



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS

HISTORY P1

2018

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 23 pages.

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

Cognitive Levels	Historical skills	Weighting of questions
LEVEL 1	• Extract evidence from sources • Selection and organisation of relevant information from sources • Define historical concepts/terms	30% (15)
LEVEL 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	40% (20)
LEVEL 3	• Interpret and evaluate evidence from sources • Engage with sources to determine its usefulness, reliability, bias and limitations • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions	30% (15)

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

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

1.3 Assessment procedures for source-based questions

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

Paragraph question

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

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

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

_____ ■ _____
_____ ■ _____ ■ _____
Level 2 ✓✓✓✓✓

Used mostly relevant evidence to write a basic paragraph

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

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

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

2.2 Marking of essay questions

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

2.3 Global assessment of the essay

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

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

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay, ticks need to be awarded for a relevant 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 in assessing an essay.

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

2.4.4 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised

Λ

- Wrong statement

- Irrelevant statement

|
|
|

- Repetition

R

- Analysis

A√

- Interpretation

I√

- Line of Argument

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 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	}26–27
P	LEVEL 3	

GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PRESENTATION  CONTENT 	Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence, sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence is used to some extent to support the line of argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive, or some attempt at developing a line of argument. No attempt to draw a conclusion	Little or no attempt to structure the essay.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection relevant to the line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question is recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20 –23	18–19	14–17
LEVEL 1 Question inadequately addressed or not at all. Inadequate or irrelevant content.						14 –17	0–13

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

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

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: WHY DID CUBA BECOME THE FOCAL POINT OF THE COLD WAR BETWEEN THE UNITED STATES OF AMERICA AND THE SOVIET UNION IN THE 1960s?****1.1.1 [Extraction of evidence from Source 1A – L1]**

- 'To train Cuban exiles'
 - 'To carry out an invasion of Cuba'
 - 'Oust (remove) Castro'
- (any 2 x 1) (2)

1.1.2 [Extraction of evidence from Source 1A – L1]

- 'Guatemala'
 - 'Nicaragua'
- (2 x 1) (2)

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

- Kennedy inherited the Cuban problem from Eisenhower/Kennedy had to complete Eisenhower's work
 - To show the USA's power and prestige over Cuba
 - Kennedy wanted to be seen as a strong leader in the USA and the whole world
 - Kennedy wanted to remove Castro and make it appear that the US government played no part in the invasion
 - To stop the spread of communism
 - Any other relevant response
- (any 2 x 2) (4)

1.1.4 [Explanation of a historical concept in Source 1A – L1]

- America's attempt to control Cuba politically by removing Castro and entrenching democracy
 - America attempted to spread and entrench its capitalist ideology on Cuba
 - America attempted to prevent the spread of Communism to Cuba
 - Any other relevant response
- (any 1 x 2) (2)

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

- 'Armed aggression has begun against Cuba'
 - 'Armed bands invading this country were trained, equipped and armed in the United States of America'
 - 'The planes which are bombing Cuban cities belong to the United States of America'
 - 'The bombs they are dropping are being supplied by the American government'
- (any 3 x 1) (3)

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

- Khrushchev wanted the USA and the Soviet Union to work together to resolve (to negotiate) the crisis in Cuba
 - Khrushchev wanted the USA to respect Cuba's sovereignty
 - Encouraged the USA to work with Cuba in a harmonious manner
 - Any other relevant response
- (any 2 x 2) (4)

1.2.3 *[Evaluate the usefulness of Source 1B – L3]***The source is USEFUL because:**

- It gives first-hand information (letter) from Nikita Khrushchev to President Kennedy
- The letter was written at the time of the Cuban invasion, 18 April 1961
- It gives insight into how the Soviet Union supported Cuba immediately after the invasion of Cuba by the USA
- It highlights how Khrushchev blamed the USA for armed aggression against Cuba
- Any other relevant response (any 2 x 2) (4)

1.3 *[Comparison of evidence in Sources 1A and 1B – L3]*

- In Source 1A the USA wanted to remove Castro from Cuba while in Source 1B the Soviets were committed in protecting Castro as leader of Cuba
- Source 1A outlines the USA's plan to invade Cuba and undermine its government while Source 1B focuses on the Soviet Union's commitment to support the Cuban government
- Source 1A indicates how the USA was opposed to communism in Cuba while in Source 1B the Soviet Union renders support to Cuba
- In Source 1A Castro defended Cuba with Soviet made tanks while Source 1B states that the Cuban exiles were trained, equipped and armed with US supplied weapons
- Any other relevant response (any 2 x 2) (4)

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

- 'The United States still wanted to invade Cuba in order to get rid of him' (Castro)
- 'Change the government'
- 'Destroy Cuba's Communist revolution' (3 x 1) (3)

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

- Through US spy planes which took photos on its reconnaissance flights
- From the reports that the CIA provided about the evidence of missiles sites in Cuba
- Through reports from Cuban refugees that indicated that sites were being developed for the deployment of Soviet weapons to Cuba
- Any other relevant response (any 2 x 2) (4)

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

- 'Horried/Shocked'
- 'Angry' (2 x 1) (2)

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

- To block the arrival of missiles into Cuba
 - To demonstrate its strength and power to the world and to stand up to the Soviet Union and its aggression
 - The USA was concerned because these missile bases could be seen as the expansion of Soviet or communist influence in Cuba
 - The deployment of Soviet missiles to Cuba posed a serious threat to the safety of the USA and its citizens
 - Any other relevant response
- (any 2 x 2) (4)

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

- Cuba felt threatened
 - US military bases were located within and outside Cuba's borders, was a violation of her sovereignty and independence
 - Cuba felt intimidated by the strength and power of the USA
 - 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 became suspicious of Communist take - over in Cuba (Source 1A)
- The USA authorised the use of money to train Cuban exiles for the invasion of Cuba (Source 1A)
- Kennedy allowed for the invasion of Cuba to demonstrate the power and strength of the USA (Source 1A)
- Cuba was opposed to American imperialism and desired self - determination by embracing communism (Source 1A)
- Khrushchev wrote a letter to Kennedy blaming him for the invasion of Cuba (Source 1B)
- Khrushchev blamed the USA for ignoring talks on good relations between the USA and the Soviet Union (Source 1B)
- Castro requested assistance from the Soviet Union in order to prevent an American invasion (Source 1C)
- Reports from Cuban refugees and CIA agents indicated a growing build-up of Soviet troops and sophisticated weapons in Cuba (own knowledge)
- US spy planes played a major role in discovering missile sites being built in Cuba (Source 1C)
- The Soviet Union deployed missiles to Cuba (Sources 1C and 1D)
- The USA ordered a naval blockade (quarantine) so that Soviet ships were prevented from entering Cuba (Source 1D)
- The USA wanted to stop the spread of communism to Latin America (own knowledge)
- The Soviet Union wanted to deploy missiles near the USA to demonstrate its power (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 why Cuba became the focal point of the Cold War between the United States of America and the Soviet Union in 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 why Cuba became the focal point of the Cold War between the United States of America and the Soviet Union in 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 why Cuba became the focal point of the Cold War between the United States of America and the Soviet Union 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: HOW DID THE INTERVENTION BY FOREIGN POWERS INTENSIFY COLD WAR TENSIONS IN ANGOLA BETWEEN 1974 AND 1976?**2.1.1** *[Explanation of a historical concept from Source 2A – L1]*

- Political self-rule / self-determination by Angola from Portuguese colonial rule
- Decolonisation of Angola after the end of Portuguese colonial rule
- Handing over control of the Angolan government to liberation movements by the Portuguese government through the Alvor Agreement
- Angola decided on its own internal and external policies
- Any other relevant response (any 1 x 2) (2)

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

- 'Popular Movement for the Liberation of Angola (MPLA)'
- 'National Front for the Liberation of Angola (FNLA)'
- 'National Union for the Total Independence of Angola (UNITA)' (3 x 1) (3)

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

- 'Granted Angolan independence'
- 'Provided for a three-way power sharing government' (2 x 1) (2)

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

- USSR provided military training and equipment to the MPLA while the USA supported the FNLA and UNITA in the Angolan Civil War
- Both the USA and the USSR fuelled civil war by supporting their preferred allies with military aid
- The super powers used the civil war in Angola to exploit its natural resources
- Both the USA and the USSR wanted to promote their ideologies
- Any other relevant response (any 2 x 2) (4)

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

- 'National Front for the Liberation of Angola (FNLA)' (1 x 1) (1)

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

- 'Training Angolan combat units'
- 'Carrying out reconnaissance and supply missions'
- 'CIA spent over a million US dollars on an ambitious mercenary programme'
- 'American guerrillas fought in Angola'
- 'CIA directly financed the equipping of British mercenaries with arms' (any 3 x 1) (3)

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

- To discredit and undermine the ideology of communism/to portray communism in a bad light
- To prevent the spread of communism in Angola and to other African countries
- To ensure the spread of capitalism and to demonstrate its success
- Any other relevant response (any 2 x 2) (4)

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

- The Soviet Union had tight control over Angola (the large Russian hand gripping Angola)
- The Soviet grip on Angola symbolises Soviet/communist control
- The Soviet Union used Angola as a pawn in the Cold War against the USA
- The Soviet Union was physically present in Angola (depicted by the hand reaching inside Angola)
- Any other relevant answer (any 2 x 2) (2)

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

- The USA is portrayed as using ineffective methods to prevent Soviet control of Angola (Kissinger is seen slapping Russia's hand lightly on the knuckles with an olive branch)
- The USA is not willing to get fully involved in Angola (standing outside the country's borders)
- The USA seems powerless as compared to the Soviet Union (relative size of Kissinger compared with the Soviet Union hand)
- Kissinger is carrying an olive branch which symbolises peace and that he wanted to resolve the conflict peacefully
- Any other relevant response (any 2 x 2) (4)

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

- 'MPLA' (1 x 1) (1)

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

- 'The request made by the MPLA'
- 'To clarify what aid we should offer'
- 'Bringing Neto militant solidarity of our commander in chief'
- 'Gave him 100,000 dollars' (any 2 x 1) (2)

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

- To ensure that the MPLA won the Angolan Civil War
- To ensure that the MPLA was well prepared
- To make it appear as if Angola (MPLA) is self-sufficient
- To entrench communism in Angola
- Lack of support from the socialist camp to assist the MPLA
- Any other relevant response (any 2 x 2) (4)

2.4.4 *[Ascertain the usefulness of the evidence in Source 2D – L3]*

The source is USEFUL because:

- The source contains direct speech from Diaz Aguelles who was a leading member of the Cuban delegation to Angola in 1975
- The source is from a book which gives historians access to archival and interview material
- The source gives the perspective of the Cuban delegation which helps explain why they became involved in the Angolan Civil War
- The source provides information about the MPLA's request for support from Cuba
- Any other relevant response (any 2 x 2) (4)

2.5 [Comparison of evidence in Sources 2C and 2D – L3]

- Source 2C portrays the Soviet Union as having a very tight grip on Angola whereas in Source 2D Neto says that the Soviet Union stopped helping them in 1972 and their military aid was 'paltry'
- In Source 2C the USA (Kissinger) is shown as not being fully involved in Angola (standing outside the country) whereas in Source 2D Cuba was aware that the USA assisted the FNLA
- Source 2C (published in November 1975) makes no mention of any involvement of Cuba in Angola whereas Source 2D states clearly that Cuba had been assisting the MPLA in Angola since August 1975
- 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:

- Russia, China and the USA provided aid to different liberation movements (MPLA, FNLA and UNITA) in Angola (Source 2A)
- The Super powers delivered military assistance to their allies after independence (Source 2A)
- The USA supplied aid and training to the FNLA and UNITA (Source 2B)
- The CIA used the press/ journalists to discredit the Soviet Union and Cuba (Source 2B)
- The USA viewed the Soviet Union as a major threat to Angolan's stability (Source 2C)
- The MPLA requested military help from Cuba (Source 2D)
- Cuban military personnel were responsible for the training of MPLA soldiers (Source 2D)
- Cuba provided military personnel and equipment (Source 2D)
- South Africa and France supported UNITA (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 intervention by foreign powers intensified Cold War tensions in Angola between 1974 and 1976. • 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 intervention by foreign powers intensified Cold War tensions in Angola between 1974 and 1976. • 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 intervention by foreign powers intensified Cold War tensions in Angola between 1974 and 1976. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS: 6–8

(8)
[50]

QUESTION 3: WHAT WERE THE RESPONSES TO THE FORMATION OF THE BLACK PANTHER PARTY IN THE UNITED STATES OF AMERICA IN THE 1960s?**3.1.1** *[Explanation of a historical concept from Source 3A – L1]*

- Pride in African American culture and heritage which was not promoted or acknowledged in mainstream media, education and literature
 - Self-defence by African Americans in the context of police brutality and white supremacist violence
 - Self-help in the context where many African Americans were living in poverty, were unemployed and lacked access to health care services
 - Any other relevant response
- (any 1 x 2) (2)

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

- Huey Newton
 - Bobby Searle
- (2 x 1) (2)

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

- 'Payment of reparations to African Americans by the federal government as compensation for slavery'
 - 'Exemption of blacks from military service'
 - 'Freedom for blacks held in federal, state, county and city prisons unless tried by a jury of their peers'
- (any 2 x 1) (2)

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

- The Black Panthers sought to challenge the authority of the police e.g. by carrying guns
 - The police were strongly opposed to having armed black people watching and recording their actions
 - This was the first time that an organised community group had threatened to act in self-defence if the police used violence, brutality or acted unlawfully
 - The police knew that the Black Panthers would shoot to kill if they or other members of their community were attacked
 - Any other relevant response
- (any 2 x 2) (4)

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

- It suggests that the event was considered very important/newsworthy, unusual and shocking therefore it was on the front page of the newspaper
 - The *Sacramento Bee* was opposed to the aims and actions of the Black Panther Party
 - The *Sacramento Bee* portrays them in a negative manner by using words such as 'invaders' and 'negro band'
 - The headlines did not consider the Black Panthers to be real citizens of the USA, therefore reference to 'invasion' suggests it was an attack from outsiders
 - The newspaper suggests that members of the Black Panther Party were armed and dangerous, they chose to print an image of a Black Panther member carrying a semi-automatic weapon on the front page
 - The newspaper wanted to turn public opinion against the Black Panther Party in a negative manner and it made no attempt to explain that the Panthers were trying to defend their constitutional rights and therefore chose to carry guns
 - Any other relevant response
- (any 2 x 2) (4)

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

- The newspaper headline suggests that the Black Panther Party was a lawless organisation/agitators and enemies of the state by using the words 'CAPITOL IS INVADED'.
- The Black Panther Party showed that their manifesto was not just words, but they were actually implementing their principles
- The Black Panther Party defended its right to carry arms in order to protect the African American community
- It shows the Black Panther Party as a militant organisation
- Any other relevant response (any 2 x 2) (4)

3.3 *[Comparison of evidence in Sources 3A and 3B – L3]*

- Source 3A states that the Black Panther Party adopted a paramilitary style of uniform including berets while Source 3B shows a member of the Black Panther Party wearing a beret and was heavily armed
- In Source 3A the Black Panther Party asserts its constitutional right to carry arms while in Source 3B a member of Black Panther Party is seen carrying guns
- In Source 3A it is stated that the relations between the police and the Black Panther Party were 'tense' while in Source 3B the headline states that the 'State Police Halt Armed Negro Band'
- Any other relevant response (any 2 x 2) (4)

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

- 'The Black Panther Party had nearly 5 000 members in more than 20 states'
- 'From San Diego to New Haven, Panthers and sympathisers were active in scores of programmes and services projects'
- 'In 19 locations, feeding 20 000 children weekly'
- 'Spread across the country attracting thousands of young people' (any 2 x 1) (2)

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

- 'Free breakfast programmes'
- 'Developed liberation schools'
- 'Free health clinics'
- 'Free sickle-cell testing' (any 3 x 1) (3)

3.4.3 *[Interpretation of evidence in Source 3C – L2]*

- The Panthers were activists, they did not just talk about change but were seen to be 'doing' things to bring about change (police patrols, survival programmes)
- Young people were inspired by the courage, fearlessness, determination and militancy of the Panthers
- Unlike other organisations the Panthers seemed more determined to fight and defend their communities, this appealed to young people who became frustrated with the approach of the Civil Rights Movement
- The leather jackets, berets and especially the carrying of guns attracted many young black people
- The Panthers gave young people hope that through their actions they could create a better future for themselves
- Any other relevant response (any 2 x 2) (4)

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

- 'The FBI denounced (criticised) the Black Panther Party as a group of 'communist outlaws' (1 x 1) (1)

3.5.2 *[Interpretation of evidence in Source 3D – L2]***Hoover:**

- Believed that the Black Panther Party was attempting to discredit and destroy the US government
- Feared that the Black Panther Party's tactics could lead to a breakdown in law and order
- Stated that the Black Panther Party's actions could create unrest and possibly a civil war inside the USA
- Was concerned that the Black Panther Party spread communist ideology and would undermine the capitalist system in the USA
- Any other relevant response (any 2 x 2) (4)

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

- 'The Black Panther Party had been violently assaulted by police and the FBI'
- 'Every kind of assault imaginable on the Party's social programme'
- 'Destruction of party property'
- 'Smashed the eggs of the breakfast programme'
- 'Crushed the Party's free clinic supplies'
- 'Destruction of batches of the Party's newspapers' (any 2 x 1) (2)

3.5.4 *[Evaluate the usefulness of evidence in Source 3D – L3]***The source is USEFUL because:**

- It helps to explain why there was so much tension between the Black Panther Party (BPP) and the FBI
- It highlights how the FBI used informants and *agents provocateur* to discredit the BPP
- The information highlights how the FBI agents were actively trying to destroy the BPP from within e.g. crushed the BPP's free clinic supplies
- It was created many years after the events occurred and has the benefit of hindsight and new information about the role of FBI
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- The BPP established armed patrols to defend their communities from police brutality which resulted in tense relations with law enforcement agencies (Source 3A)
- The media (newspapers) responded to the BPP's carrying of weapons for self-defence by labelling them as 'invaders' and 'a Negro band'(Source 3B)
- The BPP encouraged young people to unite and fight back and defend their community, and this led to a large support for the party (Sources 3A and 3C)
- Thousands of young people were attracted to the Black Panther Party because of its policies (Source 3C)
- A broad collection of organisations supported the Black Panther Party in resisting the war against Vietnam (Source 3C)
- African Americans supported the BPP and benefited from its Community Programmes of self-help (Sources 3C and 3D)
- The FBI denounced the Black Panther Party as a group of 'communist outlaws' (Source 3D)
- The FBI waged a propaganda campaign against the Black Panther Party (Source 3D)
- The FBI made every effort to destroy the property and programmes of the Black Panther Party (Source 3D)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. shows no or little understanding of explaining the responses to the formation of the Black Panther Party in the United States of America in 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 explaining the responses to the formation of the Black Panther Party in the United States of America in 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 explaining the responses to the formation of the Black Panther Party in the United States of America in 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 need to critically discuss the implementation of Mao Zedong's policies, the 'Great Leap Forward and Cultural Revolution' in the People's Republic of China between 1957 to 1969.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should critically discuss whether Mao Zedong's policies of the Great Leap Forward and the Cultural Revolution were successfully implemented.

ELABORATION

- Mao Zedong's implementation of the First Five year Plan/Hundred flowers campaign (Brief background only)

The Great Leap Forward

- Implementation of the Second Five Year Plan (Great Leap Forward) in 1958, its objective was to increase industrial and agricultural production in China
- To end all forms of private enterprise
- Promoted the collectivisation of co-operatives (farms)
- Dealt with resistance to collectivisation by forceful amalgamation of farms
- Statistics of production outputs were exaggerated to 'prove' success of the policy
- High taxation on farm products led to disgruntled peasants and decreased production
- Depended on unskilled labour (peasants) for industrial production rather than scientists and engineers. This led to a decrease in productivity in the industrial sector
- Workers had to work long hours to increase production
- Mao's effort to increase iron and steel production in 'backyard furnaces' led to inferior quality of iron and steel
- Great Leap Forward was a dismal failure after 3 years of its implementation
- Mao Zedong was unable to stop starvation of millions of people due to famine
- Mao Zedong re-introduced capitalism in only certain sectors
- Mao Zedong resigned as President of China (1959) but remained as Chairperson of the Communist Party (handed authority to President Liu Shaoqi and Deng Xiaoping to deal with economic issues)
- Any other relevant response

The Cultural Revolution

- Introduced in 1966 to restore authority that was lost as a result of the failure of the Great Leap Forward
- Used the Communist Party to stamp the authority of the government
- Introduced the re-nationalisation of heavy industries
- Focused on the principle of establishing a classless society
- Established the Red Guards to deal with opponents of the Communist Party

- Used the Red Guards to change old habits and attitudes (Four Olds)
- Introduced the Little Red Book to change the mind-set of critics and promote communism
- To enforce communism schools, universities & colleges were closed and critics were dealt with accordingly
- It left a generation without formal education
- Eliminated key officials (Xiaoping & Liu Shaoqi) and became the sole leader of China in 1966
- 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 indicate to what extent Tanzania was more successful than the Congo in addressing the political, economic and social challenges that confronted them after attaining independence in the early 1960s.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- Introduction: Candidates should take a line of argument by indicating to what extent Tanzania was more successful than the Congo in addressing political, economic and social challenges that confronted them after attaining independence in the early 1960s.

ELABORATION

Candidates must take a stance as to whether the Tanzania was more successful than the Congo in addressing the various challenges

Political challenges:

- Both the Congo and Tanzania were under European colonial rule until the early 1960s
- After holding multi-party elections both countries became one-party-states within the first five years of attaining independence
- The qualities of a good leadership: included the upholding rule by law, looking after the interests of all citizens, holding free and fair multi-party elections, protecting the civil and human rights of all people, promoting political stability and national coherence
- Mobutu Sese Seko (Congo) came into power by a military coup while Julius Nyerere (Tanzania) was elected
- Both Mobutu Sese Seko and Nyerere introduced one-party states in their respective countries
- Neither country held free and fair multi-party elections. Both argued that this form of government was more appropriate to Africa than western style democracy
- In both countries opposition parties were silenced and there was evidence of imprisonment and human rights violations for those who spoke up
- The period after independence in the Congo was characterised by violence and political upheaval while in Tanzania there was little conflict after independence and the country remained politically stable
- The Congo was highly fragmented along ethnic lines with leaders competing with each other; Under Nyerere's leadership, Tanzania was unified as a single country, he encouraged a national identity and there was very little ethnic conflict
- Both leaders emphasised the importance of Africanisation of their political systems (they regarded democracy as 'un-African' and a western imposition)
- Both Mobutu Sese Seko and Nyerere took pride in building their nations and vigorously promoted the pride of being Zairian or Tanzanian
- The leaders of both countries remained as 'presidents for life' between the 1960s and 1970s

- In both countries opposition leaders were silenced, imprisoned and in some cases killed to maintain 'stability'
- Mobutu Sese Seko created a kleptocracy where a group of appointed public officials abused their position for financial gain whereas Nyerere introduced the 'Leadership Code' in the Arusha Declaration which demanded high levels of integrity from public officials
- Mobutu Sese Seko was extravagant and enjoyed expensive clothes and built palaces while Nyerere's leadership style was one of personal integrity and humbleness
- Mobutu Sese Seko aligned himself with the West while Nyerere adopted a policy of non-alignment with either capitalist or communist countries
- Any other relevant response

Economic challenges:

- The Congo and Tanzania inherited single-product economies from their respective colonisers
- At independence the Congo and Tanzania lacked a vibrant manufacturing sector
- The Congo and Tanzania had a few qualified technicians and engineers
- Mobutu Sese Seko and Nyerere nationalised land and industry to distribute wealth equally among its people
- Neither the Congo nor Tanzania had oil reserves so both suffered economic crisis when oil prices rose in the 1970s
- Both Mobutu Sese Seko (1970s) and Nyerere (1980s) decided to privatise sectors of the economy due to an economic crisis
- Both the Congo and Tanzania 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 a loan from the World Bank and was subjected to structural adjustment policies
- Neither the Congo nor Tanzania succeeded in developing a significant manufacturing industry
- Both the Congo and Tanzania remained reliant on the export of agricultural products and minerals
- Both the Congo and Tanzania struggled to develop economically
- The Congo embraced a capitalist economic system; whereas Tanzania adopted a socialist economic model
- The Congo relied heavily on foreign aid and expertise from the early 1960s; whereas Tanzania attempted to be self-sufficient and rejected neo-colonialism
- The Congo aimed to industrialise the economy and develop a manufacturing base whereas Tanzania built its agricultural base through its policies of villagisation and Ujaama
- The Congo's economy was characterised by elitism and nepotism whereas Tanzania made attempts to reduce corruption of government officials through the 'Leadership Code'
- The economy of the Congo produced vast differences in wealth between the rich and poor while Tanzania attempted to minimise economic inequality
- Any other relevant response

Social challenges:

Education:

- Both countries inherited colonial education systems that promoted Eurocentric values
- Both countries were challenged by skills shortages, only a few technicians and engineers were available
- Both countries were taught European history and languages; African content was regarded as inferior and not taught

Tanzania:

- Promoted Swahili (local language) over English
- Introduced a massive literacy campaign that saw illiteracy drop drastically (from 80% to 20%) between 1961 and 1981
- Nyerere produced, 'Education for Self-Reliance' (1967) which promoted basic literacy in primary schools in all rural areas

Congo:

- Inherited only 14 university graduates
- Expanded its higher education system
- Increased primary education from 1.6 million to 4.6 million people between 1960 and 1974
- Unlike Swahili in Tanzania, French remained the language of instruction in Congo

Africanisation:

- Villagisation (Ujamaa) in Tanzania embraced traditional community values based on self-reliance
- Zairianisation in Congo replaced experienced Belgian human resource with local people and replaced European names with local names, e.g. Congo to Zaire
- 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 indicate whether sit-ins were the only form of protest that was used by civil rights activists in the 1960s to bring an end to segregation and discrimination in the USA in the 1960s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should state whether they agree that sit-ins were the only form of non-violent protest that was effectively used by the Civil Rights Movement to bring an end to segregation and discrimination in the USA in the 1960s.

If candidates disagree with the statement posed the following aspects should be included in their response:

ELABORATION

- Montgomery bus boycott (1955) (Background only)
- **Sit-ins** (from 1960): four students in Greensboro sat at whites only counter; the number of students increased daily; Sit-ins spread across the south; the role of the SNCC (Student non-violent Coordinating Committee); Sit-ins spread to Read-ins, Wade-ins etc. (impact: restaurants counters opened to all races in the USA in the summer of 1961)
- **Freedom Riders**: African Americans and Whites from the North started the rides to challenge segregation in the bus system; they were attacked, bombed and jailed; they received no protection from the police. President Kennedy was forced to protect them; The Federal government released an order on 1 November 1961 officially desegregating all interstate public facilities
- **The Birmingham Campaign (1963)**: Mass demonstrations challenged racial segregation and economic exclusion of African Americans; included a children's march; met with violent action from the police. Kennedy responded to the racial segregation in the USA; On 10 May 1963, Birmingham announced that all municipal facilities would be desegregated
- **March on Washington (August 1963)** was attended by 250 000 people to demand equality and jobs; it was famous because Martin Luther King Jnr delivered 'I Have a Dream speech.' It contributed significantly to the signing of the Civil Rights Act, 1964
- **Freedom Summer (1964)**: More than 70 000 African Americans volunteers registered and taught literacy in freedom schools in Mississippi; they were met with serious violence from segregationists and police officers. It contributed to the signing of the Civil Rights Act, 1964
- **Selma to Montgomery Marches (1965)**: African Americans wanted to vote; they were met with police brutality leading to 'Bloody Sunday', it led to the passing of the Voting Rights Act, 1965
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]**TOTAL: 150**