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Department:
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REPUBLIC OF SOUTH AFRICA

PROVINCIAL ASSESSMENT

GRADE 12

HISTORY P1

JUNE 2025

MARKING GUIDELINES

MARKS: 150

This marking guideline consists of 19 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 sources - Selection and organisation of relevant information from sources - Define historical concepts/terms	30% (15)
LEVEL 2	- Interpretation of evidence from sources - Explain information gathered from sources - Analyse evidence from 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 guidelines, 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 other 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 considered 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 bottom margin to the right, 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.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to assess the essay, as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will not be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of an argument (planned, structured and has an independent line of argument)

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 (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline).
For example, in an essay where there are five (5) main points there could be about seven (7) ticks.

2.4.3 Keep the PEEL structure in mind in assessing the essay.

P	Point: The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
E	Explanation: The candidate should explain in more detail what the main point is about and how it relates to the question posed (line of argument).
E	Example: 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 and is written coherently.

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

^

- Introduction, main aspects and conclusion not properly contextualized
- Wrong statement _____
- Irrelevant statement |
|
|
- Repetition R
- Analysis A✓
- Interpretation I✓
- Line of Argument LOA ⇕

2.5 The matrix

2.5.1 Using the matrix in the marking of essays

In the marking of essays, the criteria 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 be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

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
- 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 INTERVENTION BY FOREIGN POWERS INTENSIFY COLD WAR TENSIONS IN ANGOLA BETWEEN 1974 AND 1976?**

1.1

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

- 'Popular Movement for the Liberation of Angola (MPLA)'
- 'National Front for the Liberation of Angola (FNLA)'
- 'National Union for the Total Independence of Angola (UNITA)' (3 x 1) (3)

1.1.2 *[Definition of a historical term from Source 1A – L1]*

- A state wherein countries have sovereign (self-determination) control over their own political, economic and social spheres of life
- Ant relevant response (any 1 x 2) (2)

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

- 'Granted Angola independence'
- 'Provided for a three-way power sharing government' (2 x 1) (2)

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

- USSR provided military training and equipment to the MPLA in the Angolan Civil War
- USA supported the FNLA and UNITA in the Angolan Civil War
- Both the USA and the USSR fueled the civil war by supporting their preferred allies with military aid during the Angolan Civil War
- Any other relevant response (any 2 x 2) (4)

1.2

1.2.1 *[Extraction of evidence from Source 1B – L1]*

- 'National Front for the Liberation of Angola (FNLA)' (1 x 1) (1)

1.2.2 *[Extraction of evidence from Source 1B – L1]*

- 'Training Angolan combat units'
- 'Carrying out reconnaissance and supply missions'
- 'CIA spent over a million US dollars on an ambitious mercenary programme'
- 'American guerillas fought in Angola'
- 'CIA directly financed the equipping of British mercenaries with arms' (any 3 x 1) (3)

1.2.3 *[Interpretation of evidence from Source 1B – L2]*

- To discredit and undermine the ideology of communism
- To portray communism in a bad light
- To prevent the spread of communism in Angola and to other African countries
- To ensure the spread of capitalism and to demonstrate its success
- Any relevant response (any 2 x 2) (4)

1.3

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

(a)

- The Soviet Union had tight control over Angola (the large Russian hand gripping Angola)
- The Soviet grip in Angola symbolizes Soviet control
- Any relevant response (any 1 x 2) (2)

(b)

- The USA is portrayed as using ineffective methods to prevent Soviet control in Angola (Kissinger seen slapping Russia's hand lightly on the knuckles with olive branch)
- The USA is not willing to get fully involved in Angola (Standing outside the country's borders)
- The USA seems powerless as compared to the Soviet Union hand
- Any other relevant response (any 2 x 2) (4)

1.4

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

- 'MPLA' (1 x 1) (1)

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

- 'The request made by the MPLA'
- 'To clarify what aid we should offer'
- 'Bringing Neto the militant solidarity of our Commander in Chief'
- 'Gave him 100,000 dollars' (any 2 x 1) (2)

1.4.3 *[Explanation of a historical concept from Source 1D – L2]*

- America (country) used an aggressive method to gain territories to enhance its position in Angola
- Any other relevant response (any 1 x 2) (2)

1.4.4 *[Interpretation of evidence from Source 1D – L2]*

- Cuba wanted to ensure that the MPLA won the Angolan Civil War
- Cuba wanted to ensure that the MPLA were well prepared
- Cuba wanted Angola (MPLA) to appear as if it was self-sufficient
- Any other relevant response (any 2 x 2) (4)

1.4.5 *[Determining the reliability of evidence from Source 1D – L3]***The source is RELIABLE because:**

- The source contains direct speech from Diaz Aguelles who was a leading member of the Cuban delegation to Angola in 1975
- The source is from a book which gives historians access to archival and interview materials
- The information in the source can be corroborated by other sources regarding the involvement of Cuba in the Angolan Civil War
- Any other relevant response (any 2 x 2) (4)

1.5 *[Comparison of evidence in Sources 1C and 1D – L3]*

- Source 1C portrays the Soviet Union as having a very tight grip in Angola while (Source 1D) Neto says that the Soviet Union stopped helping them in 1972 and the USA (Kissinger) is shown as not being fully involved in Angola (Standing outside the country) while Source 1D Cuba was aware that the USA assisted the FNLA
- Source 1C (published in November 1975) makes no mention of any involvement of Cuba in Angola while Source 1D states clearly that Cuba had been assisting the MPLA in Angola since August 1975
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- Russia, China and the USA provided aid to different liberation movements (MPLA, FNLA and UNITA) in Angola (Source 1A)
- The Superpowers delivered military assistance to their allies after independence (Source 1A)
- The USA supplied aid and training to the FNLA and UNITA (Source 1B)
- The CIA used the press/journalists to discredit the Soviet Union and Cuba (Source 1B)
- The USA viewed the Soviet Union as a major threat to Angolan's stability (Source 1C)
- Cuban military personnel were responsible for the training of MPLA soldiers (Source 1D)
- Cuba provided military personnel and equipment (Source 1D)
- South Africa, the USA and France supported UNITA (own knowledge)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner e.g. shows no or little understanding of how the intervention by foreign powers intensified Cold War tensions in Angola between 1974 and 1976. • Uses evidence partially or cannot write a paragraph.	MARKS 0–2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of how the intervention by foreign powers intensified Cold War tensions in Angola between 1974 and 1976. • Uses evidence in a basic manner to write a paragraph.	MARKS 3–5
LEVEL 3	• Uses relevant evidence e.g. demonstrates a thorough understanding of how the intervention by foreign powers intensified Cold War tensions in Angola between 1974 and 1976. • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.	MARKS 6–8

(8)

[50]

**QUESTION 2: HOW DID THE PROTEST CAMPAIGNS IN BIRMINGHAM
CONTRIBUTE TO DESEGREGATION OF AFRICAN AMERICANS
IN THE UNITED STATES OF AMERICA (USA) IN THE 1960s?**

2.1

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

- 'There were still signs at water fountains'
- 'There were no black clerks in the downtown stores'
- 'There were no blacks in the police or fire department'
- 'There were a lot of open threats on the part of the police' (any 2 x 1) (2)

2.1.2 *[Definition of a historical term from Source 2A – L1]*

- The separation of people according to their race i.e. (black and white)
- Any other relevant response (any 1 x 2) (2)

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

- They wanted to maintain racial purity
- They believed that African Americans were inferior to white people
- They were fearful of racial integration
- Any other relevant response (any 1 x 2) (2)

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

- African Americans were attacked by racist white Americans
- African Americans properties were bombed
- Any other relevant response (any 1 x 2) (2)

2.2

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

- 'The campaign confronted an apathetic (uninterested) black community'
- 'An openly hostile established black leadership'
- 'Non-violent resistance in the form of police arrests of the offenders'
- 'The national media found nothing to report' (any 3 x 1) (3)

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

- 'When the jails were filled, he called out fire hoses and police dogs to contain large protests ...' (any 1 x 2) (2)

2.2.3 *[Interpretation of evidence from Source 2B – L2]*

- He did not want the media to cover police brutality
- He wanted to protect the image of the state
- Any other relevant answer (any 1 x 2) (2)

2.2.4 *[Interpretation of evidence from Source 2B – L2]*

- The media exposed actions and brutality of the security forces, which compelled President Kennedy to intervene to secure negotiations
- Extensive media attention both nationally and internationally won support for the Civil Rights Movement
- Any other relevant response (any 2 x 2) (4)

2.3

2.3.1 *[Interpretation of evidence from Source 2C – L2]*

- To highlight that demonstrators were attacked with high-power hoses by police
- It depicts those demonstrators sitting peacefully with arms up to protect their heads
- It shows demonstrators sitting on the pavement soaking wet but non-violent
- Any other relevant response (any 1 x 2) (2)

2.3.2 *[Evaluation of the reliability of information in Source 2C – L3]***This source is USEFUL because:**

- It is a photograph taken on the day of the Birmingham March depicting the actual events of the day
- It highlights the police brutality towards African Americans which can be collaborated with other sources
- Any other relevant response (any 2 x 2) (4)

2.4 *[Comparison of information in Source 2B and Source 2C – L3]*

- Both sources refer to the media capturing images of Connor and his men suppressing protests
- Both sources show firemen using hoses on protestors
- Source 2B speaks of non-violent protestors and Source 2C shows them seated on the pavement
- Any other relevant response (any 2 x 2) (4)

2.5

2.5.1 *[Extraction of evidence from Source 2D – L1]*

- 'Could not eat lunch in a restaurant open to the public'
- 'Could not send children to the best public schools available'
- 'Could not vote for the public officials who represent them'
- 'Could not enjoy a full and free life' (any 3 x 1) (3)

2.5.2 *[Explanation of a historical concept from Source 2D – L2]*

- The rights for African Americans in Birmingham to be equal to whites who were enjoying segregation that guaranteed their rights
- A system in which African Americans were denied equal rights due to their race, gender or religion affiliation in Birmingham
- Any other relevant response (any 1 x 2) (2)

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

- The events in Birmingham revealed that there was a need to end racism
- There was a need to introduce new federal laws which apply across the country to tackle the problem of segregation
- Any other relevant response (any 1 x 2) (2)

2.5.4 *[Extraction of evidence from Source 2D – L1]*

- 'demonstrators'
- 'parades' (2 x 1) (2)

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

- Kennedy (as the president) ordered all states and legislative bodies to act decisively – and not just talk
- Kennedy called the Congress of the United States to take a decision against racism in America
- Any other relevant response (any 2 x 2) (4)

2.6 *[Interpretation, evaluation and synthesis of evidence from relevant Sources – L3]*

Candidates could include the following aspects in their response:

- Birmingham was one of the most segregated cities in the South in 1963 (Source 2A)
- The Ku Klux Klan aimed at maintaining segregation (through fear and threats) (Source 2A)
- The Birmingham Campaign Planning Committee was established (Source 2A)
- The Birmingham Campaign was a non-violent/peaceful protest (Source 2A, 2B and 2C)
- Initially it seemed that the Birmingham Campaign was not successful (Source 2B)
- The 'Children Campaign' launched: To generate media coverage and keep the campaign alive (Sources 2B and 2C)
- Reaction of the police and firemen: Use of dogs, arrests and high-pressure water hoses (Sources 2B and 2C)
- African Americans spectators: Responded with outrage, pelting policemen with bricks and bottles (Source 2B)
- The role of media coverage in exposing police brutality against school children (Sources 2A and 2B)
- President Kennedy was forced to intervene: Sent assistant attorney general for Civil Rights, Burke Marshall, to Birmingham to secure negotiations to end the 'violent' demonstrations (Sources 2B and 2D)
- Improvement of general environment in workplaces (own knowledge)
- Demonstrators sat peacefully with arms up to protect their heads (Source 2C)
- Kennedy called the Congress of the United States to take a decision against racism in America (Source 2D)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner e.g. shows no or little understanding of how the protest campaigns in Birmingham contributed to desegregation of African Americans in the United States of America in the 1960s. • Uses evidence partially or cannot write a paragraph.	MARKS 0–2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of how the protest campaigns in Birmingham contributed to desegregation of African Americans in the United States of America in the 1960s. • Uses evidence in a basic manner to write a paragraph.	MARKS 3–5
LEVEL 3	• Uses relevant evidence e.g. demonstrates a thorough understanding of how the protest campaigns in Birmingham contributed to desegregation of African Americans in the United States of America in the 1960s. • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.	MARKS 6–8

(8)
[50]

SECTION B: ESSAY QUESTIONS

QUESTION 3: CASE STUDY – THE CONGO

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

SYNOPSIS

Candidates should discuss whether Mobutu Sese Seko brought positive changes to the Congo through the political, economic and social policies that were introduced after the country attained independence in 1960. If his policies did not always bring about positive changes, candidates should also refer to the negative changes.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a critical stance by indicating whether policies introduced by Mobutu Sese Seko were able to bring positive changes to the Congo after independence. They should indicate how they intend to support their line of argument.

ELABORATION

Political policies

- Congo became independent on 30 June 1960 with Joseph Kasavubu as President and Patrice Lumumba as Prime Minister. Joseph Kasavubu preferred that Congo be a federal state while Lumumba argued for a strong centralized national government/Lumumba also in conflict with Moise Tshombe
- Congo started with a lot of political instability – with Tshombe focused on secession of Katanga for its own independence
- Mobutu seized power from Kasavubu through a coup d'état in 1965
- He managed to bring some form of political stability (positive change)
- Mobutu applied authoritarianism to achieve political stability (negative change)
- In 1967 Mobutu managed to stop the Katanga rebellion (positive change)
- Gave his country a new constitution as a one-party state under his party the Popular Movement for the Revolution (MPR) (positive change)
- Congo became a one-party state within the first five years after gaining independence with all opposition suppressed (negative change)
- Mobutu developed a personality cult/Mobutuism – made Congo an autocratic state under himself as a military dictator (negative change)
- He was supported by the USA because he was seen as an anti-communist ally (negative and positive change)

- He introduced a policy of Zaireanisation, a policy that replaced skilled foreigners or those occupying strategic management positions with the unskilled locals – which led to maladministration and mismanagement in political leadership roles (positive and negative change)
- He allowed nepotism (kleptocracy) (negative change)
- Mobutu remained as 'president for life' until his death in 2007
- Any other relevant response

Economic policies

- Nationalisation: Mobutu nationalized the country's copper mining industry and used profits from copper industry to finance his 10-year industrialization plan (positive change)
- Nationalised foreign owned companies without compensation
- Foreign companies placed under control of his allies and family members (negative change)
- Introduced Africanisation (replacing foreigners with Zairian nationals) (positive and negative change)
- Zaireanisation led to corruption, theft and mismanagement (negative change)
- The economy was characterized by nepotism and elitism which created a big gap between the elite and ordinary citizens/rich and poor (negative change)
- Weak economic policies led to the decline in the state of infrastructure such as roads and other infrastructure (poor economic policies)
- Mobutu was forced to introduce Retrocession (return of foreign powers) (ineffectiveness of Zaireanisation as an economic policy)
- Increase in the price of oil affected agriculture
- Congo's economy collapsed
- Congo became dependent on foreign aid and investment, e.g. from World Bank (negative change)
- Any relevant response

Social and cultural policies

- At independence Congo had 14 university graduates out of 14 million people – implemented a policy of Authenticité (originally to promote indigenous customs and beliefs) to eradicate colonial influence and unify Zairians with a sense of pride for own culture. Also referred to as Africanisation (positive change)
- Replaced Christian names with African names, e.g. The Congo was renamed Zaire in 1971
- Leopoldville became Kinshasha, Elisabethville became Lumumbashi, and Stanleyville became Kisangani; Mobutu also changed his name from Joseph Desire Mobutu to Mobutu Sese Seko Kuku Ngbendu Waza Banga, meaning 'The All-Conquering Warrior who, because of his Endurance and inflexible Will Win, Will go from Conquest to Conquest Leaving Fire in His Wake.' (positive changes aligned to de-colonisation)
- Clothing: wearing of western-style suits was outlawed (by a decree) and replaced with 'abacos' ('A bas le costumes'), meaning 'down with suits' (positive change)
- Promoted local music (positive change)

- Mobutu regarded democracy as a foreign ideology to Africa – he ruled as a Chief in a traditional African style and used it to strengthen his own authoritarian position (negative change)
- French remained the language of instruction, and the education system continued to favour the urban elite (negative change)
- After independence, primary education and school enrolment rose from 1.6 million in 1960 to 4.6 million in 1974 (positive change). When state funding was withdrawn by Mobutu, parents had to start paying and primary education started to decline (negative change)
- Teachers and hospital staff went unpaid for months due to poor economic and political practices (negative change)
- Poverty increased due to food inflation (negative change)
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

QUESTION 4: CIVIL SOCIETY PROTEST FROM 1950s TO THE 1970s: BLACK POWER MOVEMENT

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

SYNOPSIS

Candidates need to explain to what extent the Black Power Movement was a militant and violent movement in nature in advocating respect for lives of African Americans in the United States of America in the 1960s. They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a stance by explaining to what extent the Black Power Movement was a militant and violent movement in nature in advocating respect for lives of African Americans in the United States of America in the 1960s. They should also provide an outline of how they will support their line of argument.

ELABORATION

- Conditions in the USA (background information)
 - African Americans still economically and politically crippled in the USA due to discriminatory (Jim Crow) laws
 - Lack of sense of pride due to socio-economic circumstances (Lived in ghettos and slum areas/poor housing/under-resourced facilities)
 - African Americans became impatient with the slow pace of change and the impact of the Civil Rights Movement in the 1960s
 - African Americans subjected to police brutality – led to growth of nationalist feelings
- Black Power Movement advocated for assertiveness; self-reliance and black pride; control of politics in their own communities (advocated by Stokely Carmichael); African Americans to protect themselves against police brutality; blacks to seek freedom from white authority; promotion of Afro hairstyle and African clothing and coined the slogan 'Black is beautiful'
- Malcolm X promoted armed self-reliance against white oppression (militant)
- He argued that bloodshed was necessary for revolution (militant and violent), and he advocated self-respect and self-discipline
- Promoted the concept of 'Black Pride' (self-esteem/self-respect/self-help)
- Encouraged African Americans to stand up against white American authorities in pursuit of freedom, justice and equality by whatever means possible (militant)
- Supported the use of violence as a means of self-defense against those who attacked African Americans (violent)
- Stokely Carmichael believed that the non-violent strategy failed because of on-going violence against African Americans (violent)

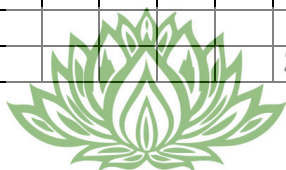
- Advocated the exclusion of white 'liberals' as a philosophy for African Americans
- He promoted a plan to split the USA into separate black and white countries
- He was against the USA's involvement in the Vietnam War
- Impact: the most obvious forms of racial discrimination ended
- Racial violence and tension declined
- African Americans were elected to public offices
- Housing and facilities of African Americans were improved (self-esteem)
- Black literacy and dependence on state grants were limited (self-esteem)
- Affirmative action policies for federal employment were put in place
- 1966 Bobby Seale and Huey Newton formed the Black Panther Party (BPP) for Self-Defense – against police brutality (militant and violent)
- Adopted the Ten Point Plan to cover its social, political and economic goals for the upliftment of the African American community/black empowerment (self-esteem)
- The BPP ran feeding schemes, childcare and literacy projects in black communities – the feeding schemes eradicated hunger amongst the youth and improved learning in schools (Black empowerment)
- BPP literacy projects eradicated illiteracy amongst the African American communities (Black empowerment)
- BPP members patrolled the streets to monitor police activities (police to police)
- BPP demanded that Black history must be taught in black schools
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]**TOTAL: 150**

HISTORY – GRADE 12											ANALYSIS GRID										
	SKILLS										COGNITIVE LEVELS				CHALLENGES						
QUESTION NUMBER	EXTRACT EVIDENCE FROM SOURCES	SELECTION OF RELEVANT INFORMATION	EXPLANATION OF HISTORICAL CONCEPTS	EXPLAIN INFORMATION GATHERED FROM SOURCES	INTERPRETATION	ANALYSE EVIDENCE FROM SOURCES	INTERPRETATION AND EVALUATION	EVALUATE USEFULNESS, BIAS AND RELIABILITY	COMPARE AND CONTRAST DIFFERENT INTERPRETATIONS	ORGANISE EVIDENCE TO SUBSTANTIATE ARGUMENT	LEVEL 1	LEVEL 2	LEVEL 3	TOTAL	EASY	MEDIUM	DIFFICULT	PERCENTAGE %	PERCENTAGE %	PERCENTAGE %	
	TICK INDICATES APPLICATION OF SKILLS										MARKS							L 1	L 2	L 3	
1.1.1	✓										3			3	✓						
1.1.2			✓								2			2	✓						
1.1.3	✓										2			2	✓						
1.1.4					✓							4		4		✓					
1.2.1	✓										1			1	✓						
1.2.2	✓										3			3	✓						
1.2.3							✓					4		4		✓					
1.3.1a							✓					2		2		✓					
b							✓					4		4		✓					
1.4.1	✓										1			1	✓						
1.4.2	✓										2			2	✓						
1.4.3			✓									2		2		✓					
1.4.4					✓							4		4		✓					
1.4.5								✓					4	4			✓				
1.5									✓				4	4			✓				
1.6										✓			8	8			✓				
TOTAL													14	20	16	50					
ACTUAL PERCENTAGE (%)																			28	40	32

REQUIRED PERCENTAGE (%)				100				30	40	30
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HISTORY – GRADE 12											ANALYSIS GRID									
	SKILLS										COGNITIVE LEVELS				CHALLENGES					
QUESTION NUMBER	EXTRACT EVIDENCE FROM SOURCES	SELECTION OF RELEVANT INFORMATION	EXPLANATION OF HISTORICAL CONCEPTS	EXPLAIN INFORMATION GATHERED FROM SOURCES	INTERPRETATION	ANALYSE EVIDENCE FROM SOURCES	INTERPRETATION AND EVALUATION	EVALUATE USEFULNESS, BIAS AND RELIABILITY	COMPARE AND CONTRAST DIFFERENT INTERPRETATIONS	ORGANISE EVIDENCE TO SUBSTANTIATE ARGUMENT	LEVEL 1	LEVEL 2	LEVEL 3	TOTAL	EASY	MEDIUM	DIFFICULT	PERCENTAGE %	PERCENTAGE %	PERCENTAGE %
	TICK INDICATES APPLICATION OF SKILLS										MARKS							L 1	L 2	L 3
2.1.1	✓										2			2	✓					
2.1.2			✓								2			2	✓					
2.1.3					✓							2		2		✓				
2.1.4					✓							2		2		✓				
2.2.1	✓										3			3	✓					
2.2.2	✓										2			2	✓					
2.2.3							✓					2		2		✓				
2.2.4							✓					4		4		✓				
2.3.1							✓					2		2		✓				
2.3.2								✓					4	4			✓			
2.4									✓				4	4			✓			
2.5.1	✓										3			3	✓					
2.5.2				✓								2		2		✓				
2.5.3					✓							2		2		✓				
2.5.4	✓										2			2	✓					
2.5.5							✓					4		4		✓				
2.6									✓				8	8			✓			
TOTAL											14	20	16	50						



History/P1



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Grade 12 – Marking Guidelines

ACTUAL PERCENTAGE (%)				100				28	40	32
REQUIRED PERCENTAGE (%)				100				30	40	30

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HISTORY – GRADE 12											ANALYSIS GRID											
QUESTION NUMBER	SKILLS										COGNITIVE LEVELS				CHALLENGES							
	EXTRACT EVIDENCE FROM SOURCES SELECTION OF RELEVANT INFORMATION EXPLANATION OF HISTORICAL CONCEPTS EXPLAIN INFORMATION GATHERED FROM SOURCES INTERPRETATION ANALYSE EVIDENCE FROM SOURCES INTERPRETATION AND EVALUATION EVALUATE USEFULNESS, BIAS AND RELIABILITY COMPARE AND CONTRAST DIFFERENT INTERPRETATIONS ORGANISE EVIDENCE TO SUBSTANTIATE ARGUMENT										LEVEL 1						EASY	MEDIUM	DIFFICULT	L 1 L 2 L 3		
											LEVEL 2											
											LEVEL 3											
											TOTAL											
TICK INDICATES APPLICATION OF SKILLS										MARKS							L 1	L 2	L 3			
3										✓			50	50			✓					
5										✓			50	50			✓					