

EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

2020 NSC CHIEF MARKER'S REPORT

SUBJECT		HISTORY
PAPER		1
DURATION OF PAPER:		3 hours

REPORT 1: EVALUATION OF THE QUESTION PAPER AND MARKING GUIDELINE

1. STANDARD OF THE QUESTION PAPER

Was the paper of an appropriate standard for Grade 12? Substantiate using the following headings:

(a) Compliance with CAPS and Examination Guidelines

The November 2020 History P1 question paper was fully compliant with the content of the CAPS

document and with the 2015 Subject Guideline Assessment as all topics were comprehensively covered and assessed. The format and structure requirements have been strictly adhered to.

CAPS Examination Structure

Candidates were required to answer three questions; ONE source-based and ONE essay question,

and ONE other (3 x 50 marks = 150)

Q1 The Cold War (Cuban Missile crisis) source-based question

Q2 Independent Africa (Africa in the Cold War, case study: Angola) source-based question

Q3 Civil Society protests 1950s to 1970s (Black Power Movement) source-based question

Q4 Cold War (Case Study: China) essay

Q5 Independent Africa (Comprehensive Case studies of Congo and Tanzania) essay

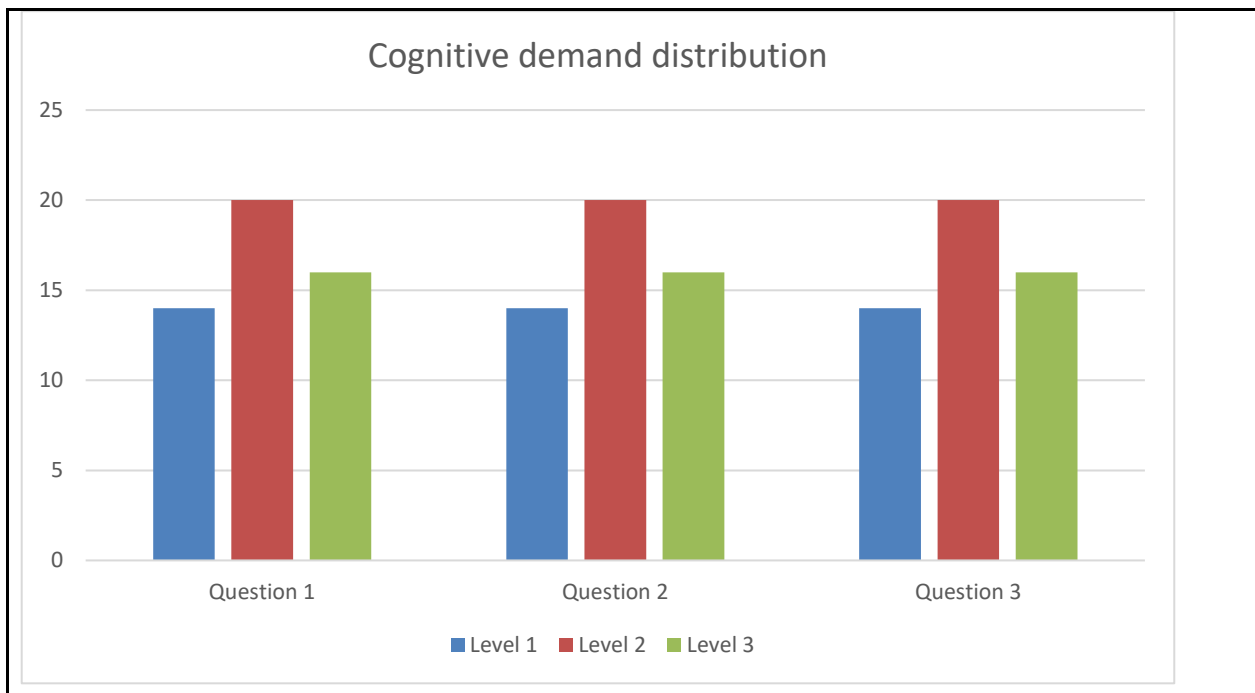
Q6 Civil society protests 1950s to 1970s (Civil Rights Movement) essay

(b) COGNITIVE SKILLS ASSESSED

WAS THERE AN APPROPRIATE DISTRIBUTION OF QUESTIONS IN TERMS OF LOW, MIDDLE AND HIGHER ORDER cognitive skills?

(If No, please attach a weighted grid to show the distribution of the cognitive skills assessed). Were choice questions assessing similar cognitive skills?

The cognitive demand levels complied fully with the requirements of the CAPS document and the Subject Assessment Guidelines.



(c) Difficulty level of question paper

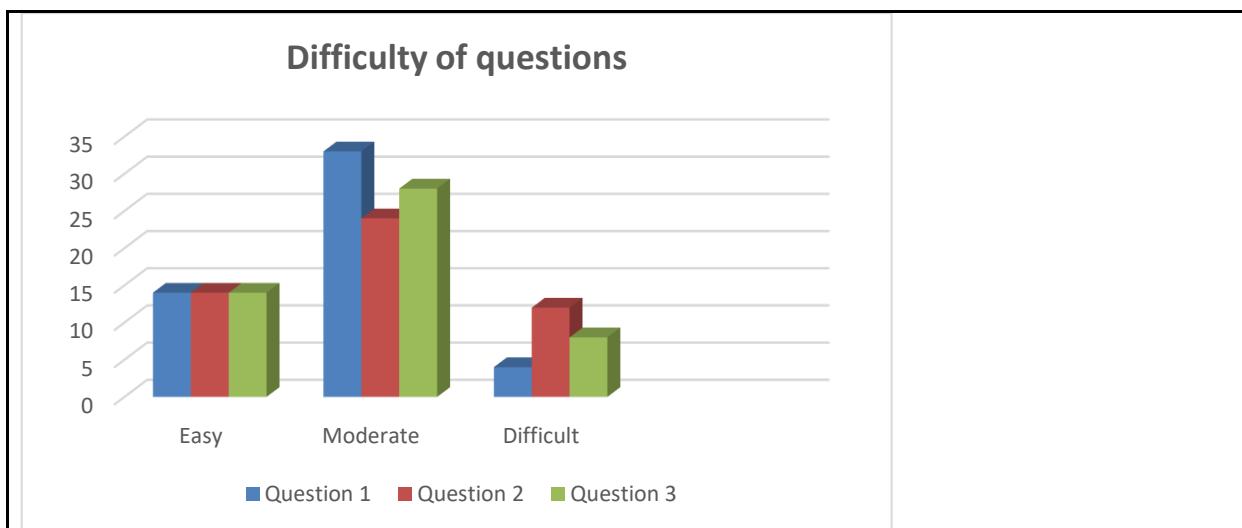
In general, do you think the paper was difficult, fair or easy? Please provide examples with reasons. Were choice questions of equal level of difficulty?

In general, according to inputs from the markers, the paper was fair but the choice questions were not of equal level of difficulty.

All three (3) choice source-based questions comply with the required cognitive levels as required

by the CAPS document i.e L1 - 14; L2 – 20; L3 – 16. The level of difficulty however is different in the

Three source-based questions. This could advantage candidates answering Question one (1) and three (3) and disadvantage candidates answering question 2. The reason for this assessment is based on the fact that some of the answers in question 1 and 3, relating to certain level 2 and 3 questions could be easily answered. Another reason for this assessment is that it was clear that this topic was not taught to candidates who, yet, still chose to do it and could not answer it correctly



(d) Coverage of prescribed Content and Skills

Does the paper cover the Content and Skills as prescribed in the CAPS? If your answer is no, indicate which Content and Skills were not adequately covered?

Yes, the paper covered the content and cognitive levels as prescribed in the CAPS document and the subject assessment guidelines. (Refer to cognitive demand graph).

Q1 - The Cold War (Cuban Missile crisis) source-based question

Q2 - Independent Africa (Africa in the Cold War, case study: Angola) source-based question

Q3 - Civil Society protests 1950s to 1970s (Black Power Movement) source-based question

Q4 - Cold War (Case Study: China) essay

Q5 - Independent Africa (Comprehensive Case studies of Congo and Tanzania) essay

Q6 - Civil society protests 1950s to 1970s (Civil Rights Movement) essay

2. FAIRNESS OF QUESTIONS

Were there any questions that were unfair? List them and substantiate why each one was unfair.

Source based: All questions were set up fairly and candidates were able to achieve average marks if they knew their content.

Essay question 4: The phrasing of this question on China was ambiguous and was set as a challenge for the above average candidates and deemed as unfair. For more than 80% of the candidates, English is their second language. It confused candidates to take a proper stance and makes it difficult to maintain a LOA. This will cause candidates who normally achieved a level 7 to have a drop in their marks that will lead to a lot of request for remarks. In no text books reference are made that there was a Third Five-Year plan.

There were no printing errors made on the question papers.

All the pictures were clear and easy to understand and interpret.

No questions were set outside the curriculum framework, but all questions were within the prescribed content as prescribed by the CAPS document.

3. LANGUAGE

Is the language used appropriate for Grade 12 learners? List questions that were linguistically complex and show how these questions can be re-phrased.

The language was appropriate for grade 12 learners. All difficult words were explained in the

ADDENDUM.

4. LENGTH OF QUESTION PAPER

Were candidates able to complete the examination within the allocated time?

The majority of candidates answered the THREE (3) questions as required, which indicates that candidates were able to complete the paper in the allocated time.

5. USE OF APPROPRIATE TEXTS

Were the texts/ contexts used appropriately? Substantiate.

The sources were properly contextualised and relevant to the key question. The length of the written sources was basically the same and must be commended. However, some markers felt that some texts were too long for the weaker learners who found it difficult to extract the correct answers. The explanation of difficult words in brackets allowed for easy and better understanding of the text and the visual clues in visual sources. All the photographs were clear and straight forward for the candidates to read and interpret. All visual texts had an explanation above the photograph which made it easy for learners to understand. It was properly contextualised and not ambiguous. The paper was not biased, but objective and discriminated against no candidates.

6. MARKING GUIDELINE

Is the mark allocation for all questions appropriate? If No, provide examples.

Does the marking guideline cater for all alternative responses?

If No, please list all correct responses which were not included in the memo. (Indicate the question number and response.)

The marking guideline was comprehensive and consistent with the question paper and catered question paper corresponded with the mark allocation in the marking guidelines.

Q 2.6 in the Afrikaans marking guideline differed with 2.6 of the English marking guideline, but has been corrected by the DBE panel and no candidates will be disadvantaged.

7. OVERALL IMPRESSION OF THE PAPER IN TERMS OF LEARNER PERFORMANCE (BASED ON THE MARKING PROCESS AS INFORMED BY THE INTERNAL MODERATION AND THE MARKED SCRIPTS)
<ul style="list-style-type: none"> Indicate how the candidates may have been advantaged/ disadvantaged taking into account the challenges of the 2020 academic year
Some candidates were disadvantaged because of constant closer of schools and the syllabus had to be covered in a short space of time. This resulted in less time for revision in comparison with previous years.
<ul style="list-style-type: none"> Based on the reasons provided above, give a prediction of the learner performance. (How will the candidate results be as compared to 2019 examinations)
Based on the number of scripts marked there seem to be an improvement in the results in some centres.
<ul style="list-style-type: none"> Was there any evidence that candidates were not fully prepared for the examination as compared to previous years? Please provide examples or motivation for your response.
No, it appeared that candidates were prepared and knew how many questions to answer as they also wrote the trail exam that was good preparation for candidates.
<ul style="list-style-type: none"> Based on the candidate's performance, describe any challenges that may have resulted in such a performance.
<p>Since the question paper was fair, candidates could have obtained more marks if they had enough time for revision.</p> <ul style="list-style-type: none"> RAW MARKS TO BE KEPT FOR HISTORY P 1: PAPER WAS FAIR LOW FAILURE RATE: HISTE P1: 20.2 /P2 16.5 % DISTRIBUTION OF LEVEL 6 AND 7 IS SATISFACTORY THE OVERALL STANDARD OF THE QUESTION PAPER WOULD ALLOW LEARNERS TO PASS THE QUESTION PAPER AND ALLOW CERTAIN CANDIDATES TO DO VERY WELL. Covid-19 disturbed teaching and contact time with learners were reduced. Online lessons became the norm and although the Eastern Cape Department of Education provided tablets for disadvantaged schools, not all the learners received the tablets. Accessibility of the internet was a huge challenge especially in the remote areas with

<p>limited infrastructure.</p> <ul style="list-style-type: none"> • Closure of schools happened on frequent intervals because of Covid-19 cases amongst staff members and learners. • Absenteeism and complete withdrawal from the academic year became a problem and anxiety among parents, teachers and students. • Extra classes, eg. Vacation School programmes became a problem due to Covid rules and regulations. • Not writing the June examination that usually prepare learners for Trial and November examinations. • Learners started the final examination a week after the Trial examinations, with very little time to properly prepare for the final exams.

SECTION 1: (General overview of Learner Performance in the question paper as a whole)

The general performance of candidates on the History paper 1 in November 2020 NSC
examinations was just above average. This means that there are centres that performed
well above average whilst others performed extremely well. The new cognitive
demand as stipulated by the CAPS document assisted some candidates with the source based
questions as well as the essay questions. Looking at the questions chosen, there is an
improvement as compared to the past years, candidates choose two essays and one-
source based question. This is to their advantage as it is easier to get a pass mark when they
mark this choice. The major challenge in choosing two source-based questions is the
misinterpretation of the sources provided. Some candidates find English to be a language
barrier
in writing hence it is difficult for them to get average to full marks.
The overall performance of part-time candidates were overall poor, with a few exceptions.

SECTION 2: Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
SECTION A
QUESTION 1
1.1.1 Learners were able to extract evidence from the source and scored the full 2 marks.
1.1.2 Concept was defined, although some were struggling to define in the concept communism.
1.1.3 Poorly answered cannot interpret the statement and most could only score 2 marks.
1.1.4 Well answered
1.2
1.2.1 95% of the candidates could only score 1 mark from this extraction question.
1.2.2 Well answered
1.2.3 Poorly answered and could only score 2 marks.
1.3
1.3.1 Well answered as it was a direct extraction from the source.
1.3.2 Satisfactory answered, most candidates scored 2 marks.
1.3.3 All candidates scored the 4 marks
1.3.4 Most candidates could not answer the Level 3 question and lost the 4 marks.
1.4
1.4.1 Satisfactory
1.4.2 Satisfactory, could mostly obtain 2 marks
1.5 Satisfactory, could mostly obtain 2 marks
1.6 Most learners responded and could obtain 4 to 5 of eight marks
QUESTION 2
2.1
2.1.1 Well answered as it was a direct extraction from the source.
2.1.2 Well answered as it was a direct extraction from the source.
2.1.3 Satisfactory, could mostly obtain 2 marks

2.2
2.2.1 Responded well, clear extraction
2.2.2 Easy, direct extraction, could score 1 mark easily
2.2.3 Satisfactory, could mostly obtain 1 mark, instead of 2
2.2.4 Poorly answered, most learners scored 0 marks
2.3.
2.3.1 Poorly answered, most learners scored 0 marks
2.3.2 Most could not define concept independence and obtained 0 marks
2.3.3 Difficult, could not interpret the statement, obtained mostly 2 out of 4 marks
2.3.4 Poorly answered
2.4
2.4.1 Average to good response, could obtain at least 2 out of 4 marks
2.4.2 Poorly answered, could score mostly 2 out of 4 marks
2.5 Average response, could obtain at least 2 marks
2.6 Most learners responded on an average level and could obtain 4 to 5 out of the 8 marks
QUESTION 3
3.1
3.1.1 Responded well, it is an extraction
3.1.2 Responded well, could interpret and mostly scored 4 marks
3.1.3 Difficult, could not interpret the statement, obtained mostly 2 out of 4 marks
3.1.4 Average response, could obtain at least 2 out of 4 marks
3.2
3.2.1 Responded well to interpretation of photograph
3.2.2 Poorly answered, obtained mostly 2 out of 4 marks
3.3 Average response, could obtain at least 2 out of 4 marks
3.4
3.4.1 Well answered, learners scored all 3 marks
3.4.2 Average response, could obtain at least 2 out of 4 marks
3.4.3 Well answered – extraction
3.5
3.5.1 Poorly answered, learners could not obtain 2 marks from this level 1, extraction question
3.5.2 Poorly answered, almost all learners could not obtain the 2 marks
3.5.3 Average response, could obtain at least 2 out of 4 marks
3.6 Most learners responded on an average level and could obtain 3 to 4 out of the 8 marks

SECTION B: Essay
QUESTION 4
This was the one of the popular questions. The response of candidates was average to good.
QUESTION 5
This was not a popular question at all. Very few centres attempted this essay. The response was moderate. Those who did attempt it, could score between 30 to 40 marks.
QUESTION 6
Candidates performed well in this question. The response of candidates was average to good.
(b) Why was the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
SECTION A : SOURCE BASED QUESTIONS
QUESTION 1
1.2.1 Phrasing of question caused most candidates to lose 1 mark. There was nothing wrong with this question, an easy Level 1 Question. Learners are used to having extraction answers following together in one paragraph, so they did not make an effort to look for the other relevant answers which was in the next paragraph, i.e. "the resources Khrushchev supplied to Cuba".
1.2.3 Candidates could not grasp the meaning of imperialist state, so they lost 2 marks.
1.3.4 Learners struggled with limitation of sources. It was challenging, they do not understand the concept of "limitations".
1.5 Candidates were unable to compare the sources. Still seems like a challenge. Could not respond fully to "Kennedy's response to the deployment of missiles to Cuba"

QUESTION 2	
2.2.4	Candidates could not see the link between “Crocker, the United Nations and the Battle of Cuito Cuanavale” and therefore lost the 4 marks.
2.3.1	They could not score 2 marks for this straight extraction question, because teachers do not put emphasis on Namibia’s fight for independence. Teachers do not link Namibia’s fight for independence with the fight for independence in Angola.
2.3.2	Candidates struggled to define the concept <i>Independence</i> in the context of Angola.
2.3.4	Candidates had no background knowledge of the body and functions of the United Nations, so they really struggled with this question and therefore lost the 4 marks.
2.4.2	Candidates still struggle to understand the concept of usefulness.
QUESTION 3	
3.5.2	Candidates struggled to define the concept <i>Black Nationalism</i> .
3.6	Paragraph writing needs skill and knowledge. Candidates had very little own knowledge on the Revolutionary programs of the Black Power movement and could therefore, only extract answers from the addendum.

SECTION B: ESSAY TYPE OF QUESTIONS	
QUESTION 4	
It was a popular question, but it was moderately answered. Candidates were able to write the content fully, but the challenge for learners was again to take a stance for this question for the way the question has been set. This caused learner to run into difficulty to sustain a line of argument for this question. Learners found it difficult to link the line of argument with the content for the essay. In either stance taken, i.e. AGREE or DISAGREE. Also, candidates gave too much background in this essay, which they could not be credited for.	
QUESTION 5	
This was not a popular question. Few learners attempted this essay, only 2% of the 100 scripts moderated. Candidates were expected to write on economic and social policies implemented, but instead wrote on the political policies, causing them to lose marks. Also, candidates struggled to do the comparison which were required for this essay that was according to the CAPS document and examination guidelines.	
QUESTION 6	
It was the most popular question, but again learners struggled to grasp and maintain the line of argument. They used the outcomes of each protest as the line of argument, in that way they could score at least a good mark for this essay. Also candidates gave too much background in this essay, which they could not be credited for.	

(c) Provide suggestions for improvement in relation to Teaching and Learning.
Educators should teach the content thoroughly. They must train and empower the learners by giving them past papers to revise. This will help to be familiar with all types of questions. They should give them activities targeting Level 2 and Level 3 skills. In orientating learners with concepts, educators can facilitate for the collection of concepts in that particular chapter or theme. These concepts must be defined in the context of the content concerned. In all, it is about training them in approaching different kinds of questions. This must apply to the essay questions as well.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Tendency of extracting answers from the source even if they are supposed to interpret. Teachers should train learners by using previous question papers on how to differentiate between Level 2 and 3 questions.
Learners fail to answer level 3 questions that required comparison and limitation. They merely state facts instead of comparing in the sources. Candidates do not use correct phrasing for comparison of sources, e.g. "Source A state this ... and Source 2B shows that ... " The meaning of the word limitation in a historical context should be explained to learners and that it has the same meaning as from who's viewpoint the source was written or the time it was written.
They also overlook the mark allocation e.g. (2x1), they write one fact instead of two.
<ul style="list-style-type: none"> • Information-sharing workshops is very important. • Training and learning facilitators should make use of NSC markers to train fellow educators, i.e. those who are marking the End of Year examinations. This will empower all History teachers. • This must be done in the beginning of the year that will ensure a standard level of understanding on how to tackle the common mistakes made by candidates during the examination. • Teachers should do more exercises (informal tasks) on the writing of paragraphs. What is meant by using your own knowledge and how to use the sources that will enable learners to construct a proper paragraph where their own knowledge and relevant information of the sources are used. • Candidates should also be trained in the answering of the different types of essay questions and how to take a stance and maintain the line of argument. • Educators should dedicate themselves to the subject they love for the good of the citizens of South Africa.



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE/ NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P1

NOVEMBER 2020

MARKS: 150

TIME: 3 hours

This question paper consists of 9 pages and an addendum of 14 pages.



* H I S T E 1 *



INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework in the CAPS document.

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: THE COLD WAR: CONTAINMENT AND BRINKMANSHIP:
THE CUBAN MISSILE CRISIS

QUESTION 2: INDEPENDENT AFRICA: CASE STUDY – ANGOLA

QUESTION 3: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE
1970s: THE BLACK POWER MOVEMENT

SECTION B: ESSAY QUESTIONS

QUESTION 4: CASE STUDY – CHINA

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

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

2. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions can be found in the ADDENDUM.
3. SECTION B consists of THREE essay questions.
4. Answer THREE questions as follows:
 - 4.1 At least ONE must be a source-based question and at least ONE must be an essay question.
 - 4.2 The THIRD question may be either a source-based question or an essay question.
5. You are advised to spend ONE hour per question.
6. When answering the questions, you should apply your knowledge, skills and insight.
7. You will be disadvantaged by merely rewriting the sources as answers.
8. Number the answers correctly according to the numbering system used in this question paper.
9. Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE question, but not more than TWO questions, in this section. Source material that is required to answer these questions is contained in the ADDENDUM.

QUESTION 1: HOW DID THE SOVIET UNION AND THE UNITED STATES OF AMERICA CONTRIBUTE TO COLD WAR TENSIONS IN CUBA IN THE 1960s?

Study Sources 1A, 1B, 1C and 1D and answer the questions that follow.

1.1 Use Source 1A.

- | | | | |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----|
| 1.1.1 | Why, according to the source, did Castro have a close relationship with Khrushchev? | (1 x 2) | (2) |
| 1.1.2 | Define the concept <i>communism</i> in your own words. | (1 x 2) | (2) |
| 1.1.3 | Explain what is implied by the statement, 'Khrushchev and the Soviets couldn't have asked for a better-located ally (friend) against the United States of America (USA)', in the context of the Cuban Missile Crisis. | (2 x 2) | (4) |
| 1.1.4 | What, according to the source, was the outcome of the battle at the Bay of Pigs for the following countries: | | |
| | (a) The USA | (1 x 1) | (1) |
| | (b) Cuba | (1 x 1) | (1) |

1.2 Read Source 1B.

- | | | | |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----|
| 1.2.1 | According to the source, what resources did Khrushchev supply to Cuba? | (2 x 1) | (2) |
| 1.2.2 | Explain why Khrushchev stated that 'the armaments and military equipment sent to Cuba are designed exclusively for defensive purposes'. | (1 x 2) | (2) |
| 1.2.3 | Comment on what Khrushchev implied by the statement 'Threats and blackmail are an integral part of the imperialist states' in the context of the Cold War in Cuba. | (2 x 2) | (4) |

- 1.3 Study Source 1C.
- 1.3.1 According to the source, why was Kennedy concerned about the Soviet Union's presence in Cuba? (1 x 2) (2)
- 1.3.2 Explain what you think prompted Kennedy to inform the American public about the deployment of Soviet military equipment to Cuba. (2 x 2) (4)
- 1.3.3 Quote FOUR challenges from the source that communism posed to the world. (4 x 1) (4)
- 1.3.4 Using the information in the source and your own knowledge, explain the limitations of this source to a historian researching the Cuban Missile Crisis. (2 x 2) (4)
- 1.4 Consult Source 1D.
- 1.4.1 Explain why you think this article was published on the front page of *The Arizona Republic*. (1 x 2) (2)
- 1.4.2 Comment on the newspaper headline 'U.S. BLOCKADES CUBA, TELLS RUSS "LAY OFF"' in the context of the Cuban Missile Crisis. (2 x 2) (4)
- 1.5 Refer to Sources 1C and 1D. Explain how the information in Source 1C supports the evidence in Source 1D regarding Kennedy's response to the deployment of Soviet missiles to Cuba. (2 x 2) (4)
- 1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the Soviet Union and the United States of America contributed to Cold War tensions in Cuba in the 1960s. (8)
- [50]**

QUESTION 2: WHAT IMPACT DID THE BATTLE OF CUITO CUANAVALLE HAVE ON SOUTH AFRICA AND CUBA?

Study Sources 2A, 2B, 2C and 2D and answer the questions that follow.

2.1 Read Source 2A.

- 2.1.1 Why did the SADF launch a major attack in south-eastern Angola in 1987, according to the source? (2 x 1) (2)
- 2.1.2 Identify TWO military forces in the source that 'moved towards the Namibian border and cut off South Africa's line of retreat'. (2 x 1) (2)
- 2.1.3 Using the information in the source and your own knowledge, comment on why the SADF's air wing failed to defeat the Cuban air force. (2 x 2) (4)

2.2 Study Source 2B.

- 2.2.1 List THREE reasons in the source that prompted South Africa to leave Cuito Cuanavale. (3 x 1) (3)
- 2.2.2 According to the source, who was the leader of South Africa during the Battle of Cuito Cuanavale? (1 x 1) (1)
- 2.2.3 Quote evidence from the source that suggests that the President of South Africa and his advisors accepted a truce. (2 x 1) (2)
- 2.2.4 Explain what you think is implied by the statement, 'Crocker's long fight was over, his goal of brokering (negotiating) a regional peace deal was realised at last' in the context of the Battle of Cuito Cuanavale. (2 x 2) (4)

2.3 Consult Source 2C.

- 2.3.1 Which TWO issues, according to the source, were closely linked to the peace and security of the south-western region of Africa? (2 x 1) (2)
- 2.3.2 Define the concept *independence* in the context of Angola. (1 x 2) (2)
- 2.3.3 Explain what Oliva implied by the statement, 'the Cuban military contingent (delegation) has successfully fulfilled its internationalist mission'. (2 x 2) (4)
- 2.3.4 Comment on the role that the United Nations Organisation played during the peace negotiations in Angola. (2 x 2) (4)

2.4 Use Source 2D.

2.4.1 Explain the messages that are conveyed in the photograph. (2 x 2) (4)

2.4.2 Comment on the usefulness of this source to a historian researching the outcome of the Battle of Cuito Cuanavale. (2 x 2) (4)

2.5 Refer to Sources 2C and 2D. Explain how the information in Source 2C supports the evidence in Source 2D regarding Cuba's role in the Angolan Civil War. (2 x 2) (4)

2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the impact that the Battle of Cuito Cuanavale had on South Africa and Cuba. (8)
[50]

QUESTION 3: WHAT PROGRAMMES DID THE BLACK PANTHER PARTY IMPLEMENT IN THE UNITED STATES OF AMERICA IN THE 1960s?

Study Sources 3A, 3B, 3C and 3D and answer the questions that follow.

3.1 Read Source 3A.

- 3.1.1 List THREE community programmes in the source that the Black Panther Party organised for African Americans. (3 x 1) (3)
- 3.1.2 According to the source, what were the TWO strategies that the Black Panther Party used to help poverty-stricken African Americans? (2 x 1) (2)
- 3.1.3 Explain what the Black Panther Party implied by 'A reform programme is set up by the existing exploitative system as an appeasing hand-out, to fool the people and to keep them quiet ...'. (2 x 2) (4)
- 3.1.4 Comment on the impact that the Free Breakfast Programme had on African American children. (2 x 2) (4)

3.2 Consult Source 3B.

- 3.2.1 Explain the messages that are conveyed in the photograph. (2 x 2) (4)
- 3.2.2 Using the information in the source and your own knowledge, comment on the usefulness of this source for a historian studying the programmes of the Black Panther Party. (2 x 2) (4)

- 3.3 Study Sources 3A and 3B. Explain how the information in Source 3A supports the evidence in Source 3B regarding the programmes of the Black Panther Party. (2 x 2) (4)

3.4 Refer to Source 3C.

- 3.4.1 According to Ericka Huggins, what should the city of Oakland do to uplift the lives of African Americans? (3 x 1) (3)
- 3.4.2 Explain what Ericka Huggins implied by saying that Oakland Community School 'serve children who have been labelled "educationally disadvantaged", "economically deprived" and "uneducable" '. (2 x 2) (4)
- 3.4.3 Why, according to the source, was the Inter-communal Youth Institute established? (1 x 2) (2)

3.5 Use Source 3D.

- 3.5.1 State TWO ways in the source in which the FBI agents destroyed the programmes of the Black Panther Party. (2 x 1) (2)
- 3.5.2 Define the concept *black nationalism* in your own words. (1 x 2) (2)
- 3.5.3 Using the information in the source and your own knowledge, explain why the Black Panther Party's School Breakfast Programme was allowed to operate on a permanent basis in 1975. (2 x 2) (4)

- 3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the programmes that the Black Panther Party implemented in the United States of America in the 1960s.

(8)
[50]



SECTION B: ESSAY QUESTIONS

Answer at least ONE question, but not more than TWO questions from this SECTION.

Your essay should be about THREE pages long.

QUESTION 4: CASE STUDY – CHINA

Chairman Mao Zedong introduced the Third Five-Year Plan (Cultural Revolution) to address the challenges that ordinary Chinese experienced during the implementation of the Second Five-Year Plan (Great Leap Forward).

Do you agree with this statement? Use relevant evidence to support your line of argument.

[50]**QUESTION 5: INDEPENDENT AFRICA: COMPARATIVE CASE STUDY – THE CONGO AND TANZANIA**

Critically discuss the social and economic policies that Mobutu Sese Seko (the Congo) and Julius Nyerere (Tanzania) implemented in their respective countries after attaining independence in the 1960s.

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

Explain to what extent the various forms of protests by the Civil Rights Movement led to an improvement of the lives of ordinary African Americans in the United States of America in the 1960s.

Support your line of argument with relevant evidence.

[50]**TOTAL: 150**



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE/ NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P1

NOVEMBER 2020

ADDENDUM

This addendum consists of 14 pages.



* H I S T E 3 *



QUESTION 1: HOW DID THE SOVIET UNION AND THE UNITED STATES OF AMERICA CONTRIBUTE TO COLD WAR TENSIONS IN CUBA IN THE 1960s?**SOURCE 1A**

The source below focuses on why Cuba and the Soviet Union became allies in the early 1960s.

When Fidel Castro came to power in Cuba, his relations with the United States of America got worse. Castro was not a communist but became close to Nikita Khrushchev (leader of the Soviet Union) because of his support and friendship. Later diplomatic and commercial relations between Cuba and the Soviet Union were established. Castro nationalised all banks and US-owned companies and refused to pay compensation.

The USA responded by cutting off all diplomatic and commercial ties with Cuba in 1961. Castro responded by announcing that Cuba was now implementing communism as a political ideology. The US government reacted by imposing a trade embargo on all Cuban goods. This meant that Cuba did not have a market for its sugar and tobacco produce. This forced Cuba to sell its produce to the Soviet Union and in return Cuba purchased oil and weapons from the Soviet Union ...

Khrushchev and the Soviets couldn't have asked for a better-located ally (friend) against the United States of America (USA). The Americans had allies all over the Eastern Hemisphere surrounding the USSR. The USA had a huge number of military forces in Europe near Soviet borders ... It was well known that the United States had nuclear missiles in Turkey which were pointed at the Soviet Union.

By the time John F Kennedy became president at the beginning of 1961, the Americans were already working on ways to get rid of Castro ... This plan ended in disaster with the failed battle at the Bay of Pigs in April 1961. Castro and his army quickly defeated the US sponsored rebels and the failure was a huge embarrassment for Kennedy's administration ... This helped to solidify (strengthen) Castro's alliance with the Soviet Union.

[From *The Cuban Missile Crisis – To the Brink of War* by Paul J Byrne]

SOURCE 1B

This source is part of a statement that Nikita Khrushchev made on 11 September 1962. It outlines how the Soviet Union assisted Cuba economically and militarily.

We do not hide from the world public that we really are supplying Cuba with resources such as industrial equipment and goods which are helping to strengthen her economy and to raise the well-being of the Cuban people.

... a certain amount of armaments is also being shipped from the Soviet Union to Cuba at the request of the Cuban government because of aggressive threats by imperialists. Castro also requested the Soviet government to send military specialists and technicians to Cuba who would train the Cubans in handling up-to-date weapons which require high skills and in-depth knowledge. It is but natural that Cuba does not yet have such specialists. That is why we considered this request. It must, however, be said that the number of Soviet military specialists sent to Cuba can in no way be compared to the number of workers in agriculture and industry sent there. The armaments and military equipment sent to Cuba are designed exclusively for defensive purposes. The President of the United States and the American military know what means of defence are. How can these means threaten the United States?

We have said, and we do repeat, that if war is unleashed (started), if the aggressor makes an attack on one state or another and this state asks for assistance, the Soviet Union has the possibility from its own territory to render assistance to any peace-loving state and not only to Cuba ...

We do not say this to frighten someone. Intimidation (bullying) is alien (unknown) to the foreign policy of the Soviet State. Threats and blackmail are an integral part of the imperialist states. The Soviet Union stands for peace and wants no war.

[From <http://www.mtholyoke.edu/acad/precrisis.htm>. Accessed on 21 August 2019.]

SOURCE 1C

The source below focuses on how President Kennedy reacted to the deployment of Soviet missiles to Cuba.

All Americans, as well as all of our friends in this Hemisphere, have been concerned over the Soviet Union's role to bolster (strengthen) the military power of the Castro regime in Cuba. Information has reached this government in the last four days from a variety of sources which establishes without doubt that the Soviets have provided the Cuban government with a number of anti-aircraft defence missiles with a range of twenty-five miles ... Along with these missiles, the Soviets are apparently providing the extensive radar (sensor) and other electronic equipment which is required for their operation.

We can also confirm the presence of several Soviet-made motor torpedo boats carrying ship-to-ship guided missiles having a range of fifteen miles. The number of Soviet military technicians now known to be in Cuba or en route is approximately 3 500 and is consistent with assistance in setting up and learning to use this equipment. As I stated last week, we shall continue to make information available as fast as it is obtained and properly verified (checked).

The Cuban question must be considered as a part of the worldwide challenge posed by the communist threat to democracy, peace, stability and prosperity. It must be dealt with as a part of that larger issue as well as in the context of the special relationships which have long characterised the inter-American system.

It continues to be the policy of the United States that the Castro regime will not be allowed to export its aggressive purposes by force or the threat of force. It will be prevented by whatever means may be necessary from taking action against any part of the Western Hemisphere.

[From <http://www.mtholyoke.edu/acad/intrel/jfkstate.htm>. Accessed on 19 August 2019.]

SOURCE 1D

The headline below is taken from an American newspaper, *The Arizona Republic*, published on 23 October 1962. The headline reads 'U.S. BLOCKADES CUBA, TELLS RUSS "LAY OFF" '.



[From <https://govbooktalk.gpo.gov/2012/10/18/hawks-vs-doves-the-joint-chiefs-and-the-cuban-missile-crisis/>. Accessed on 16 April 2019.]

The word 'RUSS' refers to RUSSIA.

QUESTION 2: WHAT IMPACT DID THE BATTLE OF CUITO CUANAVALLE HAVE ON SOUTH AFRICA AND CUBA?**SOURCE 2A**

The source below discusses the defeat of the South African Defence Force (SADF) by the Cuban military forces at the Battle of Cuito Cuanavale.

In 1987 to 1988, the myth (fiction) of the invincibility (cannot be defeated) of the South African military machine was laid to rest, with important consequences for social change. In July 1987, the South African Defence Force (SADF) launched a major attack into south-eastern Angola. This was an attempt to prevent the Angolan government forces from capturing the town of Mavinga from UNITA and to extend the area under UNITA control. The South African and UNITA forces met unexpectedly strong resistance from Angolan (MPLA) and Cuban forces around the town of Cuito Cuanavale.

Despite the arrival of fresh SADF reinforcements in December 1987 and the use of their most destructive and sophisticated weapons, such as aircraft, artillery, tanks and armoured cars, they still suffered heavy casualties and failed to capture Cuito Cuanavale. Meanwhile other Angolan (MPLA) and Cuban military forces moved towards the Namibian border and cut off South Africa's line of retreat (withdrawal).

Decisive in the SADF's defeat was the loss of air superiority. The South African Air Force found itself unable to match the modern Soviet equipment brought into battle by the defenders. South African aircraft were unable to penetrate the radar/missile defences at Cuito Cuanavale and when the Cuban forces launched an air strike on the Calueque Dam in June 1988, the SADF air defence proved inadequate.

[From *Foundations of the New South Africa* by J Pampallis]

SOURCE 2B

The source below explains the consequences of the Battle of Cuito Cuanavale.

Nonetheless, the commitment of Cuban troops had radically altered (changed) the balance of power in southern Africa. The prospect of more white conscripts being killed by a well-armed Cuban adversary (enemy), the cost of the war and the impact it had on South Africa's economy prompted (pressured) South Africa to leave Cuito Cuanavale.

In April 1988, PW Botha's cabinet agreed to begin direct negotiations with Angola and Cuba under Chester Crocker's (US Assistant Secretary of State for African Affairs) mediation. As the Central Intelligence Agency (CIA) concluded, 'military considerations weighed most heavily in Pretoria's decision to negotiate', elaborating that 'for the first time in modern history, its leadership was unnerved (frightened) by the prospect of a well-armed adversary (enemy) able to inflict (cause) serious casualties on South African forces in conventional warfare ... causing President PW Botha and his senior advisers to accept reluctantly a truce (peace) and the idea of negotiating Namibian independence in exchange for Cuban troop withdrawal'.

A flurry (series) of negotiations now gradually brought Crocker's linkage plan closer to reality. Although it would take twelve rounds of talks, on 22 December 1988 two treaties were signed at the United Nations Organisation, one between Angola and Cuba arranging the withdrawal of Cuban troops, the other among Angola, Cuba and South Africa agreeing to Namibian independence. Crocker's long fight was over, his goal of brokering (negotiating) a regional peace deal was realised at last.

[From *Journal of Southern African Studies*, volume 35, number 1: *Chester Crocker and the South African Border War, 1981–1989. A Reappraisal of Linkage* by Z Kagan-Guthrie]

SOURCE 2C

The source below is an extract from a letter written by Oscar Oramas Oliva (Cuban representative at the Security Council of the United Nations Organisation) to the President of the Security Council on 22 December 1988. It includes the terms of the tripartite peace agreement that Cuba, South Africa and Angola signed.

Cuba and Angola agree that the question of the independence of Namibia and the safeguarding of the sovereignty, independence and territorial integrity of Angola are closely linked to peace and security in the south-western region of Africa; that a tripartite agreement between Cuba, Angola and South Africa, containing the essential elements for the achievement of peace in the south-western region of Africa, is to be signed.

We now therefore hold it to be established that the conditions have been created which permit the commencement of the return to its homeland of the Cuban military contingent (delegation) now present in Angolan territory, which has successfully fulfilled its internationalist mission. We accordingly agree as follows:

ARTICLE 1

The ... phased and total withdrawal to Cuba of the 50 000 man contingent of Cuban troops.

ARTICLE 3

Both parties request the Security Council to carry out verification (confirmation) of the redeployment and the phased and total withdrawal of the Cuban troops from the territory of Angola ...

ARTICLE 4

This Agreement shall come into force upon the signature of the tripartite agreement between Cuba, Angola and South Africa.

The withdrawal of the Cuban forces should be according to the following timeframes: By 1 November 1989: 25 000; by 1 April 1990: 33 000; by 1 October 1990: 38 000 and by 1 July 1991: 50 000.

[From <https://peacemaker.un.org/angola-protocol-brazzaville88>. Accessed on 11 September 2019.]

SOURCE 2D

The photograph below shows Cuban soldiers leaving Angola after the Battle of Cuito Cuanavale. The photograph was taken on 10 January 1989. The photographer is unknown.



[From <https://images.app.goo.gl/eV3xyTXEZEqr79W96>. Accessed on 16 April 2019.]

QUESTION 3: WHAT PROGRAMMES DID THE BLACK PANTHER PARTY IMPLEMENT IN THE UNITED STATES OF AMERICA IN THE 1960s?**SOURCE 3A**

The source below focuses on the reasons for the establishment of community-based programmes by the Black Panther Party in the United States of America in the 1960s.

Famous for taking up guns in defence against police brutality, the members of the Black Panther Party had many other little known sides to their work. They organised community programmes [for African Americans] such as free breakfast for children, health clinics and shoes for children ...

The programmes were of key importance in the Panthers' strategy. Firstly they fed the hungry, gave out food, clothing and medical care to poverty-stricken African Americans. Secondly, it showed what could be achieved if you were organised ...

'A lot of people misunderstand the politics of these programmes; some people refer to them as reform programmes. They're not reform programmes, they're actually revolutionary community programmes. A revolutionary programme is started by revolutionaries, by those who want to change the existing system for a better system. A reform programme is set up by the existing exploitative system as an appeasing (peace-making) hand-out, to fool the people and to keep them quiet ...'

The first programme the Panthers organised was the Free Breakfast for Children. Lesley Johnson explains how this led her to get involved in the Panthers. 'Well, one of the things that I could immediately respect and admire the party for was its Breakfast for School Children Programme. You know my parents were both workers ... And there were times when I was growing up, the week's oatmeal or whatever would run out and I went to school hungry. So I really appreciated what the party was doing.'

[From <http://www.socialistalternative.org/black-panther-party-for-self-defense/>.
Accessed on 13 March 2019.]

SOURCE 3B

The photograph below shows African American women and children carrying free food bags that were distributed at the Black Panther Party offices in Oakland, California in 1969.



[From: <http://images.app.goo.gl/CcDQGkoJETDjTXpb9>. Accessed on 19 August 2019.]

**BLACK PANTHER PARTY
FREE FOOD PROGRAMME**

SOURCE 3C

The extract below is taken from a speech that was delivered by Ericka Huggins (activist of the Black Panther Party) at the Alternative Schools Conference on 23 and 24 May 1976. It focuses on how the Oakland Community School contributed to the upliftment of African American children in the United States of America.

This city needs to organise to get things done in education, housing and the courts and to also uplift the lives of the African Americans. I wanted to say that before I went on to talk about education ...

I talked yesterday about the Oakland Community School, about alternative education and community schools. I'd like to begin today to give you a history of the Oakland Community School, why we started it, whom it serves and in what direction we feel we're heading.

First, we don't call ourselves an 'alternative school.' We know that we are, but the word 'alternative' has taken on such a negative meaning with black and poor people that in analysing who we were, whom we were serving and what we were trying to do, we decided to call ourselves a 'model school'.

We call Oakland Community School a 'model school' and it is. We serve 125 children. We're located in East Oakland. We serve children who have been labelled 'educationally disadvantaged', 'economically deprived' and 'uneducable'. We're working with children, who would be in public schools; who have not been to private schools or other alternatives; whose parents have no political affiliation (connection) and just want their children to have the best. I know we all want the best for our children. Children deserve the best because they are the future.

So, in 1971, as a result of harassment (persecution) that some children were getting in Oakland, (by some children I mean sons and daughters of members of the Black Panther Party) a group of parents and instructors got together and decided to form what was then called the Inter-communal Youth Institute in Oakland.

[From <https://i.pinimg.com/originals/ee/c4/45/eec445e67979686e86227c6c0f86d32b.jpg>.
Accessed on 13 March 2019.]

SOURCE 3D

The source below focuses on the strategies that the Federal Bureau of Intelligence (FBI) used to disrupt the community programmes of the Black Panther Party.

Free food seemed relatively innocuous (harmless), but not to FBI head, J Edgar Hoover, who loathed (hated) the Black Panther Party (BPP) and declared war against them in 1969. He (Edgar Hoover) called the (Free Food) programme 'potentially the greatest threat to efforts by state authorities to destroy and render the BPP ineffective and what it stands for', and gave carte blanche (complete freedom) to law enforcement agencies to crush it.

The results were swift (sudden) and devastating (shocking). FBI agents went door-to-door in cities like Richmond in Virginia, telling parents that members of the BPP would teach their children about black nationalism. In San Francisco, writes historian Franziska Meister, parents were told the food was infected with contagious (spreadable) disease; free food sites in Oakland and Baltimore were raided by officers who harassed BPP members in front of terrified children, and participating children were photographed by the Chicago police.

'The night before the first breakfast programme in Chicago was supposed to open', a female Panther told historian Nik Heynan, 'the Chicago police broke into the church and mashed up all the food and urinated on it'.

Ultimately, these and other efforts to destroy the Black Panthers broke up the programme. In the end, though, the public visibility of the Panthers' breakfast programmes put pressure on political leaders to feed children before school ...

... In 1975, the School Breakfast Programme was permanently authorised. Today, it helps feed over 14,57 million children before school and without the radical actions of the Black Panthers, it may never have happened.

[From <http://www.history.com/news/free-school-breakfast-black-panther-party>.
Accessed on 16 May 2019.]

ACKNOWLEDGEMENTS

Visual sources and other historical evidence were taken from the following:

Byrne, PJ. 2006. *The Cuban Missile Crisis – To the Brink of War* (Compass Point Books, Minneapolis, Minnesota)

<http://images.app.goo.gl/CcDQGkoJETDJTXpb9>

<http://www.history.com/news/free-school-breakfast-black-panther-party>

<http://www.mtholyoke.edu/acad/intrel/jfkstate.htm>.

<http://www.mtholyoke.edu/acad/precrisis.htm>.

<http://www.socialistalternative.org/black-panther-party-for-self-defense>

<https://govbooktalk.gpo.gov/2012/10/18/hawks-vs-doves-the-joint-chiefs-and-the-cuban-missile-crisis/>

<https://i.pinimg.com/originals/ee/c4/45/eec445e67979686e86227c6c0f86d32b.jpg>

<https://images.app.goo.gl/eV3xyTXEZEqr79W96>

<https://peacemaker.un.org/angola-protocol-brazzaville88>

Kagan-Guthrie, Z. 1995. *Journal of Southern African Studies, Volume 35, Number 1: Chester Crocker and the South African Border War, 1981–1989. A Reappraisal of Linkage*

Pampallis, J. 1991. *Foundations of the New South Africa* (Maskew Miller, Cape Town)



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE/ NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P1

NOVEMBER 2020

MARKING GUIDELINES

MARKS: 150

APPROVED: FINAL COPY

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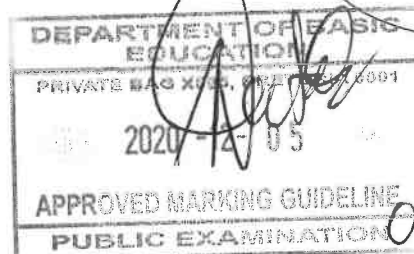
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These marking guidelines consist of 24 pages.

hullay g. Brydon

05/12/2020

5/12/2020



05/12/2020

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 evidence from 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 other relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

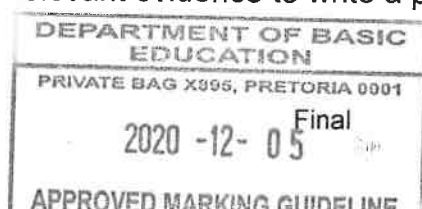
1.3 Assessment procedures for source-based questions

- 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 ✓✓✓✓

COMMENT

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.

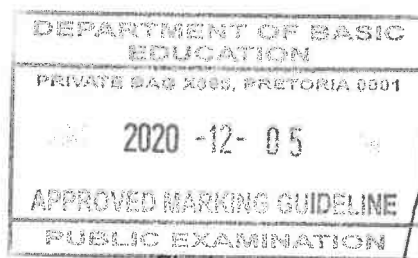
2.2 Marking of essay questions

- 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.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will **not** be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of an argument (planned, structured and has an independent line of argument)



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 (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline).
For example in an essay where there are five (5) main points there could be about seven (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. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
E	Explanation: The candidate should explain in more detail what the main point is 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

Λ

- Wrong statement
- Irrelevant statement

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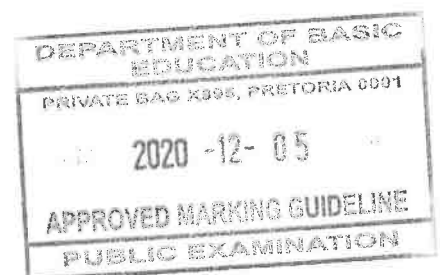
- Repetition
- Analysis
- Interpretation
- Line of Argument

R

A✓

I✓

LOA



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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**.

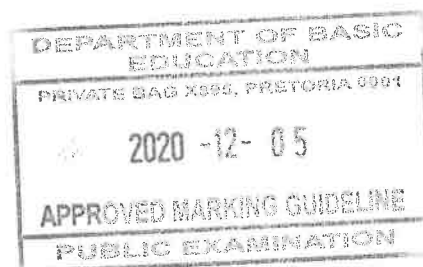
C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	}26–27
P	LEVEL 3	

COMMENT

Some omissions in content coverage.
Attempts to sustain a line of argument.



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
- Content selection 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 SOVIET UNION AND THE UNITED STATES OF AMERICA CONTRIBUTE TO COLD WAR TENSIONS IN CUBA IN THE 1960s?**

1.1

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

- 'because of his support and friendship' (1 x 2) (2)

1.1.2 *[Definition of a historical concept in Source 1A – L1]*

- An ideology that advocated a classless society, where private ownership is prohibited
- An ideology that supported the nationalisation of all land, industries and banks (i.e. the state owns the means of production)
- Any other relevant response (any 1 x 2) (2)

1.1.3 *[Interpretation of evidence in Source 1A – L2]*

- Cuba was in close proximity to the USA and therefore posed a threat to the safety of the USA
- It gave Khrushchev vantage point to counteract the USA's placement of missiles in Turkey/to restore the balance of power
- Any other relevant response (2 x 2) (4)

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

(a)

- 'Disaster'
- 'Defeat of the US sponsored rebels'
- 'Embarrassment for Kennedy's administration' (any 1 x 1) (1)

(b)

- 'Castro and his army quickly defeated the US sponsored rebels'
- 'Helped to solidify (strengthen) Cuba's alliance with the Soviet Union' (any 1 x 1) (1)

1.2

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

- 'industrial equipment and goods'
- 'certain amount of armaments'
- 'military specialists and technicians'
- 'military equipment' (any 2 x 1) (2)

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

- To defend Cuba against American aggression
- To defend the ideology of communism in Cuba and Latin America
- To avert any suspicion that the Soviet Union may be the aggressor
- Any other relevant response (any 1 x 2) (2)

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

- The USA and other capitalist countries were content by using threats (e.g. blockade) and intimidation tactics against smaller states in an attempt to get them to comply (to withdraw missiles) and be subservient
- The USA used their economic power to try and force Cuba to adhere to their economic policies
- Unlike the USA (aggressor), the Soviet Union stood for peace
- Any other relevant response

(any 2 x 2) (4)

1.3

1.3.1 *[Extraction of evidence from Source 1C – L1]*

- 'To bolster (strengthen) the military power of the Castro regime in Cuba'
- 'The Soviets have provided the Cuban government with a number of anti-aircraft defence missiles with a range of twenty-five miles'
- 'The Soviets are apparently providing the extensive radar (sensor) and other electronic equipment'
- 'The presence of several Soviet-made motor torpedo boats'

(any 1 x 2) (2)

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

- To convince the Americans that he was in control of the situation
- To win support and ease the fears of the American public
- To inform the Americans about the steps he intended taking against the deployment of Soviet missiles to Cuba
- To make the public aware of a possible nuclear war
- Any other relevant response

(any 2 x 2) (4)

1.3.3 *[Extraction of evidence from Source 1C – L1]***A challenge to:**

- 'democracy'
- 'peace'
- 'stability'
- 'prosperity'

(4 x 1) (4)

1.3.4 *[Ascertaining the limitations of Source 1C – L3]*

- The source gives an American point of view/ its biased, justifying the USA's intentions
- The source is not dated
- The purpose of the source is to convince the public that the USA was defending democracy and freedom
- The source does not show how the USA contributed to the crisis in Cuba
- Any other relevant response

(any 2 x 2) (4)

1.4

1.4.1 *[Interpretation of evidence in Source 1D – L2]*

- To inform the public how the USA intended to deal with the deployment of missiles to Cuba
- It was news worthy because the public should be aware about the developments that affected the USA
- Any other relevant response

(any 1 x 2) (2)

1.4.2 *[Interpretation of evidence in Source 1D – L2]*

- The USA imposed a blockade to stop the deployment of Soviet missiles to Cuba
- The USA warned the Soviet Union of harsh measures that it intended to take to prevent the spread of communism
- The USA demanded that the Soviet Union should '**LAY OFF**' (leave) Cuba
- Any other relevant response (any 2 x 2) (4)

1.5 *[Comparison of evidence in Sources 1C and 1D to highlight similarities – L3]*

- In Source 1C Kennedy promised to make information available to all Americans to keep them abreast of developments in Cuba which was communicated through a front page newspaper article in Source 1D
- Source 1C states that the US government would use whatever means to stop Cuban and Soviet Union aggression against the Western Hemisphere and in Source 1D the US government used a blockade to stop the deployment of missiles to Cuba
- Both Sources 1C and 1D refer to the US government's reaction to the deployment of Soviet missiles to Cuba
- Any other relevant response (any 2 x 2) (4)



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

Candidates could include the following aspects in their response:

- The Soviet Union supported Cuba after the USA had cut off economic and diplomatic ties with Cuba (Source 1A)
- Cuba's adoption of communism (Soviet Union) implied rejection of capitalism (USA) (own knowledge)
- The proximity of Soviet missiles in Cuba posed a threat to the security of the USA (Source 1A)
- The Battle of the Bay of Pigs, April 1961 widened the tensions between the USA and Cuba/ Soviet Union (Source 1A)
- The Soviet Union supplied Cuba with armaments (Source 1B)
- The Soviet Union sent military specialists and technicians to train Cubans on how to handle sophisticated weapons (Source 1B)
- The Soviet Union regarded the threats and blackmail as an integral part of the USA's strategy (Source 1B)
- The USA was concerned and therefore started monitoring the movement of Soviet ships to Cuba (Source 1C)
- The USA showed readiness to confront the Cuban/Soviet Union military (Source 1C)
- The USA and the Soviet Union engaged in a game of brinkmanship which heightened Cold War tensions (own knowledge)
- The USA used the media (newspaper) to inform the American public about the action (blockade) it took against the deployment of Soviet missiles to Cuba (Source 1D)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of how the Soviet Union and the United States of America contributed to Cold War tensions in Cuba in the 1960s. • Uses evidence partially 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 some understanding of how the Soviet Union and the United States of America contributed to Cold War tensions in Cuba in the 1960s. • Uses evidence in a 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 how the Soviet Union and the United States of America contributed to Cold War tensions in Cuba in the 1960s. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)
[50]

CMY
Please turn over

QUESTION 2: WHAT IMPACT DID THE BATTLE OF CUITO CUANAVALLE HAVE ON SOUTH AFRICA AND CUBA?

2.1

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

- 'To prevent Angolan government forces from capturing the town of Mavinga from UNITA'
 - 'To extend the area under UNITA control'
- (2 x 1) (2)

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

- 'Angolan MPLA'
 - 'Cuban forces'
- (2 x 1) (2)

2.1.3 *[Interpretation of evidence in Source 2A – L2]*

- The MPLA and Cuban forces were strategic and therefore successfully outmanoeuvred the SADF
 - The Cuban air force was superior to the SADF's air wing
 - The SADF's air wing did not have modern aircraft to challenge the Cuban air force
 - Were unable to penetrate the radar/missile defences
 - Any other relevant response
- (any 2 x 2) (4)

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

- 'More white conscripts being killed'
 - 'The cost of the war'
 - 'The impact it had on South Africa's economy'
- (3 x 1) (3)

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

- 'PW Botha'
- (1 x 1) (1)

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

- 'Military considerations weighed most heavily in Pretoria's decision to negotiate'
 - 'Its leadership was unnerved (frightened) by the prospect of a well-armed adversary (enemy) able to inflict (cause) serious casualties on South African forces in conventional warfare'
- (2 x 1) (2)

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

- After a number of years of war in Angola Chester Crocker was ultimately able to bring warring countries South Africa, Cuba and Angola to the negotiating table
 - Chester Crocker was able to mediate peace between South Africa, Cuba and Angola by getting leaders to sign the tripartite agreement
 - Any other relevant response
- (any 2 x 2) (4)



2.3

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

- 'Independence of Namibia'
 - 'Safeguarding of the sovereignty, independence and territorial integrity of Angola'
- (2 x 1) (2)

2.3.2 *[Definition of a historical concept in Source 2C – L1]*

- The right of the people of Angola to govern themselves without foreign intervention
 - Any other relevant response
- (any 1 x 2) (2)

2.3.3 *[Interpretation of evidence in Source 2C – L2]*

- Cuba safeguarded the independence of Angola
 - Cuba ensured the independence of Namibia
 - Cuba's mission to stop the SADF from overthrowing the MPLA was successful
 - Cuba had achieved their practise of helping those in need
 - Cuba succeeded in preventing the spread of capitalism
 - Any other relevant response
- (any 2 x 2) (4)

2.3.4 *[Interpretation of evidence in Source 2C – L2]*

- The UNO had to get countries that were at war to come together so that peace could be achieved
 - The UNO had to ensure that the articles as stipulated in the agreement were implemented
 - The UNO attempted to bring peace to Angola
 - Any other relevant response
- (any 2 x 2) (4)

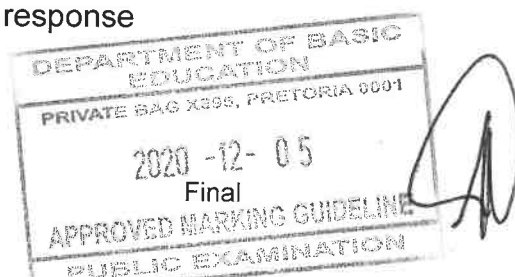
2.4

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

- It shows Cuban troops withdrawing from Angola after the Battle of Cuito Cuanavale
 - It depicts Angolans showing their appreciation by waving their hands at the Cuban forces
 - It shows that there were good relations between the Cubans and the Angolans
 - It shows the Cuban forces leaving in a celebratory/happy manner
 - Any other relevant response
- (2 x 2) (4)

2.4.2 *[Ascertain the usefulness of Source 2D – L3]***The source is USEFUL because:**

- It is a photograph that captured the withdrawal of Cuban troops from Angola
 - The photograph is first-hand information that was taken at the time of the withdrawal (i.e. a primary source)
 - The date of origin of the source relates to the time frames of the official withdrawal of the Cuban troops from Angola
 - It informs the world about the official withdrawal of Cuban troops from Angola
 - The photograph gives insight into the role played by Cuba in Angola
 - Any other relevant response
- (any 2 x 2) (4)



CMT

Please turn over

2.5 *[Comparison of evidence in Sources 2C and 2D to highlight similarities – L3]*

- Source 2C stipulates timeframes for the withdrawal of Cuban troops and Source 2D shows the implementation of the withdrawal of Cuban troops
- Source 2C states that conditions have been created which permitted the commencement of the return of the Cuban military contingent from Angola and Source 2D shows the actual withdrawal of the Cuban troops from Angola
- Source 2C states that Cuba successfully fulfilled its internationalist mission and Source 2D suggests that the Cubans are happy after they achieved their goal of defeating their enemies by leaving Angola
- Both Sources 2C and 2D show the Cuban military forces' direct involvement in the Angolan civil war
- Any other relevant response

(any 2 x 2) (4)

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

Candidates could include the following in their response:

- South African and UNITA forces met strong resistance from Angolan (MPLA) and Cuban forces at Cuito Cuanavale and therefore was forced to sign a truce (Source 2A)
- The weaknesses of the South African Air Force were exposed (Source 2A)
- The cost of the war/ loss of life in Angola forced South Africa (PW Botha) to negotiate for peace in the region (Source 2B)
- It led to a tripartite agreement between South Africa, Angola and Cuba under Chester Crocker's chairpersonship that led to peace in the south-western region of Africa (Source 2C)
- South Africa agreed to the Namibian independence (Sources 2B and 2C)
- Cuba contributed to the independence of Angola and Namibia, that brought peace in the southern Africa region (own knowledge)
- Cuba agreed to the withdrawal of troops from Angola (Source 2C)
- Cuban troops can be seen withdrawing from Angola (Source 2D)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of the impact that the Battle of Cuito Cuanavale had on South Africa and Cuba. • Uses evidence partially or cannot report on topic. 	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 some understanding of the impact that the Battle of Cuito Cuanavale had on South Africa and Cuba. • Uses evidence in a 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 impact that the Battle of Cuito Cuanavale had on South Africa and Cuba. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS: 6–8

(8)

[50]

Please turn over

QUESTION 3: WHAT PROGRAMMES DID THE BLACK PANTHER PARTY IMPLEMENT IN THE UNITED STATES OF AMERICA IN THE 1960s?

3.1

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

- 'Free breakfast for children'
- 'Health clinics'
- 'Shoes for children'

(3 x 1) (3)

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

- 'Fed the hungry'
- 'Gave out food'
- 'Clothing and medical care to poverty-stricken African Americans'
- 'What could be achieved if you were organised'

(any 2 x 1) (2)

3.1.3 *[Interpretation of evidence in Source 3A – L2]*

The Black Panther Party implied that a reform programme:

- Was started by those who want to maintain control and ensure that status quo is maintained
- Did not necessarily bring about change to the lives of African Americans
- Would bring about only cosmetic changes to the lives of African Americans
- Would not empower African Americans to become independent and self sufficient
- Preferred a revolutionary programme than a reform programme
- Any other relevant response

(any 2 x 2) (4)

3.1.4 *[Interpretation of evidence in Source 3A – L2]*

- African American children did not go to school hungry anymore/could concentrate in class
- African American children liked the Free Breakfast Programme
- It contributed to the development of self-esteem amongst African American children
- It motivated young African Americans to join the Black Panther Party
- Any other relevant response

(any 2 x 2) (4)

3.2

3.2.1 *[Interpretation of evidence in Source 3B – L2]*

- It shows destitute African American women and children carrying bags of free food provided by the Black Panther Party
- It shows that the African American women and children appeared to be happy (facial expression)
- It depicts the success of the Black Panther Party's 'Free Food Programme'
- It shows the Black Panther Party's implementation of the philosophy of self-reliance
- Any other relevant response

(any 2 x 2) (4)



Handwritten signatures and initials.

3.2.2 *[Ascertaining the usefulness of Source 3B – L3]***The source is USEFUL because:**

- It is a photograph – taken at the time when community programmes of the Black Panther Party were active
- The name of the Black Panther Party and its emblem are shown on the carry bags to show ownership of the programme (showed that the programme was the brain child of the Black Panther Party)
- It shows the beneficiaries (African American women and children) receiving free food
- It shows the success of Black Panther Party survival programmes
- Any other relevant response (any 2 x 2) (4)

3.3 *[Comparison of evidence in Sources 3A and 3B to highlight similarities - L3]*

- Source 3A mentions that the Black Panther Party organised community programmes and Source 3B shows the African American families collecting food parcels from the Black Panther Party Free Food Programme
- Source 3A mentions the implementation of a better system for African American communities and in Source 3B shows the children and women in a jovial mood
- Source 3A mentions a revolutionary programme that was started by leaders of the Black Panther Party and Source 3B shows the implementation of a revolutionary programme (Both Sources 3A and 3B outline the programmes of the Black Panther Party)
- Any other relevant response (any 2 x 2) (4)

3.4

3.4.1 *[Extraction of evidence from Source 3C – L1]***Get things done**

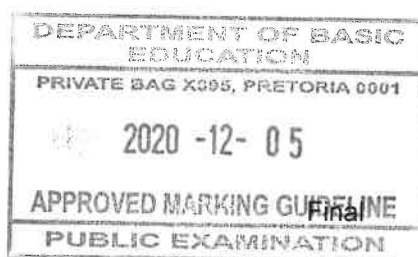
- 'in education'
- 'housing'
- 'and the courts' (3 x 1) (3)

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

- The Oakland Community School took pride in serving African American children
- African American children who attended the Oakland Community School came from disadvantaged backgrounds
- The school admitted children who were rejected by mainstream public or private schools
- The school offered a differentiated curriculum to accommodate all types of children
- Any other relevant response (any 2 x 2) (4)

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

- 'As a result of harassment that some children were getting in Oakland' (1 x 2) (2)



A large, stylized handwritten signature in black ink.

A handwritten signature in black ink, appearing to be 'Chris'.

A handwritten signature in black ink, appearing to be 'S. J.' or similar.

3.5

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

- 'FBI agents went door-to-door in cities like Richmond in Virginia, telling parents that members of the BPP would teach their children about Black Nationalism'
 - 'Parents were told the food was infected with contagious (spreadable) disease'
- (2 x 1) (2)

3.5.2 *[Definition of a historical concept in Source 3D – L1]*

- An ideology wherein people of the same nation (Black) come together to practice their own language, culture, beliefs and want to be ruled by a person of the same nation
 - Any other relevant answer
- (any 1 x 2) (2)

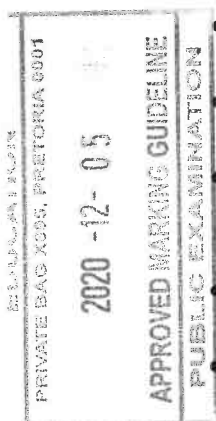
3.5.3 *[Interpretation of evidence in Source 3D – L2]*

- The Federal Government saw the success of the School Breakfast Programme and adopted it in 1975
 - The School Breakfast Programme was later expanded to communities that were impoverished in the USA
 - The School Breakfast Programme was introduced to all public schools by the Federal government in 1975 because it yielded positive educational outcomes
 - It was due to pressure put on political leaders to feed poverty-stricken children before they entered school
 - To undermine the popularity of the Black Panther Party's School Breakfast Programme
 - Any other relevant answer
- (any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

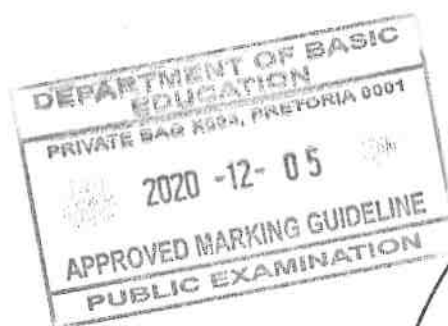
- Various community programmes such as free breakfast for children, health clinics and shoes for children were established by the Black Panther Party to assist African communities in the USA (Source 3A)
- The BPP fed the hungry, gave out food, clothing and medical care to poverty stricken African Americans (Source 3A)
- The Black Panther Party provided free food to destitute African American communities (Source 3B)
- African American Families from impoverished communities were provided with free bags of food (Source 3B)
- The Oakland Community School was established to provide free education for African American children (Source 3C)
- The Oakland Community School served children who had been labelled 'educationally disadvantaged', 'economically deprived' and 'uneducable' (Source 3C)
- Learner enrolment increased/absenteeism levels reduced at many schools (own knowledge)
- The public visibility of the Black Panther Party's breakfast programmes put pressure on political leaders to feed African American children before school (Source 3D)
- The Federal government permanently authorised the School Breakfast Programme in 1975 in impoverished areas in the USA (Source 3D)
- Any other relevant response



Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of the programmes the Black Panther Party implemented in the United States of America in the 1960s. • Uses evidence partially 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 some understanding of the programmes the Black Panther Party implemented in the United States of America in the 1960s. • Uses evidence in a basic manner to write a paragraph. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrate a thorough understanding of the programmes the Black Panther Party implemented in the United States of America in the 1960s. • Uses evidence very effectively in an organised paragraph that shows understanding of the topic. 	MARKS 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 should agree or disagree whether Chairman Mao Zedong's Third Five-Year Plan (Cultural Revolution) that was introduced in 1966 to address the challenges that ordinary Chinese experienced during the Second Five-Year Plan (Great Leap Forward) in 1958.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a line of argument by agreeing or disagreeing that the Third Five-Year Plan (Cultural Revolution) addressed the challenges that ordinary Chinese experienced during the Second Five-Year Plan (Great Leap Forward). Candidates should indicate how they intend supporting their line of argument.

ELABORATION

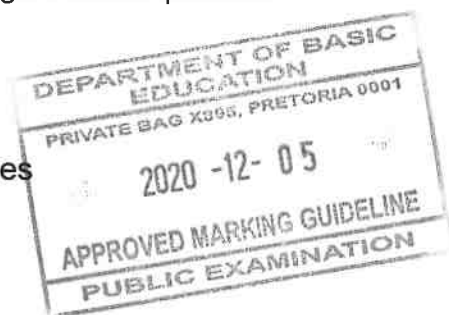
In agreeing with the statement, candidates could include the following points in their answer:

If candidates should state they disagree, they should indicate that the Great Leap Forward was more of an economic policy whilst the Cultural Revolution was more of developing the ideology and strengthening Mao's authority and substantiate their line of argument with relevant historical evidence.

- Mao's policies of the Second Five-Year Plan (Great Leap Forward) and the Third Five-Year Plan (Cultural Revolution) were meant to transform the People's Republic of China economically and ideologically so that it could challenge western powers.

The Great Leap Forward (1958–1962)

- Mao Zedong's Second Five-Year Plan that started in 1958
- Industrialisation
 - Aimed to industrialise China to overtake capitalist countries
 - To end privatisation
 - Led to the introduction of backyard industries
 - Dependent on unskilled human resources/peasants
 - Long working hours discouraged workers
- Agriculture
 - To increase agricultural production so that it matches the production of the West
 - Rural cooperatives were amalgamated into 'People's Communes' (collectivisation)
 - Forceful amalgamation of farmers into 'people's communes'
 - Poor planning and delivery
 - High taxation on farm products
- Propaganda used to promote production
- Gradually China's economy was in a state of bankruptcy



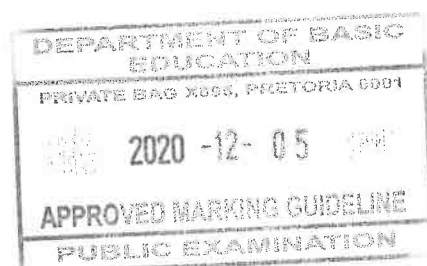
- Failure within three years 'Three Bitter Years' led to starvation
- This resulted in the Great Leap forward being a dismal failure
- In 1962 he handed over responsibility of the economy to President Liu Shaoqi and CCP General Secretary Deng Xiaoping who introduced a form of capitalism and Mao withdrew from the political scene
- Any other relevant response

The Cultural Revolution (1966–1970)

Mao eventually admitted that mistakes had been made with the Great Leap Forward and resigned as President of China but kept his job as Chairman of the Chinese Communist Party.

- The intentions of China's Communist Party (practical policies to improve the economy; authoritarian form of government; empower landless peasant farmers; land reform process; nationalisation of heavy industries)
 - Classless society (focused on improving conditions of peasants and workers; educated all Chinese to work together for a better China)
 - Mao Zedong launched the Cultural Revolution in 1966 to regain power he lost after the failure of the Great Leap Forward
 - Mao also introduced the Cultural Revolution to get rid of capitalism/ to save communism/revolution
 - Mao set up the Red Guards who studied and spread the ideas of the Little Red Book; educated peasants on principles of communism; taught reading and writing skills; set up the purges (opponents of communism and moderates were eliminated and millions of opponents to communist rule were killed); destroyed anti-communist art and books
 - The Role of the Red Guards (a campaign to attack the 'Four Olds': changing of old ideas, traditional culture, customs and habits)
 - Huge demonstrations were held in Tiananmen Square, Beijing and posters and pictures of Mao were put up everywhere
 - The Little Red Book (contained Mao's philosophies about Communism; all citizens expected to memorise principles of communism; a source of Communist propaganda in China)
 - Elimination of officials such as Deng Xiaoping and Liu Shaoqi were removed from office; got rid of professionals such as (engineers, scientists, educators)
 - Closure of schools, colleges and universities (for being critical, liberal and elitist)
 - Industry suffered and production declined by 1968
 - Had a negative impact on China's the development
 - Any other relevant response
- Conclusion: Candidates should tie up their 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 evidence using analytical and interpretative skills]

SYNOPSIS

Candidates should critically discuss the social and economic policies that Mobutu Sese Seko (The Congo) and Julius Nyerere (Tanzania) implemented in their respective countries after attaining independence in the 1960s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should contextualise the question by referring to the social and economic policies that both The Congo and Tanzania implemented at the time of independence. They must take a line of argument and support it by showing how both countries addressed their social and economic challenges after attaining independence in the 1960s.

ELABORATION

Credit should also be given to candidates that structure their essay comparatively

SOCIAL**Education****The Congo
Challenges:**

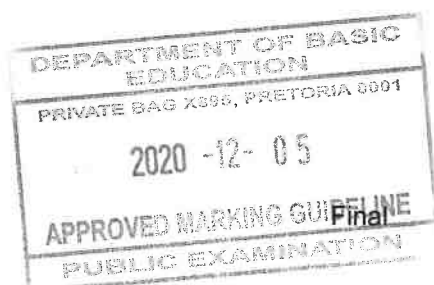
- At independence The Congo had only 14 university graduates and therefore after independence the higher education system was expanded
- Eurocentric values taught
- European history and languages and Western knowledge was privileged over African knowledge and skills
- Few qualified technicians and engineers

Policies:

- Focused on primary education
- Between 1960 and 1974 the enrolment in primary education in The Congo rose from 1,6 million to 4,6 million
- French remained the language of instruction in the Congo

Tanzania:**Challenges:**

- Eurocentric values taught
- European history and languages and Western knowledge was privileged over African knowledge and skills
- Few qualified technicians and engineers



Policies:

- 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%. But as few resources were given to tertiary education. Primary school enrolments increased
- Structural adjustment programmes in the 1980s resulted in drastic cuts in social spending resulting in lack of textbooks, desks and teachers
- Nyerere (Tanzania) produced a pamphlet 'Education for self-reliance' in 1967 and it advocated for the expansion of primary education in rural areas and focussed on basic literacy

Clothing**Congo:**

- Sese Seko adopted Kwame Nkrumah and Maoist style of dressing
- Slogan of 'down with the suit' was adopted in the Congo

Tanzania:

- Nyerere adopted Kwame Nkrumah's and a Maoist style of dressing

Art**Congo and Tanzania :**

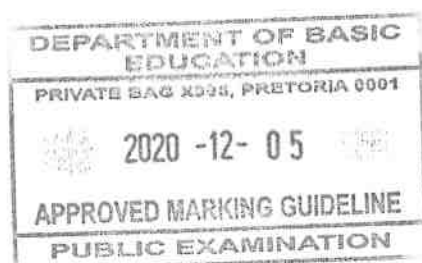
- Promotion of African art, literature and handicraft
- Any other relevant response

Africanisation**Congo****Challenges:**

- Foreign influence

Policies:

- Zaireanisation: Sese Seko promoted African beliefs and culture through his policy of *authenticité*
- Sese Seko encouraged people to wear African clothing, play and listen to African music and eat African food
- Sese Seko renamed many towns and cities in the Congo with African names (e.g. Leopoldville became Kinshasa; Congo became Zaire; the Congo River became Zaire River; Joseph Desiree Mobutu became Mobutu Sese Seko waka za Banga)



Tanzania**Challenges:**

- Foreign influence

Policies:

- Villagisation - Nyerere promoted 'traditional' community values through Ujamaa ('familyhood') villages; Tanzanians were encouraged to focus on agriculture, traditional values and become self-reliant. Tanzanians worked the land communally rather than producing cash crops for export

ECONOMIC**The Congo****Challenges**

- Relied heavily on agriculture and mineral extraction (one-product economy) and had a negative impact on the economy
- Capitalist economy led to the exploitation of farmers

Policies

- Zaireanisation (replacing foreigners with Zairean nationals) failed due to (inexperience/corruption/mismanagement/neglect)
- The economy was characterised by nepotism and elitism (large gap between rich and poor emerged)
- Decline in the state of infrastructure
- Application of Retrocession (reversal of Zaireanisation)
- Dependant on foreign aid and investment
- Any other relevant response

**Tanzania****Challenge(s):**

- Relied heavily on agriculture and mineral extraction (one-product economy) and was able to develop a credible manufacturing sector

Policies:

- Developed an African socialist economy
- Arusha Declaration (abolished exploitation/reduction of income gap between the poor and the rich/ownership of the country's resources)
- Villagisation (collective villages) improved service delivery/created a stable society that was free from economic inequalities). However, farmers refused to leave their ancestral lands which led to a drop in agricultural production/agricultural production fell dramatically
- Most companies that were nationalised became bankrupt
- Exports declined substantially
- Tanzania reverted to dependence on foreign aid/loans in 1970s
- Any other relevant response

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

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

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

SYNOPSIS

Candidates should explain to what extent the various forms of protests by the Civil Rights Movement led to an improvement of the lives of ordinary African Americans in the United States of America in the 1960s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- **Introduction:** Candidates should take a stance by indicating to what extent the various forms of protests by the Civil Rights Movement in the USA led to an improvement of the lives of ordinary African Americans in the 1960s.

ELABORATION

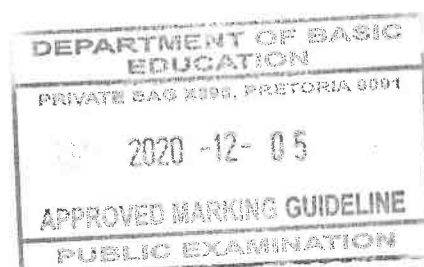
- **Reasons for the Civil Rights Movement** (background information)
- **Sit-Ins (from 1960)** – (Greensboro, North Carolina, four students staged a 'sit-in' at a 'whites-only' lunch counter; (In summer 1961 businesses in Greensboro desegregated); Sit-ins spread across the segregated south; Black and white students formed the Student Non-violent Coordinating Committee to support the Civil Rights Movement; Concept of 'sit-in' spread to other segregated facilities such as 'pray-ins', 'read-ins', 'wade-ins'
- **'Freedom Riders' (non-racial/non-violent)** - ('sat-in' buses and travelled from the north to the deep south to test new federal laws prohibiting segregation on the national bus system attacked by mobs, bombed, thrown in jail and not protected by local police; thousands volunteered and President Kennedy was forced to order federal marshals to protect Freedom Riders; Tough new was legislation introduced by a federal order; This led to all interstate public facilities being officially desegregated from 1 November 1961

Demonstrations and Marches:

- **Birmingham 1963:** (Mass demonstrations, including a children's march were met with violent and vicious reaction from police (water cannons, dogs, etc. were all used to terrorise non-violent protestors) President Kennedy stated on TV that 'racial segregation' was a 'moral issue' which 'had no place in American life'. On 10 May 1963 the city's businesses and municipality announced that municipal facilities would be desegregated. Attacks and murders of African Americans in the city continued (Medgar Evers, Bombing of 16th Street Baptist church).
- **March on Washington 28 August 1963:** (250 000 people took part in a non-racial, non-violent march on Washington to demand equality, freedom and jobs; Martin Luther King Jr gave 'I have a dream speech')
- **Freedom Summer (1964)** – A thousands of activists and volunteers (more than 70 000 students many from the northern states, local SNCC, CORE and NAACP activists) worked to register African Americans in Mississippi and teach in Freedom Schools (literacy, history); Activists and volunteers were met with violence from white segregationist mobs and police officers; 1964 (2 July) Civil Rights Act was passed - it barred discrimination and segregation in employment and all public facilities.

Selma-Montgomery marches (1965):

- To demand that African Americans be allowed to register to vote. (Only 2,5% of African Americans were registered voters due to intimidation and racist attacks)
- **First attempt:** On Sunday, 7 March 1965, with 600 marchers. They were tear-gassed and beaten. The march failed. Referred to as the 'Bloody Sunday'
- **Second attempt:** A Federal judge did not grant approval for the march, it was banned. 200 marchers took off from Selma on 9 March 1965 but were blocked at the Edmund Pettus Bridge. The march failed because it could go no further.
- **Third attempt:** Approval for the march granted; Marchers took off on 21 March 1965; The number of marchers increased along the way (as mass support across the country joined) to about 25 000. The marchers were protected by the Federal troops
- **Impact of the marches:** President Johnson was pressurised to pass the Voting Rights Act on 6 August 1965: It outlawed obstacles (such as literacy tests, poll taxes) to voting which had been put in place to prevent African Americans registering as voters; The CRM achieved equality before the law
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion

[50]**TOTAL: 150**

Three handwritten signatures in black ink, located at the bottom right of the page. The first signature is a large, stylized 'Q' or 'G' shape. The second is a cursive 'CMY'. The third is a more complex, stylized signature.