

2.4.3 Keep the **PEEL** structure in mind when assessing an essay.

<b>P</b>	<b>Point:</b> The candidate introduces the essay by taking a line of argument/making a major point.  Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
<b>E</b>	<b>Explanation:</b> The candidate should explain in more detail what the main point is all about and how it relates to the question posed (line of argument)
<b>E</b>	<b>Example:</b> The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
<b>L</b>	<b>Link:</b> Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

2.4.4 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised

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- Wrong statement

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- Irrelevant statement

|

|

|

- Repetition

R

- Analysis

A√

- Interpretation

I√

- Line of argument

LOA



## 2.5 The matrix

### 2.5.1 Use of the matrix in the marking of essays

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note 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.

- (a) The first reading of the essay will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 3	

- (c) Allocate an overall mark with the use of the matrix.

C	LEVEL 4	}26-27
P	LEVEL 3	

**MARKING MATRIX FOR ESSAY TOTAL MARKS: 50**

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PRESENTATION → CONTENT ↓	Very well planned and structured essay. Good synthesis of information. Developed an original well-balanced and independent line of argument with the use of evidence, sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	Well planned and structured essay. Relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	Well planned and structured essay. Developed a clear argument. Conclusions drawn from evidence. Independent conclusion. Evidence used to support the conclusion. Evidence used to support the conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence used to support argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive, or some attempt at developing an argument. No attempt to draw a conclusion.	Little or no attempt to structure the essay.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47-50	43-46					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43-46	40-42	38-39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38-39	36-37	34-35	30-33	28-29		
LEVEL 4 Question recognizable in answer. Some omissions or irrelevant content selection			30-33	28-29	26-27		
LEVEL 3 Content selection does relate to the question, but does not always relate to the question. Omissions in coverage.				26-27	24-25	20-23	
LEVEL 2 Question inadequately addressed. Sparse content.					20-23	18-19	14-17
LEVEL 1 Question inadequately addressed or not at all. Inadequate or irrelevant content.						14-17	0-13

**Guidelines for allocating a mark for level 1:**

Question not addressed at all/totally irrelevant content, no attempt to structure the essay =0

Answer includes basic and generally irrelevant information, no attempt to structure the essay = 1-6

Question inadequately addressed and vague, little attempt to structure the essay =7-13



**SECTION A: SOURCE-BASED QUESTIONS**

**QUESTION 1: HOW DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS INFLUENCE THE POLITICAL THINKING OF THE YOUTH IN SOUTH AFRICA IN THE 1970s?**

1.1 1.1.1 [*Explanation of historical concept from Source 1A – L1*]

- Realisation of black man's independent from white man's perception of inferiority and the need to come together against the cause of oppression
- Philosophy introduced by Biko requesting the black man to free themselves from the chains of inferiority
- Any other relevant response (1 x 2) (2)

1.1.2 [*Extraction from of evidence Source 1A – L 1*]

- Blacks had to redefine their values, self-image and the entire outlook (1 x 1) (1)

1.1.3 [*Extraction from of evidence Source 1A – L1*]

- Africans
- Indians
- Coloureds (3 x 1) (3)

1.1.4 [*Interpretation of evidence from Source 1A – L2*]

- The colour of their own skin prevented them from attaining privileges
- Whites defined them negatively as non-white
- Any other relevant response (any 1 x 2) (2)

1.1.5 [*Interpretation of evidence from Source 1A – L2*]

- Apartheid undermined the Blacks
- Apartheid treated Blacks badly
- Apartheid discriminated against Blacks
- Apartheid divide Blacks into ethnic and linguistic groups
- Any other relevant response (Any 1 x 2) (2)

1.1.6 [*Interpretation of evidence from Source 1A – L2*]

- Black Consciousness intended to unify black people whilst apartheid separated blacks into ethnic and linguistic groups
- Black Consciousness promoted self reliance whilst apartheid promoted dependency of black people on whites
- Any other relevant response (1 x 2) (2)

1.1.7 [*Extraction from of evidence Source 1A – L1*]

- ...seeking to run away from themselves and emulate the white man. (1 x 1) (1)





1.2 1.2.1 *[Interpretation of evidence from Source 1B – L2]*

- As young people they were made to be aware that information about the struggle is contained in the banned books
- As a young person they had to read books, especially the banned books
- Any other relevant response (2 x 2) (4)

1.2.2 *[Extraction of evidence from Source 1B – L1]*

- Student uprising in France and Europe
- Work of the Civil Rights Movement and Black Power Movement of the United States
- Defeat of the Portuguese in Mozambique and Angola 3 x 1) (3)

1.2.3 *[Analysis of evidence from Source 1B – L2]*

- Meetings were held at the swimming pools to disguise
- Attendants were dressed in bikinis and swimming trunks
- Any other relevant response (Any 1 x 2) (2)

1.2.4 *[Ascertaining the usefulness of evidence from Source 1B – L3]*

**The source is useful because:**

- It is a testimony from the youth inspired by Biko's philosophy of Black Consciousness
- It indicates how apartheid operated to instil fear to the people
- It tells us about how meetings were held unnoticed by the youth under difficult circumstances
- Any other relevant responses (Any 2 x 2) (4)

1.3 1.3.1 *[Interpretation of evidence from Source 1C – L2]*

- Students showed their dislike of Afrikaans as a language of the oppressor
- Introduction of Afrikaans met opposition, through demonstrations/ marches
- Students challenging apartheid by rejecting Afrikaans
- Any other relevant response (Any 2 x 2) (4)

1.3.2 *[Analysis and interpretation of evidence from Source 1C – L3]*

- To expose the brutality of the apartheid regime that disregarded human rights
- Afrikaans was seen as an instrument to be used in working with the mind of the oppressed
- To show the youth's readiness to challenge apartheid
- Any other relevant response (Any 1 x 2) (2)



1.4 1.4.1 [*Extraction of evidence from Source 1D – L1*]

- South African Students Organisation (SASO)
- South African Students Movement (SASM) (2 x 1) (2)

1.4.2 [*Extraction of evidence from Source 1D – L1*]

- Refused to write examination on the set work written in Afrikaans
- They tore up and burnt the copies of the book written in Afrikaans (2 x 1) (2)

1.4.3 [*Interpretation of evidence from Source 1D-L2*]

- NUSAS was a white dominated formation though a multi-racial in its form
- Black students were highly influenced by Biko's philosophy of Black Consciousness, self reliance
- Any other relevant response (Any 1 x 2) (2)

1.5 [*Comparison of information in Sources 1C and 1D – L3*]

- In Source 1D pupils boycotted the November examination because the book was in Afrikaans whilst Source 1C students are seen marching against the introduction of Afrikaans.
- In Source 1D the book written by the white author is said to be about the inferiority of black people whilst in Source 1C says the use of Afrikaans would be like treating black as inferior group
- Any other relevant response (2 x 2) (4)

1.6 [*Interpretation, evaluation and synthesis of evidence from relevant sources-L3*]

In responding to this question, the candidate is required to refer to sources that are relevant and their own knowledge.

**Candidates could include the following aspects in their responses:**

- Young people like Murphy Morobe were influenced to discover more ideas about the struggle (Source 1B)
- Young people were influenced to read more about the struggle from the banned books (Source 1B)
- Young people took leadership position in organising underground meetings (Source 1B) meant to fight apartheid system
- Young people strongly opposed the authorities, opposing the introduction of Afrikaans in schools (Source 1C)
- Young people form their own student movements and political organisations to represent their sentiments (Source 1D)
- Pupils refused to write examination because of the book written in Afrikaans and its content degrading black people (Source 1D)
- Most of the young people went to exiles to get support from outside against apartheid (Own knowledge)
- Any other relevant response



Use the following rubric to allocate marks:

Level 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, <b>e.g. shows little or no understanding in explaining how the philosophy of Black Consciousness influenced the political thinking of the youth in South Africa in the 1970s.</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic</li> </ul>	Marks 0 - 2
Level 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, <b>e.g. shows understanding in explaining how the philosophy of Black Consciousness influence the political thinking of the youth in South Africa in the 1970s</b></li> <li>• Uses evidence in a very basic manner</li> </ul>	Marks 3-5
Level 3	<ul style="list-style-type: none"> <li>• Uses relevant evidence, <b>e.g. demonstrates a thorough understanding in explaining how did the philosophy of black consciousness influence the political thinking of the youth in South Africa in the 1970s</b></li> <li>• Evidence relates well to the topic</li> <li>• Uses evidence very effectively in an organized paragraph that shows an understanding of the topic</li> </ul>	Marks 6-8

(8)

[50]

**SECTION B: ESSAY QUESTIONS**

**QUESTION 4: CIVIL RESISTANCES. 1970S to 1980s: SOUTH AFRICA: THE CRISIS OF APARTHEID IN THE 1980s**

*[Plan and construct an original argument based on relevant evidence using analytic and interpretative skills]*

**SYNOPSIS**

Candidates need to critically discuss various forms of resistance that the Anti-Apartheid Movements embarked on in the 1980s against apartheid government. Candidates need to use relevant examples to indicate the impact that the resistance had on the apartheid government.



## MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to contextualise the question to establish a clear line of argument

## ELABORATION

- Apartheid regime in South Africa was condemned internationally, by governments and organisations
- The exiles played important roles in influence international institutions to put pressure on the regime to end apartheid, and unbanning of the ANC and PAC
- British and Irish anti-Apartheid movements were amongst the forerunners of the organisations that embarked on resistance against the apartheid regime
- These organisations, with the support of other institutions applied various methods to force South Africa to end apartheid
- **Sports boycott**, South African sportsmen and women were banned from participating in world sports. Commonwealth countries signed the Gleneagles Agreement in 1977 to endorse the isolation of South Africa from sports.
- **Cultural boycott**, international celebrities distanced themselves from South Africa, television programmes bought by the SABC were limited
- **Academic boycott**, interaction of South African academics with overseas colleagues, researches and publication were affected
- **Consumer boycott**, British citizens refused to buy South African farmers products Export of agricultural products affected
- **Disinvestment and sanctions**, Anti-Apartheid Movement influenced the withdrawal of British companies from South Africa. Companies heed the call and withdrew, Barclays Bank
- **Release Mandela Campaign**, Ahmed Kathrada, played an important role in influencing the international community to demand the release of Nelson Mandela, releasing Mandela became a priority to negotiations, regime was put under pressure
- **International trade unions**, like the Norwegian Action Movement agitated for the isolation of South Africa
- Any other relevant response

**Conclusion:** Candidates should sum up their argument with a relevant conclusion [50]

