basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

HISTORY P1

NOVEMBER 2018

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 24 pages.

1.   SOURCE-BASED QUESTIONS

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

Cognitive Levels	Historical skills	Weighting of questions
LEVEL 1	• Extract evidence from sources • Selection and organisation of relevant information from sources • Define historical concepts/terms	**30% (15)**
LEVEL 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	**40% (20)**
LEVEL 3	• 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 √√√√

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 <u>introduction</u> (which is indicated by a bullet in the marking guideline), the <u>main aspects/body</u> of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant <u>conclusion</u> (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 in 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:** 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 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

$$\wedge$$

• Wrong statement   _____

• Irrelevant statement |
                                       |
                                       |

• Repetition   R

• Analysis   A√

• Interpretation   I√

• Line of Argument   LOA $\updownarrow$

2.5 The matrix

2.5.1 Using 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 the essay 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 the essay 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	
P	LEVEL 3	}26–27

GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PRESENTATION → **CONTENT ↓**	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, 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 is 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 the 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 is 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 RESPOND TO THE DEPLOYMENT OF MISSILES TO CUBA IN 1962?

1.1
1.1.1 *[Extraction of evidence from Source 1A – L1]*
- 'To deal with the threat of missiles in Cuba' (1 x 1) (1)

1.1.2 *[Definition of a historical concept from Source 1A – L1]*
- The US imposed a blockade to prevent Soviet ships laden with missiles from entering Cuba
- Any other relevant response (any 1 x 2) (2)

1.1.3 *[Interpretation of information from Source 1A – L2]*
- The US and Soviet Union were face to face with each other (brinkmanship) and were ready for a show down (direct confrontation) with each other but the Soviet Union backed down
- A confrontation (brinkmanship) where US ships blocked Soviet ships from entering Cuba but the Soviet Union instructed its ships to return to the Soviet Union
- Any other relevant response (any 2 x 2) (4)

1.1.4 *[Extraction of information from Source 1A – L1]*
- 'A US pledge not to invade Cuba'
- 'The removal of Turkish missiles' (2 x 1) (2)

1.1.5 *[Extraction of evidence from Source 1A – L1]*
- Robert Kennedy - USA (Attorney General)
- Anatoly Dobrynin - Soviet Union (Soviet Ambassador) (2 x 1) (2)

1.2
1.2.1 *[Extraction of evidence from Source 1B – L1]*
- 'We are willing to remove the missiles from Cuba'
- 'We are willing to make this pledge /promise in the United Nations'
- 'United States … will remove similar missiles from Turkey' (any 2 x 1) (2)

1.2.2 *[Extraction of evidence from Source 1B – L1]*
- 'To respect the inviolability (safety) of the borders'
- 'To respect the sovereignty of Turkey'
- 'Not to interfere in its internal affairs'
- 'Not to invade Turkey'
- 'Not to make available our territory as bridgehead (position) for such an invasion' (any 2 x 1) (2)

1.2.3 *[Interpretation of evidence from Source 1B – L2]*
Khrushchev:
- Felt that the Security Council was a universally respected and neutral body
- Felt that the whole world was concerned about the possibility of a nuclear war
- Was expected to find a speedy resolution with regard to the crisis in Cuba
- Felt that the whole world expected him and Kennedy to resolve the missile crisis peacefully
- Was expected together with Kennedy to avert a nuclear war by using peaceful methods
- Both the USA and USSR were permanent members of the Security Council
- Any other relevant response (any 2 x 2) (4)

1.3
1.3.1 *[Interpretation of information from Source 1C – L2]*
- To confirm that nuclear missiles were dismantled and transported out of Cuba
- To show how the missiles would be shipped out from Cuba onto a Soviet cargo ship
- To confirm the Soviet Union's commitment to the removal of the nuclear missiles from Cuba
- To show that the USA was monitoring the removal of missiles from Cuba through surveillance
- To show the world that the missile crisis was averted
- Any other relevant response (any 2 x 2) (4)

1.3.2 *[Ascertain the usefulness of the evidence in Source 1C – L3]*

The source is USEFUL because:
- It is an original source – visual evidence (photograph) showing the transportation of the dismantled missiles to a Soviet cargo ship
- It was taken in November 1962, the time when the actual withdrawal of Soviet missiles from Cuba occurred
- It depicts Soviet missiles being loaded onto a ship bound for the Soviet Union
- The source can be corroborated with other sources on the removal of missiles from Cuba to the Soviet Union
- It gives information from where the missiles were shipped (Port of Mariel) and the date on which it occurred
- It shows the United States monitoring the removal of Soviet missiles from Cuba
- Any other relevant response (any 2 x 2) (4)

1.4
1.4.1 *[Extraction of information from Source 1D – L1]*
- 'The Soviet missile bases in Cuba are being dismantled'
- 'Missiles and related equipment are being crated (put in boxes)'
- 'The fixed installations at these sites are being destroyed' (3 x 1) (3)

1.4.2 *[Interpretation of evidence from Source 1D – L2]*
- The Red Cross did not favour the government of any country (they were neutral)
- The Red Cross is an international humanitarian institution and is helping people affected by conflict and war
- The Red Cross was not politically involved in the Cold War
- The Red Cross had members from all countries of the world
- The Red Cross did not have an army and was therefore not considered a threat by any country/ a peace agent
- Any other relevant response   (any 2 x 2) (4)

1.4.3 *[Interpretation of evidence from Source 1D – L2]*
- The USA did not trust the Soviet Union regarding the removal of all the missiles from Cuba
- To ensure that Soviet Union missiles were removed from Cuba so that it does not pose a threat to the USA's security
- The USA wanted to maintain the upper hand in this crisis/ power struggle with the Soviet Union
- Any other relevant response   (any 2 x 2) (4)

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

Candidates may begin their answers with the phrase 'Both sources…'
- Source 1C is an aerial photograph that shows the withdrawal/ removal of missiles from Cuba and Source 1D makes reference of the missiles being dismantled and transported to the harbour
- Source 1C shows a Soviet cargo ship waiting to be loaded with Soviet missiles from Cuba and Source 1D confirms the dismantling of Soviet missile bases in Cuba
- Source 1C shows Soviet involvement (Soviet trucks and cargo ship) in the withdrawal of missiles from Cuba and Source 1D indicates that the US would closely follow the dismantling of missile sites in 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:

- Kennedy regarded the deployment of Soviet missiles in Cuba as an immediate threat to the US (Source 1A)
- The Soviet Union defended the deployment of missiles as a defence of Cuba (own knowledge)
- Kennedy summoned ExComm which discussed different options regarding the Soviet missiles in Cuba (Source 1A)
- Kennedy announced a blockade which led to the withdrawal of Soviet ships that were en route to Cuba (Source 1A and own knowledge)
- Banning of all nuclear tests by the US and the Soviet Union (Source 1B)
- Correspondence between Kennedy and Khrushchev show co-operation between the leaders to avoid a nuclear war (Sources 1A, 1B and 1D)
- Withdrawal of Soviet missiles from Cuba – Russian image damaged (Sources 1C and 1D)
- Oversight by the Red Cross was welcomed by both US and the Soviet Union to assist with the removal of missiles from Cuba (Source 1D)
- The US used aerial surveillance to monitor and verify the withdrawal of missiles from Cuba (Sources 1C and 1D)
- Establishment of the 'hot line' between Kennedy and Khrushchev (own knowledge)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of explaining how the Soviet Union and the United States of America responded to the deployment of missiles to Cuba in 1962.** • Uses evidence partially or cannot write a paragraph.	MARKS 0–2
LEVEL 2	• 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 responded to the deployment of missiles to Cuba in 1962.** • Uses evidence in a basic manner to write a paragraph.	MARKS 3–5
LEVEL 3	• Uses relevant evidence e.g. **demonstrates a thorough understanding of how the Soviet Union and the United States of America responded to the deployment of missiles to Cuba in 1962.** • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.	MARKS 6–8

(8)
[50]

**QUESTION 2:   WHAT ROLE DID FOREIGN POWERS PLAY IN THE BATTLE OF
                 CUITO CUANAVALE?**

2.1
2.1.1   *[Extraction of evidence from Source 2A – L1]*
- 'Russia'
- 'Cuba'   (2 x 1) (2)

2.1.2   *[Interpretation of evidence from Source 2A – L2]*
        Vorster wanted:
- To safeguard the water resources/ dams
- To stop the MPLA from governing Angola
- To defend Angola from Russian and Cuban communist influence
- To support UNITA in its fight against the MPLA
- Any other relevant response   (any 2 x 2) (4)

2.1.3   *[Extraction of evidence from Source 2A – L1]*
- 'The desire to prevent the MPLA government from taking control'
- 'Preventing the spread of communism'   (2 x 1) (2)

2.1.4   *[Extraction of evidence from Source 2A – L1]*
- 'Kenneth Kaunda (President of Zambia)'
- 'Mobutu Sese Seko (President of Zaire)'   (2 x 1) (2)

2.1.5   *[Interpretation of evidence from Source 2A – L2]*
        (a)
- The MPLA supported communism
- The MPLA had close relationship with Russia and Cuba
- The MPLA supported the liberations movements (SWAPO/ ANC)
- Any other relevant response   (any 1 x 2) (2)
        (b)
- UNITA supported capitalism
- UNITA fought against communist MPLA
- UNITA fought against Russian and Cuban forces in Angola
- Any other relevant response   (any 1 x 2) (2)

2.2
2.2.1   *[Extraction of evidence from Source 2B – L1]*
- 'Angolan'
- 'Cuban'   (2 x 1) (2)

2.2.2   *[Interpretation of evidence from Source 2B – L2]*
   - It was the first war in Southern Africa which involved many foreign countries
   - The number of troops that Cuba sent to Angola (50 000) and equipment showed that it was a huge battle
   - It was the first war in Southern Africa where modern military equipment was used
   - The air force was also used by both South Africa and Cuba during the war
   - There was a huge number of casualties during the war/ loss of life
   - The myth of South African defence invincibility was exposed
   - It led to the independence of Namibia
   - It had an impact on the existing political climate in South Africa
   - Any other relevant response   (any 2 x 2) (4)

2.2.3   *[Extraction of evidence from Source 2B – L1]*
   - 'It would cost the lives of about 300 white soldiers'
   - 'As well as a great number of black soldiers'
   - 'Victory was not in sight'
   - 'Continuing war would lead to continually greater losses'
   - 'Enormous cost…over R1 million a day'
   - 'Increasing militarisation in South Africa …arousing opposition'   (any 2 x 1) (2)

2.2.4   *[Interpretation of evidence from Source 2B – L2]*
   - Angola desired peace
   - They wanted economic, political and social reconstruction of the country would take place
   - Angolans would have a government of their choice
   - Foreign interference in Angola's internal affairs would come to an end
   - Any other relevant response   (any 1 x 2) (2)

2.3
2.3.1   *[Interpretation of evidence from Source 2C – L2]*
   - The message is that South Africa won the Battle of Cuito Cuanavale
   - Soldiers returning from the war in Angola are welcomed as 'WINNERS'
   - It shows South African military vehicles withdrawing from Angola and entering Namibia
   - Any other relevant response   (any 1 x 2) (2)

2.3.2   *[Determining the usefulness of evidence from Source 2C – L3]*
   Candidates MUST take a stance and state USEFUL or NOT USEFUL and support it

   USEFUL:
   - The photograph shows South African troops coming back home as 'WINNERS'
   - It was taken at the end of the Battle of Cuito Cuanavale
   - It gives a South African government perspective about the outcome of the war
   - Any other relevant response

  NOT USEFUL:
  - It gives a one-sided perspective/ viewpoint
  - It provides only the South African view of the war in Angola and therefore could be biased
  - It does not expand on how the SADF were 'WINNERS'
  - It could have been used as propaganda to depict the SADF as 'WINNERS'
  - The photograph could have been staged (manipulated to show that the SADF had won the Battle of Cuito Cuanavale)
  - Any other relevant response   (any 2 x 2) (4)

2.4
2.4.1   *[Extraction of evidence from Source 2D – L1]*
  - 'SWAPO'
  - 'ANC'   (2 x 1) (2)

2.4.2   *[Definition of a historical concept from Source 2D – L1]*
  - A political theory/ideology based on the writings of Karl Marx which aimed to establish a classless society
  - Communism can be referred to as an economic system in which the state owned and controlled the land, industry, property and wealth of the nation.
  - It is an ideology that was adopted by the MPLA to nationalise and defend the state resources during the battle of Cuito Cuanavale
  - The MPLA wanted a classless society
  - Any other relevant response   (1 x 2) (2)

2.4.3   *[Interpretation of evidence of Source 2D – L2]*
  - It showed that the leaders of African countries had the ability to stand up against foreign domination
  - Victory at the Battle of Cuito Cuanavale served to speed up the independence of Namibia (1990) and South Africa (1994)
  - It destroyed the myth of the invincibility of the South African army in Southern Africa
  - It safeguarded the independence of Angola under the leadership of MPLA
  - It stopped the attempt by the South African and US governments to establish a pro-capitalist / Apartheid state in Angola
  - Any other relevant response   (any 2 x 2) (4)

2.5   *[Comparison of evidence in Sources 2C and 2D – L3]*
  - Source 2C shows that South Africa had won the Battle of Cuito Cuanavale while Source 2D states that South Africa lost the war
  - Source 2C shows the South African military vehicles entering Namibia after withdrawing from Angola while Source 2D mentions that South Africa regarded its defeat as a tactical retreat (withdrawal)
  - Source 2C shows a banner welcoming South African military forces as 'WINNERS' while   in Source 2D Nelson Mandela is quoted as having said that the Battle of Cuito Cuanavale was a crushing defeat of the racist South African army
  - 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 Africa became involved in Angola because of Cuban and Russian intervention (Source 2A)
- Cuba and Russia became involved in order to support the MPLA while South Africa supported UNITA (own knowledge)
- South Africa became involved in order to prevent Cuba and the MPLA from occupying the Ruacana and Calueque Dams (Source 2A)
- Angolan and Cuban brigades launched a major attack on UNITA, South Africa rushed to assist UNITA (Source 2B)
- The USA supported UNITA by providing major military aid to defend the independence of Angola (Source 2D)
- The Cubans contributed to the defeat of the South African army at the Battle Cuito Cuanavale (Source 2D)
- Nelson Mandela stated the importance of Cuba's participation in the Battle of Cuito Cuanavale (Source 2D)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	- Uses evidence in an elementary manner e.g. **shows no or little understanding of the role that foreign powers played in the Battle of Cuito Cuanavale.** - Uses evidence partially or cannot report on topic.	**MARKS: 0–2**
LEVEL 2	- Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding of the role that foreign powers played in the Battle of Cuito Cuanavale.** - Uses evidence in a basic manner to write a paragraph.	**MARKS: 3–5**
LEVEL 3	- Uses relevant evidence e.g. **demonstrates a thorough understanding of the role that foreign powers played in the Battle of Cuito Cuanavale.** - Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS: 6–8**

(8)
[50]

QUESTION 3: WHAT INFLUENCE DID THE PHILOSOPHY OF BLACK POWER HAVE ON AFRICAN AMERICANS IN THE 1960s AND 1970s?

3.1
3.1.1 *[Extraction of evidence from Source 3A – L1]*
- 'Heightened the importance of an embodied image of black militancy'
- 'His thinking was shaped by this medium'
- 'Pearl Marsh … stop[ped] straightening her hair'   (any 1 x 2) (2)

3.1.2 *[Definition of a historical concept from Source 3A – L1]*
- Philosophy of instilling black pride, self-esteem/self-reliance amongst African Americans in the USA
- Ideology for African Americans to reject white superiority and promote black identity, independence, unity and success
- Any other relevant response   (any 1 x 2) (2)

3.1.3 *[Interpretation of information from Source 3A – L2]*
- He was assimilated into the norms and values as espoused by white Americans
- He did not identify himself as an African
- Marsh's father associated unstraightened hair with being 'African' which he saw as negative
- Marsh's father may have worried/ feared about his daughter becoming politically radical – wearing an Afro was a political statement
- People of Marsh's father's generation saw straightened hair as a sign of 'respectability' and 'progress'
- Any other relevant response   (any 2 x 2) (4)

3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- To demonstrate that you are proud to be an African/ Black is Beautiful
- To highlight your heritage, history and contribution to the world
- To reject white norms/values and demonstrate your strength, unity and ability
- Any other relevant response   (any 2 x 2) (4)

3.2
3.2.1 *[Extraction of evidence from Source 3B – L1]*
- 'Leftist'   (1 x 1) (1)

3.2.2 *[Extraction of evidence from Source 3B – L1]*
- 'Civil Rights Movement'
- 'Student Nonviolent Coordinating Committee (SNCC)'
- 'Black Panther Party'
- 'American Communist Party'   (any 3 x 1) (3)

3.2.3 *[Interpretation of information from Source 3B – L2]*
       (a) The Black Power activists viewed Angela Davis as:
- A heroine/role model/ leader
- An inspiration to African Americans because of being an activist, academic, scholar and feminist
- An activist who stood up for equal rights and dignity
- An African American who was proud and assertive
- Any other relevant response   (any 1 x 2) (2)

       (b) The US government viewed Angela Davis as:
- A threat/ enemy to their government
- Having a negative influence on African Americans
- A criminal (She was in the FBI most wanted list)
- Dangerous because she belonged to the American Communist Party
- Any other relevant response   (any 1 x 2) (2)

3.2.4 *[Interpretation of information from Source 3B – L2]*
- It was discovered that the guns used in the break-out were registered in Angela Davis' name
- She had campaigned for the release of the 'Soledad Brothers'
- She was an outspoken critic of the US government
- Any other relevant response   (any 1 x 2) (2)

3.3
3.3.1 *[Extraction of evidence from Source 3C – L1]*
- 'Interstate flight'
- 'Murder'
- 'Kidnapping'   (any 2 x 1) (2)

3.3.2 *[Interpretation of evidence from Source 3C – L2]*
- To portray a negative image of Angela Davis
- Angela Davis may be using a disguise / alias 'Tamu' to avoid arrest
- Angela Davis was on the run / 'interstate flight'
- To highlight that she was a dangerous Black Power activist
- To ensure that she can be identified/doesn't escape
- Any other relevant response   (any 2 x 2) (4)

3.4   *[Comparison of evidence in Sources 3B and 3C - L3]*
- Source 3B gives a positive impression of Angela Davis (activist, educator/academic, scholar) while Source 3C portrays Angela Davis as a criminal (wanted for murder and kidnapping)
- Source 3B states that Angela Davis was a political activist (member of the Black Panther Party and American Communist Party) while Source 3C portrays her as a fugitive from justice
- Source 3B infers that Angela Davis is non-violent (a member of SNCC) while in Source 3C Davis is portrayed as violent (wanted for murder and kidnapping)
- Any other relevant response   (any 2 x 2) (4)

3.5

3.5.1 *[Extraction of evidence from Source 3D – L1]*
- 'The increased activity of violence-prone black extremists group'   (1 x 1) (1)

3.5.2 *[Extraction of evidence from Source 3D – L1]*
- 'Schooled in the Marxist-Leninist ideology'
- 'The teachings of Chinese Communist leader Mao ZeDong'
- 'Its members have perpetrated (done) numerous assaults on police officers'
- 'Destroyed public property'
- 'Have engaged in violent confrontations with police in cities throughout the country'
- 'Preaching their gospel of hate and violence not only to ghetto residents …..high schools'   (any 3 x 1) (3)

3.5.3 *[Interpretation of evidence from Source 3D – L1]*
    Hoover tried to portray the leaders of the Black Panther Party as:
- Criminals
- Not obeying the law
- Inciting violence/ hatred
- Radical and challenging the state
- Causing damage to public facilities (education)
- Any other relevant response   (any 1 x 2) (2)

3.5.4 *[Evaluate the usefulness of the evidence Source 3D – L3]*

The source is USEFUL because:
- It is an extract from a statement that gave first-hand information
- It is a contemporary newspaper report (16 July 1969)
- It gives insight as to why the FBI persecuted members of the Black Panther Party (BPP)
- It sheds light on how the Black Panther Party operated and how it was perceived
- Any other relevant response   (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:

- Television coverage of Black Power leaders served to conscientise African Americans to become militant (Source 3A)
- Appearance of the leaders of the Black Power Movement inspired African Americans to be proud of their natural hair (stop straightening their hair) and become self-confident (Source 3A, 3C)
- The call for the release of the Soledad Brothers highlighted that 'Blacks doing things for themselves' (Source 3B)
- The philosophy of Black Power promoted the Afro as a symbol of black pride (Source 3C)
- The philosophy of Black Power promoted the idea of 'Black is Beautiful' (Source 3A and 3C)
- The philosophy of Black Power influenced members of the Black Panther Party to travel extensively to spread the Black Power philosophy (Source 3D)
- The Black Panther Party started Community based programmes to uplift African American communities from destitution (own knowledge)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of the influence that the philosophy of Black Power had on African Americans in the 1960s and 1970s.** • Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding of the influence that the philosophy of Black Power had on African Americans in the 1960s and 1970s.** • Uses evidence in a basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrate a thorough understanding of the influence that the philosophy of Black Power had on African Americans in the 1960s and 1970s.** • 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 are expected to explain to what extent Mao Zedong's policies of the Great Leap Forward and the Cultural Revolution were successful in transforming Communist China between 1957 and 1969.

MAIN ASPECTS
Candidates should include the following aspects in their response:
- Introduction: Candidates should state the extent to which Mao's policies (the Great Leap Forward and Cultural Revolution) were successful in transforming communist China between 1957 and 1969. Candidates should indicate how they would support their line of argument.

ELABORATION
- The **intentions of China's Communist Party** (practical policies to improve 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)
- First Five Year Plan/ Hundred Flowers campaign (Background information)

The Great Leap Forward (focused more on economic transformation)
- 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)
- 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/ poor farming methods
  - 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
- Mao eventually admitted that mistakes had been made and resigned as President of China but kept his job as Chairman of the Chinese Communist Party
- In 1962 he handed over responsibility of the economy to President Liu Shaoqi and CCP General Secretary Deng Xiaoping and withdrew from the government
- Liu Shaoqi and Deng Xiaoping were forced to return to some form of capitalism
- This indicated that the Great Leap Forward was a dismal failure
- Any other relevant response

The Cultural Revolution (focused on political transformation):
- Mao Zedong launched the Cultural Revolution in 1966 to regain power he lost after the failure of the Great Leap Forward
- He 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 & moderates were eliminated and millions of opponents to Communist rule were killed); destroyed anti-communist art and books
- The Role of the Red Guards (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**: Deng Xiaoping and Liu Shaoqi were removed from office; got rid of professionals (engineers, scientists, educators etc.)
- Closure of schools, colleges & universities (for being critical, liberal & elitist)
- Industry suffered and production stopped by 1968
- Negative impact in the development of China
- 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 how Mobutu Sese Seko (the Congo) and Julius Nyerere (Tanzania) addressed economic and political challenges that confronted 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 economic and political state of the Congo and Tanzania at the time of independence. They must take a line of argument and support it by showing how both countries developed their economic and political policies after independence.

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

Elements of economic 'development'
The Congo:
- Relied heavily on agriculture and mineral extraction (one product economy) and its impact on the economy
- Capitalist economy
- Zaireanisation (replacing foreigners with Zairian nationals) failed due to (inexperience/ corruption/mismanagement/ neglect)
- Economy characterised by nepotism and elitism (large gulf emerged between rich and poor)
- Decline in the state of infrastructure
- Application of Retrocession (reversal of Zaireanisation)
- Dependant on foreign aid and investment
- Any other relevant response

Tanzania:
- Relied heavily on agriculture and mineral extraction (one product economy) and was able to develop a credible manufacturing sector
- 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/agricultural production fell dramatically
- Most companies that were nationalised became bankrupt
- Exports declined
- Tanzania reverted to dependence on foreign aid / loans in 1970s
- Any other relevant response

Please turn over

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

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

- Conclusion: Candidates should tie 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 indicate whether they agree that the March on Washington on 28 August 1963 was the single most influential form of protest against discrimination in the United States of America in the 1960s. Candidates must select examples of mass-based, non-violent protests that the Civil Rights Movement embarked on, such as sit-ins, mass demonstrations and marches until the passing of the Civil Rights Act in 1964 and the Voters' Act in 1965.

MAIN ASPECTS
Candidates should include the following aspects in their response:
- Introduction: Candidates should take a stance by agreeing/ disagreeing that the March on Washington on 28 August 1963 was the single most influential form of civil rights protest against discrimination in the USA in the 1960s.

ELABORATION
In the main, candidates can disagree:

- Segregation/Jim Crow laws and resistance pre-1960s (background only)
- **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 north to deep south to test new federal laws prohibiting segregation on 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 legislation introduced by federal order; 1 November 1961 officially desegregated all interstate public facilities
- **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. 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 Evans, 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 full equality and jobs; Martin Luther King Jnr gave 'I have a dream speech').

- **Selma-Montgomery marches** (March 1965): (To demand that African American be allowed to register to vote (only 2,5% of black people were registered voters due to intimidation and racist attacks) – after three attempts, brutal police attacks on non-violent demonstrators (Bloody Sunday) and mass support from across the country they reached Montgomery. President Johnson was pressurised to pass the 1965 Voting Rights Act)
- **Freedom Summer (1964) –** A thousands of activists and volunteers (more than 70 000 students many from 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** passed - it barred discrimination and segregation in employment and all public facilities
- **1965 (6 August) Voting Rights Act passed -** It outlawed obstacles (such as literacy tests, poll taxes) to voting which had been put in place to prevent black people registering as voters; CRM achieved equality before the law
- Any other relevant response

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

If candidates should state they agree, they should substantiate their line of argument with relevant evidence

TOTAL: 150