



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

JUNE 2019

**HISTORY P1
MARKING GUIDELINE**

MARKS: 100

This marking guideline consists of 23 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 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% (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.
- 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 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

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 LEAD TO COLD WAR TENSIONS BETWEEN THE USA AND USSR IN THE 1960s?**

- 1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
• Cuba (1 x 1) (1)
- 1.1.2 *[Extraction of evidence from Source 1A – L1]*
• The armed bands that invaded the country were trained, equipped and armed by the USA
• The planes which bombarded the Cuban cities belong to the USA
• The bombs they drop are supplied by the American government (Any 2 x 1) (2)
- 1.1.3 *[Interpretation of evidence from Source 1A – L2]*
• Cuba was a communist state
• Khrushchev wanted to expand communism in Latin America
• He wanted to protect the independence of Cuba as a communist state
• Any other relevant response (Any 2 x 2) (4)
- 1.1.4 *[Own knowledge of topic – L1]*
• Cuban exiles (1 x 1) (1)
- 1.2 1.2.1 *[Definition of historical concepts from Source 1B – L1]*
(a) Communism
(b) Dictatorship (2 x 2) (4)
- 1.2.2 *[Extraction of evidence from Source 1B – L1]*
• There has been evident and growing resistance to Castro's dictatorship
• Refugees ... are able to return and support their countrymen in the continuing struggle for freedom
• Where people are denied their right of choice, recourse to such struggle is the only means of achieving their liberties (Any 2 x 1) (2)
- 1.2.3 *[Interpretation and analysis of evidence from Source 1B – L2]*
• Kennedy supports capitalism and Khrushchev supports communism
• Source 1A is an American view and blames communism for the invasion whereas Source 1B is a Russian view and blames the USA as the mastermind behind the attack
• Any other relevant response (Any 2 x 2) (4)

- 1.2.4 *[Comparison of sources to identify differences – L3]*
- Source 1A blames the USA for the attack while Source 1B blames communism
 - Source 1A states that the USA trained, equipped and armed the bands, whilst Source 1B states that the Cuban people disliked Castro's dictatorship
 - Source 1A states that America wanted to get rid of Castro because he was communist, whilst Source 1B states that the reason for the invasion was because Castro denied his citizens the right of choice
 - Any other relevant response (Any 2 x 2) (4)
- 1.2.5 *[Own knowledge – L1]*
- No – they were defeated by Castro (1 x 1) (1)
- 1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- Turkey
 - Italy
 - West Germany (Any 2 x 1) (2)
- 1.3.2 *[Extraction of evidence from Source 1C – L1]*
- The USA had already surrounded the Soviet Union with its bomber bases and missiles
 - America would not leave Cuba alone unless we did something
 - We had an obligation to do everything in our power to protect Cuba's existence as a socialist country
 - We wanted to give them a little of their own medicine (Any 1 x 1) (1)
- 1.3.3 *[Interpretation and analysis of evidence from Source 1C – L2]*
- USA would be seen as an irresponsible country
 - USA would be seen as the aggressor
 - It could have led to a full-scale nuclear war between the USA and Russia
 - Any other relevant response (Any 2 x 2) (4)
- 1.4 1.4.1 *[Determining bias of information from Source 1D – L3]*
- Khrushchev seen as an irresponsible leader
 - Khrushchev seen as aggressive – sword
 - Khrushchev bringing the world on the brink of a nuclear war
 - Khrushchev seen as the cause of the Cuban missile crisis
 - Any other relevant response (Any 2 x 2) (4)
- 1.4.2 *[Interpretation and analysis of evidence from Source 1D – L2]*
- USA and Russia reached a compromise
 - Russia agreed to withdraw the missiles
 - USA agreed not to invade Cuba
 - USA secretly agreed to remove the missiles from Europe
 - Any other relevant response (Any 2 x 2) (4)

1.4.3 *[Interpretation and analysis of evidence from Source 1D – L2]*

- Khrushchev seen as weak by his own people
- Khrushchev was sacked as president of Russia
- Any other relevant response

(Any 2 x 2) (4)

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

- Tension started when Cuban exiles attacked Cuba (Source 1A)
- USA was the mastermind behind the attack – supplied the weapons and training (Source 1A)
- Russia committed themselves to protect Cuba against American aggression (Source 1A)
- Tension increased when the USA denied their involvement and blamed communism for the invasion (Source 1B)
- Castro defeated the exiles and approached Russia for help
- Russia supplied Cuba with nuclear weapons to protect herself from further American aggression (Source 1C)
- USA had already surrounded the USSR with their nuclear missiles (Source 1C)
- USSR determined to protect communism in Latin America (Source 1C)
- USA furious when they discovered the missiles – Excom options
- USA imposed a blockade to prevent further missiles being shipped to Cuba
- USA propaganda made Khrushchev the scapegoat for the crisis (Source 1D)
- Khrushchev seen as a leader bringing the world to the brink of a nuclear war (Source 1D)
- Tension was eased when leaders reached a compromise
- Any other relevant response

LEVEL	CRITERIA	MARKS
LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of how the Cuban Missile Crisis led to tension 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 mostly relevant and relates to a great extent to the topic e.g. shows some understanding of how the Cuban Missile Crisis led to tension between the USA and the USSR. • 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 the Cuban Missile Crisis led to tension 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 CUBA BECOME INVOLVED IN THE ANGOLAN CIVIL WAR?

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- Cuba had expansionist aims
 - Cuba was acting as a puppet of the Soviet Union (2 x 1) (2)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*
- The only thing we have taken from Angola has been the remains of our soldiers that died there
 - We don't want any of Angola's riches (2 x 1) (2)
- 2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- He meant that they pulled out of Angola on request of the ruling party
 - He meant that Cuba was not there to colonise but was there to fulfil a duty on the request of the ruling party
 - Any other relevant response (2 x 2) (4)
- 2.1.4 *[Interpretation and analysis of evidence from Source 2A – L2]*
- No**
- Cuba decided on its own to support Angola
 - Cuba did not consult Russia when it made the decision to support Angola
 - Any other relevant response (Any 2 x 2) (4)
- 2.2 2.2.1 *[Extraction of evidence from Source B– L1]*
- Many of our ancestors came as slaves from Africa to this land.
 - They fought as members of the liberating army of Cuba (2 x 1) (2)
- 2.2.2 *[Definitions of historical concepts from Source 2B – L1]*
- (a) Discrimination
- (b) Imperialism (2 x 2) (4)
- 2.2.3 *[Interpretation and analysis of evidence from Source 2B – L2]*
- The USA was the mastermind behind the attack on the Angolan government because they did not want a communist government
 - The USA used South African troops to overthrow the Angolan government
 - Both the USA and SA were against the communist government in Angola
 - Both the USA and SA wanted a pro-capitalist government in Angola
 - Any other relevant response (Any 2 x 2) (4)

- 2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*
- Soviet and Cuban intervention in Angola (1 x 2) (2)
- 2.3.2 *Interpretation and analysis of evidence from Source 2C – L2]*
- SA did not want a communist state near its border
 - SA felt that Cuba would try to spread communism to SA
 - The Angolan communist government were sympathetic towards the ANC
 - SA feared the 'Swart Gevaar'
 - Any other relevant response (Any 2 x 2) (4)
- 2.3.3 *[Extraction of evidence from Source 2C – L1]*
- They have a tremendous advantage in any conventional war
 - They can get raw materials from Angola and other Southern African countries
 - They will control the Cape sea route which is the lifeline of Europe (Any 2 x 1) (2)
- 2.4 *[Comparison of evidence in Source 2B and Source 2C – L3]*
- Source 2B gives a communist perspective on the war in Angola whilst Source 2C gives a capitalist perspective
 - Source 2B states that Cuba got involved to stop American imperialism and racial discrimination whilst Source 2C states that Cuba got involved to spread the communist ideology
 - Source 2B states that the USA and SA wanted to get rid of the legitimate government of Angola – hence Cuba committed themselves to protect the independence of Angola whilst Source 2C states that Cuba got involved for material gain and to control the sea route
 - Any other relevant response (Any 2 x 2) (4)
- 2.5 2.5.1 *[Interpretation and analysis of evidence from Source 2D – L2]*
- Cuba and Angola have a very good relationship
 - Both Cuba and Angola are happy to share the communist ideology
 - Cuba and Angola were allies
 - Any other relevant response (Any 2 x 2) (4)
- 2.5.2 *[Ascertain the usefulness of the evidence in the Source 2D – L3]*
- It is an original source, a photograph taken on the 19th December 1988
 - It shows that Angola was appreciative of the Cuban support
 - It shows Cuba's commitment towards helping Angola
 - It shows that Angola and Cuba have a strong communist bond
 - Any other relevant response (Any 2 x 2) (4)

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

- Cuba became involved in the Angolan Civil War at the request of the ruling MPLA (Source 2A)
- Cuba wanted to protect the independence of communist Angola (Source 2A)
- Cuba helped the MPLA because of their fight against racism and imperialism (Source 2A)
- Cuba decided on their own (independently) to support the MPLA (Source 2A)
- Cuba assisted Angola because many blacks fought on the side of Fidel Castro during the Cuban Civil War (Source 2B)
- Cuba fought against capitalism which brings discrimination and racism (Source 2B)
- Cuba decided to help Angola to prevent American imperialism and South African racism (Source 2B)
- Cuba did not get involved for any material gain; they only wanted to protect communist Angola
- USA and SA believe Cuba got involved to gain access to Angola's natural resources (Source 2C)
- USA and SA believed that Cuba wanted to orchestrate a communist takeover of the whole of Southern Africa (Source 2C)
- USA and SA believed that Cuba and Russia wanted to control the Cape sea route which is the lifeline of Europe.
- In spite of these accusations, Cuba and the ruling MPLA had a very good relationship (Source 2D)
- The communist bond between Cuba and Angola was very strong as depicted in the visual source (Source 2C)
- Cuba believed that the USA was more interested in Angola's natural resources, especially oil
- Any other relevant response

	CRITERIA	MARKS
LEVEL 1	Uses evidence in an elementary manner, e.g. shows no or little understanding of the reasons for Cuba's involvement in the Angolan Civil War. Uses evidence partially or cannot write a paragraph	0–2
LEVEL 2	Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of the reasons for Cuba's involvement in the Angolan Civil War. Uses evidence in a basic manner to write a paragraph	3–5
LEVEL 3	Uses relevant evidence, e.g. demonstrates a thorough understanding of the reasons for Cuba's involvement in the Angolan Civil War. Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	6–8

(8)
[50]

QUESTION 3: WHAT WERE THE REASONS FOR THE FORMATION OF THE BLACK POWER MOVEMENT IN THE USA IN THE 1960s?

- 3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*
- Terror
 - Brutality
 - Murder
 - Repression (4 x 1) (4)
- 3.1.2 *[Extraction of evidence from Source 3A – L1]*
- The American government was waging a racist war of genocide in Vietnam
 - The concentration camps in which Japanese Americans were interned during the Second World War are being renovated and expanded
 - America has historically reserved the most barbaric treatment for non-white people
 - The enslavement of black people from the very beginning of this country
 - The genocide practiced on the American Indians
 - The savage lynching of thousands of black men and women
 - The dropping of atomic bombs on Hiroshima and Nagasaki (Any 2 x 1) (2)
- 3.1.3. *[Interpretation of evidence from Source 3A – L2]*
- Black people have used peaceful methods (begged, prayed) to gain freedom and equality without any success
 - Blacks were subjected to more repression
 - Authorities turned a deaf ear to the pleas of black people
 - Blacks had no option but to protect themselves from police brutality
 - Any other relevant response (Any 2 x 2) (4)
- 3.1.4 *[Interpretation and analysis of evidence from Source 3A – L2]*
- If Blacks do not protect themselves, they will be totally destroyed by whites as a race
 - If Black Americans are destroyed as a race they would live the rest of their lives in servitude to whites
 - Any other relevant response (Any 1 x 2) (2)

- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- When we started to grow so rapidly (1 x 1) (1)
- 3.2.2 *[Extraction of evidence from Source 3B – L1]*
- My party was jumping by leaps and bounds
 - In a matter of six months, we swelled; in 1968, from 400 members to 5,000 members and 45 chapters and branches
 - Our newspaper swells to over 100,000 circulations ... by mid-1969, we had a 250,000 circulation. (Any 2 x 1) (2)
- 3.2.3 *[Interpretation of evidence from Source 3B – L2]*
- He meant that Black Power was not only restricted to Black people per se, but to all people who were not white
 - He meant that power included all people of colour that were oppressed by the American government
 - Any other relevant response (Any 1 x 2) (2)
- 3.2.4 *[Interpretation and analysis of evidence from Source 3B – L2]*
- No, they ran a Breakfast for Children Program
 - No, they ran Preventative Medical Health Care Clinics (2 x 2) (4)
- 3.3 3.3.1 *[Extraction of evidence from Source 3C – L1]*
- Bloodshed (1 x 1) (1)
- 3.3.2 *[Definitions of historical concepts from Source 2B – L1]*
- (a) Revolution
- (b) Desegregation (2 x 2) (4)
- 3.3.3 *[Interpretation and analysis of evidence from Source 3C – L2]*
- Malcolm X studied history and realised that revolution was the only way to bring about change for Black Americans
 - He believed that bloodshed was the only way for Black Americans to achieve their freedom
 - He believed that Black Americans must control their own destiny
 - He believed that violence was necessary because black churches were bombed, and little Black girls were murdered
 - He believed that violence was the answer because Blacks had exhausted all other avenues to achieve freedom and equality
 - Any other relevant response (Any 2 x 2) (4)

- 3.4 *[Comparison of evidence in Source 2B and Source 2C – L3]*
- Source 3A states that the police are intensifying the terror, brutality, murder, and repression of black people, whilst Source 3C states that Black churches are being bombed and little black girls murdered
 - Source 3A states that the American government is waging a war against people of colour whilst Source 3C states that America went to war against Germany, Vietnam and Korea
 - Source 3A states that America ill-treated Blacks in the USA and this is confirmed in Source 3C when blacks are murdered and attacked
 - Any other relevant response (Any 2 x 2) (4)
- 3.5 3.5.1 *[Interpretation and analysis of evidence from Source 3C – L2]*
- Fidel Castro and Malcolm X had a very good relationship
 - Fidel Castro supported Malcolm X and the aims of the Black Power Movement
 - Fidel Castro and Malcolm X perceived the US government as their common enemy
 - Any other relevant response (Any 2 x 2) (4)
- 3.5.2 *[Ascertain the usefulness of the evidence in Source 2D – L3]*
Useful
- Malcolm X and Castro were in favour of communism
 - Malcolm X and Castro preached revolution against the USA
 - Castro's presence shows his influence over the ideals of the Black Power Movement
 - Both Castro and Malcolm X were seen as the enemy of the USA
 - Any other relevant response (Any 2 x 2) (4)
- 3.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources]*
- Black Americans were subjected to brutality and repression (Source 3A)
 - America waged a war against all people of colour (Source 3A)
 - Blacks begged, prayed, petitioned and demonstrated without any success (Source 3A)
 - Blacks decided to form the Black Panther Party for self-defence (Source 3A)
 - Blacks had to protect themselves from total destruction (Source 3A)
 - Black Power Movement grew after the assassination of Martin Luther King (Source 3B)
 - Black Power Movement sought solidarity with all other oppressed and marginalised groups in America (Source 3B)
 - Black Power Movement also ran self-help schemes to uplift Black communities without the assistance of Whites (Source 3B)
 - BPM drew inspiration from the history of American and French revolutions (Source 3C)

- Malcolm X preached bloodshed to achieve goals of freedom and equality (Source 3C)
- Constant violence against blacks was the catalyst for the formation of the BPM (Source 3C)
- Revolution and bloodshed is the only way to achieve freedom and equality (Source 3C)
- BPM also supported by Castro Source 3D)
- Castro and Malcolm X shared the same view on revolution and hence they became the enemy of the US government (Source 3D)
- Any other relevant response

LEVEL	CRITERIA	MARKS
LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of the reasons for the formation of the Black Power Movement. • 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 the reasons for the formation of the Black Power Movement. 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 the reasons for the formation of the Black Power Movement. • 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: CASE STUDY – CHINA**

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

SYNOPSIS

Candidates need to ascertain to what extent Mao Zedong's policies of the Great Leap Forward Movement (1958–1961) and the Cultural Revolution (1966–1976) were successful in strengthening communism and transforming China into a superpower.

MAIN ASPECTS

Candidates should include the following aspects in their essays:

Introduction: Candidates should critically discuss Mao Zedong's reasons for implementing the Great Leap Forward in relation to his aim of transforming China into a powerful communist state.

ELABORATION

- The purpose of Great Leap Forward was to produce more crops very quickly to overtake the capitalist countries in a short period of time.
- Mao insisted that Industrialisation should take place on the farms and not in the urban areas.
- For this purpose, he collectivised the peasant's cooperative farms to form large communes.
- The private ownership of land and property was removed and the commune had to provide the families with everything they needed.
- Many peasants became involved in agriculture, whilst others were involved in the manufacturing of steel in backyard furnaces.
- By 1958 nearly all the Chinese belonged to one of the forty thousand communes.
- The quality of the steel was very weak and could not be used.
- Furthermore, many peasants were reluctant to produce because they lost their farms.
- Those who spoke out against Mao were arrested and millions were sent to prison.
- Accordingly, the production of coal and the output of industries declined.
- In 1960 Mao had an argument with Khrushchev – Russia withdraw their experts from China resulting in the collapse of China's Russian controlled projects.
- In the same year China suffered one of the worst droughts leading to a drop in agricultural production.
- This has led to a widespread famine in which 30 million Chinese died.
- Mao was forced to resign as president of China.

- After the failure of the Great Leap Forward, Mao resigned as president of China but stayed on as Chairman of the Communist Party
- The moderates that took over introduced capitalist reforms.
- Mao was opposed to this and called on the Chinese public to get rid of all whom he deemed anti-revolutionary
- Mao's call was answered by the students who organised themselves as the Red Guards
- In 1966 Mao launched the 'Cultural Revolution', which was Mao's strategy to take control of the country
- Mao used the Cultural Revolution to eliminate his opposition and to regain control
- The Red Guards were requested to destroy the 'Four Olds': Old Ideas, Old Customs, Old Culture, Old Habits – even with violence if necessary
- Gangs of young Red Guards, dressed in uniform, roamed in towns with their little red books.
- The first targets were Buddhist temples, churches and mosques, which were destroyed to the ground
- The Red Guards began to prosecute people who were regarded as anti-revolutionary
- Schools and universities were closed and churches, temples, libraries, shops and private houses were rifled or destroyed as the attack on the 'feudal' traditions began
- Party officials, teachers and intellectuals were publicly humiliated, beaten and in some cases killed or driven to suicide
- The chaos spread quickly and China was immersed in a state of civil war.
- Almost a million people were killed
- By 1968 Mao realised that his revolution was out of control. In an effort to stop the violence, he enlisted the army to restore law and order. Millions of urban young people were sent to the countryside for 're-education'
- The Cultural Revolution officially ended in 1976
- The Cultural Revolution had a negative impact on China. The economy was in a crisis – agriculture yield decreased
- Historical buildings, especially churches and monasteries, were burned.
- For the entire decade of the Cultural Revolution, there was no teaching in schools, and this led to an entire generation who had not received a formal education
- The Chinese population lost confidence in the Communist Party

Conclusion: Tie up argument with a relevant conclusion.

[50]

**QUESTION 5: 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

Candidates are expected to evaluate whether Mobutu Sese Seko (Congo) and Julius Nyerere (Tanzania) were successful in their aims of attaining economic independence and self-reliance by comparing their social, economic and political developments.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should state whether the leaders were successful in their ideals and critically analyse the reasons for their success or failures.

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 '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 country was 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

SOCIAL AND CULTURAL

Education and language

- Colonial education promoted Eurocentric values
- Under colonialism few African children received more than a primary education
- The Congo and Tanzania had a few qualified technicians and engineers
- Children were taught European history and languages and western knowledge was favoured over African knowledge

Education in Tanzania

- Nyerere promoted the use of Swahili (a common language spoken by most Tanzanians) over English
- Between 1961 and 1981 illiteracy in Tanzania dropped from 80% to 20%. As few resources were given to tertiary education, primary school enrolments increased
- Structural adjustment in the 1980s resulted in drastic cuts made in social spending resulting in a lack of textbooks, desks and teachers.
- Nyerere (Tanzania) wrote a pamphlet, 'Education for self-reliance' (1967). He expanded primary education in rural areas and focused on basic literacy

Education in the Congo

- At independence in the Congo there were 14 university graduates and therefore after independence, the higher education system was expanded
- From 1960–1974 primary education in the Congo rose from 1,6 million to 4,6 million
- French remained the language of instruction in the Congo

Africanisation

- In Tanzania: 'Villagisation' – Nyerere, promoted 'traditional' community values through Ujamaa ('familyhood') villages
- Tanzanians were encouraged to focus on agriculture, traditional values and becoming self-reliant
- Tanzanians worked the land communally rather than producing cash crops for export
- In the Congo: Zairianisation: Mobuto promoted African beliefs and culture through his policy of authenticité
- Mobuto encouraged people to wear African clothing, play and listen to African music and eat African food
- Mobuto renamed many towns and cities in the Congo with African names (e.g. Leopoldville became Kinshasa)

CLOTHING

- Mobutu and Nyerere adopted Kwame Nkrumah and Maoist style of dressing.

ART

- Promotion of African art in literature as well as in handcraft
- Any other relevant response

Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

**QUESTION 6: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s:
CIVIL RIGHTS MOVEMENT**

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

SYNOPSIS

Candidates should either agree or disagree with the statement and explain why. The emphasis should be on the successes of the different protest actions in relation to the given statement.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates must indicate if they agree or disagree with the statement

ELABORATION

- In 1955, Rosa Parks refused to give her seat on the bus to a white passenger
- She was subsequently arrested and sentenced to imprisonment. Martin Luther King and the black community then responded with a boycott against the city buses.
- They refused to use the buses until passengers were completely integrated.
- Although the high court declared segregation on buses illegal, many southern States still refused to integrate their bus services
- 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
- 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
- The Civil Rights Movement now moved their focus to gaining voting rights for Blacks in Mississippi through a strategy called 'Freedom Summer'

- 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
- 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: 100

