



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

JUNE 2018

**HISTORY P1
MARKING GUIDELINE**

MARKS: 100

This marking guideline consists of 19 pages.

1. SOURCE-BASED QUESTIONS

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

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1	<ul style="list-style-type: none">• Extract evidence from sources• Selection and organisation of relevant information from sources• Define historical concepts/terms	30% (15)
LEVEL 2	<ul style="list-style-type: none">• Interpretation of evidence from sources• Explain information gathered from sources• Analyse relevant evidence from sources	40% (20)
LEVEL 3	<ul style="list-style-type: none">• Interpret and evaluate evidence from sources• Engage with sources to determine their usefulness, reliability, bias and limitations• Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions	30% (15)

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

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

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 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

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID THE CUBAN MISSILE CRISIS INTENSIFY COLD WAR TENSIONS BETWEEN THE USSR AND THE USA IN THE 1960's?

- 1.1 1.1.1 *[Explanation of historical concept from Source 1A – L1]*
- A conflict between the West and the East (capitalism and communism) that did not turn into a war
 - A state of political and military tension after the Second World War between powers in the Eastern Block and powers in the Western Block which took place in Cuba
 - Any other relevant response. (Any 1 x 2) (2)
- 1.1.2 *[Extraction of evidence from Source 1A – L1]*
- Khrushchev's decision to station missiles in Cuba (1 x 2) (2)
- 1.1.3 *[Extraction of evidence from Source 1A – L1]*
- The world would think that the USSR was equal to the USA
 - The USA placed missiles in Turkey therefore the USSR wanted to counteract this (2 x 1) (2)
- 1.1.4 *[Extraction of evidence from Source 1A – L1]*
- It would keep the USA from attacking Cuba
 - It would teach the USA what it was like to be surrounded by close range nuclear weapons (2 x 1) (2)
- 1.1.5 *[Interpretation of evidence from Source 1A – L2]*
- Did not want the USA to know about the missile deployment in Cuba
 - Did not want to create alarm
 - Any other relevant response (Any 1 x 2) (2)
- 1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- The Soviet Union was building offensive missiles
 - And bomber bases in Cuba (2 x 1) (2)
- 1.2.2 *[Extraction of evidence from Source 1B – L1]*
- The missile bases carried nuclear warheads
 - The missiles had a range of 3 500 km (2 x 1) (2)
- 1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- He tried to resolve the crisis peacefully
 - He was both aggressive and diplomatic
 - Kennedy demonstrated that he was in control
 - Imposed a blockade
 - Any other relevant response (Any 1 x 2) (2)

- 1.2.4 *[Interpretation of evidence from Source 1B – L2]*
- Cuba was used by the Soviet Union to deploy missiles
 - Cuba threatened by the military might of the US
 - Brinkmanship involving USSR and America ignored Cuba
 - Any other relevant response (Any 2 x 2) (4)
- 1.2.5 *[Interpretation, evaluation and analysis of reliability of evidence from Source 1B – L2]*
- RELIABLE**
- Newspaper article could be regarded as first-hand information
 - Extract from Kennedy's speech on 22 October 1962
 - Any other relevant response
- NOT RELIABLE**
- Only the viewpoint of an American newspaper
 - USSR's viewpoint is not represented – not balanced
 - Newspaper does not give reasons for deployment of missiles in Cuba
 - *New York Times* does not reveal American aggression against the Soviet Union
 - *New York Times* blames Soviet Union and Cuba for the crisis
 - Any other relevant response (Any 2 x 2) (4)
- 1.3 1.3.1 *[Extract of evidence from Source 1C – L1]*
- Game of arm-wrestling refers to the Cuban Missile Crisis
 - Any other relevant response (1 x 2) (2)
- 1.3.2 *[Interpretation of evidence from Source 1 C – L2]*
- Shows leaders of the USSR and the USA 'arm wrestling' over missiles in Cuba
 - The Cold War nearly erupted in a 'hot' war (nuclear war)
 - Leaders were under severe pressure
 - The Cold War tested these leaders' (Khrushchev and Kennedy's) ability to work under pressure
 - Any other relevant response (Any 2 x 2) (4)
- 1.3.3 *[Evaluation of evidence from Source 1C – L2]*
- Nuclear war
 - Destruction of both the USA and the USSR
 - Destruction of the rest of the world
 - Any other relevant response (Any 1 x 2) (2)

- 1.4 *[Extract and evaluate relevant information from Sources 1B and 1C – L3]*
Candidates should explain how Sources 1B and 1C support each other concerning Cold War tensions in Cuba
- Source 1B reflects on how the USA responded to the deployment of missiles in Cuba and was ready to confront and challenge the power of the USSR while Source 1C shows the tension between the USA and the USSR
 - Source 1B shows the USA is ready to use military action while in Source 1C the crisis nearly erupted into a nuclear war; both had their fingers on the nuclear missiles
 - Any other relevant response. (2 x 2) (4)
- 1.5 1.5.1 *[Extract evidence from Source 1D – L1]*
- To end all work on missile sites in Cuba
 - To withdraw the missiles, making them unworkable (2 x 1) (2)
- 1.5.2 *[Ascertaining the usefulness of Source 1D – L3]*
- USEFUL**
- Highlight the correspondence between the leaders to resolve the crisis
 - This letter gives insight into the demands of Kennedy in response to Khrushchev's statement
 - The information in the letter supports the information in other sources
 - Any other relevant response
- NOT USEFUL**
- The letter is an extract and therefore not comprehensive
 - No information therefore to form an opinion
 - Any other relevant response (Any 2 x 2) (4)
- 1.6 *[Interpretation, analysis and synthesis of evidence from relevant sources – L3]*
Candidates may use the following points to answer the question:
- The superpowers extended their Cold War rivalry to Cuba (Source 1A)
 - USA deployed missiles on Soviet borders (Source 1A)
 - The USSR reacted by placing missiles in Cuba (Source 1A)
 - USA reacted with a blockade of Cuba (Source 1B)
 - USA threatened to invade Cuba if missiles were not removed and USSR also demanded USA to remove missiles from Italy and Turkey (Source 1B)
 - USA and the USSR's aggressive reactions intensified the Cold War
 - Both ended up capitulating (gave in) and the crisis was averted
 - The superpowers decided to open lines of communication (red telephone/ hot line) (Own knowledge)
 - They also signed the nuclear test ban treaty (Own knowledge)
 - Any other relevant response

Use the following rubric to mark the paragraph.

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

(8)
[50]

QUESTION 2: WHAT WERE THE REASONS FOR THE ESTABLISHMENT OF THE BLACK POWER MOVEMENT IN THE USA IN THE 1960's?

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- African-Americans saw it as a cry against the whites who held all the resources in a white dominated society
 - Way of elevating the status of African Americans in society
 - To advance themselves in American society (Any 1 x 2) (2)
- 2.1.2 *[Explanation of historical concept from Source 2A – L1]*
- A belief by African-Americans to get together, unite and organise themselves so that they can speak from a position of strength rather than a position of weakness
 - Any other relevant response (Any 1 x 2) (2)
- 2.1.3 *[Extraction of evidence from Source 2A – L1]*
- Stokely Carmichael
 - Malcolm X (2 x 1) (2)
- 2.1.4 *[Determining the usefulness of evidence from Source 2A – L3]*
This source is useful because:
- It shows the reasons for the establishment of the Black Power Movement
 - It mentions prominent leaders of the Black Power Movement
 - Any other relevant response (Any 2 x 2) (4)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- For self-defence
 - The history of unpublished violence against blacks
 - Blacks were defenceless at the mercy of a ruthless and violent racist mob (Any 2 x 1) (2)
- 2.2.2 *[Interpretation of evidence from Source 2B – L2]*
- They were treated unfairly
 - They were discriminated against
 - Treated badly / harshly
 - They were harassed / abused verbally and physically
 - Any other relevant response (Any 2 x 2) (4)
- 2.2.3 *[Interpretation of evidence from Source 2B – L2]*
- They were against the process of desegregation
 - They wanted to maintain white supremacy
 - Not prepared to be treated equally with African-Americans from the South
 - The South practiced racial discrimination
 - Any other relevant response (Any 1 x 2) (2)

- 2.2.4 *[Extraction of evidence from Source 2B – L1]*
- Mass murders
 - Bombers
 - Lynchers
 - Floggers
 - Brutalisers
 - Exploiters
- (Any 3 x 1) (3)
- 2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*
- To preach guerrilla warfare
 - To demand reform
 - To demand self-help
- (3 x 1) (3)
- 2.3.2 *[Interpretation of evidence from Source 2C – L2]*
- Be proud of what you are / black pride
 - It is not about the colour but mental emancipation
 - African-Americans should be proud of themselves and should strive for self-reliance
 - Any other relevant response
- (Any 2 x 2) (4)
- 2.3.3 *[Interpretation of evidence from Source 2C – L2]*
- African-Americans should do things on their own without the help of white Americans
 - They must conscientise each other about their political, economic and cultural rights
 - They must be independent
 - Any other relevant response
- (Any 2 x 2) (4)
- 2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*
- African-Americans protected themselves against white racists
 - The bravery of African-Americans
 - The solidarity of African-Americans
 - Any other relevant response
- (Any 2 x 2) (4)
- 2.4.2 *[Interpretation of evidence from Source 2D – L2]*
- The photograph increased solidarity among African-Americans in the struggle against oppression
 - It symbolised the struggle of African-Americans against segregation and discrimination
 - It shows the bravery of African-Americans against racial discrimination
 - Any other relevant response
- (Any 1 x 2) (2)

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

- Source 2B refers to the African-Americans' right to self-defence while Source 2D shows African-Americans defending themselves against a white racist mob
- Source 2B affirms the right of citizens to bear arms while Source 2D shows African-Americans carrying weapons and firearms
- Any other relevant response (Any 2 x 2) (4)

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

Candidates could include the following aspects in their responses:

- To challenge white dominated society (Source 2A)
- Elevate the status of blacks (Source 2A)
- To counter the violence and brutality of whites (Source 2B)
- It was used by African-Americans from different backgrounds e.g. liberals (Source 2C)
- To promote black pride and self-reliance (Sources 2A and 2C)
- Stokely promoted self-reliance (Own knowledge)
- To celebrate African culture and promote African beauty
- Any other relevant response

Use the following rubric to mark the paragraph:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows little or no understanding of the reasons for the establishment of Black Power. • Uses evidence partially to report on topic or cannot write a paragraph. 	MARKS: 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows an understanding of the reasons for the establishment of Black Power. • Uses evidence in a very basic manner to write a paragraph. 	MARKS: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of the reasons for the establishment of Black Power. • Evidence relates well to the topic. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS: 6–8

(8)
[50]

SECTION B: ESSAY QUESTIONS**QUESTION 3: CASE STUDY – CHINA**

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

SYNOPSIS

Candidates need to take a stance and indicate the extent to which Mao Zedong's Great Leap Forward Movement (1958–1961) and his Great Proletarian Cultural Revolution (1966–1976) failed to bring about his desired transformation of the People's Republic of China.

MAIN ASPECTS

Candidates should include the following aspects in their essays:

Introduction: Candidates should critically discuss Mao Zedong's unsuccessful attempt to transform China into a modern, industrialised state, which could feed its growing population and, simultaneously, re-impose Maoist thought (the original Chinese revolution of 1949) by referring to the period 1958–1976.

ELABORATION

- Mao's second Five Year Plan (Great Leap Forward) inspired by economic success of the First Five Year Plan, and the need to rid China of its economic dependence on the USSR
- Establishment of communes in the countryside and the encouragement of small-scale industries in the countryside
- Construction of large irrigation schemes and dams by labourers and peasants in order to improve agriculture
- The Great Leap Forward proved a dismal failure
- Coercion, terror and systematic violence were the foundation of the Great Leap Forward; peasant industries lacked suitable expertise, therefore production of poor quality of goods
- Failure of government to respond quickly and effectively to disastrous famine conditions (1959–1961)
- Mao's insistence on maintaining high grain export quotas in the face of clear evidence of poor crop output, harvest failure and weather conditions
- Separation from USSR, and the fact that enormous amounts of investment produced only modest increases in production or none at all, whirled China into a total economic crisis
- Mao now stepped down as State Chairperson of China in 1959, but retained his position as Chairperson of the Communist Party of China
- Liu Shaoqi (the new Chairperson of China) and reformist, Deng Xiaoping (CPC General Secretary) took over the economy

- Mao used his time out of government to further his idea of 'continuous revolution' (Proletarian Cultural Revolution), bent on restoring his brand of Communism and his personal prestige within the Party
- Therefore: re-imposition of Maoist thought as dominant ideology within CPC; purging it of capitalist and traditional elements, and regaining power Mao lost after failure of the Great Leap Forward
- Spearheaded by the People's Liberation Army (Red Guard), Chinese Youth, and Mao's "Little Red Book", as propaganda tool
- Cultural Revolution proved a failure to effect his desired transformation of China
- Political campaigns spreading to the military, urban workers, and the Communist Party leadership itself, resulted in widespread factional struggles in all walks of life
- A personality cult grew to immense proportions by 1968 and army to a position of great power
- Occurrence of a wide range of abuses: public humiliation, arbitrary imprisonment, torture, hard labour, sustained harassment, seizure of property and sometimes execution
- Anti-communist historical relics, artefacts, art works, books and monuments were destroyed, while cultural and religious sites were ransacked
- Schools and universities were forced to close – resulting in high levels of illiteracy and non-literacy
- Social anarchy: Red Guards surpassed that of the army, local police authorities, and the law in general, as central officials lifted restraints on violent behaviour; between 1966 and 1968
- Much of economic activity halted by 1968, because 'revolution', regardless of interpretation, being made China's primary objective
- Between 1966 and 1968, China was isolated internationally, having declared its enmity towards both the Soviet Union and the United States
- Mao was, therefore, forced to issue fresh instructions to quell violence and to restore peace
- The death of Mao, and arrest of the Gang of Four (1976), allowed pro-capitalist reformers, led by Deng Xiaoping, to dismantle Maoist policies associated with the Cultural Revolution.

Conclusion: Tie up argument with a relevant conclusion.

[50]

**QUESTION 4: INDEPENDENCE IN AFRICA IN THE 1960's AND 1970's:
COMPARATIVE STUDY ON 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 must evaluate the similarities and differences in leadership between Mobutu Sese Seko (Congo) and Julius Nyerere (Tanzania) in transforming the political and economic policies of their respective countries. They need to provide relevant examples to support their line of argument.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should establish their line of argument with regards to the leadership between Mobutu Sese Seko and Julius Nyerere and indicate how they intend supporting it.

ELABORATION**Political transformation of the Congo and Tanzania**

Similarities:

- Both the Congo and Tanzania were under European colonial rule until the early 1960s
- After holding multi-party elections at independence, both countries became one-party states within the first five years after gaining independence
- Both countries continued to hold elections
- Both leaders emphasised the importance of Africanisation of their political systems (they regarded democracy as 'un-African' and a western imposition)
- The leaders of both countries (Mobutu Sese Seko and Julius Nyerere) remained as 'president for life' between the 1960s and 1970s
- In both countries opposition leaders were silenced, imprisoned and in some cases killed
- Both Mobutu Sese Seko and Julius Nyerere took pride in building their nations and vigorously promoted the pride of being Zairian or Tanzanian

Differences:

- Mobutu Sese Seko created a Kleptocracy, a group of appointed public officials who abused their position for financial gain whereas Julius Nyerere introduced the 'Leadership Code' in the Arusha Declaration which demanded high levels of integrity from public officials
- Mobutu Sese Seko was extravagant and enjoyed expensive clothes and built extravagant palaces for himself while Julius Nyerere's leadership style was one of personal integrity and humility
- Mobutu Sese Seko aligned himself with the West while Julius Nyerere adopted a policy of non-alignment with either capitalist or communist countries

Economic transformation of the Congo and Tanzania

Similarities:

- Both countries relied heavily on agriculture and mineral extraction and neither countries were able to develop a credible manufacturing sector
- Neither country saw a significant increase in the standard of living for the majority of its people
- Both countries experienced economic crises and therefore had to rely on foreign aid/assistance

Differences:

- Mobutu Sese Seko initially nationalised industry with his policy of Zairianisation but when this failed he adopted a capitalist model; Julius Nyerere adopted an African socialist model (as outlined in the Arusha Declaration) which led to the nationalisation of businesses and land
- Mobutu accepted aid, investment and financial support from the West (especially USA and France); Nyerere was initially opposed to acceptance of foreign aid (saw it as neo-colonialism)
- Mobutu created a new class of elite supporters; Nyerere attempted to rid Tanzania of class divisions
- Any other relevant answer

Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

QUESTION 5: CIVIL SOCIETY PROTESTS FROM THE 1950's TO THE 1970's: CIVIL RIGHTS MOVEMENT

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

SYNOPSIS

Candidates should briefly discuss the role and influence of Martin Luther King (Jr.) in the Civil Rights Movement and indicate if it achieved freedom and equality for blacks in the USA.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates must indicate if they agree or disagree with the statement; they should discuss why the Civil Rights Movement took place and discuss Luther's role and influence.

ELABORATION

- Brief background to reasons for the Civil Rights Movement: Segregation and discrimination
- Montgomery Bus Boycott: Rosa Parks' actions transformed the movement (Boycott lasted a year)
- Rise of Martin Luther King: a non-violent, passive, resistant approach to end segregation and racism. This method had been used by Henry David Thoreau and Gandhi
- Freedom rides: Test the federal government's willingness to enforce that segregation on interstate buses was illegal (*Boynton v. Virginia* 1960), en route, they defied segregation codes
- In Alabama one bus firebombed and riders of the second bus attacked
- Sit-ins: Four black students at North Carolina sat down in a white diner and were told that they would not be served. Sit-ins became a new way to protest segregation of public facilities
- March on Washington: To put pressure on Congress to pass the new civil rights bill, it drew more than 200 000 people, MLK – '*I have a dream*'. One of the largest political demonstrations, a model for peaceful protest
- Civil Rights Act of 1964: The act banned segregation in public accommodations, gave the federal government the ability to desegregate schools, prosecute individuals who violated people's civil rights, outlawed discrimination in employment, established the Equal Employment Opportunity Commission (EEOC)
- Voting Rights Act of 1965: Spurred by actions of protesters and the President, Congress passed the Act, which banned literacy tests and empowered the federal government to oversee voting registration. Black participation jumped from 7% in 1964 to 70% in 1986.
- Dr Martin Luther King, Jr., was assassinated by a sniper on April 4, 1968, creating national mourning as well as riots in more than 100 cities

- The Riots: Frustration over discrimination and poverty, worst in New York, New Jersey and Detroit, Michigan in the summer of 1967. Blacks using violence against police and white business owners in black neighbourhoods
- Dignity and respect regained
- Any other relevant response

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: 100