



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**SENIOR CERTIFICATE/
NATIONAL SENIOR CERTIFICATE**

GRADE 12



HISTORY P1

NOVEMBER 2020

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

1.2 The information below indicates how source-based questions are assessed:

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 x 2) which translates to one reason and is given two marks (✓✓)
- If a question carries 4 marks then indicate by placing 4 ticks (✓✓✓✓)

Paragraph question

Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- Read the paragraph and place a bullet (•) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.

- At the end of the paragraph indicate the ticks (✓) that the candidate has been awarded for the paragraph; as well as the level (1, 2 or 3) as indicated in the holistic rubric and a brief comment e.g.

Level 2 ✓✓✓✓

COMMENT

Used mostly relevant evidence to write a basic paragraph.

- Count all the ticks for the source-based question and then write the mark on the right hand bottom margin e.g. $\frac{32}{50}$
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS**2.1 The essay questions require candidates to:**

- Be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion.

2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.

2.3 Global assessment of the essay

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

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

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay, ticks need to be awarded for a relevant introduction (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline). For example in an essay where there are five (5) main points there could be about seven (7) ticks.

2.4.3 Keep the **PEEL** structure in mind when assessing an essay.

P	Point: The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
E	Explanation: The candidate should explain in more detail what the main point is about and how it relates to the question posed (line of argument).
E	Example: The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	Link: Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

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

- Introduction, main aspects and conclusion not properly contextualised

^

- Wrong statement
- Irrelevant statement
- 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

	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 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 support the line of argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	Little or no attempt to structure the essay.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20–23	18–19	14–17
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

*** Guidelines for allocating a mark for Level 1:**

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- Content selection includes basic and generally irrelevant information; no attempt to structure the essay = 1 – 6
- Question inadequately addressed and vague; little attempt to structure the essay = 7 – 13

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

1.1

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

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

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

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

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

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

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

(a)

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

(b)

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

1.2

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

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

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

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

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

- The USA and other capitalist countries were content by using threats (e.g. blockade) and intimidation tactics against smaller states in an attempt to get them to comply (to withdraw missiles) and be subservient
- The USA used their economic power to try and force Cuba to adhere to their economic policies
- Unlike the USA (aggressor), the Soviet Union stood for peace
- Any other relevant response (any 2 x 2) (4)

1.3

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

- 'To bolster (strengthen) the military power of the Castro regime in Cuba'
- 'The Soviets have provided the Cuban government with a number of anti-aircraft defence missiles with a range of twenty-five miles'
- 'The Soviets are apparently providing the extensive radar (sensor) and other electronic equipment'
- 'The presence of several Soviet-made motor torpedo boats' (any 1 x 2) (2)

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

- To convince the Americans that he was in control of the situation
- To win support and ease the fears of the American public
- To inform the Americans about the steps he intended taking against the deployment of Soviet missiles to Cuba
- To make the public aware of a possible nuclear war
- Any other relevant response (any 2 x 2) (4)

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

- 'democracy'
- 'peace'
- 'stability'
- 'prosperity' (4 x 1) (4)

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

- The source gives an American point of view/ its biased, justifying the USA's intentions
- The source is not dated
- The purpose of the source is to convince the public that the USA was defending democracy and freedom
- The source does not show how the USA contributed to the crisis in Cuba
- Any other relevant response (any 2 x 2) (4)

1.4

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

- To inform the public how the USA intended to deal with the deployment of missiles to Cuba
- It was news worthy because the public should be aware about the developments that affected the USA
- Any other relevant response (any 1 x 2) (2)

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

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

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

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



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

Candidates could include the following aspects in their response:

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

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of how the Soviet Union and the United States of America contributed to Cold War tensions in Cuba in the 1960s. • Uses evidence partially or cannot write a paragraph. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of how the Soviet Union and the United States of America contributed to Cold War tensions in Cuba in the 1960s. • Uses evidence in a basic manner to write a paragraph. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of how the Soviet Union and the United States of America contributed to Cold War tensions in Cuba in the 1960s. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)
[50]

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

2.1

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2.3

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

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

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

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

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

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

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

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

2.4

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

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

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

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

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

- Source 2C stipulates timeframes for the withdrawal of Cuban troops and Source 2D shows the implementation of the withdrawal of Cuban troops
- Source 2C states that conditions have been created which permitted the commencement of the return of the Cuban military contingent from Angola and Source 2D shows the actual withdrawal of the Cuban troops from Angola
- Source 2C states that Cuba successfully fulfilled its internationalist mission and Source 2D suggests that the Cubans are happy after they achieved their goal of defeating their enemies by leaving Angola
- Both Sources 2C and 2D show the Cuban military forces' direct involvement in the Angolan civil war
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following in their response:

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

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of the impact that the Battle of Cuito Cuanavale had on South Africa and Cuba. • Uses evidence partially or cannot report on topic. 	MARKS: 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of the impact that the Battle of Cuito Cuanavale had on South Africa and Cuba. • Uses evidence in a basic manner to write a paragraph. 	MARKS: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of the impact that the Battle of Cuito Cuanavale had on South Africa and Cuba. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS: 6–8

(8)
[50]

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

3.1

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

- 'Free breakfast for children'
- 'Health clinics'
- 'Shoes for children' (3 x 1) (3)

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

- 'Fed the hungry'
- 'Gave out food'
- 'Clothing and medical care to poverty-stricken African Americans'
- 'What could be achieved if you were organised' (any 2 x 1) (2)

3.1.3 *[Interpretation of evidence in Source 3A – L2]***The Black Panther Party implied that a reform programme:**

- Was started by those who want to maintain control and ensure that status quo is maintained
- Did not necessarily bring about change to the lives of African Americans
- Would bring about only cosmetic changes to the lives of African Americans
- Would not empower African Americans to become independent and self sufficient
- Preferred a revolutionary programme than a reform programme
- Any other relevant response (any 2 x 2) (4)

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

- African American children did not go to school hungry anymore/could concentrate in class
- African American children liked the Free Breakfast Programme
- It contributed to the development of self-esteem amongst African American children
- It motivated young African Americans to join the Black Panther Party
- Any other relevant response (any 2 x 2) (4)

3.2

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

- It shows destitute African American women and children carrying bags of free food provided by the Black Panther Party
- It shows that the African American women and children appeared to be happy (facial expression)
- It depicts the success of the Black Panther Party's 'Free Food Programme'
- It shows the Black Panther Party's implementation of the philosophy of self-reliance
- Any other relevant response (any 2 x 2) (4)

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

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

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

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



3.4

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

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

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

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

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

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

3.5

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

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

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

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

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

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

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

Candidates could include the following aspects in their response:

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

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of the programmes the Black Panther Party implemented in the United States of America in the 1960s. • Uses evidence partially or cannot write a paragraph. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of the programmes the Black Panther Party implemented in the United States of America in the 1960s. • Uses evidence in a basic manner to write a paragraph. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrate a thorough understanding of the programmes the Black Panther Party implemented in the United States of America in the 1960s. • Uses evidence very effectively in an organised paragraph that shows understanding of the topic. 	MARKS 6–8

(8)
[50]



SECTION B: ESSAY QUESTIONS**QUESTION 4: CASE STUDY – CHINA**

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

SYNOPSIS

Candidates should agree or disagree whether Chairman Mao Zedong's Third Five-Year Plan (Cultural Revolution) that was introduced in 1966 to address the challenges that ordinary Chinese experienced during the Second Five-Year Plan (Great Leap Forward) in 1958.

MAIN ASPECTS

Candidates should include the following aspects in their response:

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

ELABORATION

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



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

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

The Great Leap Forward (1958–1962)

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

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

The Cultural Revolution (1966–1970)

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

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

[50]

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

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

SYNOPSIS

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

MAIN ASPECTS

Candidates should include the following aspects in their response:

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

ELABORATION

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

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

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

Policies:

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

Tanzania:**Challenges:**

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

Policies:

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

Clothing

Congo:

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

Tanzania:

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

Art

Congo and Tanzania :

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



Africanisation

Congo

Challenges:

- Foreign influence

Policies:

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

Tanzania**Challenges:**

- Foreign influence

Policies:

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

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

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

Policies

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

Tanzania**Challenge(s):**

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

Policies:

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

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

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

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

SYNOPSIS

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

MAIN ASPECTS

Candidates should include the following aspects in their response:

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

ELABORATION

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

Demonstrations and Marches:

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

Selma-Montgomery marches (1965):

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

[50]**TOTAL: 150**