



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2017

**HISTORY P1
MEMORANDUM**

MARKS: 150

This memorandum 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% (15 marks) |
| LEVEL 2 | <ul style="list-style-type: none"> Interpretation of evidence from sources Explain information gathered from sources Analyse relevant evidence from sources | 40% (20 marks) |
| LEVEL 3 | <ul style="list-style-type: none"> Interpret and evaluate evidence from sources Engage with sources to determine its usefulness, reliability, bias and limitations Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions | 30% (15 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 contextualized (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

2.4.3 The following additional symbols can also be used:

Introduction, main aspects and conclusion not properly contextualised



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

2.5 The matrix

2.5.1 Use of the matrix in the marking of essays

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

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

| | | |
|---|---------|--|
| C | LEVEL 4 | |
| | | |



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

| | | |
|---|---------|--|
| C | LEVEL 4 | |
| P | LEVEL 3 | |

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

| | | |
|---|---------|--------|
| C | LEVEL 4 | }26–27 |
| P | LEVEL 3 | |

MARKING MATRIX FOR ESSAY: TOTAL: 50

| PRESENTATION  CONTENT  | LEVEL 7 | LEVEL 6 | LEVEL 5 | LEVEL 4 | LEVEL 3 | LEVEL 2 | LEVEL 1* |
|---|--|--|--|---|---|---|--|
| | Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument. | Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument. | Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument. | Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence. | Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence. | Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion. | Little or no attempt to structure the essay. |
| LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument. | 47–50 | 43–46 | | | | | |
| LEVEL 6 Question has been answered. Content selection relevant to a line of argument. | 43–46 | 40–42 | 38–39 | | | | |
| LEVEL 5 Question answered to a great extent. Content adequately covered and relevant. | 38–39 | 36–37 | 34–35 | 30–33 | 28–29 | | |
| LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection. | | | 30–33 | 28–29 | 26–27 | | |
| LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage. | | | | 26–27 | 24–25 | 20–23 | |
| LEVEL 2 Question inadequately addressed. Sparse content. | | | | | 20–23 | 18–19 | 14–17 |
| LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content. | | | | | | 14–17 | 0–13 |

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

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

QUESTION 1: THE COLD WAR – THE CUBAN MISSILE CRISIS**HOW DID THE CUBAN MISSILE CRISIS CONTRIBUTE TO 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]*

- United States of America (USA) (1 x 1) (1)

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

- If Cuba fell, other Latin-American countries would reject the Soviet Union
- Loss of Cuba would be a blow for Marxism-Leninism
- The stature of the Soviet Union would be diminished if Cuba had to be invaded by the USA (3 x 1) (3)

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

- That Cuba would not be invaded by the USA (1 x 2) (2)

1.1.4 *[Explanation of a historical concept from Source 1A – L2]*

- The naval blockade of Cuba that prevented the Soviet Union ships carrying missiles to Cuba.
- Any other relevant response (1 x 2) (2)

1.1.5 *[Ascertaining the usefulness of Source 1A – L3]*

- The source highlights the fears of the Soviet Union if Cuba were to fall to capitalism
- The source reveals the possible threat to Marxism-Leninism
- It highlights strategies of the Soviet Union to deal with the USA.
- Any other relevant response. (2 x 2) (4)

1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*

- There was a Soviet military build-up in Cuba.
- There was evidence of missile sites in Cuba. (1 x 2) (2)

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

- To stop the deployment of Soviet missiles to Cuba.
- To ensure that the safety and security of the USA.
- To prevent the spread of communism to Latin America.
- To send a message to the Soviet Union that the USA would not tolerate Soviet aggression in the Western Hemisphere.
- Any other relevant response. (2 x 2) (2)

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

- The missiles were a threat to the security of the USA.
- To prevent the outbreak of a nuclear war.
- To stop the spread of communism to Latin America.
- Any other relevant response. (2 x 2) (4)

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

- The USA regarded Cuba as a country where the human rights of people were violated.
- It refers to the view that was held by many in the USA that many Cubans were kept there against their will.
- Refers to the lack of democracy in Cuba.
- The USA had kept stringent economic and diplomatic sanctions against Cuba.
- Any other relevant response. (2 x 2) (4)

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

- To keep the diplomatic channels of engagement open.
- To prevent the escalation of hostilities between the USA and Soviet Union
- To find a solution to the missiles crisis
- To prevent an outbreak of a nuclear war
- Any other relevant response. (2 x 2) (4)

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

- The USA had missiles in Turkey which were a threat to the Soviet Union. (1 x 2) (2)

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

- In Source 1C contains evidence of US missiles near the Soviet Unions border and as a consequence the Soviet Union deployed missiles to Cuba as shown in Source 1A
- In Source 1A the Soviet Union stated that they would withdraw missiles from Cuba, if the sovereignty of Cuba would not be threatened by the USA. In Source 1C the USA commits to withdraw missiles from Turkey.
- Both sources show the brinkmanship that characterised the missile crisis.
- Any other relevant response. (2 x 2) (4)

1.5 1.5.1 *[Extraction of evidence from visual clues; Source 1D – L1]*

- Fidel Castro
- Nikita Khrushchev (2 x 1) (2)

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

- By withdrawing the missiles from Cuba, the Soviet Union had suffered considerable reputational harm.
- Even though Cuba might have felt a sense of loss, the biggest negative impact was on the Soviet Union.
- Khrushchev knew that he could lose the respect and support of the military.
- He anticipated that his position in the Soviet Union would be threatened and he might lose political power.
- Any other relevant response. (2 x 2) (4)

1.6 *[Paragraph – interpretation, analysis and synthesis of evidence/information from relevant sources – L3]*

- The USA deployed Jupiter missiles near the Soviet Union borders in 1959 in order to have a military advantage over the USSR.
- The USA knew of the Soviet missiles that were deployed to Cuba through their surveillance (Source B)
- USA imposed a naval and air blockade to stop the Soviet Union from transporting missiles to Cuba (Source 1B)
- Kennedy demanded that Khrushchev withdraw the missiles from Cuba (Source 1B)
- In October 1962 Anatoly Dobrynin and Robert Kennedy of USA held discussions on how to resolve the missile crisis impasse (Source 1C).
- The world was on the brink of a nuclear war.
- Both leaders realised the threat of a nuclear war (Source 1C).
- The USSR removed her missiles from Cuba (Sources 1A and 1C)
- The USA reciprocated by removing her missiles from Turkey (Source 1C).
- The delicate balance of power was nevertheless maintained.
- Any other relevant response. (8)

Use the following rubric to allocate a mark.

| LEVEL | CRITERIA | MARKS |
|---------|---|-------|
| LEVEL 1 | <ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows little or no understanding of how the Cuban Missile Crisis contributed to Cold War tensions between the United States of America and the Soviet Union in the 1960s. • Uses evidence partially to report on topic or cannot write a paragraph. | 0–2 |
| LEVEL 2 | <ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of how the Cuban Missile Crisis contributed to Cold War tensions between the United States of America and the Soviet Union in the 1960s. • Uses evidence in a basic manner to write a paragraph. | 3–5 |
| LEVEL 3 | <ul style="list-style-type: none"> • Uses evidence relevant evidence, e.g. demonstrates a thorough understanding of how the Cuban Missile Crisis contributed to Cold War tensions between the United States of America and the Soviet Union in the 1960s. • Evidence relates very well to the question. • Uses evidence is used very effectively in an organised paragraph that shows an understanding of the topic | 6–8 |

(8)
[50]

QUESTION 2: INDEPENDENT AFRICA**HOW DID FOREIGN COUNTRIES BECOME INVOLVED IN THE ANGOLAN CIVIL WAR AFTER 1975?**

2.1 2.1.1 *[Explanation of a historical concept – L1]*

- Ideological war between the USA and the USSR.
- Competition for ideological supremacy between capitalism and communism
- War of positions, in which there is no actual or military engagement between the main adversaries.
- Any other relevant answer (1 x 2) (2)

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

- USA
- China
- USSR/Soviet Union
- Cuba
- Zaire
- South Africa (Any 4 x 1) (4)

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

- To end the use of Angola as a base for rebels fighting for the independence of Namibia (1 x 2) (2)

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

- To further their respective ideologies
- To make Angola a base to enhance capitalism/or communism in Africa
- To influence the political ideology that took route in post-independence Angola
- To support different factions in the civil war
- Any other relevant answer (Any 2 x 2) (4)

2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*

- One billion dollars in aid
- Additional 2 000 troops (2 x 1) (2)

2.2.2 *[Asserting the usefulness of evidence from Source 2B – L3]*

This source is useful because:

- The USA was very keen to support UNITA
- USA saw UNITA as a tool to counter the spread of communism in Angola and Africa
- Cuba was a long-standing ally of MPLA and offered support to the MPLA government
- Cuba deployed troops and military equipment in Angola
- The involvement of USA and Cuba prolonged the Angolan conflict.
- Any other relevant response. (Any 2 x 2) (4)

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

- That all foreign troops must withdraw from Angola and Namibia. (1 x 2) (2)

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

- To guarantee the sovereignty of Angola.
- Cuba wanted to ensure that all foreign powers left Angola.
- To ensure that the MPLA government would not be at a disadvantage or at risk once Cuba had left Angola.
- Any other relevant response (Any 2 x 2) (4)

2.3 *[Comparison and interpretation of evidence from Sources 2A and 2B – L3]*

- In Source 2A the USA provides aid and training for FAPLA and UNITA and in Source 2B Savimbi is regarded as a key ally of the USA.
- Both sources show the Soviet Union's support for the MPLA government
- Source 2A gives evidence of South Africa's direct support of UNITA, while Source 2B shows Cuban financial and military support for the MPLA.
- Any other relevant answer. (2 x 2) (4)

2.4 2.4.1 *[Interpretation and analysis of evidence from Source 2C – L2]*

- To show that they were making advances in the war and were the conquering enemy.
- It was used for propaganda purposes.
- To dampen the morale of the government forces and at the same time boost the morale of UNITA.
- Any other relevant response. (Any 2 x 2) (4)

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

- UNITA (1 x 2) (2)

2.5 2.5.1 *[Interpretation and evaluation of evidence from Source 2D – L2]*

- The Battle was the last major battle in the Angolan Civil War which had the direct involvement of foreign powers
- The direct confrontation between Cuban forces and the South African Defence Force regiments, led to the withdrawal of foreign forces in Angola
- The independence of Namibia was achieved through the implementation of UN Resolution 434.
- The SADF's military were exposed by Cuba in Cuito Cuanavale
- Any other relevant response. (Any 2 x 2) (4)

2.5.2 *[Interpretation and evaluation of evidence from Source 2D – L2]*

- Different countries entered the Angolan war with different objectives to achieve.
- Each country or group does not want to be seen as having been defeated.
- As part of the Cold War, the Angolan Civil War was an ideological contestation that occurred in Africa.
- Any other relevant response. (Any 2 x 2) (4)

2.6 *[Interpretation, analysis and evaluation of evidence/information from relevant sources – L3]*

- Foreign involvement in the civil war confirmed Angola as a site of the Cold War (Source 2A).
- The involvement of SA, Cuba, USA, China and the USSR internationalised the Angolan Civil War (Source 2A).
- The USA and SADF supported UNITA which became a strong fighting force in Angola (Source 2A)
- China sent military instructors to train FAPLA (Source 2A)
- Due to their long-standing relations with the MPLA, Cuba gave significant support to the MPLA government (Source 2A)
- The USA gave unquestioning support to Jonas Savimbi and UNITA (Source 2B)
- As a result of the USA's involvement the civil war was prolonged and it led to the defeat of the SADF.
- Cuba tilted the scale in favour of Angolan government forces (Source 2C).
- Cuba deployed hi-tech weaponry during the Battle of Cuito Cuanavale (Source 2D)
- The SADF were embarrassed and outclassed (Source 2D)
- The military frailties of the SADF were exposed by the Cuban regiments at Cuito Cuanavale.
- Cuito Cuanavale was the last straw for the SADF (Source 2D).
- Any other relevant response. (8)

Use the following rubric to allocate a mark.

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

(8)
[50]

QUESTION 3: CIVIL SOCIETY PROTESTS IN USA, 1950s TO 1970s**WHY WAS THE BLACK POWER MOVEMENT FORMED IN THE UNITED STATES OF AMERICA DURING THE 1960s?**

3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*

- They are poor.
- They are black. (2 x 1) (2)

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

- Blacks must organise themselves in the black community.
- Black people must do things for themselves.
- Create black consciousness that will provide the basis for political strength.
- Only black people must speak for black people. (Any 3 x 1) (3)

3.1.3 *[Interpretation and evaluation of evidence from Source 3A – L2]*

- Africans were able run their own affairs without the involvement of whites.
- Black people were able to show the world that they can stand on their own.
- It debunks the belief that without the white man blacks cannot progress.
- Blacks in other parts of the world were encouraged to fight for equality.
- Any other relevant response. (Any 2 x 2) (4)

3.1.4 *[Interpretation, evaluation and analysis of usefulness of evidence from Source 3A – L3]*

USEFUL

- The source explains the challenges that blacks faced in the USA – that they were poor and that they are black
- Provides a philosophical and political justification for the advancement for black people
- The source appeals to black communities to fight their own battles.
- The source encourages self-determination among blacks
- Africa is seen as a shining example of how blacks can run their own countries.
- Any other relevant response.

NOT USEFUL

- The source may be seen as promoting racial segregation.
- The source may lead to racial polarisation of the American society.
- Whites may all be viewed as supporting racism.
- Any other relevant response. (Any 2 x 2) (4)

3.2 3.2.1 *[Explanation of a historical concept from Source 3B – L1]*

- Pride that one has of belonging to a nation and a commitment to promote the interest of that nation.
- The Black Power Movement encouraged pride among black people.
- Any other relevant response. (1 x 2) (2)

3.2.2 *[Extraction/quotation of evidence from Source 3B – L1]*

- They wanted freedom immediately. (Any 1 x 1) (1)

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

- Black people have had long been demanding freedom without success.
- Freedom will not come until blacks fought for their freedom.
- Blacks must reject white domination in all of its forms.
- Blacks must take charge of their communities and economic activities.
- Any other relevant answer. (Any 2 x 2) (4)

3.2.4 *[Interpretation of and information from Source 3B – L2]*

- Blacks must fight until they attained their freedom.
- Malcolm X rejected the philosophy of non-violence.
- Blacks must protect themselves against white brutality.
- Any other relevant response. (Any 2 x 2) (4)

3.3 *[Comparing, interpreting and evaluating information from Sources 3A and 3B – L3]*

- Both sources refer to the demand for freedom for African Americans.
- Both sources encourage blacks to take responsibility for their destiny.
- Both sources emphasise self-determination for blacks.
- Source 3A refers that black people being poor, this can be linked to Source 3B that talks about the need for blacks to be in charge of the economy in their communities
- Any other relevant response. (Any 2 x 2) (4)

3.4 3.4.1 *[Extraction of information from Source 3C – L1]*

- The term 'Negro' is associated with the years of slavery in America. (1 x 2) (2)

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

- It addressed their political exclusion from mainstream African life
- It promoted African identity and culture
- It demanded racial equality.
- Blacks could identify with the political ideals of the Black Power Movement
- Any other relevant response. (Any 2 x 2) (4)

3.4.3 *[Extraction of evidence from Source 3C – L1]*

- Charged a higher rate for a mortgage.
- Paid less than whites, while doing the same job.
- Faced violence from whites. (Any 2 x 1) (2)

3.5 3.5.1 *[Interpretation of evidence from the visual source; Source 3D – L2]*

- The militancy of the members of the party – uniform and military pose.
- The party was armed its members with weapons that are visible
- The party was not afraid to use violence to achieve its goals.
- Any other relevant response. (2 x 2) (4)

3.5.2 *[Interpretation of evidence from Source 3D – L1]*

- To defend African Americans from police brutality (1 x 2) (2)

3.6 *[Interpretation, analysis and synthesis of information from relevant sources to evaluate the extent of the success of desegregation of schools – L3]*

- Black Power Movement was formed to fight for the political, social and economic rights of black Americans (own knowledge)
- To address the problems poverty and racism (Source 3A)
- The movement sought to highlight the need for psychological equality (Source 3A)
- To ensure that black people developed on their own and in their communities (Source 3A)
- To advocate that black people must do things for themselves (Source 3A)
- To adopt a new stance to fight for freedom and use violence if necessary (Source 3B)
- Blacks were encouraged to reject white domination (Source 3B)
- Blacks to take charge of the economy in their communities (Source 3B)
- To instil pride and esteem in blacks (Source 3C)
- To promote African culture and identity (Source 3C)
- Despite some achievements of the Civil Rights Movement, black people were still victims of racism (Source 3C).
- Any other relevant response. (8)

Use the following rubric to allocate a mark.

| LEVEL | CRITERIA | MARKS |
|---------|---|-------|
| LEVEL 1 | <ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows little or no understanding of why the Black Power Movement was formed in the United States of America during the 1960s. • Use evidence partially or cannot write a paragraph. | 0–2 |
| LEVEL 2 | <ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of why the Black Power Movement was formed in the United States of America during the 1960s. • Uses evidence in a basic manner but cannot write a paragraph. | 3–5 |
| LEVEL 3 | <ul style="list-style-type: none"> • Uses relevant evidence to Demonstrates a thorough understanding of why the Black Power Movement was formed in the United States of America during the 1960s. • Use evidence effectively in an organised paragraph that shows an understanding of the topic | 6–8 |

(8)
[50]

SECTION B: ESSAY QUESTIONS**QUESTION 4: EXTENTION OF THE COLD WAR – CHINA**

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

SYNOPSIS

The candidate should take a stance as to whether they agree or disagree with the statement. Having taken a stance, the candidate must use relevant historical content to support their line of argument.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- **Introduction:** Candidates must indicate how Mao Zedong built up the Chinese economy but at a heavy cost to China politically and socially. They must then show whether or not China became a superpower by 1976. Do you agree or disagree

ELABORATION

- Rise of Mao Zedong and declaration of the Peoples' Republic of China in 1949
- First Five-Year Plan, 1953 – 1958
- Great Leap Forward, 1958: Mao's programme of China's hasty transition into industrialised socialism
- Rural collectivisation – huge communes
- Private property was seized by the state and people were forced to eat in communal dining halls.
- Demand for increased steel production was a feature of the Great Leap Forward.
- All citizens mobilised in the production of steel through the use of backyard furnaces. This programme was a failure, producing useless steel and stripping the countryside of fuel.
- Failed agricultural experimentation.
- Production figures were unreliable – manipulated by officials
- Great Chinese famine – 30 million dead (1959–1962)
- 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 position as the Chairman of the Communist Party of China.
- In 1962 Mao handed over the responsibility for the economy to President Liu Shaoqi and CCP General Secretary Deng Xiaoping, and withdrew from the political scene.
- The Cultural Revolution was launched by Mao in 1966.

- In his view China was becoming too westernised.
- He set up the Red Guards – these were groups of young people who idolised Mao
- The Red Guards were told to attack anyone in authority e.g. teachers, parents, intellectuals, scientists, etc. These people were forced to confess to be ‘working class enemies’ or ‘capitalist raiders.’ Many were tortured and killed.
- Huge demonstrations were held in Tiananmen Square, Beijing. Posters and pictures of Mao were put up everywhere.
- Xiaoping and Liu Shaoqi were removed from office. Liu died in prison in 1969.
- Closure of schools and universities for more than two years
- Industry suffered and production almost stopped by 1968, the economy was in ruins.
- At least a million people died as a result of the Cultural Revolution.
- Mao ordered the Red Guards to stop their attacks in 1969 and restored law and order. Mao announced that the Cultural Revolution was over, but it took years to bring everything back to normal in factories, schools and farms.
- Any other relevant response.

CONCLUSION

- Candidates should tie up the argument with a relevant conclusion.

[50]

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

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

SYNOPSIS

Candidates must conduct a critical discussion on the successes and challenges that faced Tanzania and the Congo with special reference to the political, economic, cultural and social spheres of both countries. A proper contextualisation of the candidate's response is expected. The candidates must give detailed comparison of the two countries with relevant supporting examples. The candidate may discuss both countries under one category or separately.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- **Introduction:** Candidates should focus on the challenges faced by the Congo and Tanzania after independence, with particular reference to political and economic challenges.

ELABORATION**The Congo – Political challenges**

- Congo gained independence from Belgium in 1960.
- Patrice Lumumba was elected prime minister of the coalition government – very close to Russia.
- West unhappy with Lumumba's political posture – planned to take him down.
- Political instability reigned.
- Political ambitions of Kasavubu, Tshombe, Mobutu.
- USA and Belgium conspired with Kasavubu and Mobutu.
- Lumumba's fall from power and assassination.
- Mobutu assumption of power.
- Congo under Mobutu's dictatorship.
- Change of name to Zaire
- Mobutu's removal from power.
- Any other relevant response.

The Congo – Economic challenges: Zairianisation of economy

- Replacement of foreigners with inexperienced Congo nationals
- Lack of skills led to neglect and decay of key infrastructure
- Congo has substantial natural resources – remained a poor country
- Mismanagement of the economy under Mobutu
- Corruption and theft of state resources
- One-product economy not viable
- Government unable to service its foreign debts
- In the 1970s the inflation rate reached 100%
- Poor infrastructure
- Development of elite classes
- Kleptocracy – government by thieves
- Any other relevant response

The Congo – social and cultural

- Suits outlawed – replaced by local clothing.
- Maoist influence in dressing
- Political instability led to poverty and low life expectancy.
- Any other relevant response

Tanzania – political achievements and challenges

- Nyerere believed in African socialism
- Adoption of the leadership code
- One-party state
- Unity with Zanzibar
- TANU adopted the Arusha Declaration in 1967
- Adoption of ujamaa as content for Arusha Declaration
- African unity
- 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.
- Limited economic achievements
- Constraints – failures of ujamaa and the economic impact
- The impact of IMF and World Bank loans on Tanzania
- Reliance on cash-crops and decrease in food security
- Nyerere's admission of the failures of ujamaa.
- Any other relevant response.

Tanzania – social and cultural challenges

- Illiteracy eradicated – improvements in education
- Schools, clinics and hospitals built
- Improved primary healthcare
- Improved life expectancy
- Housing challenges
- Tap provisioning water
- Africanisation
- Any other relevant response

CONCLUSION

- Candidates should tie up the argument with a relevant conclusion.

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QUESTION 6: CIVIL SOCIETY PROTESTS IN USA, 1950s TO 1960s: THE CIVIL RIGHTS MOVEMENT

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

SYNOPSIS

Candidates must take a stance and use relevant historical evidence to support their point of view. The various campaigns and the respective achievements should be discussed

MAIN ASPECTS

Candidates should include the following aspects in their response:

INTRODUCTION

- Introduction: The introduction should focus on the stance assumed and the basis for such. The candidate must introduce the approach to be taken to maintain a line of argument.

ELABORATION

- Inequalities between black and white Americans.
- The role of Martin Luther King Junior and the policy of non-violence.
- Sit-ins
- Freedom rides
- The Birmingham Campaign, April 1963
- March to the Lincoln Memorial in Washington, DC
- The 1964 Civil Rights Act
- The Selma-Montgomery Marches
- Voting Rights Act, 1965

CONCLUSION

- Candidates should tie up the argument with a relevant conclusion that takes into account the stance taken in the introduction.

[50]**TOTAL: 150**