



Education and Sport Development

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

NATIONAL SENIOR CERTIFICATE

GRADE 12

**HISTORY P2
MEMORANDUM
MIDYEAR EXAM 2019**

MARKS: 100

This marking guide consists 11 of pages



This memorandum consists of 12 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
LEVEL 1	<ul style="list-style-type: none"> Extract evidence from sources. Selection and organisation of relevant information from sources. Define historical concepts/terms 	30% (15)
LEVEL 2	<ul style="list-style-type: none"> Interpretation of evidence from sources Explain information gathered from sources Analyse evidence from sources 	40% (20)
LEVEL 3	<ul style="list-style-type: none"> Interpret and evaluate evidence from sources. Engage with sources to determine its usefulness, bias and limitations Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions 	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 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.

1.3 Assessment procedures for Source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2x2) which translate to TWO reasons and is given TWO marks each (✓ ✓ ✓ ✓); (1x2) 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 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 have a contextualised 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 responses

2.3 Global assessment of the essay

The essay 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 the essay 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.

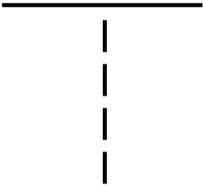


2.4 Assessment procedures of an essay

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 marking guideline/memorandum) each of the main points/aspects that are properly contextualised (also indicated by bullets in marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in marking guideline/memorandum). E.g. in an answer where there are 5 main points, there will be 7 ticks.

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 the 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).

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	} 30–33
P	LEVEL 5	

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 recognisable 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



QUESTION 1: HOW DID THE FORMATION OF THE SOUTH AFRICAN STUDENT ORGANISATION (SASO) CHALLENGE THE APARTHEID REGIME'S POLICY OF BANTU EDUCATION IN THE 1970s?

1.1.1 *[Extraction of evidence from Source 1A - L1]*

- They were frustrated with their deteriorating situation
- NUSAS catered largely for white South African students
- NUSAS still adhered to apartheid laws in its daily practice.

(any 1 x 2) (2)

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

- Black South Africans should form their own organisations
- Black South Africans should start acting independently from white South Africans
- Black South Africans should be masters of their own destiny
- Any other relevant response

(3 x 1) (3)

1.1.3 *[Definition of a concept in Source 1A – L1]*

- A philosophy advocated by Steve Biko so that black South Africans could get rid of their inferiority complex
- An ideology that propagated ideas of self-reliance, self-assertiveness, psychological freedom and black pride
- Any other relevant response

(Any 1 x 2)

(2)

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

- Biko believed that the inferiority complex among black South Africans was caused by the psychological effects of apartheid
- Biko believed that these psychological chains imprisoned them
- Any other relevant response

(2 x 2) (4)

1.2

1.2.1 *[Interpretation of evidence from Source 1A - L2]*

- SASO was established to mainly uplift black South African students
- SASO rejected the leadership of NUSAS (white sheep)
- Wanted to have their own student organisation
- Any other relevant response (2 x 2)

(4)

1.2.2 *[Explanation and interpretation of evidence from Source 1B - L2]*

- SASO argued that white South African students did not understand the plight of black South African students
- SASO believed that white South African students benefited from apartheid
- It believed that NUSAS did not really represent the needs of black South African students
 - Any other relevant response (2x2) (4)

1.3 *[Comparison of evidence in Sources 1A and 1B - L3]*



Both Sources 1A and 1B are similar in the following ways:

- Source 1A shows that black South African students felt that NUSAS was not serving their needs and they needed to form their own organisation and Source 1B highlights the formation of SASO
- In Source 1A Biko encourages black South African students to be independent and Source 1B demonstrates that black South African students did not want help from white South Africans
- In Source 1A Biko stressed the need for black South African students to free themselves from white domination and Source 1B shows how black South African students rid themselves of white influences
- Any other relevant response (2 x 2) (4)

1.4

1.4.1 [Extraction of evidence from Source 1C - L1]

- An extensive training programme for youth leadership was undertaken to address the needs of high school and township based youth clubs in all the provinces of South Africa.
- By early 1972, SASO branches catered for students in high schools. (2 x 1) (2)

1.4.2 [Extraction of evidence from Source 1C - L1]

- Umtata
- Kimberly
- Port Elizabeth
- Pietermaritzburg
- Pretoria
- Springs
- Bloemfontein (any 4 x 1) (4)

1.4.3 [Explanation and interpretation of evidence from source 1C- L2]

- African children /youth acquired critical, analytical skills and learnt about the political situation in other parts of the continent.
- African children /youth acquired debating skills about events in South Africa
- African children /youth became aware of the poor quality of education they received.
- The schools empowered African children /youth to resist Bantu education.
- Any other relevant response (any 2 x 2)(4)

1.4.4 [Extraction of evidence from Source 1C - L1]

- Amos Masondo
- MatheDiseko
- Itumeleng Mosala
- KhehlaMthembu
- Cyril Ramaphosa (any 1 x 1)(1)
-

1.5

1.5.1 [Interpretation of evidence from Source 1D –L2]



- Tiro challenged white domination in white universities and schools
- Tiro challenged / was against white driven curriculum in schools and universities
- Tiro was totally against Apartheid policies in schools and universities
- Tiro was calling for a movement of national liberation in education in general
- Any other relevant response (any 2 x 2) (4)

1.5.2 [Determine the usefulness of Source 1D –L3]

- The source most important details of why Tiro was expelled From Turfloop university in 1972.
- The source does indicate the activities that Tiro engaged to challenged authorities in universities .
- The source shows the massive support campaign from many schools and universities
- Any other relevant response (any 2 x 2) (4)

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

Candidates should include the following aspects in their responses

- Instilled self-pride, discipline and assertiveness among black South Africans to demand equality (Source 1A)
- Exposed the negative effects of Bantu Education (Sources 1B and 1C)
- Increased political consciousness among black South Africans (Sources 1A and 1B)
- Filled the gap/void left by the banned liberation organisations (Source 1C)
- Young generation was inspired that being a black South African was worth fighting for (Sources 1B and 1C)
- Black South Africans wanted to collectively end apartheid (own knowledge)
- Refusal to accept inferior education
- Led to the formation of SASO (Source 1B)
- Attacked (Tiro) the Apartheid education system through blistering speeches (Source 1D)
- Resisted against white domination and white driven curriculum policies (Source 1D)
- Inspired student boycotts and marches
- Any other relevant response

Use the rubric to allocate marks

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how SASO challenged the apartheid regime's policy of Bantu education in the 1970s 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 some understanding of how SASO challenged the apartheid regime's policy of Bantu education in the 1970s Uses evidence in a very basic manner	Marks 3–5
LEVEL 3	Uses relevant evidence e.g. Uses relevant evidence that shows a thorough understanding of how SASO challenged the apartheid regime's policy of Bantu education in the 1970s Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	Marks 6–8

(8)
[50]



SECTION B: ESSAY**QUESTION 2: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA – THE CRISIS OF APARTHEID IN THE 1980s**

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

SYNOPSIS

Candidates are expected to explain to what extent international response to the apartheid policy was successful in dismantling apartheid in South Africa

MAIN ASPECTS

Candidates should include the following in their response.

- Introduction: Candidates should take a line of argument in explaining the extent to which international response was successful in dismantling apartheid in South Africa

ELABORATION

- Apartheid was widely criticized internationally.
- Anti-apartheid activists called for international support.
- The ANC used its international allies to apply diplomatic pressure on South Africa'
- Anti-apartheid groups were formed by ordinary people in several countries in Europe.
- Anti-apartheid groups were outraged by the human rights abuses occurring in South Africa and persuaded their governments to take action against the apartheid regime.
- The UN had been against apartheid for many decades. It called for an arms embargo, and published numerous awareness pamphlets, memorandums and other more substantial publications for worldwide distribution.
- In 1974 the South African delegation were barred from the UN general Assembly, the ANC, SACP and PAC were allowed as observers.
- The organization of African Unity (OAU) pressurized the International Labour Organization (ILO), the World Health Organization (WHO), and the International Olympic Movement (IOM) to expel South Africa.
- Angola, Botswana, Mozambique, Tanzania, Zambia and Zimbabwe allowed MK military training in their countries'
- ILO supported the formation of Black trade unions.
- South Africa was banned from taking part in international sports (athletics, cricket, hockey, rugby and soccer).
- In cultural boycott, the British entertainers' union Equity banned artists from going to and performing in South Africa and many entertainers from around the world followed suite
- International singers and bands supported the Release Mandela Campaign.
- An academic boycott was places on South Africa, academics from around the world refused to attend conferences or act as visiting researchers, professors or lecturers. Scholarships for South African students were terminated. Permanent antiapartheid demonstrations were organized outside South Africa House in London and outside the Yale University Library in New Haven, Connecticut, USA.
- Trade boycotts (economic sanctions) were implemented



- In 1985 the Commonwealth appointed an Eminent Persons Group (EPG), comprising of senior statesmen to force the South African government to have talks with banned liberation organizations.
 - Disinvestments- withdrawal of US companies such as General Motors, Kodak, IBM, Mobil and Chase Manhattan Bank send the rand plummeting to just 75% of its value causing inflation to increase.
 - In 1986 USA banned all investment in South Africa, as well as monetary loans to South Africa.
 - In 1988 the UK implemented limited sanctions against South Africa
 - Sweden donated money to the ANC
 - Any other relevant response.
- Conclusion: Candidates to tie up with relevant conclusion

[50]

TOTAL :100