basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

MARKS: 150

These marking guidelines consist of 25 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 were 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 in the bottom right-hand 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 argument (planned, structured and has 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 first reading of the essay ticks need to be awarded for a <u>relevant 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 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 all about and how it relates to the question posed (line of argument)
E	**Example:** The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	**Link:** Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

2.4.4 The following symbols MUST be used when assessing an essay:

• Introduction, main aspects and conclusion not properly contextualised

$$\bigwedge$$

• Wrong statement _____

• Irrelevant statement |
|
|

• Repetition R

• Analysis A√

• Interpretation 1√

• Line of argument LOA $\updownarrow$

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 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

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 DEPLOYMENT OF SOVIET MISSILES IN CUBA INTENSIFY COLD WAR TENSIONS BETWEEN THE UNITED STATES OF AMERICA AND THE SOVIET UNION IN 1962?

1.1

1.1.1 *[Extraction of evidence from Source 1A – L1]*
- 'His brother, Raul Castro'
- 'Che Guevara' (2 x 1) (2)

1.1.2 *[Definition of a historical concept from Source 1A – L1]*
- An ideology that advocated for a classless society where private ownership is prohibited
- A political theory which states that all property and means of production is owned by the state and where each person gets paid according to their abilities and needs
- Any other relevant response (any 1 x 2) (2)

1.1.3 *[Extraction of evidence from Source 1A – L1]*
- 'Castro believed that the Americans would invade Cuba no matter what'
- 'Fear' (any 1 x 1) (1)

1.1.4 *[Interpretation of evidence in Source 1A – L2]*
- To counter the spread of communism
- To surround the Soviet Union with capitalist countries to curb the spread of communism
- To monitor the borders of the Soviet Union and prevent the spread of communism
- Any other relevant response (any 1 x 2) (2)

1.2

1.2.1 *[Extraction of evidence from Source 1B – L1]*
- 'Debating what to do about the missiles in Cuba'
- 'He learned about the photographs' (2 x 1) (2)

1.2.2 *[Interpretation of evidence in Source 1B – L2]*
- To find out more about the photos and missiles
- To analyse the photographs that were presented to them
- To find out if there were more missiles in Cuba
- To evaluate all the findings and make recommendations
- Any other relevant response (any 1 x 2) (2)

1.2.3 *[Extraction of evidence from Source 1B – L1]*
- 'To help him determine what to do'
- 'Kennedy sought advice of people outside his government who were experts on Soviet relations' (any 1 x 2) (2)

1.2.4   *[Evaluate the usefulness of the evidence in Source 1B – L3]*
        The Source is USEFUL because:
        • It is taken from a historical book, 'The Cuban Missile Crisis to the Brink of War', written by PJ Byrne
        • It gives information on how President Kennedy responded to the deployment of missiles in Cuba
        • It sheds light on how President Kennedy sought for advice on how to deal with the deployment of missile to Cuba
        • It explains how ExComm was established
        • The information in this source can be corroborated with many similar sources on the USA's response to the deployment of missiles to Cuba
        • Any other relevant response   (any 2 x 2) (4)

1.3

1.3.1   *[Interpretation of evidence in Source 1C – L2]*
        • The USA is represented by an eagle which threatened Cuba to drop the missile or face the consequences
        • The USA is depicted as an eagle and stronger than Cuba, which is represented by a mouse
        • Cuba (the mouse) is holding on to the Soviet missile despite the threat by the USA
        • It depicts the strength of the USA (size of the Eagle) and the weakness of Cuba (size of the mouse)
        • Any other relevant response   (any 2 x 2) (4)

1.3.2   *[Interpretation of evidence in Source 1C – L2]*
        (a)
        • The hammer and sickle symbols represent communism which was an ideology of the Soviet Union and Cuba
        • Any other relevant response   (any 1 x 2) (2)

        (b)
        • The Soviet missiles must be removed from Cuba
        • The Soviet Union should stop the deployment of missiles to Cuba
        • Cuba should stop following the ideology of communism
        • Any other relevant response   (any 1 x 2) (2)

1.4   *[Compare information in Sources 1B and 1C – L3]*
        • Source 1B provides evidence of the existence of the Soviet missiles in Cuba and Source 1C shows the USA (eagle) ordering Cuba to drop the Soviet missiles
        • The discovery of the Soviet missiles led to the establishment of ExComm (Source 1B) which advised Kennedy to demand that the Soviet Union withdraw its missiles from Cuba (Source 1C)
        • Both sources refer to the deployment of Soviet missiles to Cuba
        • Both sources show how the deployment of Soviet missiles to Cuba was seen as a threat
        • Any other relevant response   (any 2 x 2) (4)

1.5

1.5.1 *[Extraction of information from Source 1D – L1]*
- 'Peaceful coexistence of states with different social systems'
- 'Against the interference of one state into the internal affairs of others'
- 'Against the intervention of large states into the affairs of small countries'

(3 x 1) (3)

1.5.2 *[Extraction of information from Source 1D – L1]*
- 'An unrestrained anti-Cuban campaign going on for a long time'
- 'There is a definite USA administration policy behind it'
- 'Right now the USA is making an attempt to blockade Cuban trade with other states' (any 2 x 1) (2)

1.5.3 *[Interpretation of information in Source 1D – L2]*
- Cuba was a sovereign State
- The USA had no right to dictate terms on how Cuba should be governed
- The USA could not decide on what policies Cuba should follow
- The Cubans had the right to make their own decisions with regard to how their country should be governed
- Any other relevant response (any 2 x 2) (4)

1.5.4 *[Interpretation of information in Source 1D – L2]*
- USA was economically and militarily superior to Cuba
- Cuba was far smaller than the USA
- Cuba was not an industrialised country
- USA had nuclear weapons while Cuba had none
- 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 USA feared the improved ties between Cuba and the Soviet Union (Source 1A)
- The Soviet Union and its allies provided military aid and weapons to Cuba (Source 1A)
- The Soviet Union established a military base less than 161 km from the USA (Source 1A)
- President Kennedy assembled a group of advisers to study the photos and Soviet missiles that were deployed in Cuba (Source 1B)
- President Kennedy established ExComm for expert advice on the deployment of Soviet missiles (Source 1B)
- The USA imposed a blockade on Soviet ships entering Cuba (own knowledge)
- The USA ordered the Soviet Union to withdraw its missiles from Cuba (own knowledge)
- The USA ordered Cuba to 'drop' the Soviet missiles (Source 1C)
- The Soviet Union blamed the US administration over Cuba's economic problems (Source 1D)
- The Soviet Union requested the USA to respect Cuba's sovereignty (Source 1D)
- The Soviet missiles were strategically deployed in Cuba and posed a threat to the USA (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 how the deployment of Soviet missiles in Cuba intensified Cold War tensions between the United States of America and the Soviet Union 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 deployment of Soviet missiles in Cuba intensified Cold War tensions between the United States of America and the Soviet Union 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 deployment of Soviet missiles in Cuba intensified Cold War tensions between the United States of America and the Soviet Union in 1962.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS 6–8

(8)

[50]

QUESTION 2: HOW DID FOREIGN POWERS INTERVENE IN POST-INDEPENDENT ANGOLA?

2.1.1 *[Extraction of evidence from Source 2A – L1]*
- 'Violence'
- 'Division'
- 'Foreign intervention'   (any 2 x 1) (2)

2.1.2 *[Explanation of a historical concept from Source 2A – L1]*
- A single person or party rule which denies people their freedoms and civil rights, for example, Portuguese rule of Angola was authoritarian
- Reference to the Portuguese colonial government that oppressed Angolan liberation movements
- Any other relevant response   (any 1 x 2) (2)

2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- It led to the establishment of a transitional government of national unity so that no one party would take control of the executive power of Angola
- It established a national army with troops from the three national movements and Portugal to avoid any one party having control of the military
- The Alvor Agreement ensured that the Portuguese troops stayed in Angola until February 1976 to assist with the transfer of power from Portugal to Angolan interim government
- Transitional government must organise general elections within nine months of 31 January 1975
- Any other relevant response   (any 2 x 2) (4)

2.1.4 *[Extraction of evidence from Source 2A – L1]*
- 'Mutual distrust among the three groups'
- 'Led to outbreaks of fighting'   (2 x 1) (2)

2.2

2.2.1 *[Interpretation of evidence from Source 2B – L2]*
- To show the three leaders (signatories) who followed different political ideologies that were prepared to work together at the Alvor Summit to discuss the future of an independent Angola
- To show that there was hope for Angola's peaceful transition to independence
- Any other relevant response   (any 2 x 2) (4)

2.2.2 *[Evaluate the usefulness of evidence in Source 2B – L3]*

The Source is USEFUL because:
- It is an original photo taken at the time of the meeting at Alvor
- The photograph was published in a Portuguese newspaper so it suggests that events surrounding Angola's independence were of interest to the Portuguese
- It shows the leaders of the three Angolan liberation movements in 1975
- It is evidence that the three leaders were willing to enter in negotiations to discuss the future of Angola after independence
- Any other relevant response   (any 2 x 2) (4)

2.3
2.3.1   *[Interpretation of evidence from Source 2C – L2]*
- Politically, the independence of Angola marked the end of Portuguese colonial rule in Africa
- Politically, it implied that colonial rule could end in all African countries; Angola would now be a potential base that could be used for the struggle against colonialism
- Emotionally, it gave hope to people in southern Africa that were still living under colonial rule
- Emotionally, it was an inspiration to liberation movements such as the ANC and SWAPO that were still fighting for freedom
- Any other relevant response   (any 2 x 2) (4)

2.3.2   *[Extraction of evidence from Source 2C – L1]*
- 'Angola's natural resources including oil and diamonds'
- 'Its size'
- 'Its strategic location'   (any 2 x 1) (2)

2.3.3   *[Extraction of evidence from Source 2C – L1]*
- 'To create a Soviet and Cuban threat to the region'   (1 x 2) (2)

2.3.4   *[Interpretation of evidence from Source 2C – L2]*
- The USA funded one of the liberation groups (FNLA) which was a rival of the MPLA
- The USA increased its support to UNITA, another liberation group and a rival of MPLA
- By funding the main rival groups against the MPLA, the USA increased the potential for civil war between the three rival liberation parties
- US funding and support allowed UNITA to continue to challenge the MPLA (e.g. ambush and assassinations)
- By supporting the FNLA and UNITA over the MPLA, the USA undermined the power-sharing and transitional government that was put in place by the Alvor Agreement
- Encouraged and supported South African intervention in Angola against the MPLA government
- Any other relevant response   (any 2 x 2) (4)

2.4
2.4.1   *[Extraction of evidence from Source 2D – L1]*
- 'Its own internal problems'
- 'The interim government disintegrated'
- 'The MPLA became the sole rulers of Angola'
- 'Roberto (FNLA) and Savimbi (UNITA) took to the bush from where they declared war on the MPLA'   (any 1 x 2) (2)

2.4.2   *[Interpretation of evidence from Source 2D – L2]*
   - The involvement of the USA, the Soviet Union and Cuba in Angola was a clear demonstration of the extension of the Cold War
   - Foreign countries took sides in the Angolan conflict
   - The USA as leader of the West and the Soviet Union as leader of the East supported FNLA together with UNITA and MPLA respectively
   - Any other relevant response   (any 2 x 2) (4)

2.4.3   *[Extraction of evidence from Source 2D – L1]*
   - 'Soviet Union/Soviets'
   - 'Cuba/ Cubans'   (2 x 1) (2)

2.5   *[Comparing information in Sources 2C and 2D – L3]*
   - Both Sources 2C and 2D emphasised the cold war rivalry between East and West as a reason for foreign involvement in the Angolan civil war
   - Both sources state that South Africa became involved in Angola because they were encouraged to join the USA in an anti-Marxist alliance
   - Both Sources 2C and 2D show that the Soviet Union and Cuba supported the MPLA while the USA and South Africa supported UNITA and FNLA
   - 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 aspects in their response:

   - The anti-colonial struggle in Angola involved MPLA, FNLA and UNITA that were funded by foreign powers (Sources 2A and 2C)
   - Mutual distrust between liberation organisations resulted in them continuing to receive support from foreign powers after the Alvor Accord (Source 2A, 2C and 2D)
   - The USA and South Africa supported UNITA and the FNLA (Sources 2A, 2B and 2D)
   - The USSR and Cuba supported the MPLA (Sources 2A, 2B and 2D)
   - Angola was rich in natural resources and of strategic importance, therefore both the USA and the USSR wanted to keep it within their sphere of influence (Source 2C)
   - Angola's independence occurred in context of Cold War rivalry; East and West took sides backing rival political organisations rather than supporting the Government of National Unity (Source 2D)
   - Portugal was weakened by internal problems to oversee the transition of an independent and unified Angola (Source 2D)
   - The USA also intervened indirectly, for example, through the support that Zaire offered to FNLA (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 how foreign powers intervened in post-independent Angola.** • 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 foreign powers intervened in post-independent Angola.** • 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 foreign powers intervened in post-independent Angola.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

QUESTION 3:   WHAT IMPACT DID THE BLACK POWER MOVEMENT HAVE ON AFRICAN AMERICANS DURING THE 1960s?

3.1.1 *[Extraction of evidence from Source 3A – L1]*
- 'The Black Power Movement grew out of the Civil Rights Movement that had steadily gained momentum through the 1950s and 1960s'   (1 x 1) (1)

3.1.2 *[Explanation of a historical concept from Source 3A – L1]*
- A philosophy that originated among African Americans in the 1960s which emphasised racial pride and social equality through the creation of political and cultural institutions
- A call to revive black pride and African American culture
- A philosophy that supported the rights of black people
- Any other relevant response   (any 1 x 2) (2)

3.1.3 *[Extraction of evidence from Source 3A – L1]*
- 'The movement was hailed by some as a positive and proactive force that aimed at helping blacks achieve their full equality with whites'
- 'It was reviled (hated) by others as a militant, sometimes violent faction whose primary goal was to drive a wedge between whites and blacks'   (2 x 1) (2)

3.1.4 *[Extraction of evidence from Source 3A – L1]*
- 'Lower wages than whites'
- 'Higher crime rates in their neighbourhoods'
- 'Deep racial discrimination'   (3 x 1) (3)

3.1.5 *[Interpretation of evidence from Source 3A – L2]*
- They saw the Civil Rights Movement as too mainstream which accommodated both white and African Americans to bring about social change
- They wanted African Americans to quickly have the same opportunities as White Americans
- They felt that the Civil Rights Movement did not address the challenges that African Americans faced
- They felt that the Civil Rights Movement was too passive and accommodated white Americans with ease
- Any other relevant response   (any 2 x 2) (4)

3.2
3.2.1 *[Extraction of evidence from Source 3B – L1]*
- 'We must say on what grounds are we going to form them'
- 'Not white people telling us how to form them'
- 'We must build strength and pride amongst ourselves'
- 'We must think politically and get power'
- 'We are the only people who have to protect ourselves from our protectors'
                                                                   (any 2 x 1) (2)

3.2.2 *[Interpretation of evidence from Source 3B – L2]*
- The US government felt threatened by the philosophy of Black Power
- Most white corporate companies did not support Black Power/ feared Black worker unity
- Racist white Americans feared a Black upsurge/ backlash
- White Americans mostly misunderstood the philosophy of Black Power
- Any other relevant response   (any 2 x 2) (4)

3.2.3 *[Evaluate the usefulness of evidence in Source 3B – L3]*
       The source is USEFUL because:
- It gives first-hand information from a speech by Stokely Carmichael (the original text)
- Stokely Carmichael was one of the leaders of the Black Power Movement
- It addresses the philosophy of Black Power
- It encouraged African Americans to stand up for their rights and to have pride in themselves
- It captured the white American's antagonism to Black Power
- It encouraged African Americans to use violence e.g. to smash any political machine that was oppressing African Americans
- Any other relevant response   (any 2 x 2) (4)

3.3
3.3.1 *[Interpretation of evidence from Source 3C – L2]*
- It depicts Angela Davis advocating the philosophy of Black Power as can be seen through her Afro hairstyle and earrings
- It conveys the message that Black is beautiful
- The words 'POWER TO THE PEOPLE' on the border of the poster indicates that African Americans should be encouraged to take power for themselves
- Any other relevant response   (any 2 x 2) (4)

3.3.2 *[Interpretation of evidence from Source 3C – L2]*
- The Black Power Movement demanded power and equality for all African Americans
- Black Power implied that African Americans should lead and not depend on white Americans
- The Black Power Movement wanted African Americans to achieve equality with white Americans
- Power and Equality should lead to the end of discrimination and inferiority amongst African Americans
- Any other relevant response   (any 2 x 2) (4)

3.4   *[Comparison of information in Source 3B and 3C – L3]*
- In Source 3B, Stokely Carmichael states: ' We must build strength and pride among ourselves' and the Afro hairstyle in Source 3C symbolises African pride
- Both sources refer to African Americans gunning for power because they were powerless
- In Source 3B, Stokely Carmichael stated that 'We don't control anything' and Source 3C shows that African Americans wanted Equality
- In Source 3B, Carmichael states that African Americans 'must think politically and get power' and Source 3C shows the demand for 'power to the people'
- Any other relevant response   (any 2 x 2) (4)

3.5

3.5.1 *[Extraction of evidence from Source 3D – L1]*
- 'The FBI set out to eliminate radical black political opposition'
- 'Traditional modes of repression failed to counter the growing insurgency'
- 'The Bureau took the law into its own hands and secretly used fraud and force to sabotage constitutionally protected political activity'
- 'The FBI secretly Instructed its field offices to propose schemes to misdirect, discredit, disrupt and neutralise specific individuals and groups'
- 'Close coordination with the local police and prosecutors' (any 2 x 1) (2)

3.5.2 *[Interpretation of evidence from Source 3D – L2]*
- The FBI was a state organ that wanted to protect white American supremacy and privilege
- The FBI supported racism directed against African Americans
- The Black Power Movement and the Black Panther Party were militant and socialist in character
- Any other relevant response (any 2 x 2) (4)

3.5.3 *[Extraction of evidence from Source 3D – L1]*
- 'The tendency of the media and whites in general to ignore or tolerate attacks on black groups'
- 'The Black Panthers came under attack at a time when they provided free food, free health care and free community-based education' (2 x 1) (2)

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

Candidates could include the following aspects in their response:

- It marked a turning point in the black - white relations in the USA (Source 3A)
- It highlighted challenges faced by African Americans (Source 3A)
- It popularised the concept of Black Power (Source 3A)
- African Americans were made aware of their suffering and hardships (Source 3B)
- It implied that African Americans should vote for one of their own (Source 3B)
- It encouraged African Americans to establish their own programmes (Source 3B)
- The Black Panther Party established community programmes (e.g. free breakfast, free clothing) (Source 3C)
- They provided free food, free health care and free community-based education (Source 3D)
- The Black Power Movement gave African Americans a reason to carry weapons for self-defence (Source 3D)
- Night classes were held to improve level of literacy among adults (own knowledge)
- Opened legal advice offices within African American communities (own knowledge)
- Made communities aware that they needed to defend their neighbourhoods (own knowledge)
- Politics became relevant in the lives of ordinary African Americans (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 impact that the Black Power Movement had on African Americans during the 1960s.** • 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 impact that the Black Power Movement had on African Americans during the 1960s.** • 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 impact that the Black Power Movement had on African Americans during the 1960s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS 6–8

(8)
[50]

SECTION B: ESSAY QUESTIONS

QUESTION 4: CASE STUDY – CHINA

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

SYNOPSIS

Candidates are expected to critically discuss the contribution that Mao Zedong's policies of the Great Leap Forward and the Cultural Revolution made on China's industrial and agricultural production between 1958 and 1969.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- Introduction: Candidates should indicate whether the Great Leap Forward and the Cultural Revolution contributed positively or negatively to China's industrial and agricultural production

ELABORATION

The Great Leap Forward (Second Five Year Plan)
- Based on the success of the First Five Year Plan (1953–1957) and the Hundred Flower campaign
- Primary focus was on industrialisation and secondary focus was on agriculture
- The use of peasants as (unskilled) human resource in the industrial sector
- Amalgamation of peasant's farms into large communes (too high and unachievable targets)
- Removal of peasants from farms (and its effects) to industries (declining agricultural production)
- Peasants were highly taxed
- Success in areas of health, welfare and education
- Backyard industries (poor quality steel production)
- Poor economy and starvation (millions killed)
- Mao Zedong resigned as Head of State in 1959 and handing over economic power to Liu Shaoqi
- Any other relevant response

The Cultural Revolution (Third Five Year Plan)
- The intention of China's Communist Party was to improve the economy; empower landless peasant farmers and to nationalise heavy industries
- The Role of the Red Guards (educate peasants on principles of Communism; teach reading and writing)
- Campaign to attack the 'Four Olds': changing of old ideas, traditional culture, customs and habits
- The Little Red Book (Mao's philosophies about Communism; all citizens expected to memorise principles of Communism; a source of Communist propaganda in China)

- Closure of schools, colleges and universities (for being critical, liberal and elitist)
- The Purges (opponents of Communism and moderates eliminated)
- All anti-communist art, books destroyed
- Millions of opponents/anti-revolutionary killed
- Professionals got rid of (lecturers, teachers, engineers, scientists, etc.)
- New class of Mandarins eliminated
- 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

In writing this essay, candidates should explain to what extent Mobuto Sese Seko and Julius Nyerere influenced the economic, social and cultural development after their countries gained independence from colonialism.

MAIN ASPECTS

Candidates could include the following aspects in their response:
- Introduction: Candidates should explain to what extent Mobutu Sese Seko and Julius Nyerere's policies influenced the economic, social and cultural development within their respective countries after decolonisation. They should support their line of argument with relevant evidence.

ELABORATION

ECONOMIC
- The Congo and Tanzania inherited a single-product system from their respective colonisers; The Congo embraced a capitalist economic system; whereas Tanzania adopted a socialist economic model. Both struggled to successfully develop their economies
- At independence, the Congo and Tanzania lacked a vibrant manufacturing industry
- The Congo aimed to industrialise her economy and develop a manufacturing base (largely a failure); whereas Tanzania built on its agricultural base, villagisation policy and Ujaama (faced opposition from independent African farmers)
- The Congo relied heavily on foreign aid and expertise from the early 1960s; whereas Tanzania attempted to be self-sufficient and rejected neo-colonialism
- Both countries remained reliant on the export of agricultural products and minerals
- Mobutu and Nyerere nationalised land and industry to distribute wealth equally
- Neither the Congo nor Tanzania had oil reserves, so both suffered economic crisis when oil prices rose in the 1970s
- Both Mobutu (1970s) and Nyerere (1980s) decided to privatise sectors of the economy due to an economic crisis
- Both countries took loans from foreign countries and organisations: From the 1960s the Congo received financial aid from the capitalist west; while from the 1980s Tanzania was forced to take World Bank loans and was subjected to structural adjustment policies
- The Congo's economy was characterised by elitism and nepotism; whereas Tanzania reduced corruption of government officials through a 'Leadership Code'
- The economy of the Congo produced vast differences in wealth between rich and poor; while Tanzania attempted to minimise economic inequality

SOCIAL AND CULTURAL
Education and language
- Colonial education promoted Eurocentric values
- Under colonialism few African children received more than a primary education. The Congo and Tanzania had a few qualified technicians and engineers
- Children were taught European history and languages, and western knowledge was privileged over African knowledge

Education in Tanzania
- Nyerere promoted the use of Swahili (a common language spoken by most Tanzanians) over English
- Between 1961 and 1981 illiteracy in Tanzania dropped from 80% to 20%. Primary school enrolments rose from 86,000 in 1961 to 3.6 million in 1985
- Structural adjustment programmes in the 1980s resulted in drastic cuts made in social spending resulting in lack of textbooks, desks and teachers - but enrolments in secondary education more than doubled between 1981 and 1991
- Nyerere (Tanzania) wrote a pamphlet 'Education for self-reliance' (1967) – he expanded primary education in rural areas and focused on basic literacy; those few who received a university education were required to spend time in the countryside sharing their expertise
- KiSwahili language used for unity and national identity

Education in Congo
- In the Congo at independence there were 14 university graduates (in a population of 14 million) after independence the higher education system was expanded instead of providing a free and equal basic education for all.
- Between 1960–1974 primary education in the Congo rose from 1,6 million to 4,6 million but this figure dropped in the 1970s and 1980s because state funding was withdrawn
- French remained the language of instruction in the Congo

Africanisation
- In **Tanzania: Villagisation:** Nyerere, promoted 'traditional' community values through Ujamaa ('familyhood') villages; Tanzanians were encouraged to focus on agriculture, traditional values and to become self-reliant. Tanzanians should work the land communally rather than producing cash crops for export
- Used KiSwahili to achieve unity and national identity

- In **Congo: Zairianisation**: Mobuto promoted African beliefs and culture through his policy of *authenticité.* He argued that democracy was a foreign ideology not suited for Africa
- Mobuto encouraged people to wear African clothing, play and listen to African music and eat African food
- Mobuto renamed many towns and cities in the Congo with African names (e.g. Leopoldville became Kinshasa; the Congo became Zaire; Joseph-Desire Mobutu became Mobuto Sese Seko Kuku Ngbedu Waza Banga)

CLOTHING
- Mobutu and Nyerere adopted Kwame Nkrumah and Maoist style of dressing
- *'Abacost'* in Congo
- Both promoted beauty not to be according to European values but on the premise 'black is beautiful'

ART
- Promotion of African art in literature as well as in handcraft

- Any other relevant response

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

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

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

SYNOPSIS

Candidates are expected to either agree or disagree on whether the various forms of protests by Civil Rights Movement were successful in improving the lives of African Americans. In order to do this, candidates must select examples of mass-based, non-violent protests that were carried out by the Civil Rights Movement and evaluate whether or not they resulted in meaningful change for African Americans in the 1960s.

MAIN ASPECTS

Candidates could include the following aspects in their response:
- Introduction: Candidates should take a line of argument by either agreeing or disagreeing whether the Civil Rights Movement was successful in improving the lives of all African Americans through various forms of protests.

ELABORATION

- Reasons for the rise of the Civil Rights Movement e.g. Montgomery Bus Boycott (brief background only)

- Various forms of protests that the Civil Rights Movement embarked on, such as the following:

- **Sit-Ins, from February 1960:** African American students challenged the segregation of amenities through 'sit-ins'. It started with lunch counters and then spread to libraries, beaches, lodges etc. The first 'sit-in' took place at a lunch counter in a restaurant in Greensboro, North Carolina. Students were organised by the Student the Student Non-violent Coordinating Committee (SNCC)

- **'Freedom Riders' (non-racial/non-violent), May 1961:** Black and white volunteers got in organised bus trips where they travelled together to challenge segregation in buses. Along the way they met serious challenges from conservative white Americans

- **Birmingham Campaign, April 1963**: A mass demonstration, also joined by children. It targeted the boycott of white businesses. It forced President Kennedy to state on TV that racial segregation was a 'moral issue' which 'had no place in American life'

- **March to Washington, August 1963:** A non-racial, non-violent march to Washington attended by 250 000 people who demanded full equality and jobs. It became famous for Martin Luther King Jnr's 'I have a dream speech'

- **Freedom Summer, 1964:** A campaign by volunteers to have African Americans in Mississippi registered for voting. The activist and volunteers were met with violence from white segregationist

- It also contributed to the passing of the **Civil Rights Act on 02 July 1964**

- **Selma-Montgomery marches, March 1965:** Marches organised for African Americans to be allowed to vote triggered brutal police attacks on non-violent demonstrators, leading to Bloody Sunday where a number of African Americans were injured. The marches pressurised President Johnson to pass the Voting Rights Act in 1965

- **Voting Rights Act, 6 August 1965:** The Act that legally permitted African Americans to register as voters and be allowed to vote in the USA

- Any other relevant response

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

[50]

TOTAL: 150