



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

HISTORY

GRADE 12

EXAMINATION GUIDELINES

2009

This guideline consists of 15 pages.

1. INTRODUCTION

This is a supporting document to assist teachers in preparing learners for the Grade 12 National Senior Certificate History examination of 2009. This guideline document must be read in conjunction with the Subject Assessment Guidelines and Learning Programme Guidelines for History.

2. STRUCTURE OF THE HISTORY QUESTION PAPERS AND EXAMINATION CONTENT

OVERALL KEY QUESTION What legacies of the mid-20th Century have shaped our present?					
PAPER	KNOWLEDGE FOCUS AREAS	NATURE OF QUESTIONS	DURATION	NO. OF QUESTIONS TO BE ANSWERED	MARK ALLOCATION
ONE	1. The impact of the Cold War in forming the world in the 1960s • USSR/USA – creating spheres of interest • What role did the UN and other multi-lateral organisations such as the OAU, NAM play in attempting to mediate conflict?	Source based and extended writing which form a 75 mark question made up as follows: (45 marks for source based question; and 30 marks for extended writing)	3 hours	Two out of four (2 x 75)	150
	2. How was uhuru realized in Africa in the 1960s and 1970s?				
	3. What forms of civil society protest emerged from the 1960s up to 1990?				
	Focus 1960s: Civil rights movements and Black Power Movements in the USA; world nuclear disarmament movements; student movements; peace movements; and women's movements				
	4. Focus 1970s: Black Consciousness Movement in South Africa, Apartheid South Africa in the 1980s				

OVERALL KEY QUESTION What legacies of the mid- 20th Century have shaped our present?					
PAPER	KNOWLEDGE FOCUS AREAS	NATURE OF QUESTIONS	DURATION	NO. OF QUESTIONS TO BE ANSWERED	MARK ALLO-CATION
TWO	1. What was the impact of the collapse of the USSR in 1989 on: - The dominance of the USA? - On ending apartheid in South Africa?	Source based and extended writing which form a 75 mark question made up as follows: (45 marks for source based question; and 30 marks for extended writing)	3 hours	Two out of four (2 x 75)	150
	2. What was the impact of the collapse of the USSR in 1989 on: Africa: Re-imagining the nation in the 1990s – a case study from central, west or north Africa?				
	3. How did South Africa emerge as a democracy from the crises of the 1990s?				
	4. Dealing with the past and facing the future: the work of the TRC				

3. PRIOR KNOWLEDGE FROM GRADES 10 & 11

All skills and application of knowledge acquired in Grades 10 and 11 are applicable to assessment in Grade 12.

4. SOURCE-BASED QUESTIONS

4.1 The following Learning Outcomes and Assessment Standards will be used to assess candidates:

Learning Outcomes	Assessment Standards The ability of the learner to:
Learning Outcome 1 (Historical enquiry)	Formulate questions to analyse concepts for investigation within the context of what is being studied. (Not for examination purposes). Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purposes). <u>Interpret and evaluate</u> information and data from sources. <u>Engage with sources</u> of information evaluating the <u>usefulness</u> of the sources for the task, including stereotypes, subjectivity and gaps in the evidence available to the learners.
Learning Outcome 2 (Historical concepts)	<u>Analyse historical concepts</u> as social constructs. <u>Examine and explain</u> the dynamics of changing power relations within the societies studied. <u>Compare and contrast interpretations and perspectives</u> 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)	<u>Identify</u> when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data. <u>Synthesise information</u> to construct an original argument using evidence to support the argument. <u>Sustain and defend a coherent and balanced argument</u> with evidence provided and independently accessed. <u>Communicate knowledge and understanding in a variety of ways</u> including discussion (written and oral) debate, creating a piece of historical writing using a variety of genres, research assignments, graphics, oral presentation.

4.2 The following levels of questions will be used to assess source-based questions:

LEVELS OF SOURCE-BASED QUESTIONS		%
LEVEL 1 (L 1)	• <u>Extract</u> relevant information and data from the sources. • <u>Organise</u> information logically. • <u>Explain</u> historical concepts.	10%
LEVEL 2 (L 2)	• Categorise <u>appropriate</u> or relevant sources of information provided to answer the questions raised. • <u>Analyse the information and data</u> gathered from a variety of sources. • <u>Evaluate</u> the sources of information provided to assess the <u>appropriateness</u> of the sources for the task.	40%
LEVEL 3 (L 3)	• <u>Interpret and evaluate</u> information and data from the sources • Engage with sources of information <u>evaluating the usefulness of the sources</u> for the task taking into account stereotypes, subjectivity and gaps in the evidence available. • <u>Analyse historical concepts</u> as social constructs. • <u>Examine and explain</u> the dynamics of changing power relations within the aspects of societies studied. • <u>Compare and contrast interpretations and perspectives of peoples' actions or events</u> and changes to draw independent conclusions about the actions or events. • <u>Identify</u> when an interpretation of statistics may be <u>controversial</u> and engage critically with the conclusions presented by the data.	50%

4.3 The following table indicates how to assess source-based questions.

- 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 for the relevant question papers the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

5. CONTENT TO BE COVERED FOR HISTORY GRADE 12**PAPER 1**

NO.	KNOWLEDGE FOCUS AREAS / CONTENT
1.	THE IMPACT OF THE COLD WAR IN FORMING THE WORLD IN THE 1960s
	• Focus on Europe • Definition/understanding of the following concepts/terms: - o Cold War - o Iron Curtain - o Truman Doctrine - o Marshall Plan - o Policy of Containment - o Capitalism - o Communism - o Blockade • Origins of the Cold War • USSR and USA: creation of spheres of interest - o International conflict and tension between the USSR and her allies and the USA and her allies - o Installation of Soviet friendly governments in satellite states - o USA's policies – Truman Doctrine; Marshall Plan - o Berlin: Division and focal point of the Cold War (1948 – 1961) - o Formation of COMECON; Cominform - o NATO and Warsaw Pact • Extension of the Cold War - o China and Vietnam (to be examined in 2010) - o Cuba and the Middle East (to be examined in 2011) - o Angola (to be examined in 2012) • Role played by the UN and other multi-lateral organisations such as the OAU, NAM in attempting to mediate in conflicts in the 1960s
2.	HOW WAS UHURU REALISED IN AFRICA IN THE 1960s AND 1970s?
	• Definition/understanding of the following key concepts/terms: - o Imperialism - o Colonisation - o Uhuru - o African nationalism - o Pan Africanism - o Decolonisation - o Independence - o Democracy - o Ujamaa - o One party state - o Socialism - o Civil War - o Neo-colonialism

	• Quest for uhuru • Ideas that influenced the emergence of independent African states (e.g. African nationalism, Pan Africanism, the impact of World War Two, etc.) • Focus on decolonisation and challenges in the following countries: [alternate years] - Ghana and Tanzania (to be examined in 2009; 2011) - Kenya and the Congo (to be examined in 2010; 2012) • Types of states that were set up: Socialist/ Democratic / African nationalist/one party (refer to relevant countries to highlight these types of states) • Possibilities and constraints - o Possibilities: Political Independence, dignity and self-esteem of independent African states; formation and role of the OAU - o Constraints: Social, political and economic challenges facing independent African states
3.	WHAT FORMS OF CIVIL SOCIETY PROTEST EMERGED FROM THE 1960s UP TO 1990?
	• Definition/understanding of the following key concepts/terms: - o Civil society protest - o Civil rights movement - o Passive resistance/non-violent protest - o Discrimination - o Segregation - o Desegregation - o Disarmament - o Resistance - o Feminism - o Human rights • Focus on the Civil Rights Movement - o Reasons for Civil Rights Movement - o Origins of the Civil Rights Movement (Role of Rosa Parks etc. – background information only) - o Forms of civil rights protest (e.g. Montgomery bus boycott, school desegregation, sit-ins, marches including the march to Lincoln Memorial, Birmingham campaign, Selma-Montgomery marches, etc) - o The role, impact and influence of Martin Luther King Jr. - o The Civil Rights Act of 1964 - o Voting Act - 1965 - o Significance of the Civil Rights movement • Black Power Movement - o Reasons for the Black Power Movement (e.g. The Black Panthers) - o Role of Stokely Carmichael and Malcolm X - o Significance of the Black Power movement • World Nuclear Disarmament and Peace Movements - o Nuclear arms race among the super powers - o The impact of wars in Vietnam, Middle East and the Cuban missile crisis on international peace - o Protests against war - o Campaign for nuclear disarmament - o Impact of these campaigns on world peace

	• Student Movements - o Reasons for student protests in the 1960s e.g. the USA's involvement in the Vietnam War - o Student protest (in France for example: Sorbonne University students went on peace marches) - o Impact/significance of student protests in the 1960s • Women's Movements - o Reasons for women's movements e.g. formation of NOW (National Organisation of Women) in the USA - o Feminism and gender equality - o Impact and results of women's protests in the 1960s
4.	WHAT FORMS OF CIVIL SOCIETY PROTEST EMERGED FROM THE 1960 UP TO 1990?
	• Black Consciousness Movement in South Africa. • Definition/understanding of the following concepts/terms - o Civil protest - o Black Consciousness - o Rolling Mass action - o Ideology - o Uprising - o Bantu Homelands - o Tri-cameral parliament - o Resistance • Changes that occurred in South Africa in the early 1970s • Aims of Black Consciousness • Role of Steve Biko in the Black Consciousness Movement • Expression of Black Consciousness in South Africa • Impact of the philosophy of BCM on student movements • Reasons for the 1976 Soweto Uprisings • Impact of the Soweto Uprising • Reaction of the apartheid state to the Black Consciousness Movement and Steve Biko • Impact of BCM and Biko on South African politics • Apartheid South Africa in the 1980s • Focus on the role of PW Botha, Tri-cameral parliamentary system and the policies of Total Onslaught and Total Strategy in the 1980s • Reaction and challenges to Botha's policies from the following organisations - o NUSAS - o Black Sash - o AZAPO - o UDF - o MDM - o National Forum - o Civic organisations e.g. National Education Crisis Committee; End Conscription Campaign - o Trade Union Movements - o Student Organizations e.g. COSAS; AZASO; NECC; SASO; etc. - o Religious Organizations e.g. South African Council of Churches; etc. - o The impact of internal resistance on the apartheid regime

PAPER 2

	KNOWLEDGE FOCUS AREAS/CONTENT
1.	HOW DID SOUTH AFRICA EMERGE AS A DEMOCRACY FROM THE CRISES OF THE 1990s?
	• Definition/understanding of the following key concepts/terms: - o Apartheid - o Total onslaught - o Total strategy - o Resistance - o Sanctions - o Rubicon - o State of Emergency - o Tri- cameral - o Boycotts - o Disinvestments - o Embargo - o Mass Democratic Movement - o Mass action - o Referendum - o Negotiation - o Armed struggle - o Assassination - o Mass mobilisation - o Constitution • Change of leadership (PW Botha to FW De Klerk) • De Klerk's policy of transformation – introduction of reforms • Release of political prisoners (1989) • Release of Mandela and the unbanning of political parties • How the crises were managed - o Beginning of talks - o Pretoria Minute - o Groote Schuur Minute - o CODESA I, II and III - o 1992 – 'Whites only' referendum - o Record of Understanding - o Conflict and violence (e.g. Boipatong, Natal, etc.) - o Assassination of Chris Hani - o Compromise and negotiations - o Settlement and elections - o Drawing up of a new constitution - o Government of National Unity - o Rainbow Nation
2.	DEALING WITH THE PAST AND FACING THE FUTURE: THE WORK OF THE TRUTH AND RECONCILIATION COMMISSION (TRC).
	• Definition/understanding of the following concepts/terms: - o Mandates - o Human rights violation - o Reparation - o Pardon - o Amnesty

	- o Rehabilitation - o Reconciliation - o Perpetrators - o Commissions - o Violators • Reasons for the formation of the TRC • Structure of the TRC • Work of the TRC - o Hearings - o Healing and Reconciliation - o Amnesty Committee - o Reparation and Rehabilitation Committee • Evaluating the work of the TRC - o Successes - o Criticisms - o Limitations • The role and impact of the TRC in nation building
3.	WHAT WAS THE IMPACT OF THE COLLAPSE OF THE USSR IN 1989?
	• On Russia - o The situation in the USSR in 1985 - o Gorbachev's reforms - o Definition/understanding of the following concepts: ▪ Perestroika ▪ Glasnost - o Impact of Gorbachev's reforms on Russia and the rest of the world - o Reasons for the collapse of the USSR • On the dominance of the USA - o Ideologically - o Economic and Military control - o World dominance / new world order • On ending apartheid in South Africa - o Situation in South Africa in the 1980s - o Internal and external pressure on South Africa (Tricameral Parliament; boycotts; sanctions; violence; student struggles; trade unions; Rubicon speech; Nkomati Accord; etc.) - o Reforms introduced by the National Party (De Klerk) - o Reactions of the liberation movements to the National Party's reform policy - o Impact of foreign pressure on South Africa; Namibia's election - o Negotiations between the ANC and the National Party • Road to transformation and reform
4.	WHAT WAS THE IMPACT OF THE COLLAPSE OF THE USSR IN 1989 ON: RE-IMAGINING THE NATION IN THE 1990s – A CASE STUDY FROM CENTRAL, WEST AND NORTH AFRICA.
	• Definition/understanding of the following concepts/terms: - o Cold War - o Communism - o Socialism - o Democracy - o Post-independence - o Neo-colonialism

	- o One-party state - o Dictatorship - o Civil War - o Nepotism - o Cronyism - o African nationalism - o Perestroika and Glasnost • Focus on the following case studies: - o Central Africa (Angola and Congo: to be examined in 2009) - o West Africa (Benin and Guinea: to be examined in 2010) - o North Africa (Egypt: to be examined in 2011) • African countries after independence • Political models followed by post-independent African states (most communist/socialist) • Possibilities and constraints of communism/socialism on independent African states • Impact of the collapse of the USSR in 1989 on African states in central, west and north Africa • Influence of democracy on the re-imagining of African states in the 1990s • The importance of re-imagining of the African states in the 1990s
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6. MATRIX USED TO ASSESS EXTENDED WRITING**Grade 12 Extended Writing 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 Well planned and 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 argument. Conclusion reached based on evidence. Writing structured.	LEVEL 3 Shows some evidence of a planned and constructed argument. Some evidence used to support argument. Conclusion not clearly supported by evidence.	LEVEL 2 Attempts 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 recognisable 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

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 relevant, 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 Good use of relevant evidence from the sources. Good attempt to consider counter-argument Good attempt to refer to relevant, bias, accuracy, limitation of source 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 Expression good but with lapses Perhaps, lacking some depth of overall-focus, or does not make reference to one or more relevant sources If appropriate, makes an attempt to consider counter-argument Rather superficial or no attempt to refer to relevant, bias, accuracy, limitation of sources Makes an attempt to take a stand (focuses on limitations, etc.) 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 Moderate comprehension of most of the sources Moderate use of relevant evidence from the sources Moderate attempt to consider counter-argument Moderate attempt to refer to relevancy, bias, accuracy, limitation of sources Expression is satisfactory 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	Little 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 little effort to consider counter-arguments Mainly characterised by listing of sources No attempt to refer to relevant, bias, accuracy of sources Expression poor Makes a poor attempt to take a stand. (i.e. battles to reach an independent conclusion)
2 Elementary 30 - 39% 09 - 11	Unable to focus on the topic Unable to identify relevant sources No quotes – or generally irrelevant Makes no effort to consider counter-argument Essay characterised by listing of sources No attempt to refer to relevant, 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 Copies directly from the sources Answer extremely poor

GRADE 12 HOLISTIC RUBRIC TO ASSESS EXTENDED WRITING (SUCH AS AN ESSAY USING SOURCES, REPORT, NEWSPAPER ARTICLE, ETC.)

7. **GUIDELINES ON QUESTION VERBS**

- Analyse – to break down into constituent parts (creating headings, sub-headings etc that reflect a clear structure) in order to be able to understand an issue or problem. Analysis involves recognising what is important, and identifying relationships, e.g. *Analyse the reasons for the establishment of TRC.* (Requires 'knowledge', 'understanding' and 'application').
- Apply – to make use of something as relevant or appropriate; (a) use knowledge and understanding of history to understand a situation, issue or problem.
- Assess – to estimate the nature, quality or value of something; judgment, i.e. benchmarks or criteria, is implicitly involved, e.g. *assess the success of the TRC.* (It often involves analysing an issue or problem, then to weigh up the relative importance of different strands and the drawing up of a conclusion)
- Comment on – a written or spoken remark giving an opinion on, explaining or criticizing an event, a person or a situation. Prior knowledge is essential and learners are invited to make judgments based upon the evidence they can relate to their knowledge. *Comment on the appropriateness of this source to a historian researching the work of the TRC.*
- Compare – to examine things to see how they are alike and how they are different e.g. *compare the protest movements in South Africa with that of the USA;* to judge one thing and see how it measures up against another.
- Contrast - to examine things to see or understand how they differ, e.g. *in contrasting the the protest movements in South Africa and the USA.*
- Critically – expressing approval or disapproval, or finding faults or virtues, e.g. *Critically analyse (or discuss etc) this statement in the light of the above..*
- Define – to give the exact meaning of a term or concept using words or mathematical symbols whose meaning is already understood by the reader, e.g. *Define the concept democracy.*
- Describe – to give an account of something (recall knowledge, or stating what is observed), e.g. *Describe the impact of the Civil Rights movement.*
- Discuss – to talk or write about something; compare a number of possible views about an issue or problem and to weigh up their relative importance. A conclusion is essential, e.g. *Discuss the impact made by Steve Biko on the liberation struggle.* ('application' of knowledge and 'analysis' are involved)
- Distinguish between – identify the characteristics that make two or more ideas, concepts, issues, etc. different, e.g. *Distinguish between democracy and socialism.* ('analysis' is involved).
- Do you think / In your own opinion – invites learners to put forward their own opinions about an issue or problem. However, marks will always be awarded for the quality of the argument put forward and not for any individual unrelated opinion, e.g. *Do you think the government was justified in implementing GEAR.* ('Application' is involved).

- Evaluate – to form an idea of the amount, quality or value of something; or, to compare a number of possible views about an issue or problem and weigh up their relative importance; to make judgments on account of general criteria. A final judgment is essential, e.g. *Evaluate the success of the TRC.*
- Examine – to look at something carefully and in detail in order to learn something about it; break down an issue or problem (as in ‘analyse’) to understand it – state what has been learned e.g. *Examine the problems facing South Africa today.* (It goes beyond ‘analyse’).
- Explain – to make something plain or clear – to simplify; to describe something in detail so that it can be understood. Mentioning examples is essential. It is often useful to define terms and give examples in an explanation, e.g. *Explain the consequences of the fall of the Berlin wall.* (It requires more than mere knowledge and understanding).
- Identify – to single out from other information; to apply information to single out, e.g. *Identify the three figures in the cartoon.*
- Interrogate – to question aggressively – ask questions and supply answers. Ask questions to ‘make a point’ and supply answers and ask counter questions. The alternation of questions and answers should provoke a clear and unbiased judgment, e.g. *interrogate whether the TRC was a success or failure.* (Cognitively, the highest form of ‘evaluation’).
- List – to state in the briefest form, e.g. *List three factors which caused the strike.*
- Name – similar to ‘mention’, e.g. name two reasons for the decline in unemployment.
- State – to express in spoken or written words, especially carefully, fully and clearly (almost as in ‘define’), e.g. *state three factors that contributed to unemployment.* (Relies on the recall and reproduction of knowledge).
- Suggest – give possible reasons or ideas. These must be plausible. ‘Suggest’ may require learners to analyse a problem and not merely to formulate an economic problem, e.g. *Suggest reasons why the TRC failed.*
- To what extent – invites learners to explain and analyse and then to comment upon the relative importance of arguments, e.g. *To what extent was the TRC controversial?* (Demonstrate application).