NATIONAL
SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2019

HISTORY P1
MARKING GUIDELINE

MARKS: 150

This marking guideline consists of 24 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	• Extract evidence from sources. • Selection and organisation of relevant information from sources. • Define historical concepts/terms.	**30% (15)**
LEVEL 2	• Interpretation of evidence from the sources. • Explain information gathered from the sources. • Analyse evidence from the sources.	**40% (20)**
LEVEL 3	• Interpret and evaluate evidence from sources. • Engage with sources to determine its usefulness, reliability, 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.
   > • When assessing open-ended source-based questions, learners should be credited for any 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 (✓✓✓✓)

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.

_____ · _____ · _____
_____ · _____ · _____
√√√√ Level 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 right-hand bottom margin 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 answer*s.

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 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 the essay**

2.4.1   Keep the synopsis in mind when assessing the essay.

2.4.2   During the 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 is 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   Keep the **PEEL** structure in mind when assessing an essay.

P	**Point:** The candidate introduces the essay by taking a line of argument/making a major point.
E	**Explanation:** 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).
E	**Example:** 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.
L	**Link:** Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

2.4.4 The following symbols MUST be used when assessing an essay:

- Introduction, main aspects and conclusion not properly contextualised

  ^

- Wrong statement   _____

- 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 essays 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 essays 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: 50

PRESENTATION → CONTENT ↓	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
	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 and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	Very well planned and structured essay. Developed a 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. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence used to some extent to support the line of 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 a line of 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 answer it, or 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
- Question 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 DEPLOYMENT OF MISSILES TO CUBA CONTRIBUTE TO COLD WAR TENSIONS BETWEEN THE SOVIET UNION AND THE UNITED STATES IN THE 1960s?

1.1.1   *[Extraction of evidence from Source 1A – L1]*
- The United States deployed nuclear Jupiter missiles to Turkey
- An American plot to overthrow Castro's government   (2 x 1)   (2)

1.1.2   *[Interpretation of evidence from Source 1A – L2]*
- Castro had established a close relationship with USSR
- Cuba was embracing the ideology of communism
- Kennedy feared the impact of the domino effect in Latin America
- Any other relevant response.   (Any 1 x 2)   (2)

1.1.3   *[Interpretation of evidence from Source 1A – L2]*
- To counter the installation of missiles in Turkey by the US
- USSR wanted to be in a close range to attack US
- To deter any future invasion of Cuba by the United States
- To restore the balance of power
- Any other relevant response   (Any 2 x 2)   (4)

1.2   1.2.1   *[Extraction of evidence from Source 1B – L1]*
- To inform the public of the developments in Cuba
- His decision to initiate and enforce a 'quarantine'
- The potential global consequences if the crisis continued to escalate
- It shall be the policy of this nation to regard any nuclear missiles launched from Cuba against any nation in the western Hemisphere as an attack by Soviet Union on the United States, requiring a full revengeful response upon Soviet Union.   (4 x 1)   (4)

1.2.2   *[Definition of historical concept from Source 1B – L1]*
- The closing of all naval routes for the USSR ships to prevent the delivery of missiles to Cuba
- Any other relevant response   (Any 1 x 2)   (2)

1.2.3   *[Interpretation of evidence from Source 1B – L2]*
- He saw it as an act of aggression as USA was ready to attack
- He was infringing the international rights of moving freely in international waters
- USA had no right to interfere in the affairs of Cuba and Russia
- Any other relevant response   (Any 1 x 2)   (2)

1.2.4   *[Interpretation of evidence from Source 1B – L2]*
- It brought the world to brink of nuclear war
- Kennedy and Khrushchev did not agree on removal of missiles in Cuba
- None of the two leaders wanted to compromise their position.
- Any other relevant response   (Any 1 x 2)   (2)

1.3   1.3.1   *[Interpretation of evidence from Source 1C – L2]*
- The USSR / Khrushchev has deployed missiles in Cuba, (the indication of Cuba carrying a missile)
- The USA / Kennedy discovered the deployment of missiles (USA is watching Cuba with a missile)
- Cuba/Castro accepted the missiles (Cuba is carrying a missile)
- Any other relevant response   (Any 2 x 2)   (4)

1.3.2   *[Interpretation of evidence from Source 1C – L2]*
- Castro was seeking protection against any invasion by USA
- Castro wanted to defend Cuba / Cubans.
- After the Bay of Pigs invasion Castro felt threatened by the situation hence, he turned to the USSR for help.
- Any other relevant response   (Any1 x 2)   (2)

1.3.3   *[Evaluate the usefulness of Source 1C – L3]*

Useful to a great extent:
- It provides an American view on the discovery of missiles in Cuba
- It provides visual evidence of the deployment of missiles in Cuba.
- It shows Cuba receiving and accepting missiles
- It shows USA observing the deployment of missiles which are of close range with the cities of USA
- Any other relevant response

Useful to a lesser extent
- It depicts an American view on the discovery of the missiles in Cuba
- Source is biased against Cuba
- Cuba viewed as aggressive
- Any other relevant response   (Any 2 x 2)   (4)

1.4   *[Comparison of evidence of from Source 1B and Source 1C – L3]*
- Source 1A provides information regarding the US discovery of missiles sites in Cuba, while Source 1C shows visual evidence of the established missiles sites
- Both sources clarify the danger of the establishment of missiles. (Missile Crisis)
- Both sources show that Russia and America were involved in the Cuban Missile Crisis
- Cuba was just a pawn
- Any other relevant response   (Any 2 x 2)   (4)

1.5.   1.5.1   *[Extraction of evidence from Source 1D – L1]*
- The two countries agreed to end the standoff with a trade-off.
- The Soviet Union would remove its missiles from Cuba and the USA would remove its missiles from Turkey.   (Any 1 x 2)   (2)

1.5.2   *[Extraction of evidence from Source 1D – L1]*
- A verification mission that the Soviet Union was keeping its promise to remove the missiles   (1 x 2)   (2)

1.5.3   *[Interpretation of evidence from Source 1D – L2]*
(a)
- Kennedy was viewed as a hero
- Kennedy seen as peacemaker by the people of the world
- Any other relevant response   (Any 1 x 2)

(b)
- Khrushchev was regarded as a sell-out of the communist ideology to US capitalism.
- He was ousted as a leader of the Soviet Union in 1963
- Any other relevant response   (Any 1 x 2)   (4)

1.5.4   *[Extraction of evidence from Source 1D – L1]*
- The creation of the hotline, a direct phone from Moscow, the capital of the Soviet Union, to Washington D.C.
- Signing of the Nuclear Test Ban Treaty   (2 x 1)   (2)

1.6   *[Interpretation, analysis and synthesis of evidence from relevant sources – L3]*
Candidates may use the following as points to answer the question:
- Cuba associated herself with Russia (Source 1A)
- USA defined herself in opposition to Castro's regime (Source 1A)
- American plot to overthrow Castro government (Source 1A)
- USA had established its missile bases in Turkey and Italy, next to the USSR's doorstep. (Source 1A)
- In response, the USSR deployed missiles in Cuba, thus within close range of the US (Source 1A)
- USA threaten USSR – Cuban attack would be seen as attack on USA (Source 1B)
- US responded by declaring a quarantine around Cuba to stop USSR ships from entering Cuba. (Source 1B)
- USA declared Defcon 2/3 status (Source 1B)
- USSR sees blockade as an act of aggression and ordered ships to proceed (Source 1B)
- Crisis reached stalemate (Source 1B)
- The situation became even tenser, with the world holding its breath for the imminence of a nuclear war. (Source 1C and own knowledge)
- Both the US and USSR initiated diplomatic relations to end the crisis without firing any missile. (Source 1D)

- Demands and compromises were made by both US and USSR to end the crisis (Source 1D and own knowledge)
- USSR agreed to dismantle its missile base in Cuba, while the US committed itself to get rid of missile in Turkey and Italy
- Both agreed to leave Cuba alone
- A telephone hotline was established for diplomatic communication between US and USSR (Source 1D)
- Nuclear test Ban Treaty was signed to mark the end of the crisis. (Own knowledge)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL	CRITERIA	MARKS
LEVEL 1	• Uses evidence in an elementary manner e.g. shows little or no understanding in **explaining how the deployment of missiles to Cuba contributed to Cold War tension between the Soviet Union and the USA in the 1960s.** • Uses evidence partially to report on topic or cannot report on topic.	**0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of **how the deployment of missiles to Cuba contributed to Cold War tension between the Soviet Union and the USA in the 1960s** • Uses evidence a very basic manner.	**3–5**
LEVEL 3	• Uses relevant evidence e.g. demonstrates a thorough understanding of **how the deployment of missiles to Cuba contributed to Cold War tension between the Soviet Union and the USA in the 1960s** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**6–8**

(8)

[50]

**QUESTION 2: WHY DID SOUTH AFRICA BECOME INVOLVED IN THE
ANGOLAN WAR OF INDEPENDENCE?**

2.1   2.1.1   *[Definition of historical concept from Source 2A – L1]*
- A war between the citizens of the same country in this case the FNLA, UNITA and the MPLA within the borders of Angola
- Any other relevant response   (1 x 2)   (2)

        2.1.2   *[Extraction of evidence from Source 2A – L1]*
- FNLA
- UNITA
- MPLA   (3 x 1)   (3)

        2.1.3   *[Extraction of evidence from Source 2A-L1]*
- MPLA   (1 x 1)   (1)

        2.1.4   *[Interpretation of evidence from Source 2A – L2]*
- They were against the communist MPLA
- To stop the spread of communism in Southern Africa
- To establish pro-South Africa neighbouring states
- MPLA was assisted by Cuban military forces
- Any relevant response   (Any 2 x 2)   (4)

2.2   2.2.1   *[Extraction of evidence from Source 2B – L1]*
- Operation Savannah
- Operation Reindeer
- Operation Protea
- Operation Askari   (Any 3 x 1)   (3)

        2.2.2   *[Interpretation of evidence from Source 2B – L2]*
- South Africa had no right to interfere in Angola's internal affairs
- SA trained forces in order to overthrow the Angolan government
- Gave massive assistance to rebel forces
- South Africa wanted to prove to the Western world that they were anti-communist
- South Africa wanted to prove to the Western world that they were pro-capitalist
- Any other relevant response   (Any 2 x 2)   (4)

        2.2.3   *[Extraction of evidence from Source 2B – L1]*
- To help stop the MPLA from taking power
- Angola of providing bases from which SWAPO (South West African People's Organisation), the only Namibian liberation movement fighting an armed struggle against South Africa, sent guerrillas into Namibia.
- Angola was home to the main military training bases of Umkhonto we Sizwe (MK), the armed wing of the ANC
- To regain some international credit from Western powers
    (Any 3 x 1)   (3)

2.2.4 *[Evaluate the reliability of Source 2B – L3]*
Reliable to a great extent
- It was written by a reputable historian/professor
- It is a secondary source based on research
- The information can be corroborated
- The intention was to inform the audience of South Africa's involvement
- Any other relevant response (Any 2 x 2) (4)

2.3 2.3.1 *[Analysis of evidence from Source 2C – L2]*
- It shows South African forces preparing for battle.
- It shows that the SADF had a substantial number of troops
- It shows the artillery the SADF had at their disposal
  Any other relevant response (Any 2 x 2) (4)

2.3.2 *[Interpretation of evidence from Source 2C – L2]*
- The battle ended in a stalemate situation which led to negotiations
- Negotiations resulted into Namibia gaining its independence
- It led to black majority rule in Namibia
- Any relevant response (Any 1 x 2) (2)

2.4. *[Comparison of evidence in Sources 2B and 2C – L3]*
- Source 2B gives an account of South African interventions 'the largest before those took place around Cuito Cuanavale' and Source 2C shows the South African troops during battle on Angolan soil.
- Source 2B states that South African troops often invaded Angola to provide military assistance to UNITA and in Source 2C the visual source shows the SADF preparing military vehicles for the battle of Cuito Cuanavale.
- Both sources refer to the readiness of SADF for the battles in Angola, particularly the battle of Cuito Cuanavale
- Any other relevant response (Any 2 x 2) (4)

2.5 2.5.1 *[Extraction of evidence from Source 2D – L1]*
- When the SADF faced stiff resistance from Angolans the operational command of the SADF broke down (Any 1 x 2) (2)

2.5.2 *[Interpretation of evidence from Source 2D – L2]*
- Massive Cuban support for the MPLA
- SA lost their air superiority
- The MIG 23's ensured that battle reached a stalemate
- Any other relevant answer (Any 1 x 2) (2)

2.5.3 *[Interpretation of evidence from Source 2D – L2]*
- SADF did not value black lives
- They were practising racial policies towards blacks
- Any other relevant response (Any 1 x 2) (2)

2.5.4 *[Interpretation of evidence from Source 2D – L2]*
- Many white soldiers died
- They were unable to defeat the Angola forces
- Any other relevant response (Any 1 x 2) (2)

2.6   *[Interpretation, analysis and synthesis from relevant sources – L3]*
        Candidates may include the following aspects in their responses:
        - Troops from Zaire and South Africa invaded Angola to place the FNLA and UNITA, respectively, in power (Source 2A)
        - SA against MPLA because of their Cuban military support (Source 2A)
        - SA accused MPLA of providing bases for SWAPO (Source 2B)
        - SWAPO used Angola to send guerrilla fighters into SWA (Source 2B)
        - MPLA allowed ANC to set up military bases in Angola (Source 2B)
        - SA wanted to destroy the main military bases of Umkhonto we Sizwe (Source 2B)
        - SA was anti-communist and wanted to prevent MPLA from taking over (Source 2B)
        - SA was pro-capitalist and wanted to regain international credit from western powers
        - SA wanted to break their policy of isolation (own knowledge)
        - South African Army preparing for the battle of Cuito Cuanavale (Source 2C)
        - SA army wanted to deliver the final blow during Cuito (Source 2D)
        - Angolan and Cuban MiG 23s proved superior to the South Air Force (Source 2D)
        - Advance weaponry prevented South African victory (own knowledge)
        - A combined effort by Angolan groups (MPLA) and Cuban troops proved formidable enough to halt the SADF advances. (Source 2D)
        - Any other relevant answer

        Use the following rubric to allocate a mark:

LEVEL	CRITERIA	MARKS
LEVEL 1	• Uses evidence in an elementary manner e.g. shows little or no understanding of **why South Africa became involved in the Angolan War of independence** • Uses evidence partially to report on topic or cannot report on topic	**0–2**
LEVEL 2	• Evidence is mostly relevant and relates to the topic e.g. shows some understanding **of why South Africa became involved in the Angolan War of independence** • Uses evidence in a very basic manner.	**3–5**
LEVEL 3	• Uses relevant evidence e.g. demonstrates an insight of **why South Africa became involved in the Angolan War of independence** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**6–8**

(8)

[50]

Turn over please

QUESTION 3:   **WHAT WAS THE IMPACT OF THE BLACK POWER MOVEMENT ON AFRICAN AMERICANS LIVING IN THE UNITED STATES OF AMERICA DURING THE 1960s?**

3.1   3.1.1   *[Extraction of information from Source 3A – L1]*
- Young, black so-called militants
- Radicals coming out of the urban areas in the North   (2 x 1)   (2)

       3.1.2   *[Extraction of evidence from Source 3A-L1]*
- 'Somebody hits you. You send him to the cemetery.'   (1 x 1)   (1)

       3.1.3.   *[Explanation of historical concept from Source 3A – L1]*
- Celebrated black pride and stressed the importance of black determination
- A belief that black people should be proud of themselves, their heritage, appearances and achievements
- A social ideology that encouraged hope and dignity but also self-help, self-reliance, self-pride and self-determination
- Any other relevant response   (Any 1 x 2)   (2)

       3.1.4   *[Interpretation of evidence from Source 3A – L2]*
- The civil rights movement advocated non-violent and passive action.
- The pace of change brought by the CRM was too slow
- Did not believe that they would get their freedom by means of passive resistance – believed in violence
- They did not believe in unity, peace and equality between blacks and whites.
- Any other relevant response   (Any 2 x 2)   (4)

       3.1.5   *[Determining the usefulness of Source 3A – L3]*
          Useful
- Gives us a perspective on how the youth in the north felt about their status in the USA in the 1960s
- It shows that a certain section of the black community became disillusioned with the slow pace of change of the CRM
- Shows that Malcolm X promoted violence to bring about change
- Shows Malcolm X did not believe in passive resistance but rather self defence
- Source shows that blacks were subjected to police violence in the USA; hence his stance of violence
- He wanted to counter police brutality with violence
- Wanted Black people to manage themselves without white assistance
- Bloodshed was only vehicle that will bring about change
- Any other relevant response   (Any 2 x 2)   (4)

3.2   3.2.1   *[Extraction of evidence from Source 3B – L1]*
- Viciously, shamelessly, unmercifully assaulted
- Beaten by an army of pigs (police)
- They were murdered   (3 x 1)   (3)

       3.2.2   *[Extraction of evidence from Source 3B – L1]*
- The education system that taught white supremacy and portrayed black people as inferior
- No opposition or protest by white citizens
- The radio, television, magazines and newspaper make us (blacks) lawless criminals
- It led white people to believe that they were in some sort of danger   (Any 2 x 1)   (2)

       3.2.3   *[Interpretation of evidence in Source 3B – L2]*
- Their method of peacefully resisting police brutality did not work and had to be reviewed.
- The government did not grant black people equality and freedom, in spite of the peaceful nature of their protest actions.
- They had to apply new methods of resistance based on violence to bring about change.
- The death of the three Black Panther members justified the need for the use of radical and violent methods of resistance
- Any other relevant response   (Any 2 x 2)   (4)

3.3   3.3.1   *[Extraction of evidence from Source 3C – L1]*
- Free shoes
- First-aid kits   (Any 2 x 1)   (2)

       3.3.2   *[Interpretation of evidence in Source 3C – L2]*
- To show the growth and effectiveness of the programme
- To show that blacks could do things for themselves
- To show which basic needs were currently met and pressure other people to sponsor and support the programme
- To show black self-reliance
- Any other relevant response   (Any 1 x 2)   (2)

       3.3.3   *[Extraction of information from Source 3C – L1]*
- Implemented to serve the people
- So that eventually the community will be able to serve itself, without depending upon the avaricious (greedy) businessmen to give us what we need
- It's a way we will begin to see our new society   (Any 2 x 1)   (2)

3.3.4   *[Interpretation of evidence from Source 3C – L2]*
- Black people must take control of their own destiny
- Black people must take power to administer their own affairs
- Blacks must unite with other marginalised groups in America and rule themselves
- Power to regain political and economic freedom
- Any other relevant response   (Any 2 x 2)   (4)

3.4   3.4.1   *[Extraction of evidence from Source 3D – L1]*
- Free breakfast for children   (Any 1 x 2)   (2)

3.4.2   *[Interpretation of evidence from Source 3D – L2]*
- To uplift African American communities from impoverishment through community-based programmes.
- To promote self- help, self-reliance and self-pride amongst African Americans
- To spread the ideas of Black power philosophy through the country
- To protect the members against police brutality
- Any other relevant response   (Any 2 x 2)   (4)

3.5   *[Comparison of evidence in sources to determine similarities – L3]*
- Source 3C states that the Survival Programmes were implemented to serve people. This is supported by the evidence in Source 3D which shows the Free Breakfast Programme offered to serve the needs of black children
- Source 3C states that the Survival Programmes were started by the Black Panther Party. This is supported by the evidence in Source 3D which states that the breakfast program was started by the Black Panther Party
- Source 3C states that the Black Panther Party established ways in which blacks could survive without white assistance. This is supported by Source 3D with Blacks providing Free Breakfast for black children without the assistance of whites
- Any other relevant response   (Any 2 x 2)   (4)

Turn over please

3.6   *[Interpretation, analysis and synthesis from relevant sources – L3]*
       Candidates may include the following aspects in their responses:
       • Malcolm X rejected the non-violent resistance promote by Martin Luther
         King Junior, he was able to influence young black men through his
         statements to advocate for radical change and the use of violence to
         resist segregation (Source 3A)
       • Malcolm X also emphasised self-defence because of the extensive use
         of violence by police against peaceful demonstrators unlike Martin
         Luther King (Source 3A)
       • Constant police brutality in the black communities and the death of the
         three Black Panther members lead to the emergence of Black Power
         Movement which was a militant group that protected and defended the
         black communities (Source 3B)
       • Led to the adoption of new methods of resistance based on violence and
         self-reliance (Source 3B)
       • BPM resisted racism, exploitation and police brutality (Source 3B)
       • The BPM encouraged blacks to fight back by any means necessary
         (Source 3B)
       • BPM launched their community programmes (Source 3C)
       • Community programmes aim was self-reliance without white assistance
         (Source 3C)
       • BPM launched the People's Survival Programmes so that communities
         could serve themselves (Source 3C)
       • BPM wanted blacks to establish their own new society. (Source 3C)
       • BPM provided free breakfast for black children (Source 3D)
       • Any other relevant response

  Use the rubric below to assess this question.

LEVEL	CRITERIA	MARKS
LEVEL 1	• Cannot extract evidence or extract evidence from the sources in a very elementary manner e.g. shows little or no understanding of **the impact of the Black Power Movement on African Americans living in the USA during the 1960s.** • Use evidence partially to report on topic or cannot report on topic.	0–2
LEVEL 2	• Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic, e.g. showing an understanding of **the impact of the Black Power Movement on African Americans living in the USA during the 1960.** • Use evidence from sources in a very basic manner.	3–5
LEVEL 3	• Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic e.g. demonstrate a thorough understanding of **the impact of the Black Power Movement on African Americans living in the USA during the 1960.** • Able to identify well the similarities in the sources.	6–8

(8)

[50]

SECTION B: ESSAY QUESTIONS

QUESTION 4: CASE STUDY – CHINA

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

SYNOPSIS

Candidates need to indicate whether they agree or disagree with the statement. If they agree with the statement they should briefly explain why and support their stance with historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their responses:

Introduction: Candidates should take a stance by agreeing or disagreeing with the statement.

ELABORATION

- Mao Zedong's implementation of the First Five Year Plan (Brief background only)
- Implementation of the Second Five Year Plan (Great Leap Forward) in 1958. Its objective was to increase industrial and agricultural production in China.
- To end all forms of private enterprise.
- Promoted the collectivisation of co-operatives (farms)
- Dealt with resistance to collectivisation by forceful amalgamation of farms
- Statistics of production outputs were exaggerated to 'prove' the success of the policy
- High taxation on farm products led to disgruntled peasants and decreased production
- Depended on unskilled labour (peasants) for industrial production rather than scientists and engineers. This led to a decrease in productivity in the industrial sector
- Workers had to work long hours to increase production
- Great Leap Forward was a dismal failure after 3 years of its implementation
- Mao Zedong was unable to stop starvation of millions of people due to famine
- Mao Zedong re-introduced capitalism in only certain sectors
- Mao Zedong resigned as President of China (1959) but remained as Chairperson of the Communist Party (handed authority to President Liu Shaoqi and Deng Xiaoping to deal with economic issues)
- He introduced the Cultural Revolution in 1966 to restore authority that was lost as a result of the failure of the Great Leap Forward
- Used the Communist Party to stamp the authority of the government
- Introduced the re-nationalisation of heavy industries
- Focused on the principle of establishing a classless society
- Established the Red Guards to deal with opponents of the Communist Party
- Used the Red Guards to change old habits and attitudes (Four Olds)

- Introduced the Little Red Book to change the mind-set of critics and promote communism
- To enforce communism schools, universities and colleges were closed and critics were dealt with accordingly.
- Eliminated key officials (Xiaoping and Liu Shaoqi) and Mao became the sole leader of China in 1966.
- Any other relevant response

Conclusion: Candidates should tie up their arguments with relevant conclusions.   **[50]**

QUESTION 5:   INDEPENDENT AFRICA: COMPARATIVE CASE STUDY – THE CONGO AND TANZANIA

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

SYNOPSIS

Candidates need to critically discuss the successes and challenges faced by both Tanzania and Congo with specific reference to economic, social and cultural development after they gained independence from colonial rule.

MAIN ASPECTS

Candidates should include the following aspects in their responses

Introduction: Candidates should critically discuss the successes and challenges faced by Tanzania and the Congo with specific reference to their economic, social and political development after they gained independence from colonial rule.

ELABORATION

Political transformation of Congo and Tanzania

Similarities:
- Both the Congo and Tanzania were under European colonial rule until the early 1960s
- After multi-party elections were held during independence, both countries became one-party states in the first five years after becoming independent
- Both countries held elections
- Both leaders emphasise the importance of Africanisation of their political systems (they see democracy as non-African 'and a Western imposition)
- The leaders of both countries (Mobutu Sese Seko and Julius Nyerere) remained "lifelong president" between the 1960s and 1970s.
- In both countries, opposition leaders were silenced, imprisoned and in some cases murdered
- Both Mobutu Sese Seko and Julius Nyerere prided themselves on building their nations and have the pride of Zaire or Tanzanian – be lived out

Differences:
- Mobutu Sese Seko established a Kleptocracy, a group of appointed public officials who abused their position for financial gain while Julius Nyerere introduced the 'Leadership Code' in the Arusha Declaration demanding 'high levels of public officials' integrity
- Mobutu Seso Seko was exorbitant and wore expensive clothes and built himself extravagant palaces, while Julius Nyerere's leadership style was one of personal integrity and humility.
- Mobutu Sese Seko identified himself with the West, while Julius Nyerere adopted a policy of non-identification with capitalist or communist countries

ECONOMIC TRANSFORMATION OF CONGO AND TANZANIA

Similarities:
- Both countries relied heavily on agriculture and mineral extraction and no country could develop a credible manufacturing sector
- No country had a significant increase in the standard of living for the majority of its people
- Both countries experienced economic crises and had to rely on foreign aid

Differences:
- Mobutu Sese Seko initially nationalised the industry with his Zairianisation policy, but when it failed, he adopted a capitalist model; Julius Nyerere adopted an African socialist model (as set out in the Arusha Declaration) which led to the nationalisation of businesses and land
- Mobutu accepted aid, investment and financial support from the West (especially the US and France); Nyerere was initially opposed to accepting foreign aid (see it as neo-colonialism)
- Mobutu created a new class of elite supporters; Nyerere tried to get rid of Tanzania's classes of subdivision divisions
- Any other relevant answer

SOCIAL AND CULTURAL

Education and language
- Colonial education promoted Eurocentric values
- Under colonialism, few African children received more than primary education.
- The Congo and Tanzania had some qualified technicians and engineers
- Children learned European history and languages and Western knowledge benefits over African knowledge

Education in Tanzania
- Nyerere promoted the use of Swahili (a common language used by most Tanzanians spoken) above English
- Between 1961 and 1981, illiteracy in Tanzania fell from 80% to 20%.
- Few sources were given to tertiary education. Primary enrolments increased
- Structural adjustment in the 1980s drastically cut off social expenditure causing shortages of textbooks, banks and teachers as a result
- Nyerere (Tanzania) wrote a pamphlet 'Education for Independence' (1967) – he expanded primary school education in rural areas and focused on basic literacy

Education in the Congo
- With independence, there were 14 university graduates in the Congo and therefore the higher education system had to be expanded
- Between 1960 and 1974, primary education in Congo increased from 1,6 million to 4,6 million
- French remained the language of instruction in the Congo Africanisation
- In Tanzania: 'Villagisation' – Nyerere, promoted 'traditional' community values by Ujamaa ('familyhood') villages; Tanzanians were encouraged to focus on agriculture and traditional values and become independent. Tanzanians chose to cultivate the land in communes rather than to export produce
- In Congo: Zairianisation: Mobutu promoted African faith and culture by means of his authenticité policy.
- Mobutu encouraged people to wear African clothing, to play and listen to African music and eat African food
- Mobutu renamed many towns and cities in the Congo with African names (e.g. Leopoldville became Kinshasa)

DRESS
- Mobutu and Nyerere accepted Kwame Nkrumah and Maoist clothing

ART
- Promoted African art and literature as well as craft
- Any other relevant answer

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

QUESTION 6:   CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s CIVIL RIGHTS MOVEMENT

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

SYNOPSIS

Candidates should indicate to what extent the various forms of protest actions were successful in ending racial discrimination and segregation.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should indicate to what extent they agree with the statement.

ELABORATION

Reasons for the emergence of the Civil Rights Movement:

- Living in ghettos and slum areas/poor housing, under-resourced facilities (school, health etc.) lack of jobs and poverty; slow pace of change/loss of faith in the Civil Rights Movement
- Brief background to Martin Luther King Jnr. and the reason for the Civil Rights Movement.

- **Rosa Parks:** Rosa Parks, an African-American woman, took a stand against discrimination on public buses.
- On 1 December 1955 in Montgomery, Alabama, she refused to give up her seat to a white passenger, ignoring the custom in the South at the time that required African-Americans to give up their seats if required.
- She was arrested for this, and the incident led to the local black community boycotting the bus service
- The Federal court declared segregation of public transport unconstitutional

- **Sit-ins (from 1960) –** Greensboro, North Carolina, four students staged a 'sit-in' at a Whites-only lunch counter (In the summer of 1961, businesses in Greensboro desegregated) Sit-ins spread across the segregated facilities such as "pray-ins" ''read-ins ''wade-ins' – six lunch counters in Nashville changed their policy and desegregated their counters.

- **Freedom Rides (non-violent) –** (sat-in; buses and travelled from north to deep south to test new federal laws prohibiting segregation on national bus system
- Attacked by mobs, petrol-bombed, thrown in jail and not protected by local police. Thousands volunteered and President Kennedy was forced to order federal marshals to protect Freedom Riders.
- Tough new legislation introduced by
- Federal order – 1 November 1961 officially desegregated all interstate public facilities

- **Demonstration and marches:**
- **Birmingham 1963** (Mass demonstrations, including a children's march were met with violent and vicious reaction from police (water cannons, dogs, etc. all used to terrorise non-violent protestors) president Kennedy stated on TV that racial segregation 'was a moral issue' which had no place in American life. On 10 May 1963 the city's businesses and municipality announced that municipal facilities would be desegregated. Attacks and murders of African Americans in the city continued (Medgar Evans, bombing of 16th Street Baptist Church)

- **March on Washington 1963:** 250 000 people took part in a non-racial, non-violent march on Washington to demand full equality and jobs; Martin Luther King Jnr gave "I have a dream speech"

- **Freedom summer (1964):** Thousands of activists and volunteers (more than 70 000 students many from northern states, local SNCC, CORE and NAACP activists) worked to register African American in Mississippi and teach in Freedom Schools (literacy history); Activists and volunteers were met with violence from white segregationist mobs and police officers; (1964, 2 July) **Civil Rights Act** passed – barred discrimination and segregation in employment and all public facilities

- **Selma-Montgomery marches (March 1965):** To demand that African American be allowed to register to vote (only 2,5% of black people were registered votes due to intimidation and racist attacks) – after three attempts, brutal police attacks on non-violent demonstrators (Bloody Sunday) and mass support from across the country they reached Montgomery. President Johnson was pressurised to pass the **1965 Voting Rights Act**

- **Voting Rights Act passed on 6 August 1965** - Outlawed obstacles to voting (such as literacy tests, poll taxes) which had been put in place to prevent black people registering as voters: CRM achieved equality before the law

Conclusion: candidates should tie up their arguments with a relevant conclusion.   **[50]**

TOTAL: 150