



**education**

Department:  
Education  
PROVINCE OF KWAZULU-NATAL

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**HISTORY P1  
MARKING GUIDELINES**

**JUNE 2020**

This marking guideline consists of 18 pages.

**1. SOURCE-BASED QUESTIONS****1.1 The following cognitive levels were used to develop source-based questions:**

<b>Cognitive Levels</b>	<b>Historical skills</b>	<b>Weighting of questions</b>
Level 1	<ul style="list-style-type: none"> <li>Extract evidence from sources</li> <li>Selection and organisation of relevant information from sources</li> <li>Define historical concepts/terms</li> </ul>	30% (15)
Level 2	<ul style="list-style-type: none"> <li>Interpretation of evidence from sources</li> <li>Explain information gathered from sources</li> <li>Analyse evidence from sources</li> </ul>	40% (20)
Level 3	<ul style="list-style-type: none"> <li>Interpret and evaluate evidence from sources</li> <li>Engage with sources to determine its usefulness, reliability, bias and limitations</li> <li>Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions</li> </ul>	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.



## 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.

<b>P</b>	<b>Point:</b> 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.
<b>E</b>	<b>Explanation:</b> The candidate should explain in more detail what the main point is about and how it relates to the question posed (line of argument).
<b>E</b>	<b>Example:</b> 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.
<b>L</b>	<b>Link:</b> 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

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- Wrong statement
- Irrelevant statement

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- Repetition
- Analysis
- Interpretation
- Line of Argument

R

A√

I√

LOA



**2.5 The matrix****2.5.1 Use of the matrix in the marking of essays**

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

- (a) The first reading of essays will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	

- (b) The second reading of essays will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	} 26–27
P	LEVEL 3	

**COMMENT**

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

**MARKING MATRIX FOR ESSAY: TOTAL: 50**

	<b>LEVEL 7</b>	<b>LEVEL 6</b>	<b>LEVEL 5</b>	<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1*</b>
<b>PRESENTATION</b> →	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.
<b>CONTENT</b> ↓							
<b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
<b>LEVEL 6</b> Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
<b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
<b>LEVEL 4</b> Question recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
<b>LEVEL 3</b> 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	
<b>LEVEL 2</b> Question inadequately addressed. Sparse content.					20–23	18–19	14–17
<b>LEVEL 1*</b> 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: WHY DID THE UNITED STATES OF AMERICA AND THE SOVIET UNION GET INVOLVED IN THE COLD WAR IN CUBA?**

1.1

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

- (a) 'General Taylor' or 'Dean Acheson' (any 1 x 1) (1)  
 (b) 'Adlai Stevenson' (1 x 1) (1)

1.1.2 [*Interpretation of information from Source 1A – L2*]

- The conservatives/hawks (Taylor and Acheson) preferred to go to war to resolve the dispute regarding the deployment of Soviet missiles to Cuba
- The liberals/doves (Stevenson) wanted to resolve the dispute regarding the deployment of Soviet missiles through dialogue
- Any other relevant response (2 x 2) (4)

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

- 'that it would have brought death to thousands of Cuban civilians and to thousands of US military personnel'
- 'such attacks ran the risk of triggering the launch of nuclear weapons'
- 'surprise attack would erode if not destroy the moral positions of the US throughout the world' (3 x 1) (3)

1.1.4 [*Explanation of historical concept from Source 1A – L1*]

- 'It was action taken by the USA to prevent Soviet Union ships loaded with military equipment and missiles from entering Cuba'
- Any other relevant response (1 x 2) (2)

1.2

1.2.1 [*Extraction of information from Source 1B – 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' (any 2 x 1) (2)

## 1.2.2 [Extraction of information from Source 1B – 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)

## 1.2.3 [Interpretation of information in Source 1B – L2]

- Cuba was a sovereign state, and hence was obligated to its people by virtue of its constitution
  - 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)

## 1.2.4 [Interpretation of information in Source 1B – L2]

- The 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)

## 1.3

## 1.3.1 [Interpretation of evidence in Source 1C – L2]

- The USA depicted by a huge eagle threatened Cuba depicted by a tiny mouse, to drop the missile or face the consequences of being 'eaten'
  - 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 [Ascertaining the usefulness of Source 1C – L3]

**The source is useful because:**

- The cartoon gives insights on how the USA used intimidatory tactics against the Soviet Union and Cuba
- It depicts the United States of America's strength against the Soviet Union and Cuba.
- The hammer and sickle which represents communism and symbolises the economic policy of both the Soviet Union and Cuba enhances Cold War tensions with capitalist America.
- The cartoon highlights the action taken by the United States of America to prevent the deployment of Soviet missiles to Cuba.
- Any other relevant response (any 2 x 2) (4)

## 1.4 [Comparison of information in Source 1B and 1C – L3]

- Source 1B describes the action taken by the USA (blockade) and Source 1C shows the USA (eagle) blocking the deployment of Soviet missiles to Cuba.
- Source 1B describes the differences of the 2 countries, one referred to as a giant and the other as a baby and Source 1C shows USA depicted by the eagle and Cuba by the mouse.
- Any other relevant response (2 x 2) (4)

## 1.5.

## 1.5.1 [Extraction of evidence from Source 1D – L1]

- 'The two countries agreed to end the standoff with a trade-off'
- 'The Soviet Union would remove its missiles from Cuba and the USA would remove its missiles from Turkey' (any 1 x 1) (1)

## 1.5.2 [Interpretation of information from Source 1D – L2]

(a)

- Kennedy was viewed as a hero
- Kennedy was seen as peacemaker by the people of the world
- Any other relevant response (any 1 x 2) (2)

(b)

- Khrushchev was regarded as a sell-out by of the Communist Party because he gave into US pressure
- Consequently he was ousted as a leader of the Soviet Union in 1963
- Any other relevant response (any 1 x 2) (2)

1.5.3 [Extraction of evidence from Source 1D – L1]

- ‘The creation of the hotline, a direct phone from Moscow, the capital of the Soviet Union, to Washington D.C.’
- ‘Signing of the Nuclear Test Ban Treaty’ (2 x 1) (2)

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

Candidates could include the following aspects in their response.  
Use the following rubric to allocate a mark:

- EXCOMM felt threatened by the deployment of Soviet missiles to Cuba and recommended the imposition of a naval blockade of Soviet ships that intended entering Cuba (Source 1A)
- The USA preferred to use the blockade as a strategy to avoid direct confrontation with the Soviet Union (own knowledge)
- The Soviet Union blamed the US administration for Cuba’s economic problems (Source 1B)
- The Soviet Union requested the USA to respect Cuba’s sovereignty (Source 1B)
- The Soviet missiles were strategically deployed in Cuba and posed a threat to the USA (own knowledge)
- The USA instructed the Soviet Union to withdraw its missiles from Cuba (own knowledge)
- The USA and the Soviet Union had competing economic policies of Capitalism and Communism and each of them wanted to impose their economic policy in Cuba (own knowledge)
- The USA and the Soviet Union used Cuba to display their power and prestige to the rest of the world (own knowledge)
- Both the US and the USSR initiated diplomatic relations to end the crisis without firing any missiles (Source 1D)
- Both ended up giving in/compromising and the crisis was resolved (Source 1D)
- Any other relevant response

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of why the United States of America and the Soviet Union got involved in the Cold War in Cuba?</b></li> <li>• Uses evidence partially or cannot write a paragraph.</li> </ul>	<b>MARKS 0–2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows some understanding of why the United States of America and the Soviet Union got involved in the Cold War in Cuba?</b></li> <li>• Uses evidence in a basic manner to write a paragraph.</li> </ul>	<b>MARKS 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of why the United States of America and the Soviet Union got involved in the Cold War in Cuba?</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS 6–8</b>

(8)  
[50]

**QUESTION 2: WHAT IMPACT DID THE BLACK POWER MOVEMENT HAVE ON AFRICAN AMERICAN COMMUNITIES IN THE 1960s?**

## 2.1

2.1.1 *[Explanation of a historical term from Source 2A – L1]*

- An idea that wanted African Americans to work together and establish community programmes to improve their own socio-economic conditions and image
- A philosophy that grew out of the Civil Rights Movement in the USA in the 1960s with the main intention of promoting their own black pride
- A philosophy that promoted social equality through the creation of political and cultural institutions among African Americans
- A call to African Americans to promote their culture, identity, self-reliance and self-defence so that they do not rely on white Americans
- Any other relevant response (any 1 x 2) (2)

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

They were against:

- 'Non-violence'
  - 'Racial integration'
  - 'Alliance with white liberals'
- (3 x 1) (3)

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

- Community self-help groups were established
- Black studies programmes at colleges were introduced to motivate African American students
- Mobilisation of Black voters so to ensure that black candidates were elected in positions of power
- Self-esteem was encouraged through the philosophy of Black Pride
- Any other relevant response (any 2 x 2) (4)

2.1.4 *[Extraction of evidence in Source 2A – L1]*

- 'Rejected skin bleaches and hair straighteners'
  - 'Gave their children Islamic names'
  - 'Glorified soul music'
- (any 2 x 1) (2)

## 2.2

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

- 'James Meredith was shot in ambush as he attempted to complete a peaceful march from Memphis, Tennessee to Jackson Mississippi'.
- (1 x 2) (2)

2.2.2 *[Interpretation of information from Source 2B – L2]*

- James Meredith was the first African American to enrol at the University of Mississippi and this served to organise the ‘March against Fear’ in an attempt to break the shackles of oppression
- He wanted to encourage voter registration by African Americans in the South so that they could vote for their freedom as enshrined in the US constitution
- Any other relevant response (2 x 2) (4)

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

- ‘A sense of racial pride’
- ‘Self - Respect’ (2 x 1) (2)

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

- African American youth were influenced by Black power to celebrate their culture
- Traditional African colours, hairstyles and clothes became popular amongst African American youth
- African American youth adopted the slogan ‘Black is beautiful’ to enhance their self-esteem
- Any other relevant response (any 2 x 2) (4)

## 2.3

2.3.1 *[Interpretation of information from Source 2C – L2]*

- This photograph shows a younger more forceful group of young African Americans who spread the message of Black Power to the students
- It was a call for African Americans to unite and to define their own goals and agenda and map a way forward
- It shows that these leaders were committed to bring about change through the ideology of Black Power
- Any other relevant response (any 2 x 2) (4)

2.3.2 *[Usefulness of information in Source 2C – L3]*

- It signifies the influence that Stokely Carmichael and other Black Power leaders had on African American students
- It indicates a change of pace in the struggle for freedom for African Americans
- The photograph is a reminder of the discrimination of African Americans and the need for their political self-determination and identity
- ‘Black lives matter’ after May 2020 shows that African Americans are still struggling against racism and to find their identity in the USA
- Any other relevant response (any 2 x 2) (4)

*2.4 [Comparison of information in Source 2B and 2C – L3]*

- Source 2B describes the determination that African American leaders in pursuing the philosophy of Black Power and in Source 2C young African American leaders are seen addressing students to inspire ideas of Black Power.
- Source 2B explains how students adopted the philosophy of Black Power and 2C shows students with clenched fists fighting for freedom and their rights
- Any other relevant response (2 x 2) (4)

## 2.5

*2.5.1 [Extraction of evidence from Source 2D – L1]*

- ‘Colleges and universities established black studies programmes and departments’
- ‘Blacks found out that African culture was rich and diverse as any other’
- ‘The Black Arts Movement flourished in the 1960s and 1970s, sought out a black audience’ (3 x 1) (3)

*2.5.2 [Interpretation of information from Source 2D – L2]*

- Many people saw the movement as a separatist organisation that solved racial division between black and white Americans
- The Black Power Movement used ‘force’ and ‘intimidation’ to ensure their voices were heard
- Many also felt that the Black Power Movement will undo all the work that the Civil Rights Movement had done
- Any other relevant response (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 Black Power Movement emphasised racial pride and promoted black interests and values (Source 2A)
- Slogans such as ‘Say it Loud – I’m black and I’m proud, Black is Beautiful’ became popular and widely used (Source 2A)
- Young activists became involved in militant self-defence programmes against white supremacy (Source 2A)
- James Meredith embarked on a ‘March Against Fear’ and inspired many African Americans to rise up against discrimination (Source 2B)
- African American students adopted the slogan ‘Black is Beautiful’ and celebrated African culture (Source 2B)
- Stokely Carmichael and other leaders held rallies and meetings which advocated the philosophy of Black Power to African American students (Source 2C)
- Students were inspired by the philosophy of the Black Power Movement and were empowered to oppose any form of discrimination in America (Source 2C)
- The slogan ‘BLACK LIVES MATTER’ encouraged African Americans to unite against police brutality in America (Source 2C)
- The Black Power Movement encouraged black culture and African heritage and black pride (Source 2D)
- Established of black studies programmes and black studies departments to ensure that their heritage was taught and recognised (Source 2D)
- Any other relevant response

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of what impact the Black Power Movement had on African American communities in the 1960s.</b></li> <li>• Uses evidence partially to report on topic or cannot write a paragraph.</li> </ul>	<b>MARKS 0–2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows some understanding of what impact the Black Power Movement had on African American communities in the 1960s.</b></li> <li>• Uses evidence in a basic manner to write a paragraph.</li> </ul>	<b>MARKS 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding of what impact the Black Power Movement had on African American communities in the 1960s</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS 6–8</b>

(8)  
[50]

**SECTION B: ESSAY QUESTIONS****QUESTION 4: EXTENSION OF THE COLD WAR: CASE STUDY – CHINA**

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

**SYNOPSIS**

Candidates need to indicate whether they agree or disagree with the statement. They need to state whether Mao Zedong's policies of 'the Great Leap Forward' and 'the Cultural Revolution' successfully transformed Communist China between 1958 and 1969. Arguments must be backed up with relevant historical evidence.

**MAIN ASPECTS**

Candidates should include the following aspects in their response:

Introduction: Candidates need to take a stance and state whether Mao Zedong's policies of 'the Great Leap Forward' and 'the Cultural Revolution' were successful in transforming Communist China between 1958 and 1969.

**ELABORATION**

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

- Mao Zedong launched the policies of the Great Leap Forward and the Cultural Revolution in an attempt to entrench communism

**The Great Leap Forward:**

- Mao Zedong's Second Five Year Plan that started in 1958
- It aimed to industrialise China to overtake capitalist countries; improve agricultural production to equal western countries
- End privatisation
- Rural cooperatives were amalgamated into 'People's Communes' (collectivisation)
- Forceful amalgamation of farms – farmers were forced to live in communes'
- Propaganda used to promote production

**How the Chinese responded to the Great Leap Forward:**

- Owing to bad planning; poor support to peasants; corrupt local officials; high taxation on farm products; backyard industries produced inferior goods; industries collapsed
- It depended on peasants rather than on machinery to industrialise China
- It encouraged peasants to set up backyard industries (industrialisation on the countryside)
- It resulted in famine which led to the starvation of millions of people
- The economy collapsed
- The Great Leap Forward failed within 3 years, also referred to as 'Three Bitter Years'
- Mao Zedong was forced to allow a return to some form of capitalism
- This resulted in the Great Leap forward being a dismal failure



**The Cultural Revolution:**

- 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
  - 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)
  - In 1962 he handed over responsibility for the economy to President Liu Shaoqi and CCP general secretary Deng Xiaoping and withdrew from the political scene
  - He launched the Cultural Revolution in 1966 to regain the power he lost after the failure of the Great Leap forward
  - He set up the **Red Guards** who: studied and spread ideas in the Little Red Book; educated peasants on principles of Communism; taught reading and writing; set up the purges (opponents of Communism & moderates were eliminated and millions of opponents of Communist 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 and universities (for being critical, liberal and elitist)
  - Industry suffered and production decreased by 1968
  - Any other relevant response
- **Conclusion:** Candidates should tie up their argument with a relevant conclusion. [50]
- **If candidates agree with the statement, they must substantiate with a relevant line of argument.**



**QUESTION 4: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s:  
THE CIVIL RIGHTS MOVEMENT 1970s: BLACK POWER  
MOVEMENTS**

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

**SYNOPSIS**

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

**Introduction:** Candidates should take a stance and explain to what extent the Civil Rights Movement improved the lives of ordinary African Americans by embarking on the various forms of protests in the United States of America in the 1960s.

**ELABORATION**

**Candidates can agree to a large extent and can include the following in this essay:**

- **Montgomery Bus Boycott (1955)** – (Protest action by Rosa Parks resulted in a mass boycott of city's bus systems; Martin Luther King Jnr rose to prominence and argued for non-violent mass protest)
- **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-in spread across the segregated south; Black and white students formed the Student non-violent Coordinating Committee to support 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 Evers, Bombing of 16<sup>th</sup> Street Baptist church)
- March on Washington 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)** – (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 – barred discrimination and segregation in employment and all public facilities
- **1965 (6 August) Voting Rights Act passed** – (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

**If candidates agree with the statement to a lesser extent, they should substantiate their line of argument with relevant evidence**



**[50]**

**TOTAL MARKS: [100]**