



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2020

**HISTORY P1
MARKING GUIDELINE**

MARKS: 100

This marking guideline consists of 24 pages.

1. SOURCE-BASED QUESTIONS

1.1 The following cognitive levels were used to develop source-based questions:

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1	<ul style="list-style-type: none"> Extract evidence from sources. Selection and organisation of relevant information from sources. Define historical concepts/terms. 	30% (14)
LEVEL 2	<ul style="list-style-type: none"> Interpretation of evidence from the sources. Explain information gathered from the sources. Analyse evidence from the 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% (16)

1.2 The information below indicates how source-based questions are assessed:

- In the marking of source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
- When assessing open-ended source-based questions, learners should be credited for any relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓ ✓✓); (1 x 2) which translates to one reason and is given two marks (✓✓)
- If a question carries 4 marks then indicate by placing 4 ticks (✓✓✓✓)

Paragraph question

Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- Read the paragraph and place a bullet (.) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.
- At the end of the paragraph indicate the ticks (√) that the candidate has been awarded for the paragraph; as well as the level (1, 2 or 3) as indicated in the holistic rubric and a brief comment e.g.

_____ . _____ . _____
 _____ . _____ . _____ √√√√ Level 2

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the right-hand bottom margin e.g.

$\frac{32}{50}$

- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

- Be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion.

2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for *Any other relevant 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 Keep the **PEEL** structure in mind when assessing an essay.

P	Point: The candidate introduces the essay by taking a line of argument/making a major point.
E	Explanation: The candidate should explain in more detail what the main point is all about and how it relates to the question posed (line of argument).
E	Example: The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	Link: Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

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

- Introduction, main aspects and conclusion not properly contextualised ^
- Wrong statement _____
- Irrelevant statement |
|
|
- Repetition R
- Analysis A√
- Interpretation I√
- Line of argument LOA **↑**

2.5 The matrix

2.5.1 Use of the matrix in the marking of essays.

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

- (a) The first reading of essays will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	



- (b) The second reading of essays will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 3	

- (c) Allocate an overall mark with the use of the matrix.

C	LEVEL 4	}26–27
P	LEVEL 3	

MARKING MATRIX FOR ESSAY: TOTAL: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
PRESENTATION 	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.
CONTENT 							
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20–23	18–19	14–17
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

***Guidelines for allocating a mark for Level 1:**

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- Question includes basic and generally irrelevant information; no attempt to structure the essay = 1–6
- Question inadequately addressed and vague; little attempt to structure the essay = 7–13

SECTION A: SOURCE BASED QUESTIONS**QUESTION 1: HOW DID THE DEPLOYMENT OF MISSILES TO CUBA CONTRIBUTE TO COLD WAR TENSIONS BETWEEN THE SOVIET UNION AND THE UNITED STATES IN THE 1960s?**

- 1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- United States of America (1 x 1) (1)
- 1.1.2 *[Extraction of evidence from Source 1A – L1]*
- War-minded reactionary elements of the United States have long since been conducting an unbridled (unchecked) propaganda campaign against the Cuban Republic calling for an attack on Cuba.
 - An attack on Soviet ships carrying the necessary commodities and food to the Cuban people, in one word, calling for war.
 - The President of the United States asked Congress to permit the call-up of 150 000 reservists to the armed forces of the United States. (3 x 1) (3)
- 1.1.3 *[Interpretation of evidence from Source 1A – L2]*
- Cuba approached Russia for help after the failed Bay of Pigs invasion.
 - Cuba was a communist country and therefore the USSR supported her.
 - To resist the impact of American isolation and boycotts.
 - To protect Cuba's existence as a communist country.
 - Any other relevant answer. (Any 1 x 2) (2)
- 1.1.4 *[Evaluation of limitations of Source 1A – L3]*
- The source is biased towards Russia
 - The source portrays the USA as an aggressive, hostile force
 - The source denies that the USSR provided Cuba with nuclear missiles.
 - The source does not show the USSR's real reasons for deploying missiles to Cuba.
 - Any other relevant answer. (Any 2 x 2) (4)
- 1.2 1.2.1 *[Interpretation of evidence from Source 1B – L2]*
- Map shows that Cuba has nuclear weapons.
 - Map shows that the nuclear missiles were within striking distance of all major US cities.
 - Photo shows that Cuba was a threat to the USA.
 - Any other relevant answer. (Any 2 x 2) (4)

- 1.2.2 *[Interpretation of evidence from Source 1B – L2]*
- They were upset about the installation of the nuclear missiles
 - They discussed different options to stop the threat.
 - They decided to launch a blockade to force Russia to withdraw the missiles.
 - They announced Defcon 2 – military readiness for possible war.
 - Any other relevant answer. (Any 1 x 2) (2)
- 1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- Soviet military build-up on the island of Cuba (1 x 2) (2)
- 1.3.2 *[Extraction of evidence from Source 1C – L1]*
- To provide nuclear strike capability against the Western Hemisphere (1 x 2) (2)
- 1.3.3 *[Definition of a historical concept from Source 1C – L1]*
- The blockade of international waters around Cuba to prevent the delivery of nuclear weapons to that country.
 - Any other relevant answer. (1 x 2) (2)
- 1.3.4 *[Interpretation of evidence from Source 1C – L2]*
- He wanted to make the American people aware of the potential threat they were facing
 - He wanted to assure the American public that he was in control of the situation
 - He wanted to bring some reassurance to the American public
 - Any other relevant answer. (Any 2 x 2) (4)
- 1.4 *[Comparison of evidence from Sources 1B and 1C – L3]*
- Source 1C states that the USA had maintained surveillance over Cuba – this is supported by the map (1B) which was the result of the surveillance.
 - Source 1C states that the missiles had the potential to destroy large cities such as Washington – this is supported by the map (Source 1B) which shows that large US cities were within strike range of the missiles.
 - Both sources show that Cuba was equipped with nuclear missiles
 - Any other relevant answer. (Any 2 x 2) (4)

- 1.5 1.5.1 *[Extraction of evidence from Source 1D – L1]*
- ‘... I suggest will declare that our ships, bound for Cuba, are not carrying any armaments.’
 - ‘You would declare that the United States will not invade Cuba with its forces ...’
 - ‘... and will not support any sort of forces which might intend to carry out an invasion of Cuba.’ (Any 2 x 1) (2)
- 1.5.2 *[Extraction of evidence from Source 1D – L1]*
As aggressive, piratical actions (1 x 2) (2)
- 1.5.3 *[Interpretation of evidence from Source 1D – L2]*
- He implied that the US had escalated the crisis to a point where the US itself will not be able to stop the crisis.
 - He implied that the US's refusal to lift the quarantine could lead to a nuclear war
 - He implied that if the two powers failed to resolve the crisis peacefully, it would lead to nuclear war
 - He implied that the crisis had reached a stalemate which could only be decided by war
 - Any other relevant answer. (Any 2 x 2) (4)
- 1.5.4 *[Interpretation of evidence from Source 1D – L2]*
- Leaders reached a compromise
 - Russia would withdraw the missiles from Cuba on condition that the USA would not invade Cuba
 - The USA secretly agreed to withdraw its missiles from Turkey
 - Any other relevant answer. (Any 2 x 2) (4)
- 1.6 *[Interpretation, analysis and synthesis of evidence from relevant sources – L3]*
Candidates can use the following points to answer the question:
- Cuba requested Russian aid following the failed Bay of Pigs invasion (own knowledge)
 - Russia insists that US wants to attack Cuba as well as Russian ships on their way to Cuba (Source 1A)
 - Tensions worsened when in the US 150 000 reservists were called up (Source 1A)
 - Russia acknowledged providing weapons to Cuba for defensive purposes (Source 1A)
 - The USA considers missile deployment to Cuba as a threat (Sources 1A and 1B)
 - Tensions worsened when the USA published a map showing all major USA cities were within range of the missiles (Source 1B)
 - President Kennedy makes people aware of the danger and promises to oppose it (Source 1C)
 - Kennedy initiates a blockade of Cuba and threatens to sink Russian ships (Source 1C).

- Russia instructs its captains to ignore the naval blockade (own knowledge and Source 1D)
- Russia warns that the missile crisis would lead to a disastrous nuclear war (Source 1D)
- Russia declares that it is in favour of a peaceful solution to the crisis (Source 1D).
- Any other relevant response.

Use the following rubric to assess the paragraph:

	CRITERIA	MARKS
LEVEL 1	<ul style="list-style-type: none"> • Use evidence in an elementary way. • Question not answered. • Shows little or no understanding of how the deployment of nuclear missiles to Cuba contributed to Cold War tensions between the USA and the USSR. • Uses evidence partially or cannot write a paragraph. 	0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is usually relevant and largely related to the topic. • Shows some understanding of how the deployment of nuclear missiles to Cuba contributed to Cold War tensions between the USA and USSR. • Uses evidence in a basic way to write a paragraph. 	3–5
LEVEL 3	<ul style="list-style-type: none"> • Use relevant and relevant evidence. • Demonstrate a thorough understanding of how the deployment of missiles to Cuba contributed to Cold War tensions between the USA and the USSR • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	6–8

(8)
[50]

QUESTION 2: WHY DID FOREIGN POWERS BECOME INVOLVED IN THE ANGOLAN WAR OF INDEPENDENCE?

- 2.1 2.1.1 *[Definition of historical concepts from Source 2A – L1]*
- The right to govern a country without any interference from foreign powers
 - Any other relevant answer. (Any 1 x 2) (2)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*
- MPLA
 - FNLA
 - UNITA (3 x 1) (3)
- 2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- Each movement wanted to govern the country on their own
 - They had too many ethnic differences
 - They had too many ideological differences
 - There was too much foreign interference
 - They distrusted each other which hampered the power-sharing agreement.
 - Any other relevant answer. (Any 1 x 2) (2)
- 2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- MPLA was communist
 - MPLA was opposed to SA's apartheid policy
 - MPLA allowed the ANC to open bases to continue the armed struggle against SA
 - MPLA allowed SWAPO to set up bases to continue the struggle for independence
 - Any other relevant response. (Any 2 x 2) (4)
- 2.1.5 *[Interpretation of evidence from Source 2A – L2]*
- Almost all the superpowers became involved in the civil war
 - Superpowers provided military assistance to protect their own interests in Angola
 - Superpowers became involved to expand their ideology in Angola
 - Any other relevant answer. (Any 1 x 2) (2)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- The total onslaught of communism. (1 x 2) (2)

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

- To secure and to protect its own interests
- To protect South Africa from the increasing communist threat.
- The USSR and Cuba were enlarging their support to the MPLA
- The concentration of SWAPO insurgents on the southern Angola border furthermore endangered SA's interests in SWA.
- As such, SA was pressured by some in the international community to get involved in Angola for the first time
- The international community put pressure on South Africa to become involved
- It is in their own and regional interest. (Any 3 x 1) (3)

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

- Both organisations were indirectly controlled by Russia
- Russia provided both organisations with weapons to maintain its communist agenda in Africa
- Any other relevant answer. (Any 1 x 2) (2)

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

- The US was opposed to communist invasion of Angola because it would jeopardise their capitalist interests there.
- The US did not want to get directly involved and so they asked SA to protect capitalism in Southern Africa
- The US was under pressure after their failed campaign in Vietnam and did not want to deploy troops to Angola.
- Any other relevant answer. (Any 2 x 2) (4)

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

- USA trained Angolan combat units
- USA personnel ... carrying out reconnaissance and supply missions
- CIA spent over a million dollars on an ambitious mercenary programme
- Many American guerrillas were fighting in Angola against the MPLA
- CIA was also directly financing the arming of British mercenaries. (Any 4 x 1) (4)

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

- To take the attention away from their own involvement in Angola
- To justify their intervention in Angola
- Any other relevant answer. (Any 1 x 2) (2)

2.3.3 *[Determining usefulness of Source 2C – L3]***Useful to a great extent**

- Source shows that the US provided military assistance to certain liberation organisations
- Source shows that the US was directly involved in the Angolan Civil War
- Source also shows that the US provided financial assistance to realise its own goals in Angola
- Source shows that the US also used propaganda to shift the attention away from their intervention in Angola.
- Any other relevant answer. (Any 2 x 2) (4)

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

- It shows that Neto and Castro had a very good relationship
- It shows that Castro supported the MPLA.
- Source shows that many people were happy with the MPLA government
- It shows that Castro contributed to the MPLA's assumption of power
- Any other relevant answer. (Any 2 x 2) (4)

2.4.2 *[Evaluating the limitations of Source 2D – L3]*

- It can be considered as propaganda.
- Not all citizens supported the MPLA as the source wants to suggest
- The source does not show the divisions that existed in Angola after independence.
- Any other relevant answer. (Any 2 x 2) (4)

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

Candidates may include the following aspects in their responses:

- Foreign powers become involved in Angolan War of independence to further their economic and ideological interests (Source 2A)
- They delivered military assistance to their preferred clients (Source 2A)
- SA supports UNITA and the FNLA because they were anti-communist (Source 2B)
- Both UNITA and the FNLA pledged to counter SWAPO attacks on South Africa. (Source 2B)
- SA was opposed to the communist MPLA. (Source 2B)
- SA saw a need to secure and protect its own interests (Source 2B)
- The USA wanted to contain the spread of communism in Angola and Southern Africa (Source 2C)
- The US had oil contracts in Angola and was opposed to communist expansion which would put it at risk. (Own knowledge)
- Russia and Cuba supported the MPLA because they were communists (Own knowledge and Source 2D)
- Angola's geographical location was of strategic value to both the USA and Russia (Own knowledge)
- Cuba became involved at the request of the MPLA (Own knowledge and Source 2D)
- Cuba became involved to stop the South African military's advance in Angola (Own knowledge)
- Any other relevant response.

Use the following rubric to assess the paragraph:

	CRITERIA	MARKS
LEVEL 1	<ul style="list-style-type: none"> • Use evidence in an elementary way. • Question not answered. • Shows little or no understanding of why foreign powers became involved in the Angolan war of independence. • Uses evidence partially or cannot write a paragraph. 	0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is usually relevant and largely related to the topic. • Shows some understanding of why foreign powers became involved in the Angolan War of Independence. • Uses evidence in a basic way to write a paragraph. 	3–5
LEVEL 3	<ul style="list-style-type: none"> • Use relevant and relevant evidence. • Demonstrate a thorough understanding of why foreign powers became involved in the Angolan War of Independence. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	6–8

(8)
[50]

QUESTION 3: WHAT WAS THE IMPACT OF BLACK POWER MOVEMENT ON AFRICAN AMERICANS IN THE 1960s?

- 3.1 3.1.1 *[Definition of historical concepts from Source 3A – L1]*
- Civil Rights are the social and political rights given to all citizens who resides in the same borders irrespective of skin colour.
 - Any other relevant response (Any 1 x 2) (2)
- 3.1.2 *[Interpretation of evidence from Source 3A – L2]*
- It changed the way Black people looked at themselves
 - BP created a force that was prepared to fight Whites for what they believed in
 - BP sought to achieve racial independence and not to be absorbed into the white-dominated society
 - Brought about a period of racial violence and turmoil in the USA
 - Any other relevant response. (Any 2 x 2) (4)
- 3.1.3 *[Extraction of evidence from Source 3A – L1]*
- Blacks still received lower wages than whites
 - Higher crime rate in their neighbourhoods
 - They also faced unspoken, but palpable racial discrimination
 - Civil Rights Movement as too mainstream to generate real social change
 - They wanted to quicken the process and give black opportunities as whites
 - They felt that Civil Rights Movement was based more on white perceptions of civil rights than black perceptions. (Any 3 x 1) (3)
- 3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- They became disillusioned with the slow pace of change brought about by the Civil Rights Movement.
 - The Civil Rights Movement failed to adequately address the social and economic inequalities of Blacks.
 - They felt that the Civil Rights Movement was too moderate and based more on white thinking than black thinking
 - The Civil Rights Movement's policy on non-violence did not appeal to some blacks. (Any 2 x 2) (4)

- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
• Black Panther Party (1 x 2) (2)
- 3.2.2 *[Extraction of evidence from Source 3B – L1]*
• The Black Nationalist party was vilified (criticised) in the news media
• Feared by those intimidated by its message of black power
• Its commitment to ending police brutality and subjugation of Black Americans (3 x 1) (3)
- 3.2.3 *[Interpretation of evidence from Source 3B – L2]*
• They wanted to improve learning in black schools
• Blacks were excluded from the federal government's food programmes.
• The Black Panthers perceived hunger as a means of oppression that must be stopped through feeding schemes.
• To increase academic performance.
• To raise the standard of living of Black Americans.
• To lay the foundation of political activism/fuelling revolution
• Any other relevant response. (Any 1 x 2) (2)
- 3.2.4 *[Interpretation of evidence from Source 3B – L2]*
• The children were just enjoying the food and were not aware of the political undertones
• Their focus was only on the breakfast and they did not have an interest of knowing why the food was served to them
• They did not have an interest in the Black Panther Party's politics
• Any other relevant response. (Any 1 x 2) (2)
- 3.2.5 *[Evaluation of evidence from Source 3B – L3]*
Successful
• The children weren't falling asleep in class
• They weren't crying with stomach cramps
• Children were different. (Any 2 x 2) (4)
- 3.3 3.3.1 *[Interpretation of evidence from Source 3C – L2]*
• To show that the Black Panther's programme was successful
• To show that blacks had the ability to do things for themselves
• To foster a culture of pride in being black
• To show that Blacks could eradicate poverty and hunger without federal support.
• Any other relevant response (Any 2 x 2) (4)

3.3 *[Comparison of sources to determine similarities – L3]*

- Source 3B states that Black Panther Party started a programme of serving black children a breakfast meal, whilst Source 3C shows how black children are being served with a breakfast.
- Both sources show that Black Panthers can do things for themselves without relying on white assistance.
- Both sources show how happy the children are to receive the food.
- Any other relevant response (Any 2 x 2) (4)

3.4 3.4.1 *[Extraction of evidence from Source 3D – L1]*

- As a student at Lincoln University in Pennsylvania, she was involved in the Black Student Congress (1 x 2) (2)

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

- An article in the magazine showing Huey without a shirt strapped to a hospital gurney, with a bullet wound in his stomach (1 x 2) (2)

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

- Women played a critical role in every aspect of the party life of the Black Panther Party
- Women occupied key positions in the party due to its gender equality programme
- Almost half of the membership of the BPP were women
- Black women kept the work of the party going
- Women occupied leadership positions to fill the vacant posts as men were charged or killed by the federal government
- Women were able to open BPP branches – Connecticut.
- Any other relevant response. (Any 2 x 2) (4)

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

Candidates may include the following aspects in their responses:

- Blacks became discouraged with the Civil Rights Movement because they had to wait too long for their freedom (Source 3A)
- BPM was a turning point in black-white relations (Source 3A)
- BPM offered blacks economic and political independence (Source 3A)
- Black Power Movement encourages blacks to start doing things for themselves (Own knowledge)
- BPP started the free breakfast programme for children (Source 3B and 3C)
- Breakfast programmes had positive effects on black children (Source 3B and 3C)
- The aim of the breakfast programmes aim was to fuel the revolution (Source 3B)
- BPP also offered health clinics and literacy classes for blacks (Own knowledge)

- BPP clashed with the police to end police brutality (Own knowledge)
- BPP programmes were successful and as a result the federal government disliked the Black Panther Party (Source 3B and 3C)
- BPP proclaimed self-sufficiency – educated their own children (Own Knowledge)
- Many women joined the BPP like Erica Huggins (Source 3D)
- Women played an active and critical role in the BPP – forming branches like Erica Huggins (Source 3D)
- Women occupied key positions left by men who were either imprisoned or killed by the federal government (Source 3D)
- Any other relevant response.

Use the following rubric to assess the paragraph:

	CRITERIA	MARKS
LEVEL 1	<ul style="list-style-type: none"> • Use evidence in an elementary way. • Question not answered. • Shows little or no understanding of the impact of the Black Power Movement on African Americans in the USA in the 1960s. • Uses evidence partially or cannot write a paragraph. 	0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is usually relevant and largely related to the topic. • Shows some understanding of the impact of the Black Power Movement on African Americans in the USA in the 1960s. • Uses evidence in a basic way to write a paragraph 	3–5
LEVEL 3	<ul style="list-style-type: none"> • Use relevant and relevant evidence. • Demonstrate a thorough understanding of the impact of the Black Power Movement on African Americans in the USA in the 1960s. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	6–8

(8)
[50]

SECTION B: ESSAY QUESTIONS**QUESTION 4: THE COLD WAR: CASE STUDY – CHINA**

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

SYNOPSIS

Candidates must indicate to what extent the Great Leap Forward and the Cultural Revolution succeeded in transforming China from a backward agrarian state into an industrial state. Candidates must discuss the reasons for the implementation as well as the impact of the policies.

MAIN ASPECTS

Candidates may include the following aspects in their response:

Introduction: Candidates must indicate to what extent the Great Leap Forward and the Cultural Revolution succeeded in transforming China from a backward agrarian state into an industrial state.

ELABORATION

- 1949 Mao signed a Treaty of Friendship with Russia to help him rebuild his country.
- Russia gave them money, machines and experts; with his help he implemented his First Five Year Plan.
- This plan was a success – coal doubled its output and that of oil tripled.
- Agricultural output increased but could not produce enough grain for urban consumption.
- Mao introduced the Great Leap Forward to transform China into an industrial state.
- He believed that collectivisation would feed the industrial workers in the city and produce cash crop for exports.
- Farms were taken over by the state – state targets were set and revised
- None of these targets were achieved
- Industrial output fell – coal dropped to 180 million tonnes
- Heavy industry fell by 65%
- Light industry fell by 30%
- These targets were not met because the farmers produced slowly as they were angry because their farms were taken away.
- The production of iron and steel dropped and the quality thereof was poor.
- In 1960 Mao had an argument with Russia – Russia withdrew their experts leading to the collapse of all major projects in China.
- In that same year there was a huge drought which led to a famine where 30 million people died.

- Mao stepped down as president but remained the chairman of the Communist Party.
 - The moderates that took over implemented capitalist reforms to improve the economy of the country.
 - Mao was against capitalism and launched the Cultural Revolution.
 - He called on the Chinese public to eliminate everyone and everything that was associated with capitalism.
 - He urged them to destroy the 4 Olds (Old Ideas, Old habits, Old customs, and Old culture).
 - The students answered Mao's call and formed the Red Guard. They attacked and destroyed churches, schools and universities.
 - Teachers, parents and party officials were publicly humiliated and killed.
 - Students now also attacked parents who were suspected of being anti-communist.
 - The country was now in a state of civil war and Mao was forced to call in the army to restore law and order.
 - Millions of students were sent to the countryside for re-education.
 - Mao died in 1976 and that led to the end of the Cultural Revolution.
 - Another 4 million people died as a result of this policy.
 - A whole generation of Chinese did not get any formal evaluation as schools and universities were destroyed.
 - The economy went into a crisis as agricultural production dropped.
 - Many Chinese lost confidence in the Communist Party.
 - Any other relevant response
- Conclusion: Candidates should tie up their arguments with relevant conclusions.

[50]

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

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

SYNOPSIS

Candidates need to critically discuss how Nyerere and Sese Seko confronted their economic and political challenges after independence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should critically discuss the successes and challenges facing Tanzania and the Congo with specific reference to their economic and political development after gaining independent from colonial rule.

ELABORATION**ECONOMY**

- The Congo and Tanzania inherited a single-product economy from their colonisers.
- Tanzania followed a socialistic economic model
- Congo followed a capitalistic model
- Both countries struggled to develop their respective economies.
- Nyerere adopted an African Socialism model outlined in the Arusha Declaration which led to the nationalisation of industries and land.
- Its aim was to cut ties with Western countries and create self-sufficiency and self-dependency.
- Society would be stable and free of economic inequalities.
- Mobuto initially nationalised industries using the Zaireanization policy – which involved taking farms and businesses from the foreign owners who were replaced by Congolese.
- When it failed due to lack of skills and poor management he adopted a capitalistic model and returned businesses to foreign owners.
- Nyerere introduced Villagisation or Ujaama.
- A rural community with farming / collective labour.
- Lack of tools, water and management skills led to resistance which the police and military forces could not control.
- This led to destruction and abandonment of fields.
- Tanzania remained the poorest and most underdeveloped country.
- Tanzania reduced corruption of government officials through the 'Leadership Code'.
- Both countries had to accept foreign aid and allow investments which Nyerere initially viewed as neo-colonialism.

POLITICAL ASPECTS

Congo:

- Attaining independence through democratic elections (the Congo 1960) J. Kasavubu became President and P Lumumba became the prime minister
- After holding multi-party elections at independence, the Congo became a one-party state within the first five years after gaining independence
- Mobuto Sese Seko remained as president for life until his death in 2007
- Mobuto Sese Seko created a kleptocracy where a group of appointed public officials abused their position for financial gain
- Brought back African values
- Strong centralised government
- Political stability (though based on authoritarianism)
- Any other relevant response.

Tanzania

- Attaining independence through democratic elections (Tanzania 1961: J Nyerere – amended the constitution to become President (1962)
 - Smooth transition (peaceful change/racial harmony/commitment to promotion of human equality and dignity
 - After holding multi-party elections at independence, it became a one-party state
 - Nyerere remained as president for life between the 1960s and 1970s
 - Nyerere introduced the Leadership Code in the Arusha Declaration which demanded high levels of integrity from public officials
 - African Socialism / Ujamaa was appropriate for inhabitants
 - Establishment of the United Republic of Tanzania (1964)
 - Centralised and unitary state
 - Any other relevant response.
- Conclusion: Candidates should tie up their arguments with relevant conclusions. **[50]**

QUESTION 6: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s – THE BLACK POWER MOVEMENT IN THE USA

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

SYNOPSIS

Candidates must state whether they agree or disagree with the statement. By taking a stance they need to support it with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should indicate whether they agree with the statement or not.

ELABORATION

- Rosa Parks (background)
- In 1960 a small group of black students started a sit-in at a restaurant in Greensboro that refused to serve black people
- They occupied the 'Whites only' seats and placed their orders; but were not served. Within two months the sit-ins spread to 54 cities in 9 states
- The students were physically and verbally abused but they followed King's non-violent strategy of not fighting back
- The campaign was successful and a few weeks later six restaurants in Nashville desegregated and started to serve all people regardless of their skin colour
- This was followed by successful campaigns against segregated transport, restaurants, swimming pools, theatres, libraries, beaches and public parks
- In 1961 CORE organised the Freedom Rides where both black and white Americans drove southward to test the effectiveness of the Court's desegregation decision
- In Alabama, one of the buses was burned and a few activists assaulted. This violence was broadcast on national television and resulted in national attention for the Freedom Rides.
- This forced the Federal Government to step in to protect the activists and to enforce the Supreme Court decision. In this way, the Freedom Rides led to the desegregation of more bus services in the southern States
- Blacks in America could only vote if they could pass a literacy test. Black and white students from the North visited churches and schools in the South and taught Blacks how to read and write
- The Black Power Movement then shifted their focus to obtain voting rights for Blacks in Mississippi by means of a strategy entitled 'Freedom Summer.'

- They were abused and harassed and at least three activists were killed. In spite of this, the Freedom Summer campaign continued and was a success because many more Blacks could now pass the literacy test
 - In this way more Blacks were now able to vote
 - Birmingham was a strong KKK fortress and described as America's most racist city.
 - In April 1963 King led a march to protest against segregation and unfair employment in the city.
 - He was arrested. He consequently used children to continue the campaign in Birmingham. The police suppressed the march with violence
 - The images of children being sprayed with high-pressure water pipes and being attacked by dogs and police, caused international news and condemnation.
 - The media had once again shown America what life was like for African Americans in the South
 - The march was ended through a compromise. The protest action was stopped and the city's facilities were desegregated and more Blacks were employed in the city's departmental stores
 - On 28 August 1963, King led a march of more than 200 000 Americans in Washington for jobs and freedom
 - He wanted to emphasise the political and social challenges that black Americans faced each day. The march tried to address the unemployment of Blacks and to gain full racial equality
 - It culminated in Martin Luther King Jr.'s 'I have a dream' speech, a spirited call for racial justice and equality
 - This led to the Federal Government passing the Civil Rights Act of 1964 that banned segregation in public accommodation and discrimination in education and jobs
 - This was followed up by the Voting Rights Act of 1965, which removed all restrictions on voting rights
 - Literacy tests and extra taxes would no longer be allowed to prevent African Americans from voting.
 - Any other relevant answer.
- Conclusion: Candidates should tie up their argument by mentioning the success of the Civil Rights Movement in effecting changes in the United States of America.

[50]**TOTAL: 150**