



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2018**

**HISTORY P1  
MARKING GUIDELINE**

**MARKS: 150**

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This marking guideline consists of 24 pages.

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## 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"><li>• Extract evidence from sources</li><li>• Selection and organisation of relevant information from sources</li><li>• Define historical concepts/terms</li></ul>	30% (15 marks)
LEVEL 2	<ul style="list-style-type: none"><li>• Interpretation of evidence from sources</li><li>• Explain information gathered from sources</li><li>• Analyse relevant evidence from sources</li></ul>	40% (20 marks)
LEVEL 3	<ul style="list-style-type: none"><li>• Interpret and evaluate evidence from sources</li><li>• Engage with sources to determine its usefulness, reliability, bias and limitations</li><li>• Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions</li></ul>	30% (15 marks)

### 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.

### 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. 

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 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 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 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**

<b>PRESENTATION</b>   <b>CONTENT</b> 	<b>LEVEL 7</b>	<b>LEVEL 6</b>	<b>LEVEL 5</b>	<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1*</b>
	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.
<b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
<b>LEVEL 6</b> Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
<b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
<b>LEVEL 4</b> Question recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
<b>LEVEL 3</b> 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	
<b>LEVEL 2</b> Question inadequately addressed. Sparse content.					20–23	18–19	14–17
<b>LEVEL 1*</b> 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 CUBAN MISSILE CRISIS INTENSIFY COLD WAR TENSIONS BETWEEN THE SOVIET UNION AND THE UNITED STATES OF AMERICA IN THE 1960s?**

- 1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- USA
  - USSR (2 x 1) (2)
- 1.1.2 *[Interpretation of evidence from Source 1A – L2]*
- Cuba was establishing a closer relationship with the USSR.
  - Eisenhower feared the spread of communism in Latin America.
  - Eisenhower wanted to protect capitalism in Cuba.
  - Castro forged strong economic links with the Soviet Union
  - Any other relevant response. (Any 1 x 2) (2)
- 1.1.3 *[Extraction of evidence from Source 1A – L1]*
- Guatemala (1 x 1) (1)
- 1.1.4 *[Interpretation of evidence from Source 1A – L2]*
- Castro was leading by example to set the standard of commitment in defence of Cuba.
  - He portrays patriotism and true leadership qualities.
  - Jose Raman was incompetent.
  - Any other relevant response (Any 2 x 2) (4)
- 1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- Operation Mongoose (1 x 1) (1)
- 1.2.2 *[Extraction of evidence from Source 1B – L1]*
- Medium range ballistic missiles (MRBMs)
  - Intermediate range ballistic missiles (IRBMs) (2 x 1) (2)
- 1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- Kennedy reacted by summoning his closest advisors to consider options and a direct course of action for the US that would resolve the crisis.
  - Kennedy imposed a naval quarantine in Cuba
  - He was shocked.
  - He felt threatened.
  - Any other relevant response (Any 2 x 2) (4)
- 1.2.4 *[Extraction of evidence from Source 1B – L1]*
- Air strike to destroy the missiles followed by a US invasion
  - Stern warning to Cuba and USSR.
  - Naval quarantine of Cuba (2 x 1) (2)

1.2.5 *[Explanation of historical concept from Source 1B – L1]*

- Prevention of 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
- Regard Cuba as a protected area by the US from any future invasion by USSR
- Any other relevant response (Any 1 x 2) (2)

1.3 1.3.1 *[Interpretation of evidence from Source 1C – L2]*

- America wanted to stop the built-up of nuclear weapons in Cuba.
- America wanted to prevent Cuba from becoming a communist state.
- America wanted to eliminate the threat of a nuclear strike by Cuba
- It reflects America's intention to take control of Cuba
- America wanted to maintain world peace and avoid nuclear war.
- Any other relevant answer (Any 2 x 2) (4)

1.3.2 *[Analysis and interpretation of evidence from Source 1C – L2]*

- Khrushchev refused to adhere to the American naval blockade
- Khrushchev stated that USA had no right to block international waters
- Khrushchev engaged in a game of brinkmanship with the USA.
- Khrushchev engaged in dialog with Kennedy to resolve the crisis.
- Any other relevant answer (Any 2 x 2) (4)

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

- Source 1B explains the implementation of the quarantine on the 22<sup>nd</sup> October 1962 and Source 1C shows the quarantine area in Cuba on the 22<sup>nd</sup> October 1962
- Both sources refer to the missile sites in Cuba
- Any other relevant response (Any 2 x 2) (4)

1.5 1.5.1 *[Extraction of evidence from Source 1B – L1]*

- '... if you are really concerned about the welfare of the world'
- '... if they have not lost their reason ...' (2 x 1) (2)

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

- Khrushchev was committed to world peace, he wanted to avoid the devastating effects of war.
- Khrushchev wanted to express his point of view towards a possible war.
- Khrushchev knew that the arms build-up in Cuba could lead to a possible war
- Any other relevant response (Any 2 x 2) (4)



1.5.3 *[Evaluating the usefulness of Source 1D – L3]***The source is USEFUL because:**

- It is first-hand information
- It is a letter written by Khrushchev (USSR) to president Kennedy (US).
- It expresses Khrushchev's point of view regarding the removal of missiles from Cuba.
- It reflects Khrushchev's doubts about Kennedy's commitment to world peace (ending nuclear weapons).
- Any other relevant response (Any 2 x 2) (4)

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

Candidates may use the following as points to answer the question:

- USA and USSR played a significant role in the Cuban Missile Crisis. (Source 1A)
- The USA deployed missiles on the Soviet border with Italy and Turkey. (own knowledge)
- The USSR reacted by placing missiles in Cuba. (Source 1B)
- The strategic installation of missile bases from both sides threatened world peace. (Source 1C)
- USA threatened to invade Cuba if missiles were not removed and the USSR also demanded that the USA should remove its missiles from Turkey and Italy. (own knowledge)
- USA and USSR's aggressive reactions intensified the Cold War. (Source 1A)
- Both ended up giving in (compromising) and the crisis was resolved. (Source 1C)
- The superpowers decided on open lines of communication (red/hot telephone line). (own knowledge)
- They also signed the nuclear test ban treaty. (Source 1C)
- Any other relevant response.

Use the following rubric to allocate a mark.

LEVEL	CRITERIA	MARKS
LEVEL 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of how the Cuba Missile Crisis intensified the Cold War tensions between the USSR and the USA in the 1960s</b></li> <li>• Uses evidence partially to report on topic or cannot write a paragraph.</li> </ul>	0–2
LEVEL 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows some understanding of how the Cuban Missile Crisis intensified Cold War tensions between the USSR and the USA in the 1960s.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>	3–5
LEVEL 3	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of how the Cuban Missile Crisis intensified the Cold War tensions between the USSR and the USA in the 1960s.</b></li> <li>• Evidence is closely related to the topic.</li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	6–8

(8)  
[50]

**QUESTION 2: HOW DID THE ATTEMPTS BY THE ANGOLAN LIBERATION MOVEMENTS FAIL TO BRING ABOUT PEACE IN ANGOLA IN 1975?**

- 2.1    2.1.1    *[Extraction of evidence from Source 2A – L1]*
- When the Portuguese administration disintegrated three rural nationalist factions competed for power.
  - All three nationalist factions were weak and disorganised
  - They made no serious effort to reach a negotiated settlement.
- (Any 2 x 1)    (2)
- 2.1.2    *[Interpretation of evidence from Source 2A – L2]*
- The party was firmly rooted in Kimbundu area only.
  - Guerrilla activity was at stand-still.
  - It had fragmented into three rival groups.
  - It remained a regional party.
  - Any other relevant response.
- (Any 2 x 2)    (4)
- 2.1.3    *[Extraction of evidence from Source 2A – L1]*
- FNLA
  - MPLA
  - UNITA
- (Any 3 x 1)    (3)
- 2.1.4    *[Interpretation of information from Source 2A – L1]*
- It had poorly trained soldiers operating from a small base.
  - It was tribalistic and it failed to look after other tribes.
  - Any other relevant response.
- (Any 1 x 2)    (2)
- 2.1.5    *[Interpretation of evidence from Source 2A – L2]*

**The source is USEFUL because:**

- It highlights the areas of conflict in Angola whereby three rural groups were competing for power.
  - The groups were weak as they failed to reach a negotiated settlement.
  - It gives an account of differences between political leaders.
  - It states that MPLA was still operating with guerrilla attacks.
  - The three groups were appealing for support from foreign countries.
  - Any other relevant answer.
- (Any 2 x 2)    (4)

- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- OAU (Organisation of African Unity) (Any 1 x 1) (1)
- 2.2.2 *[Extraction of evidence from Source 2B – L1]*
- It allowed for elections for a constituent assembly to be held in October 1975, until which time power would be vested in a transitional government headed by a Portuguese High Commissioner.
  - The Portuguese and the three parties would each hold three ministerial posts, while the premiership would rotate amongst the parties.
  - There should be a formation of an Angolan Defence Force to which each movement would contribute 8 000 troops and the Portuguese 24 000. (Any 2 x 1) (2)
- 2.2.3 *[Explanation of historical concepts from Source 2B – L1]*
- It is a new government composed of the Portuguese High Commissioner and three liberation movements in Angola.
  - This was an interim government which would be inaugurated on 31st January 1975.
  - Any other relevant response (Any 1 x 2) (2)
- 2.2.4 *[Interpretation of evidence from Source 2B – L2]*
- The three liberation movement leaders lied at Alvor.
  - There was no commitment by Neto and Savimbi to the formation of the new Angolan Defence Force.
  - There was no manpower to commit to the Alvor Accord
  - Any other relevant response (Any 2 x 2) (4)
- 2.3 2.3.1
- To show leaders of the Angolan liberation movements signing the Nakuru Agreement on 21 June 1975
  - The leaders are willing and happy to sign the agreement as we can see they show the thumbs up symbol.
  - It shows their commitment to peaceful resolutions of Angola's problems
  - To show that there was Jomo Kenyatta who was a mediator when they were signing this agreement.
  - Any other relevant response. (Any 2 x 2) (4)
- 2.3.2 *[Extraction of evidence from Source 2C – L2]*
- J. Savimbi
  - H. Roberto
  - A. Neto (3 x 1) (3)

- 2.4 2.4.1 *[Interpretation of information from Source 2D – L2]*
- The war will continue in Angola irrespective of Nakuru and the Alvor Accords Agreements.
  - All the three Liberation Movements will continue with their civil war.
  - Any other relevant response (Any 2 x 2) (4)
- 2.4.2 *[Interpretation of information from Source 2D – L2]*
- Luanda was the economic, political and demographic capital city.
  - Any other relevant response. (Any 1 x 2) (2)
- 2.4.3 *[Extraction of evidence from Source 2D – L1]*
- FNLA (1 x 1) (1)
- 2.5 *[Comparison of evidence in Source 2C and Source 2D – L3]*
- Source 2C shows the three liberation movements of Angola signing the Nakuru agreement to restore peace, whereas Source 2D indicates that the three leaders continued with clashes.
  - Source 2C shows the commitment of the Angolan leaders and their smiles to show that they are happy to sign the agreement, while Source 2D says MPLA and FNLA leaders did not commit themselves to send troops to Luanda. (Any 2 x 2) (4)
- 2.6 *[Interpretation, analysis and synthesis from relevant sources – L3]*

Candidates may include the following aspects in their responses:

- The liberation movements competed for power (Source 2A)
- This competition led to civil war (Source 2A)
- The liberation movements refused to negotiate (Source 2A)
- Liberation movements got foreign countries involved that escalated the civil war (Source 2A)
- Liberation movements disregarded the Alvor Accord (Source 2B)
- Liberation movements did not honour their commitments to the Alvor Accord (Source 2B)
- The transitional government failed (Source 2B)
- They ignored the OAU call for peace and unity (Source 2B)
- The signing of the Nakuru Agreement also failed to materialise (Source 2C)
- FNLA brutality increased the population's hostility towards them (Source 2D)
- Internal strife within the MPLA led to further violence (Source 2D)
- Three movements clashed in Luanda – thus ignoring the transitional government (Source 2D)
- Any other relevant response.

Use the following rubric to allocate a mark.

	CRITERIA	MARKS
LEVEL 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>no or little understanding of how the attempts by liberation movements failed to bring about peace in Angola.</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	0–2
LEVEL 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows some understanding of how the attempts by liberation movements failed to bring about peace in Angola.</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	3–5
LEVEL 3	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of how the attempts by liberation movements failed to bring about peace in Angola.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	6–8

(8)  
[50]

**QUESTION 3: HOW DID AFRICAN AMERICAN LEADERS CONTRIBUTE TO THE BLACK POWER MOVEMENT IN THE UNITED STATES OF AMERICA IN THE 1960s?**

- 3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*
- Civil Rights Act (1 x 1) (1)
- 3.1.2 *[Extraction of evidence from Source 3A – L1]*
- In reality, prejudice (pre-conceived opinion) still existed.
  - African Americans still experienced racial discrimination.
  - They were receiving lower wages than whites.
  - There was a higher crime rate in their inner city neighbourhoods.
  - The Civil Rights Movement was unable to give blacks the same opportunities as whites; socially, economically and politically. (Any 2 x 1) (2)
- 3.1.3. *[Explanation of historical concept Source 3A – L1]*
- A philosophy that promoted social equality through the creation of political and cultural institutions among African Americans.
  - A philosophy that grew out of Civil Rights Movement in USA in the 1960's and it also promoted black pride.
  - It is a call for African Americans to unite in solidarity and become self-reliant in order to achieve genuine integration
  - Any other relevant response. (Any 1 x 2) (1)
- 3.1.4 *[Extraction of evidence from the Source 3A – L1]*
- Racial dignity
  - Self-reliance (2 x 1) (2)
- 3.1.5 *[Interpretation of information from Source 3A – L2]*
- There is no need for blacks to ask for permission from white people for whatever they need.
  - Blacks would take their freedom even if it meant by force or violence
  - Blacks prepared to die for their freedom Blacks deserve to be self-reliant and have freedom from white authority both in economics and politics.
  - Any other relevant response. (Any 2 x 2) (4)
- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- To control the politics and politicians in his own community.
  - To carry on a political programme of re-education to open people's eyes.
  - To make black people become more politically conscious and politically mature.
  - To own, operate and control the economy of their community. (Any 2 x 1) (2)

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

- The United States government made African Americans depend on the white people.
- The conditions were not improving.
- The United States preached democracy to the whole world but failed to apply it in its own country.
- The federal government failed to enforce the constitution of the United States of America.
- The rights of African Americans were not protected in the court of law.
- There was no economic freedom and also no political life that was granted.
- Any other relevant response. (Any 2 x 2) (4)

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

- A sit-in strategy is not working.
- Malcolm X wanted a self-help philosophy.
- A sit-in strategy is just a submissive method to white people.
- A sit-in strategy means you cannot do anything for yourself.
- Any other relevant response (Any 2 x 2) (4)

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

- To start doing some standing up for themselves
- To start some fighting to back that up
- To join any kind of organisation; civic, religious, fraternal, political or otherwise that's based on lifting the black man up and making him master of his own community (2 x 1) (2)

3.3 3.3.1 *[Interpretation of evidence from Source 3C]*

- To show that the Black Panther Party was a dangerous organisation.
- To show that Black Panther Party members were ready to protect themselves.
- Both genders felt the oppression and they were committed to fight for what was rightfully theirs
- Any other relevant response. (Any 2 x 2) (4)

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

- It refers to African Americans who are carrying guns for self defence
- Members of Black Panther Party are ready for self-defence against police brutality
- Any other relevant response. (Any 1 x 2) (2)



- 3.4 3.4.1 *[Extraction of evidence from Source 3D – L1]*
- Racial pride
  - Self-sufficiency
  - Equality for all people of black descent (Any 3 x 1) (3)
- 3.4.2 *[Interpretation of evidence from Source 3D – L2]*
- White power structures only allowed whites to dominate all aspects of the blacks' lives
  - White power structures did not cater for the needs of blacks.
  - By deconstructing white power structures, Blacks can take control of their own destiny
  - The African Americans should have a say and gain power.
  - The African Americans should fight for their rights.
  - Any other relevant response. (Any 1 x 2) (2)
- 3.4.3 *[Evaluate the usefulness of evidence from Source 3D – L3]*
- The source is USEFUL because:**
- It gives information about the Black Power Movement and its objectives.
  - It promoted Black Power.
  - It shows that without deconstructing white power structures Blacks will never be free.
  - It also highlights other organisations that supported Black power movements through self-help programmes
  - It also highlights that Black Power Movements was a violent and anti-white organisation
  - Any other relevant response. (Any 2 x 2) (4)
- 3.5 *[Comparison of evidence from Source 3B and 3D – L3]*
- Both sources state the objectives of Black Power Movement
  - Both sources indicate that the Black Power Movement should develop cultural, political and economic programmes.
  - Source 3B states that the white government has failed to give black people freedom and their rights. Source 3D states that they need to deconstruct white power to have a black voice.
  - Any other relevant response. (Any 2 x 2) (4)
- 3.6 *[Interpretation, analysis and synthesis of evidence from relevant sources – L3]*
- Leaders like Malcolm X and Carmichael were disillusioned with the gains of the Civil Rights Movements (Source 3A)
  - Stokely Carmichael developed the Black Power Movement as alternative for Civil Rights Movement (Source 3A)
  - Carmichael propagated Black solidarity and self-defence (Source 3A)
  - Carmichael propagated violence to achieve self-reliance (Source 3A)
  - Malcolm X felt that USA failed the Blacks (Source 3B)
  - Malcolm X propagated self-help programmes (Source 3B)

- Malcolm X propagated violence to achieve black nationalism (Source 3B)
- Malcolm X urged Blacks to be prepared to die for their freedom – ballot or bullet (Source 3B)
- Led to the establishment of the Black Panther Party by Newton Searle (Source 3C)
- The Black Panther members should carry guns for self-defence (Source 3C)
- Carmichael favours violence to combat racism (Source 3D)
- Carmichael and Malcolm X influence led to the birth of the Black Panther Party
- Both wanted to deconstruct white power to have a black voice (Source 3D)
- Any other relevant response.

Use the following rubric to allocate a mark.

	CRITERIA	MARKS
LEVEL 1	<ul style="list-style-type: none"> <li>• Cannot extract evidence or extract evidence from the sources in a very elementary manner, <b>e.g. shows no or little understanding of how did African American leaders contribute to the Black Power Movement in the United States of America in the 1960s.</b></li> <li>• Use evidence partially to report on topic or cannot report on topic.</li> </ul>	0–2
LEVEL 2	<ul style="list-style-type: none"> <li>• Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic, <b>e.g. shows some understanding of how African American leaders contributed to the Black Power Movement in the United States of America in the 1960s.</b></li> <li>• Use evidence from sources in a very basic manner.</li> </ul>	3–5
LEVEL 3	<ul style="list-style-type: none"> <li>• Extract relevant evidence from the sources</li> <li>• Extracted evidence – relates well to the topic</li> <li>• Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic <b>e.g. demonstrate a thorough understanding of did African American leaders contribute to the Black Power Movement in the United States of America in the 1960s.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	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 policy of the Great Leap Forward and Cultural Revolution were his attempt to stamp his authority on the people of China during the 1950s and 1960s.

**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 policy of Great Leap Forward and Cultural Revolution were his attempt to stamp his authority on the people of China or not and indicate how they would support the 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 hundred flowers campaign (background)
- Mao's policies include Great Leap Forward and Cultural Revolution which was an attempt to establish 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 the 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 capitalism
- This resulted in the Great Leap Forward being a 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 on 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 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 Shao qi were removed from office got rid of professionals (engineers; scientists; educators etc.)
- **Closure of schools, colleges and universities** (for being critical, liberal 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 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 indicate to what extent Mobutu Sese Seko and Julius Nyerere's political, economic, social and cultural policies ensured that the Congo and Tanzania emerged successful after gaining independence in the 1960s. Candidates should substantiate their answers with reference to political, economic, social and cultural policies.

**MAIN ASPECTS**

Candidates could include the following aspects in their response:

- Introduction: Candidates should focus on the challenges faced by Congo and Tanzania after independence.

**ELABORATION****TANZANIA – Political achievements and challenges**

- One party state based on democracy
- Common language – Swahili and English
- Adoption of Leadership Code
- Adoption of Ujamaa as content for Arusha Declaration
- TANU adopted the Arusha Declaration
- African unity
- Any other relevant response.

**CONGO – Political challenges**

- Chaos since gaining independence from Belgium
- Patrice Lumumba elected prime minister
- Assassination of Lumumba – could not continue with his goals
- Coup d'état by Mobutu
- Civil wars
- Interference of Belgium in political structure
- Mobutuism
- Corruption and nepotism and his removal from power
- Any other relevant response.

### TANZANIA – Economic challenges

- Implementation of Ujamaa
- Compulsory movement to Ujamaa villages
- Resistance to Ujamaa by the peasants
- Concept of familyhood and communal farming
- Ujamaa settlements failed to increase agricultural production
- Decline in agriculture
- Drop in exports and food shortages
- The impact of IFM and World Bank loans
- Nyerere's admission of the failures of Ujamaa
- Any other relevant response

### CONGO – Economic challenges

- Zairianisation policy
- Industries were nationalised
- Congo nationals replaced foreign officials
- Lack of skills led to drop in agricultural production
- Drop in price of main export
- Mismanagement of the economy
- Corruption and theft of the state resources/Kleptocracy
- Country suffered foreign debts.
- Elite classes developed

### TANZANIA – social and cultural challenges

- Nyerere's influence on social conditions (able to influence the social conditions of his people)
- Illiteracy improved
- Schools, clinics and hospitals built
- Primary healthcare improved
- Life expectancy improved
- African language (Swahili)
- Tanzania united across ethnic lines
- State radio and television broadcasted only Tanzanian music
- Any other relevant response

### CONGO – social and cultural challenges

- Higher education system expanded and also primary education rose
- French remained the language of instruction in Congo
- Children were taught European history and language
- Suits were outlawed and replaced by local clothing
- Any other relevant response.

### CONCLUSION

- Candidates should tie up the 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 critically discuss the given statement and explain how various forms of civil society protests brought about change for most African Americans by the 1960s. Candidates should use relevant examples to support their line of argument.

**MAIN ASPECTS**

Candidates should include the following aspects in their response:

- **Introduction:** Candidates should indicate how Africans were mobilised during the Montgomery Bus Boycott and other non-violent campaigns to fight for their civil rights in the 1950s and 1960s in the US. Relevant examples should be given in support of the line of argument.

**ELABORATION**

- Background – segregation and discrimination in the USA
- Role of Martin Luther King Junior and non-violent policy
- **Montgomery Bus Boycott** – Protest action by Rosa Parks resulted in a mass boycott of city's bus systems; Martin Luther King Jr 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. Sit-ins spread across the segregated south Black and white students formed the Student Non-violent Coordinating Committee to support Civil Rights Movement – six lunch counters in Nashville changed their policy and desegregated their counters.
- **Freedom rides – (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 on 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 reaction from police President Kennedy stated on TV that racial segregation was a moral issue. On 10 May 1963 city businesses and municipality announce that municipal facilities would be desegregated.
  - **March to Lincoln Memorial in Washington, DC 1963**– 250 000 people took part in non-racial, non-violent march to Washington to demand full equality and jobs, Martin Luther King Jr gave the '*I have a dream speech*'.

- **The Selma-Montgomery Marches (March 1965):** To demand that African Americans be allowed to register to vote after three attempts, brutal police attacks on non-violent demonstrations (Bloody Sunday) and mass support from across the country reached Montgomery – President Johnson was pressurised to pass the 1965 Voting Rights Act.
- **Freedom Summer (1964):** Thousands of activists and volunteers worked to register African Americans in Mississippi and teach in Freedom Schools (literacy history) They met with violence from white segregationist mob and police officers **1964 Civil Rights Act was passed** – barred discrimination and segregation in employment and all public facilities.
- **1965 Voting Rights Act passed** – 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 the argument with a relevant conclusion that takes into account the stance taken in the introduction.

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**TOTAL: 150**