



**education and sports development**

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**GENERAL AND FURTHER EDUCATION TRAINING SERVICES CURRICULUM DEVELOPMENT SERVICES**

**NATIONAL CURRICULUM STATEMENT  
(CAPS)**

**GRADE 12**

**HISTORY P1**

**MEMORANDUM**

**MID-YEAR EXAM 2018**

**MARKS: 100**

**This memorandum consists of 11 pages.**



## 1. SOURCE-BASED QUESTIONS

### 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 organization of relevant information from sources</li> <li>• Define historical concepts/terms</li> </ul>	30% (15)
<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>	40% (20)
<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, bias and limitations</li> <li>• Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions</li> </ul>	30% (15)

### 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 questions have been addressed.
- In the memorandum, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

### 1.3 Assessment procedures for source-based questions

- Use a (✓) for each correct answer.
- Pay attention to the mark scheme e.g. (2 x 2) which translate to TWO reasons and is given TWO marks each (✓✓✓✓); (1 x 2) which translate to ONE reason and is given TWO marks (✓✓).

### Paragraph question

- Read the paragraph and then place a bullet within the paragraph at the relevant point / answer. Then indicate the level you have allocated at the end of the paragraph e.g.

----- •                      ----- •                      ----- •  
Level 3 = 5

- Count all the ticks for the source-based question then write the mark on the right hand bottom e.g. 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 question requires candidates to:

Be able to structure their argument in a logical and coherent manner. They need to select, organize and connect 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 argument introduction, a coherent and balanced body of evidence and a conclusion.

### 2.2 Marking of essay questions

- Markers must beware 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 responses.

### 2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher 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 the essay credits learners’ opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalize the language inadequacies as the emphasis is on the following:

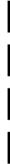
- The construction of argument;
- The appropriate selection of factual evidence to support such argument;
- The learner’s interpretation of the question

## 2.4 Assessment procedures of an 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 (indicated by a bullet in the marking guideline/memorandum) each of the main points/aspects that are 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.

2.4.3 The following additional symbols can also be used:

- introduction, main aspects and conclusion not properly contextualized. 
- wrong statement 
- irrelevant statement 
- repetition **R**
- analysis **A** ✓
- interpretation **I** ✓

## 2.5 The matrix

### 2.5.1 Use of analytical matrix in the assessment of essays

In the marking of essays, the criteria shown in the matrix should be used. In assessing the essay, both the content and presentation should be considered. 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 an essay will be to determine to what extent the main aspects have been covered and to determine the **content level** (on the matrix).

<b>C</b>	<b>LEVEL 4</b>	

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

<b>C</b>	<b>LEVEL 4</b>	
<b>P</b>	<b>LEVEL 5</b>	

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

<b>C</b>	<b>LEVEL 4</b>	}	<b>30-33</b>
<b>P</b>	<b>LEVEL 5</b>		

## MARKING MATRIX FOR ESSAY TOTAL MARKS: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p><b>PRESENTATION</b></p> <p>→</p> <p><b>CONTENT</b></p> <p>↓</p>	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 argument.	Very 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.
<b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.	<b>47-50</b>	<b>43-46</b>					
<b>LEVEL 6</b> Question has been answered. Content selection relevant to a line of argument.	<b>43-46</b>	<b>40-42</b>	<b>38-39</b>				
<b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.	<b>38-39</b>	<b>36-37</b>	<b>34-35</b>	<b>30-33</b>	<b>28-29</b>		
<b>LEVEL 4</b> Question is recognisable in answer. Some omissions or irrelevant content selection			<b>30-33</b>	<b>28-29</b>	<b>26-27</b>		
<b>LEVEL 3</b> Content selection does relate to the question, but does not always relate to the question. Omissions in coverage.				<b>26-27</b>	<b>24-25</b>	<b>20-23</b>	
<b>LEVEL 2</b> Question inadequately addressed. Sparse content.					<b>20-23</b>	<b>18-19</b>	<b>14-17</b>
<b>LEVEL 1</b> Question inadequately addressed or not at all. Inadequate or irrelevant content.						<b>14-17</b>	<b>0-13</b>

**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 QUESTION

### QUESTION 1: HOW DID AFRICAN-AMERICAN LEADERS CONTRIBUTE TO THE BLACK POWER MOVEMENT IN THE UNITED STATES OF AMERICA IN THE 1960S?

1.1.

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

- 1964 Civil Rights Act (1 x 1) (1)

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

- Blacks were still poorer than whites
- Blacks lived in worse houses than whites
- Blacks were more likely to be unemployed than whites
- Blacks were in low paid jobs (any 2 x 1) (2)

1.1.3 *[Explanation of a historical concept from Source 1 A – L 1]*

- Black Power is a concept that stressed pride in being black and the need to promote black political and cultural institutions rather than only seeking equality and acceptance within a mainly white America
- Black Power supporters reflected an insistence that African Americans should shape their own culture and define their own destiny
- Any other relevant response (any 1 x 2) (2)

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

- Racial dignity
- Self-reliance
- Freedom from white authority in economics
- Freedom from white authority in politics (any 2 x 1) (2)

1.1.4 *[Interpretation of evidence from Source 1 A – L 2]*

- Stokely Carmichael didn't expect the American whites to willingly afford freedom to the blacks
- African-Americans have to get their freedom and recognition from the whites by using force
- Promotion of self-reliance by the Black Power Movement
- Any other relevant response (any 2 x 2) (4)

1.2

1.2.1 *[Extraction of evidence from Source 1 B – L 1]*

- The blacks should control the politics in their own community
- The blacks should own the economy of their community
- The blacks should operate the economy of their community (any 2 x 1) (2)

- 1.2.2 *[Interpretation of information from Source 1 B – L 2]*
- The government has not fulfilled its promises made to the blacks in the past
  - The living conditions for blacks were still poorer than those of the whites
  - There was still discrimination against blacks and the government was doing little to address that
  - Any other relevant response (any 2 x 2) (4)
- 1.2.3 *[Interpretation of information from Source 1 B – L 2]*
- Malcolm X considers 'sit-in' as a passive act that does not bear positive results
  - He regards the 'sit-in' as a sign of weakness as anyone, even the weak, can do it
  - He regards the 'sit-in' as an act of cowardice
  - He doesn't see any positive results from the 'sit-in' campaigns
  - Any other relevant response (any 2 x 2) (4)
- 1.2.4 *[Extraction of evidence from Source 1 B – L 1]*
- Fight for the black people's liberty
  - Join any kind of organisation, civic, religious, fraternal, political, or otherwise that's based on lifting the black man up
  - Making the black man master of his own community (any 2 x 1) (2)
- 1.3.
- 1.3.1 *[Interpretation of evidence from Source 1 C – L 2]*
- To show who the founders of the Black Panther party were
  - To provide evidence that the Black Panther Party was active
  - To display the party's uniform (black berets and leather jackets)
  - To show that they were armed for self-defense
  - Any other relevant response (any 2 x 2) (4)
- 1.3.2 *[Interpretation of evidence from Source 1 C – L 2]*
- To indicate that the party's intention was not to attack whites or anyone for no reason
  - To indicate that the party intended to defend African Americans against white aggression and brutality
  - To confirm their intention for street patrols in defense of African-Americans
  - To monitor the police in the execution of their duties
  - Any other relevant response (any 1 x 2) (2)

## 1.4

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

- 'We had written the Ten-Point Platform and Program of the organization but yet didn't have a name.' (1 x 2) (2)

1.4.2 *[Interpretation of evidence from Source 1 D – L 2]*

- The African Americans should go directly to the opposition and remove it like a Black Panther does.
- The African-Americans have to face white racism and destroy it like a cornered Black Panther
- They should face their challenges head-on and not run away
- Any other relevant response (any 1 x 2) (2)

1.4.3 *[Extraction of evidence from Source 1 D – L 1]*

- Martin Luther King Jr
- Malcolm X (any 1 x 1) (1)

1.4.4 *[Explaining the usefulness of Source 1 D – L 3]***The source is useful because:**

- It is first-hand information (as a product of an interview)
- These are the words of Bobby Seale, the founder member and leader of the Black Panther Party
- Bobby Seale details how the Black Panther was formed and its objectives
- It is relevant to the philosophy of Black Power Movement
- The evidence in the source is corroborated by the speeches made by Malcolm X and others
- Any other relevant response (any 2 x 2) (4)

1.5 *[Comparison of evidence and ascertaining the similarities between Sources 1 B and 1 D – L 3]*

- In Source 1 B Malcolm X explains the need for Blacks to have a self-help program and Source 1 D uses an example of a charging Black Panther when cornered by rescuing itself charging directly (doing things for itself)
- Source 1 B highlights that Malcolm X encouraged black people to take charge of the economy and politics of their community and in Source 1 D Bobby Seale indicates that the Black Panther was influenced by the philosophy of Malcolm X
- In Source 1 B Malcolm X criticised the Sit-down philosophy by African Americans as being inactive and in Source 1 D Malcolm X is said to have encouraged African Americans to use guns to defend themselves
- Any other relevant response (any 2 x 2) (4)

1.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources – L 3]*

- Stokely Carmichael encouraged African Americans to unite, have black power and fight for their recognition (Source 1 A)
- Malcolm X believed in Black Nationalism that meant the blacks should take control of the economy and politics of their community (Source 1 B)
- Malcolm X encouraged African Americans to vote for people who would represent them well (Source 1 B)
- Malcolm X was strongly opposed to the Sit-down philosophy (Source 1 B)
- Malcolm X encouraged the blacks to belong to organizations that promoted and uplifted African Americans (Source 1 B)
- Bobby Seale and Huey Newton formed the Black Panther Party that actively supported the Black Power Movement (Source 1 C and 1 D)
- Philosophies of leaders like Malcolm X influenced the Black Panther Party (Source 1 D)
- Black Panthers encouraged African Americans to carry firearms (Own knowledge)
- Any other relevant response

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of how African-American leaders contributed to the Black Power Movement in the United States of America in the 1960s.</b></li> <li>• Uses evidence partially or cannot write a paragraph.</li> </ul>	<b>MARKS 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows some understanding of how African-American leaders contributed to the Black Power Movement in the United States of America in the 1960s.</b></li> <li>• Uses evidence in a basic manner to write a paragraph.</li> </ul>	<b>MARKS 3 – 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of how African-American leaders contributed to the Black Power Movement in the United States of America in the 1960s.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS 6 – 8</b>

(8)

**[50]**

**SECTION B: ESSAY QUESTION****QUESTION 2: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s:  
CIVIL RIGHTS MOVEMENT**

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

**SYNOPSIS**

Candidates should be able to indicate how the Montgomery Bus Boycott in the 1950s and other campaigns in the 1960s brought about change for most African Americans by the 1960s. Candidates should use relevant examples to support their line of argument.

**MAIN ASPECTS**

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate how Africans were mobilized during the Montgomery Bus Boycott and other non-violent campaigns to fight for their civil rights in the 1950s and 1960s in the US. Relevant examples should be given in support of the line of argument.

**ELABORATION**

- Brief background to Martin Luther King Jnr. and the reasons for the Civil Rights Movement
- Civil rights activists embarked on protests to challenge segregation and discriminatory laws in the USA
- They followed non-violent and peaceful tactics (based on Gandhi's Satyagraha)
- Sit-ins in parks, libraries, restaurants etc e.g. at Greensboro, at Woolworth's restaurant in North Carolina in 1960
- More sit-ins followed and that led to integrated parks, pools, theatres, libraries, schools, beaches, etc,
- Freedom Rides took place in Washington DC - New Orleans in May 1961
- It challenged segregation in public transport
- Riots broke out in Mississippi in 1962 because of the admission of James Meredith in an all-white Mississippi University (President Kennedy sent troops to restore order)
- Demonstrations e.g. against racial discrimination in housing and education Maryland in March 1963
- Other protests included, Birmingham and Alabama protests (1963) and brutal reaction by Eugene 'Bull' Connor (Commissioner of Public safety) to protests
- The march to the Lincoln memorial 1963 – famous for Martin Luther's '*I had a dream speech*'
- Freedom Summer 1964 in Mississippi intensified massive African American voter Registration
- Passing of Civil Rights Act of 1964
- March to Montgomery March 1965 for voting rights resulting in a 'Bloody Sunday' - Passing of the Voting Rights Act
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

**[50]****TOTAL: 100**