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Basic Education
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NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P1

NOVEMBER 2017

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 23 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, 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.
- 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 were 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 in the bottom right-hand 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 answers.

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 first reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualized (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.
- 2.4.3 The following additional symbols can also be used:
- Introduction, main aspects and conclusion not properly contextualised

^

- Wrong statement _____
- Irrelevant statement |
|
|
- Repetition R
- Analysis A√
- Interpretation 1√

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 the essay 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 the essay 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

	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 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
- Content selection 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 SOVIET MISSILES IN CUBA INTENSIFY COLD WAR TENSIONS BETWEEN THE UNITED STATES OF AMERICA AND THE SOVIET UNION?**

1.1

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

- Two years earlier the Eisenhower administration had hired members of the Mafia to assassinate Castro
- The USA had begun training anti-Castro Cuban exiles for an invasion of Cuba/their homeland
- The Kennedy administration had inherited the project that led to the Bay of Pigs
- Kennedy's administration sponsored a CIA campaign of harassment and sabotage (any 2 x 1) (2)

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

- As Cuba's protector (To protect Cuba)
- To deter American aggression/ CIA campaign of harassment and sabotage (any 1 x 2) (2)

1.1.3 *[Interpretation of information from Source 1A – L2]*

- Castro was initially opposed to Soviet missile installation in Cuba
- Khrushchev convinced Castro as to why it was necessary to deploy missiles to Cuba
- Castro eventually agreed with Khrushchev for the deployment of missiles to Cuba
- Any other relevant response (any 2 x 2) (4)

1.1.4 *[Interpretation of information from Source 1A – L2]*

- Make the USA/the world aware that Cuba had an alliance/relationship with the Soviet Union
- To show that Cuba would no longer be vulnerable to an attack by the USA
- Show Cuba's sovereignty and independence
- The Soviet Union had every right under international law to send the missiles
- Any other relevant response (any 2 x 2) (4)

1.2

1.2.1 *[Interpretation of information from Source 1B – L2]*

- Shows evidence that Soviet missiles were deployed to Cuba, e.g. the missile shelter tent
- Evidence that the missile site was concealed/hidden (the missile site is surrounded by dense vegetation)
- The photograph shows Cuba is arming/militarising itself to counter American aggression (missile erector)
- The photograph shows the deployment of Soviet military equipment (oxidizer tank trailers) to Cuba
- Any other relevant response (any 2 x 2) (4)

1.2.2 *[Ascertain the usefulness of the evidence in Source 1B – L3]*

Learners MUST take a stance on the usefulness of the source in order to be awarded any marks

The source is USEFUL to a large extent because:

- It is an original source, a photograph taken on 14 October 1962
- It is relevant as it depicts equipment deployed by the Soviet Union to Cuba
- The source can be corroborated by many other sources on the deployment of missile to Cuba
- It provides information on the type of missiles which had been installed by the Soviet Union
- It shows the missile site which became a threat to the security of the USA
- Any other relevant response

The source is USEFUL to a lesser extent because:

- The CIA could have been subjective in identifying what they considered as threats as depicted in the photograph
- The photograph serves as a propaganda tool for the USA
- The photograph could have been manipulated
- Any other relevant response (any 2 x 2) (4)

1.3

1.3.1 *[Extraction of information from Source 1C – L1]*

- The defence of the United States of America ('our own security')
- The defence of the entire Western Hemisphere (2 x 1) (2)

1.3.2 *[Explanation of a historical concept from Source 1C – L1]*

- A strict quarantine was imposed by the USA to prevent offensive military equipment being shipped to Cuba/the USA tried to stop the shipment of missiles to Cuba
- To physically prevent Soviet vessels from carrying missiles to Cuba
- Any other relevant response (any 1 x 2) (2)

1.3.3 *[Extraction of evidence from Source 1C – L1]*

- To halt this offensive build-up, a strict quarantine will be initiated on all offensive military equipment
- Increased close surveillance of Cuba and its military build-up
- I have directed the Armed Forces...any eventualities
- To regard any nuclear missile launched from Cuba against any nation in the Western Hemisphere as an attack by the Soviet Union
- Dismantling and withdrawal of all offensive weapons in Cuba
- Called upon Khrushchev to halt and eliminate ... solutions (any 2 x 1) (2)

1.3.4 *[Interpretation of evidence from Source 1C – L2]*

- To inform American citizens about the deployment of Soviet missiles to Cuba
- To assure US citizens that Kennedy and his administration were in control
- To inform the American citizens of the steps he intended taking against the Soviet Union (if learners use an example credit should be given)

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- To win the support of the US government in his ideological war against the Soviet Union
- To threaten the Soviet Union to withdraw its missiles from Cuba
- Any other relevant response (any 2 x 2) (4)

1.4 *[Comparison of evidence in Source 1B and Source 1C –L3]*

- Source 1B shows the deployment of Soviet missiles to Cuba and in Source 1C Kennedy refers to the deployment of missiles as a threat to the security of the USA and the entire Western hemisphere
- Source 1B shows a build-up of offensive military equipment on the USA's doorstep (Cuba) and in Source 1C Kennedy reacted by imposing a quarantine (blockade) of offensive military equipment to Cuba
- The military equipment in Source 1B was within reach of American cities and in Source 1C Kennedy responded by calling on the US armed forces to be prepared for any eventuality
- Both Sources 1B and 1C indicate that the missiles were hidden/secretly deployed
- Any other relevant response (any 2 x 2) (4)

1.5

1.5.1 *[Extraction of evidence from Source 1D – L1]*

- To strengthen its (Cuba's) defensive potential
- Allowing Cuba to live peacefully
- Develop as its people desire (2 x 1) (2)

1.5.2 *[Interpretation of information from Source 1D – L2]*

- To challenge the USA in terms of the US missiles in Turkey/Italy
- To provide a deterrent to a potential US attack against Cuba
- To show the USA and the rest of the world its (USSR) power and strength
- To spread/strengthen communism in Cuba/Latin America
- Any other relevant response (any 2 x 2) (4)

1.5.3 *[Extraction of information from Source 1D – L1]*

- Respect the integrity of the frontiers
- Respect the sovereignty of Turkey
- Not to intervene in Turkey's domestic affairs
- Not to invade Turkey
- Not to make its territory as a place d'armes (military base) for an invasion
- Restrain others who would think about launching an attack on Turkey from the Soviet territory (any 2 x 1) (2)

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

Candidates could include the following aspects in their response:

- The Soviet Union's involvement in Cuba (Source 1A)
- The USA established EXCOMM which discussed different options regarding the deployment of missiles to Cuba (own knowledge)
- Meetings were held between Kennedy and Gromyko (own knowledge)
- The 14 October 1962 photographs indicated the installation of Soviet missile sites in Cuba (Source 1B)
- Deployment of Soviet missiles to Cuba led to surveillance by the USA (Source 1B)
- Kennedy announced a blockade and further steps that were to be taken against the Soviet Union (Source 1C)
- The US armed forces were ready for any eventuality (Source 1C)
- Kennedy accused the Soviet Union of threatening world peace (Source 1C)
- Khrushchev responded to Kennedy and indicated the danger of US missiles that were placed in Turkey (Source 1D)
- Both Kennedy and Khrushchev communicated via letters (intensification of Cold War) (Source 1D / own knowledge)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of how the deployment of Soviet missiles in Cuba intensified Cold War tensions between the United States of America and the Soviet Union. • Uses evidence partially or cannot write a paragraph. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of how the deployment of Soviet missiles in Cuba intensified Cold War tensions between the United States of America and the Soviet Union. • Uses evidence in a basic manner to write a paragraph. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of how the deployment of Soviet missiles in Cuba intensified Cold War tensions between the United States of America and the Soviet Union. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)
[50]

QUESTION 2: WHY DID CUBA BECOME INVOLVED IN THE ANGOLAN CIVIL WAR IN 1975?

2.1

2.1.1 *[Explanation of a historical concept from Source 2A – L1]*

- Leaders of nationalist/liberation movements in Angola working together to form a government
- The Alvor Agreement led to power sharing among the leaders of the three nationalist movements (MPLA, UNITA and FNLA) / leading political role players until multi-party elections were held in November 1975
- Any other relevant response (1 x 2) (2)

2.1.2 *[Extraction of evidence from Source 2A – L1]*

- The Alvor Agreement had been strongly endorsed by other African countries through the OAU (1 x 2) (2)

2.1.3 *[Interpretation of evidence from Source 2A – L2]*

- The MPLA, UNITA and the FNLA requested support from foreign countries who had supported their struggle for independence
- Angola was strategically important and rich in minerals – both sides in the Cold War wanted Angola within their sphere of influence
- The MPLA was supported by Cuba and the Soviet Union (Communism)
- UNITA was supported by South Africa and the USA (Capitalism)
- The civil war between the MPLA and UNITA became of an ideological conflict between capitalism and communism
- Any other relevant response (any 2 x 2) (4)

2.2

2.2.1 *[Extraction of evidence from Source 2B – L1]*

- The given situation on the ground of our movement and the country
- The exploratory trip by the official Cuban delegation (any 1 x 2) (2)

2.2.2 *[Extraction of evidence from Source 2B – L1]*

- To establish a military school for cadres
- To create a company of security staff
- A ship to transport war material from Dar es Salaam
- Weapons
- Means of transportation (any 2 x 1) (2)

2.2.3 *[Extraction of evidence from Source 2B – L1]*

- Communism/Socialism (1 x 2) (2)

2.2.4 [Evaluate the usefulness of evidence in Source 2B – L3]**The source is USEFUL because:**

- It gives first-hand information (letter) from the leader of MPLA (Neto) to Cuba (Castro)
- The letter requesting military assistance was delivered on 26 January 1976 less than two weeks after the MPLA had agreed to power sharing deal at Alvor
- The information in the letter can be corroborated by other sources
- The information is relevant to research Cuba's involvement in the Angolan Civil War
- The information sheds light on the specific requests for military assistance from Castro
- Any other relevant answer (any 2 x 2) (4)

2.3**2.3.1 [Extraction of evidence from Source 2C – L1]**

- A battalion of regular troops
- Anti-tank weapons (2 x 1) (2)

2.3.2 [Extraction of evidence from Source 2C – L1]

- To help the Angolan patriots resist the South African invasion (1 x 2) (2)

2.3.3 [Interpretation of evidence from Source 2C – L2]

- Castro argued that Cuba alone bore responsibility for their involvement in Angola, they did not follow Soviet Union orders
- Castro argued that the Soviet Union had worked with the Cubans to support the MPLA in Angola
- Castro considered the relationship between the Soviet Union and Cuba, with regards to the MPLA, to be based on equal relations which were 'extraordinarily respectful'
- Only the Cuban Communist Party could make the decision to send troops to support MPLA in Angola
- Castro shared the same ideology (communism) with the MPLA and the Soviet Union
- Any other relevant response (any 2 x 2) (4)

2.3.4 [Interpretation of evidence from Source 2C – L2]

- The USA (Ford and Kissinger) had spread the lie that Cuba was only involved in Angola because of Soviet Union orders
- They did not want to accept that Cuba had acted on its own
- Any other relevant response (2 x 2) (4)

2.4**2.4.1 [Interpretation of evidence from Source 2D – L2]**

- Angola is controlled by foreign powers; both Cuba and the USSR are shown 'winding up' Angola as though they were a clockwork toy with no ability to act independently
- The cartoon suggests that Cuba is controlling Angola but Cuba is controlled by the USSR; Cuba is also a wind-up toy without the ability to act independently

- The Soviet Union is spreading communism through Cuba to Angola (the key which the USSR used to 'wind-up' Cuba is represented as a hammer and sickle, a symbol of communism)
- The Soviet Union is more powerful than Cuba and Angola (shown by the relative size of figures depicted in cartoon)
- Any other relevant response (any 2 x 2) (4)

2.4.2 *[Interpretation of evidence from Source 2D – L2]*

- The hammer and sickle is the symbol of communism
- The hammer and sickle is the symbol of workers and farmers
- The USSR was responsible for spreading the Communist ideology to Cuba and indirectly to Angola
- Any other relevant answer (any 2 x 2) (4)

2.5 *[Comparison of evidence from Sources 2C and 2D – L3]*

- Source 2C is a communist viewpoint of Cuba's assistance to the MPLA in Angola, whereas Source 2D is an America viewpoint of the Soviet Union's involvement in Cuba and Angola
- In Source 2C Castro states that Cuba's involvement in Angola was their decision alone; while in Source 2D the cartoonist suggests that Cuba was acting under Soviet control
- In Source 2C Castro states that the Soviet Union had sent support directly to Angola; while in Source 2D the cartoonist suggests that the USSR was using Cuba as an intermediary (a 'middle man') rather than sending direct support
- In Source 2C Castro says that the USSR is 'extraordinarily respectful' in its relationship with Cuba while in Source 2D the cartoonist gives the impression that Cuban independence or viewpoints were not taken into consideration, they were a 'puppet' or a 'toy' of the USSR's communist ideology
- Any other relevant answer (any 2 x 2) (4)

2.6 *[Interpretation, analysis and synthesis of evidence from relevant sources – L3]*

Candidates could include the following in their response:

- South Africa invaded Angola so Cuba came to the MPLA's defence (Source 2A and 2C)
- The civil war in Angola turned into a Cold War struggle and Cuba was committed to defending the MPLA against an attack from the West (Source 2A)
- Neto (MPLA) asked Cuba for specific assistance, for example a military school, a ship to transport war materials, weapons (Sources 2B and 2C)
- Neto (MPLA) was committed in the 1970s to establishing an independent, democratic and communist Angola, Cuba shared this ideology (Source 2B)
- Cuba was committed to supporting Angola in their struggle for independence from colonialism (Source 2C)
- The USA claimed that Cuba was involved in Angola because of the USSR (Sources 2C and 2D)
- Cuba was under the control of Soviet communist ideology (Source 2D)
- Cuba was committed to fighting against imperial forces (own knowledge)
- Cuba and Angola had historical links as a result of slavery (own knowledge)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of why Cuba became involved in the Angolan Civil War in 1975. • Uses evidence partially or cannot report on topic. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of why Cuba became involved in the Angolan Civil War in 1975. • Uses evidence in a basic manner to write a paragraph. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of why Cuba became involved in the Angolan Civil War in 1975. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)
[50]

QUESTION 3: HOW DID THE BLACK POWER MOVEMENT MOBILISE AFRICAN AMERICANS DURING THE 1960s?

3.1

3.1.1 *[Explanation of a historical term from Source 3A – L1]*

- An idea that wanted African Americans to work together and establish community programmes to improve socio-economic conditions
- A philosophy that grew out of the Civil Rights Movement in the USA in the 1960s that promoted black pride
- A philosophy that promoted social equality through the creation of political and cultural institutions among African Americans
- A call to African Americans to promote their culture, identity, self-reliance and self-defence
- Any relevant response (any 1 x 2) (2)

3.1.2 *[Extraction of evidence from Source 3A – L1]*

- To call African American people in this country to unite
- To bargain from a position of strength
- To share in the total power of the society
- To recognise African American heritage
- To build a sense of community
- For African Americans to define their own goals
- For African Americans to lead their own organisations and support those organisations (any 2 x 1) (2)

3.1.3 *[Extraction of evidence from Source 3A – L1]*

- There has been no national organisation which could speak to the growing militancy of young black people
- The Civil Rights Movement's tone has been adapted to middle class whites
- It served as a sort of buffer zone between that audience and angry young black Americans
- It claimed to speak for the needs of a community, but it did not speak in the tone of that community
- None of its so-called leaders could go into a rioting community and be listened to (any 2 x 1) (2)

3.1.4 *[Interpretation of evidence from Source 3A – L2]*

- Integration was a token of change offered by the US Federal government
- Integration would mostly benefit black moderates who were in the minority
- African Americans were expected to adapt / assimilate to a white American lifestyle
- According to the philosophy of Black Power it did not recognise African Americans as equal to white Americans
- White Americans were still in a superior position / Black people were perceived as inferior
- Any other relevant response (any 2 x 2) (4)

3.2

3.2.1 *[Extraction of evidence from Source 3B – L1]*

- Political oppression
 - Economic exploitation
 - Social degradation
- (3 x 1) (3)

3.2.2 *[Interpretation of evidence in Source 3B – L2]*

- The US government preached democracy to the whole world but failed to apply it in its own country (African Americans still faced obstacles to education, registration to vote, job reservations)
 - The Federal government failed to enforce the constitution of the USA (e.g. the qualified right to vote, poor living conditions, social inequalities)
 - The rights of African Americans were not protected in courts of law
 - African Americans continued to face police brutality
 - Discrimination (social, economic and political) against African Americans was still vigorously applied in most states in the USA
 - Any other relevant response
- (any 2 x 2) (4)

3.2.3 *[Interpretation of evidence in Source 3B – L2]*

- The Black Power philosophy demanded that African Americans start doing things for themselves
 - To show African Americans what they could achieve if they were united
 - They helped African Americans not to rely on moderate whites for help/support
 - They helped African Americans to adopt the principle of self-reliance
 - They helped African Americans to promote unity and pride among themselves
 - Any other relevant response
- (any 2 x 2) (4)

3.2.4 *[Evaluate the usefulness of the evidence in Source 3B – L3]***The source is USEFUL because:**

- It gives first-hand information (speech) by Malcolm X, leader of the Black Power Movement
 - It highlights how African Americans were mobilised to fight for themselves
 - The speech was delivered in 1964 at the time when the Black Power Movement was growing
 - The information in the speech can be corroborated by other sources
 - It sheds light on the philosophy of the Black Power Movement
 - It highlights the challenges that the African Americans had to face
 - Any other relevant response
- (any 2 x 2) (4)

3.3

3.3.1 *[Interpretation of evidence from Source 3C – L2]*

- It shows the success of the Black Panther Party's Community Programmes (e.g. African American women received free food parcels)
- It shows the philosophy of self-reliance which was advocated by Black Panther Party
- It shows African Americans working together to uplift their respective communities

- It shows that the Black Panther Party had its own newspaper to conscientise African Americans
- Any other relevant response (any 2 x 2) (4)

3.3.2 *[Interpretation of evidence from Source 3C – L2]*

- The newspaper spread the Black Power philosophy
- It enlightened African Americans about their rights
- It increased access to information for poor African American families
- It provided information on activities/programmes of the Black Panther Party and Black Power movement in general
- Any other relevant response (any 2 x 2) (4)

3.4 *[Comparison of evidence from Sources 3A and 3C - L3]*

- In Source 3A Stokely Carmichael called on African Americans to build a sense of community and in Source 3C African American women were seen benefiting from community programmes
- Source 3A states that African Americans should lead their own organisations and Source 3C shows one of the programmes of the Black Panther Party, a black led, community based organisation
- Both Sources 3A and 3C promoted the goals and ideas of Black Power
- Any other relevant response (any 2 x 2) (4)

3.5

3.5.1 *[Extraction of evidence from Source 3D – L1]*

- Repressed the political possibility the Black Panther Party represented
- Belittled the Black Panther Party
- Federal agents sought to promote factionalism
- Attacked the Black Panther Party as enemies of the state
- FBI promoted violent conflict between Black Panther leaders
- Prevented black nationalist groups and leaders from gaining respectability by discrediting them (any 1 x 2) (2)

3.5.2 *[Interpretation of evidence from Source 3D – L2]*

- Wanted to reduce the influence of the Black Panther Party
- Wanted to prevent the Black Panther Party from getting support from the moderate African and white Americans
- Wanted to reduce the spread of the Black Panther Party's revolutionary ideas
- Any other relevant response (any 1 x 2) (2)

3.5.3 *[Extraction of evidence from Source 3D – L1]*

- Forged documents
- Paid provocateurs
- Supplied them with explosives
- Incited members to blow up public buildings
- Promoted kangaroo courts
- Encouraging Panther members to torture suspected informants (any 1 x 1) (1)

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

Candidates could include the following aspects in their response:

- The Black Power Movement called for African Americans to unite (Source 3A)
- The Black Power Movement inspired African Americans not to accept being discriminated against (Source 3A)
- The Black Power Movement influenced African Americans to recognise their heritage, to set their own goals and to lead own organisations (Source 3A)
- Leaders of the Black Power Movement exposed the limitations of the Civil Rights Movement, which resulted in young African Americans joining the Black Panther Party (Source 3A)
- The Black Power Movement encouraged African American to stand up against political oppression, economic exploitation and social degradation (Source 3B)
- The Black Power Movement encouraged African Americans to be militant (Source 3B)
- The Black Power Movement encouraged African Americans to fight their own battles (own knowledge)
- The Black Panther Party established different programmes to uplift African American communities (Source 3C)
- The Black Panther Party published community-based newspapers to keep African American communities informed of their rights and matters which affected them (Source 3C)
- Black Panther leaders cautioned its members about the possible infiltration by the FBI (Source 3D)
- The Black Panther Party established legal offices and provided legal advice to African Americans (own knowledge)
- The Black Panthers monitored the police to ensure that they did not abuse their power (own knowledge)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of how the Black Power Movement mobilised African Americans in the 1960s. • Uses evidence partially or cannot write a paragraph. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of how the Black Power Movement mobilised African Americans in the 1960s • Uses evidence in a basic manner to write a paragraph. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of how the Black Power Movement mobilised African Americans in the 1960s • Uses evidence very effectively in an organised paragraph that shows understanding of the topic. 	MARKS 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 are expected to explain whether Mao Zedong's policies of the Great Leap Forward and the Cultural Revolution were a dismal failure or not. They should refer to Mao Zedong's policies between 1958 and 1969.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- **Introduction:** Candidates should state whether they agree or disagree with the statement. They need to highlight whether Mao Zedong's policies of the Great Leap Forward and Cultural Revolution were a dismal failure or not and indicate how they would support their line of argument.

ELABORATION

In agreeing with the statement, candidates could include the following points in their answer:

- Mao's rise to power, the first five year plan and the hundred flowers campaign (background)
- Mao's policies included the Great Leap Forward and the Cultural Revolution which was an attempt to entrench communism

The Great Leap Forward:

- Mao Zedong's Second Five Year Plan that started in 1958
- It aimed to industrialise China to overtake capitalist countries; improve agricultural production to equal western countries
- End privatisation
- Rural cooperatives were amalgamated into 'People's Communes' (collectivisation)
- Forceful amalgamation of farmers into 'people's communes'
- Propaganda used to promote production

How the Chinese responded to the Great Leap Forward:

- Owing to bad planning; poor support to peasants; corrupt local officials; high taxation on farm products; backyard industries produced inferior goods; industries collapsed
- It depended on peasants rather than on machinery to industrialise China
- It encouraged peasants to set up backyard industries (industrialisation on the countryside)
- It resulted in famine which led to the starvation of millions of people
- The economy collapsed
- The Great Leap Forward failed within 3 years, also referred to as 'Three Bitter Years' / the 'Great Leap Backwards'

- Mao Zedong was forced to allow a return to some form of capitalism
- This resulted in the Great Leap forward being a dismal failure
- Mao eventually admitted that mistakes had been made and resigned as President of China but kept his job as Chairman of the Chinese Communist Party
- In 1962 he handed over responsibility for the economy to President Liu Shaoqi and CCP general secretary Deng Xiaoping and withdrew from the political scene

The Cultural Revolution:

- The **intentions of China's Communist party** (practical policies to improve economy; authoritarian form of government; empower landless peasant farmers; land reform process; nationalisation of heavy industries)
 - **Classless society** (focused on improving conditions of peasants and workers; educated all Chinese to work together for a better China)
 - He launched the Cultural Revolution in 1966 to regain the power he lost after the failure of the Great Leap forward
 - He set up the **Red Guards** who: studied and spread ideas in the Little Red Book; educated peasants on principles of Communism; taught reading and writing; set up the purges (opponents of Communism & moderates were eliminated and millions of opponents of Communist were killed); destroyed anti-communist art and books
 - The Role of the Red Guards (Campaign to attack the '**Four Olds**': changing of old ideas, traditional culture, customs and habits)
 - Huge demonstrations were held in Tiananmen Square, Beijing and posters and pictures of Mao were put up everywhere
 - The **Little Red Book** (contained Mao's philosophies about Communism; all citizens expected to memorise principles of communism; a source of Communist propaganda in China)
 - **Elimination of officials:** Deng Xiaoping and Liu Shaoqi were removed from office; got rid of professionals (engineers, scientists, educators etc.)
 - Closure of schools, colleges and universities (for being critical, liberal and elitist)
 - Industry suffered and production stopped by 1968
 - Any other relevant response
- **Conclusion:** Candidates should tie up their argument with a relevant conclusion.

If candidates should state they disagree, they should substantiate their line of argument with relevant historical evidence. [50]

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

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

SYNOPSIS

In writing this essay, candidates should show how both Mobuto Sese Seko in the Congo and Julius Nyerere in Tanzania promoted economic, social and cultural development after their countries gained independence from colonial rule. Candidates should substantiate their answers with reference to economic, social and cultural policies.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- **Introduction:** Candidates should contextualise the question by mentioning that the economies of the Congo and Tanzania were undeveloped at the time of independence. In addition colonialism had undermined and de-valued African culture and social structures. Leaders of the Congo and Tanzania both promoted economic, social and cultural development within their countries after decolonisation.

ELABORATION**ECONOMIC**

- The Congo and Tanzania inherited single-product from their respective colonisers; The Congo embraced a capitalist economic system; whereas Tanzania adopted a socialist economic model. Both struggled to develop their economies
- At independence the Congo and Tanzania lacked a vibrant manufacturing industry
- The Congo aimed to industrialise the economy and develop a manufacturing base (largely failed); whereas Tanzania built on its agricultural base, villagisation policy and Ujamaa (faced opposition from independent African farmers)
- The Congo relied heavily on foreign aid and expertise from the early 1960s; whereas Tanzania attempted to be self-sufficient and rejected neo-colonialism
- Both countries remained reliant on the export of agricultural products and minerals
- Mobutu and Nyerere nationalised land and industry to distribute wealth equally
- Neither the Congo nor Tanzania had oil reserves so both suffered economic crisis when oil prices rose in the 1970s
- Both Mobutu (1970s) and Nyerere (1980s) decided to privatise sectors of the economy due to an economic crisis
- Both countries took loans from foreign countries and organisations; from the 1960s the Congo received financial aid from the capitalist west; while from the 1980s Tanzania was forced to take World Bank loans and was subjected to structural adjustment policies
- The Congo's economy was characterised by elitism and nepotism; whereas Tanzania reduced corruption of government officials through a 'Leadership Code'
- The economy of the Congo produced vast differences in wealth between rich and poor; while Tanzania attempted to minimise economic inequality

SOCIAL AND CULTURAL

Education and language

- Colonial education promoted Eurocentric values
- Under colonialism few African children received more than a primary education. The Congo and Tanzania had a few qualified technicians and engineers
- Children were taught European history and languages and western knowledge was privileged over African knowledge

Education in Tanzania

- Nyerere promoted the use of Swahili (a common language spoken by most Tanzanians) over English
- Between 1961 and 1981 illiteracy in Tanzania dropped from 80% to 20%. But as few resources given to tertiary education. Primary school enrolments rose
- Structural adjustment in the 1980s resulted in drastic cuts made in social spending resulting in lack of textbooks, desks and teachers
- Nyerere (Tanzania) wrote a pamphlet 'Education for self-reliance' (1967) – he expanded primary education in rural areas and focussed on basic literacy

Education in the Congo

- In the Congo at independence there were 14 university graduates and therefore after independence, the higher education system was expanded
- Between 1960-1974 primary education in the Congo rose 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 through Ujamaa ('familyhood') villages; Tanzanians were encouraged to focus on agriculture, traditional values and becoming self-reliant. Tanzanians worked the land communally rather than producing cash crops for export
- In the **Congo**: Zairianisation: Mobutu promoted African beliefs and culture through his policy of *authenticité*.
- Mobutu encouraged people to wear African clothing, 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)

CLOTHING

- Mobutu and Nyerere adopted Kwame Nkrumah and Maoist style of dressing

ART

- Promotion of African art in literature as well as in handcraft
- Any other relevant response
- **Conclusion:** Candidates should tie up their argument with a relevant conclusion. **[50]**

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

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

SYNOPSIS

Candidates should explain to what extent the various forms of protests by the civil rights activists were successful in ensuring that all Americans regardless of race were treated equally in the United States of America in the 1960s. Candidates must select examples of mass-based, non-violent protest that the Civil Rights Movement embarked on such as Montgomery Bus Boycott, sit-ins, mass demonstrations and marches until the passing of the Civil Rights Act in 1964 and the Voters Act in 1965.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- **Introduction:** Candidates should take a stance by explaining to what extent various forms of protests by the civil rights activists were successful in ensuring that all Americans regardless of race were treated equally in United States of America.

ELABORATION**Candidates can agree to a large extent:**

- Background – segregation and discrimination in the United States of America
- Background - **Montgomery Bus Boycott (1955)** – Protest action by Rosa Parks resulted in a mass boycott of city's bus systems; Martin Luther King Jnr rose to prominence and argued for non-violent mass protest. Led to desegregation on busses by the end of 1955, 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 summer 1961 businesses in Greensboro desegregated); Sit-in spread across the segregated south; Black and white students formed the Student non-violent Coordinating Committee to support Civil Rights Movement; Concept of 'sit-in' spread to other segregated facilities such as 'pray-ins', 'read-ins', 'wade-ins' – six lunch counters in Nashville changed their policy and desegregated their counters
- **'Freedom Riders' (non-racial/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, 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

- **Demonstrations 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 Evers, 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').
- Selma-Montgomery marches (March 1965): (To demand that African American be allowed to register to vote (only 2.5% of black people were registered voters 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)
- **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 Americans 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
- **1965 (6 August) Voting Rights Act passed** – (outlawed obstacles (such as literacy tests, poll taxes) to voting which had been put in place to prevent black people registering as voters; CRM achieved equality before the law
- Any other relevant response

- **Conclusion:** Candidates should tie up their argument with a relevant conclusion

If candidates should state they agree to a lesser extent, they should substantiate their line of argument with relevant evidence

[50]

TOTAL: 150