

GENERAL COMMENTS

This was the second examination for the grade 11. Candidates struggled with answering questions which required comparison. Most of them could not identify the **agreements** and **disagreements** when comparing sources. A number of candidates copied sources without inferring to the source(s) or they only paraphrased the sources. Candidates lost marks for not making a choice when answering questions, e.g., by saying the source(s) agree or disagree, etc. English literacy skills and vocabulary are still lacking and therefore most candidates could not understand words or understand the requirements of the questions. Teachers/Tutors should not give the marking schemes to candidates, just teach them the skills e.g. they use the **Y** and the **N** instead of **Yes** and **No** in the last question and lose marks. The interpretations of cartoons seem to be a concern in the questions where they are used specially to depict support from it as well as the last question.

Advice to take at heart:

- **Candidates should not paraphrase:** what is required is an interpretation of a source(s) not to summarise the sources in their own words but to give meaning to the source.
- Don't only copy the sources without giving an interpretation.
- Use or copy words from the source(s) is not allowed when it is required that you must make an inference/assertion, rather encourage your candidates to use similar words or synonyms otherwise it will be seen as copying and they will not score any mark.
- Candidates must make choices where it is required from them if they don't, then they will score the lowest marks even when there is a great answer that contains all elements to score high marks but all will be in vain if there is no choice. Choices must be balanced/both sides.
- Make sure that your candidates know the content very well, if they don't know they won't be able to interpret the sources especially with Russia: 1905-1941 looming.
- When they use support, it must fit with their choice.
- Develop in class the **purposes** in questions with keywords like: useful/why/trust/not trust/wrong/right/surprise/not surprise/proof/not proof/message. Valuable tip on a purpose is that it is more than one valid inferences/assertions together. See examples in the mark scheme.
- With comparison questions, let the candidates compare the sources with one another not individually.
- Encourage your candidates to have **3 or more quotes for support and 4** rejecting the statement in the last question with support to score full marks.
- Write the phrase or sentence in full, meaning, **avoid this: "I was made to work..."**
- Work on the vocabulary and the use of proper English in class.
- Build up the candidates contextual (own) knowledge by teaching them the content and combine it with the skills they have to master for this paper.
- **Workshops** are a must especially for the former Junior Secondary Schools where the teachers were thrown in the deep end.
- Teachers should reach out to others who are more experienced.

COMMENTS ON INDIVIDUAL QUESTIONS

- 1 Question one was not well answered. Candidates struggled to answer the question properly, the valid inference not sufficiently given, support to valid inference not written in full. Candidates lacked skills of answering the question. Candidates lack contextual knowledge. A few did the cross-reference properly. Some candidates provided Testing of Reliability which is not needed for this question. Many candidates misinterpreted the source. Many still make use of the introduction to get the contextual knowledge which is not allowed. Contextual knowledge means your own knowledge that is not part of the question paper but what is relevant to the topic in the question paper.

Study source A.

What can you learn from Source **A** about the attitudes of the German colonial rulers to Namibian people? [6]

Level 1: Does not answer the question

e.g. copying, paraphrasing or misinterpretation of the source. [1]

Level 2: Unsupported inference

e.g. German colonial rulers mistreated the locals, Namibian people were ridiculed, the Germans considered Namibians as less important, they saw Namibians as people to gain economic power from, the Germans wanted Namibians to be economically dependent on them. [2-3]

Level 3: Supported inference(s) [4-5]

Level 4: Level 3 + contextual knowledge OR cross reference (Source E)

Contextual knowledge must focus on improving understanding of Source A focusing on colonial oppression. [6]
Examples of VI: Germans attitudes were oppressive/harsh/negative/manipulative/unreasonable etc

- 2 The question was poorly answered. Some candidates failed to make a choice. Most candidates paraphrased. Few candidates could give proper valid inferences of similarities and differences. Most candidates failed to give proper support from both sources. Candidates failed to come up with correct contextual knowledge.

Study Sources B and C.

How far do these **two** sources agree? Use the sources and your knowledge to explain your answer. [7]

Level 1: Does not answer the question

e.g. copying, paraphrasing or misinterpretation of the source. [1]

Level 2: Compares the provenance of the sources

e.g. one is from 1906 and the other from 1905. [2]

Level 3: Identifies agreement OR disagreement, unsupported

e.g. the sources agree because they both show Namibians being exploited on the railway. Both shows the mistreatment of blacks by the Germans. However, they disagree because B shows exploitation of both men and women while C shows exploitation of men only
Source B talks about contract labour used as cheap labourers whereas the provenance for Source C says prisoners were used as cheap labourers. [3]

Level 4: Identifies agreements **OR** disagreement, supported [4]

Level 5: Identifies agreement **AND** disagreement, unsupported [5]

Level 6: Identifies agreement **AND** disagreement supported.

2 Agreements & Differences + support= L6/7 OR 1 agreements & disagreement + support + contextual knowledge [6-7]

- 3 The question was poorly answered. Many candidates failed to draw a sub-message. Only a handful of candidates could come up with the main message. Candidates could not come up with good contextual knowledge. Only a few candidates could test the source for reliability.

What is the message of this source? Use the sources and your knowledge to explain your answer. [8]

Study Source D.

Level 1: Does not answer the Question

e.g. copying, misinterpretation of the source. [1]

Level 2: Sub message(s) not supported

e.g. It is about the exploitation of the Namibian people; Namibian people were killed. It shows the negative effects of colonialism.
It looks sarcastically at the German actions [2-3]

Level 3: Sub message(s) supported [4-5]

e.g. the Germans were ruthless towards the Namibian people and can be seen by all the skeletons of dead Namibian people.
It was to show that the Germans were cruel, they would not show any benefit to colonial rule. To

discourage them from future colonialism and to eradicate people
To criticize Germany's actions in SWA
Killing of innocent people
It shows the eliminating of Hereros for no good reason

OR

Testing of reliability

e.g. this was published in a newspaper that was against the Germans being in Namibia, so the newspaper was purposefully criticizing the bad deeds of the Germans and the Germans colonial policies by making sarcasm against the brutal killing of the Namibians. The newspaper did this in order for the German authority to realize that the killing of the Namibians was wrong and that it had no benefits, so the cartoonist was trying to discourage the Germans from killing the Namibians further, thus drew it in 1906 amidst the war of National resistance which had almost led to the extinction of the Namas and Hereros.

One mark per example of either sub message and/or testing of reliability.

Level 4: Main Message not supported

e.g. It was criticizing the Germans ruthless policies in Namibia in order to discourage them from killing the Namibian further.

It shows the Germans were ruthless towards the Namibians so that they stop the killing. [6]

Level 5: Main Message, supported [7]

Level 6: L5 + Contextual knowledge to explain main message [8]

- 4 The question was poorly answered as the majority or almost all candidates failed to reach the highest level as they could not come up with a purpose supported. The majority of the candidates were copying from the sources. Most of the candidates misinterpreted the source. Some of the candidates gave a small message but failed to give proper support. Some paraphrase.

Some candidates did cross-reference and/or Testing of Reliability which was not requirements for this question.

Why did the Herero leaders write this letter in 1901? Use the source and your knowledge to explain your answer. [7]

Study Source E.

Level 1: Does not answer the Question

e.g. copying, paraphrasing or misinterpretation of the source. [1]

Level 2: Reference to a message, not supported

e.g. to show how badly the people were being treated and/or that they were being made homeless [2-3]

Level 3: Reference to a message, supported [4-5]

Level 4: Purpose, not supported [6]

e.g. Purpose is linked to changing German behaviour e.g. change their behaviour and return the land.

Level 5: Purpose supported from the source [7]

- 5 The question was overall well answered. However, the candidates failed to provide valid inferences plus valid support for the pictorial sources. The majority of candidates could not do the Testing of Reliability for the extra two bonus marks. Many candidates still misinterpret and paraphrase the sources. Some candidates misinterpret the sources. Some make a choice but fail to provide support. A few candidates scored full marks.

“Land confiscation was the most important reason why the War of National Resistance started.”

How far do these sources support this view? Use the sources to explain your answer. [12]

Study all the sources.

Level 1: No choice made, choice made but no source reference, copying, only contextual knowledge, misinterpretation, grouping of sources, paraphrasing. [1-3]

Level 2: Support **OR** reject the statement with valid support from the source (one sided) [4-6]

- 1 Yes **OR** 1 No = L2/4
- 2 Yes **OR** 2 No = L2/5
- 3 Yes **OR** 3 No = L2/6

Level 3: Support And Reject the statement with valid support from the source (both sides) [7-12]

- 1 yes **AND** 1 No = L3/7
- 2 Yes **AND** 1 No = L3/8
- 2 Yes **AND** 2 No = L3/9
- 2 Yes **AND** 3 No

Note: one explanation/quotation per source

Up to 2 bonus marks for evaluation of sources. 1 mark per source.

Source use must be reference to the source by letter, by provenance, or by direct quote.

- One source = (1)
- Two sources = 2 marks

Support	Reject
A	A
E	B
	C
	D

SOURCE A

YES: The seizure of land was the culmination of a systematic policy of the German authorities to transfer all economic power to whites.

YES: Governor Theodor Leutwein (1894-1904) took advantage of a succession dispute among the Herero: the contested leader Samuel Maharero became dependent on German 'protection treaties' to consolidate his power.

NO: Governor Theodor Leutwein (1894-1904) took advantage of a succession dispute among the Herero: the contested leader Samuel Maharero became dependent on German 'protection treaties' to consolidate his power.

YES: After Leutwein had forced a 'protection treaty' on Nama captain Hendrik Witbooi as well, the new allies embarked on campaigns against 'rebellious tribes' with the dual purpose of enlarging Maharero's power sphere and freeing up land, cattle and (forced) labour for German settlers.

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NO: Cattle herders were decimated, their economic independence shattered.

YES: By the late 1890s Herero society had become dependent on the goodwill of the colonial state for its very existence.

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SOURCE B

NO: I was made to work on the Otavi line which was being built.

NO: We were not paid for our work; we were regarded as prisoners.

NO: I worked for two years without pay.

NO: I was a kind of foreman over the labourers.

NO: I had 528 people, all Hereros, in my work party.

NO: Of these 148 died while working on the line.

NO: The Herero women were put together with the men.

NO: They were made to do manual labour as well.

NO: They did not carry the heavy rails, but they had to load and unload wagons and trucks and to work with picks and

shovels.

NO: The totals above given include women and children.

NO: When our women were prisoners on the railway work they were compelled to cohabit with soldiers and white railway labourers.

NO: The fact that a woman was married was no protection.

NO: Young girls were raped and very badly used.

NO: They were taken out of the compounds into the bush and there assaulted.

NO: I don't think any of them escaped this, except the older ones.

SOURCE C

NB: Choice, Valid Inference and Support (Surface detail)

Example: **Choice – Support or Reject the statement**

- **VI = No:** This shows that Namibians were exploited as cheap labours at railway constructions.
- **Caption/Surface detail (support) =** This depicted by a photograph showing concentration camp prisoners working on railway line from Luderitz to Aus in 1905. **(Any of the above support)**

SOURCE D

NB: Choice, Valid Inference and Support (Surface detail)

Example: **Choice – Support or Reject the statement**

- **VI = No:** It shows that the Namibians were killed by the Germans
- **Surface detail (support) =** The source shows skeletons scattered while the two Germans' representatives looked on. **(Any of the above support)**

SOURCE E

YES: Last week Mr Stople came here and told us that he had purchased the place from the government in Windhoek and he demanded therefore the Mbataratjo and his people who live there should leave the place.

YES: But now, Honoured Governor, where are we to live when our entire river and all our land is taken away from us?

YES: We see with dismay how one place after another is going into the hands of white people.