GAUTENG PROVINCE
EDUCATION
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PREPARATORY EXAMINATION

2019

MARKING GUIDELINES

HISTORY (PAPER 1) (10791)

25 pages

GAUTENG DEPARTMENT OF EDUCATION

PREPARATORY EXAMINATION

HISTORY
(Paper 1)

MARKING GUIDELINES

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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 marks)**
LEVEL 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	**40%** **(20 marks)**
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 marks)**

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

- In marking all 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 guidelines, 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 this by making 4 ticks (✓✓✓✓).

1.4 **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 the response to a paragraph question.

- Read the paragraph and place a bullet (•) at each point within the text where the candidate has used 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 the paragraph.
- At the end of the paragraph indicate the ticks (✓) that the candidate has been awarded for the paragraph; as well as the level (L1, L2 or L3) as indicated in the holistic rubric and a brief comment e.g

  _____• _____•
  _____• _____✓✓✓✓

  Level 2=4
  Used mostly evidence to write basic paragraph

- Count all the ticks for the source-based question and then write the mark inside 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 next to the appropriate number of the question.

2 **ESSAY QUESTIONS**

2.1 **The essay questions require candidates to:**

- Be able to structure the argument in a logical and coherent manner. They need to select, organize 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 specific essay marking guidelines for specific essays.

2.3 Global assessment of the essay

The essay writing will be assessed holistically (globally). This approach requires the teacher to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will not be required to simply regurgitate "facts" in order to achieve a high mark. This approach discourages learners from preparing "model" answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions 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 essay writing.

2.4.2 During the first reading of the extended writing, ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guidelines), the main aspects / body of the essay that sustains / defends the line of argument (which is indicated by the bullets in the marking guidelines) and a relevant conclusion (indicated by a bullet in the marking guidelines) e.g. in an answer where there are (five) 5 main points there will be (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 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 — ^
- Wrong statement — _____
- Irrelevant statement — I I I
- Repetition — **R**
- Analysis — **A**√
- Interpretation — 1√
- Line of Argument — LOA 

2.5 **The matrix**

Use of the analytical 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	
	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

PRESENTATION → / CONTENT ↓	**LEVEL 7** 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.	**LEVEL 6** 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.	**LEVEL 5** Well-planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	**LEVEL 4** Planned and structured an argument. Evidence is used to some extent to support the line of argument. Conclusions reached based on evidence.	**LEVEL 3** Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	**LEVEL 2** Attempts to structure an answer. Largely descriptive, or some attempt at developing an argument. No attempt to draw a conclusion.	**LEVEL 1** 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 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
- Question 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?

1.1 1.1.1 *[Extraction of relevant evidence from Source 1A – L1]*

- Expropriating USA's economic assets in Cuba
- Developing close links with the Soviet Union (2 x 1) (2)

1.1.2 *[Interpretation of relevant evidence from the Source 1A – L2]*

- Cuba becoming a communist country
- Failure of capitalism in Cuba
- Fear of USA losing Cuba as an economic friend

Any other relevant response (any 2 x 2) (4)

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

- Brigade 2506 (1 x 1) (1)

1.1.4 *[Interpretation of relevant evidence from the Source 1A – L2]*

- To get their ideas on how to resolve the matter
- Kennedy was a new and young President
- To assess Cuba's policy
- To pursue USA's invasion policy in Cuba

Any other relevant response (any 1 x 2) (2)

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

- Former Chief of Staff, General Maxwell Taylor
- Attorney-General, Robert Kennedy (2 x 1) (2)

1.2 1.2.1 *[Interpretation of relevant evidence the Source 1B – L2]*

- To appeal for the Soviet intervention in Cuba
- To counter US imperialist policy in Cuba
- To ask the USSR to protect Cuba from USA's invasion

Any other relevant response (any 1 x 2) (2)

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

- Air attack
- Full invasion (2 x 1) (2)

1.2.3 *[Interpretation of relevant response from Source 1B – L2]*

- Invasion is against the autonomy of each country
- It undermines the independence of a country
- Viewed as an act of aggression which violates or interferes in the affairs of a country

Any other relevant response (any 2 x 2) (4)

1.3 *[Comparison of evidence from Source 1A and 1B – L3]*

- Source 1A provides information regarding USA's attempt to invade Cuba, while Source 1B is a letter by Fidel Castro requesting for the USSR to protect Cuba against US invasion of Cuba
- Both sources clarify USA's plans to spread capitalism in Cuba
- Both sources highlight Cuba's intention to adopt communism and pursue closer ties with the USSR

Any other relevant response (any 2 x 2) (4)

1.4 1.4.1 *[Analysis of evidence from Source 1C – L1]*

- The cartoon shows that the USA established military bases in Turkey and West Germany, and the USSR deployed missile sites in Cuba
- It shows both the reactions of Khrushchev, appearing to be calm (sitting comfortably while reading his newspaper under the shade of the US military bases), not threatened by the US military presence in his sphere of influence; whereas Kennedy looks like he is unsettled and threatened (sitting on the edge of his chair, not even reading his newspaper) by the presence of USSR's military base in Cuba
- US military bases are represented by a big tree; symbolising the impact of the spread of capitalism in the Soviet sphere; while Cuba looks like a small tree, representing the lesser, and yet more effective communist threat within the US's sphere of influence

Any other relevant response (any 2 x 2) (4)

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

- Refers to the establishment of USA military bases in Eastern Europe and the USSR bases in Cuba
- The spheres of development between communism and capitalism
- The Arms race between the United States and the Soviet Union which led to the deployment of missiles in the Soviet zone (West Germany, Turkey and Italy) by the USA; and in Latin America (Cuba), by the USSR
- It reflects how Khrushchev could handle the threat of US military bases in the Soviet zone, and how Kennedy was threatened by the Soviet military bases in Cuba

Any other relevant response (any 2 x 2) (4)

1.4.3 *[Ascertaining the usefulness of Source 1C – L3]*

Useful

- Provides evidence of the establishment of military bases by both the USA (Turkey and West Germany), and the Soviet base in Cuba
- It shows the reactions of both Kennedy (threatened) and Khrushchev (calm) towards the establishment of military bases in their geographic zones
- Gives factual evidence and the impact of the development of missiles to both USA and USSR

Any other relevant response (any 2 x 2) (4)

1.5 1.5.1 *[Explanation of historical concept from Source 1D –L1]*

- The closing of all naval routes by the USA, for the USSR ships to not be able to deliver missile materials to Cuba

Any other relevant response (any 1 x 2) (2)

1.5.2 *[Interpretation of relevant evidence from the Source 1D – L1]*

- He wanted to avoid a nuclear war
- The United Nations would take a long period to stop the nuclear weapons from reaching Cuba
- He wanted to protect the Americans from a nuclear war.

Any other relevant response (2 x 2) (4)

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

- If the Soviet Union withdrew its missiles from Cuba (1 x 1) (1)

1.6 *[Analysing, interpreting and evaluating information from relevant sources L3]*

- USA wanted to invade and implement capitalism in Cuba (Source 1A)
- USA established military bases in Turkey and Italy (own knowledge)
- USSR responded by deploying missiles in Cuba (Source 1C)
- USA then decided to impose a blockade of Cuba (Source 1D)
- That was viewed as a test of the character for the USSR (own knowledge)
- USSR initially decided to defy the blockade by continuing to send ships with missile materials to Cuba (own knowledge)
- However, later USSR respected the blockade and discontinued sending missile materials to Cuba (own knowledge)
- Diplomatic relations between Kennedy and Khrushchev started with the exchange of letters to resolve the crisis (own knowledge)
- Finally, an agreement was reached; Nuclear Test Ban Treaty signed and a telephone line established from Kremlin to the White House in October 1962 (own knowledge)

  Any other relevant response (8)

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. shows little or no understanding **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 to report on topic or cannot report on topic.	MARKS: 0 – 2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding **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 very basic manner.	MARKS: 3 – 5
LEVEL 3	• Uses relevant evidence e.g. demonstrates an insight on the **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: WHAT IMPACT DID THE BATTLE CUITO CUANAVALE HAVE ON SOUTH AFRICA?

2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*

- General Magnus Malan
- Nelson Mandela (2 x 1) (2)

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

(a) Communism (1 x 1) (1)
(b) Capitalism (1 x 1) (1)

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

- The Battle of Cuito Cuanavale was a turning point for the liberation forces because it resulted in independence for Namibia and democracy for South Africa
- Independence for Namibia also meant that the SADF was unsuccessful in their attempts to maintain Apartheid

Any other relevant response (2 x 2) (4)

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

- The sanctions were not comprehensive enough
- United States of America was not directly involved
- USA protected its sphere of influence

Any other relevant response Any (1 x 2) (2)

2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*

- South Africa's incursion (attack) into Angola
- South African troops invaded Angola
- South Africa would take over Angola (3 x 1) (3)

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

- Operation Carlotta (1 x 1) (1)

2.2.3 *[Explanation of historical concept from Source 2B –L1]*

- A political theory/ideology based on the writings of Karl Marx which aimed to establish a classless society
- Communism can be referred to as an economic system in which the state owned and controlled the land, industry, property and wealth of the nation

Any other relevant response (1 x 2) (2)

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

- To spread its ideology, communism in Angola and throughout Africa
- They wanted to use Angola as a new power base to counter the spread of capitalism in Angola and throughout Africa

Any other relevant response (2 x 2) (4)

2.2.5 *[Interpretation of evidence from Source 2B – L2]*

- It will create tension between Cuba and the United States of America
- Policy of peace-making will be affected

Any other relevant response (Any 1 x 2) (2)

2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*

- Through the capture of the air force base
- To prevent its airstrip from being used (2 x 1) (2)

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

- General Jannie Geldenhuys
- General Magnus Malan (2 x 1) (2)

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

- It ended the Cold War in Angola
- Led to the peace negotiations held between the SADF, MK and Cuban forces, in New York
- Peace negotiations saw the withdrawal of SADF, MK and Cuban forces from Angola and Namibia
- The battle ended in a stalemate situation which led to negotiations that resulted in Namibia gaining its independence

Any other relevant response (Any 2 x 2) (4)

2.4 *[Comparison of evidence from Source 2B and 2C]*

- In Source 2B Cuba supplied the MPLA with a "cornucopia (large quantity) of weaponry," including small arms, tanks, rockets, helicopters, and MiG fighter planes and in Source 2C the SADF used 155mm G-5 guns and staged attack after attack led by the crack 61st mechanized battalion, 32 Buffalo battalion, and later the 4th SA Infantry group
- Source 2B refers to the Cuban armed intervention in the affairs of other nations struggling to decide their own fate and Source 2C refers to the peace negotiations that saw the withdrawal of the SADF, MK and Cuban army from Angola and Namibia and led to the independence of Namibia

Any other relevant response (Any 2 x 2) (4)

2.5 2.5.1 *[Analysis of evidence from Source 2D – L2]*

- It shows Sam Nujoma and De Klerk having a conversation at the celebration of Namibian independence.
- Sam Nujoma seems pleased that his country has received independence from the South African government.
- The soldier / army officer seems displeased at Sam Nujoma's happy demeanour.

Any other relevant response (Any 2 x 2) (4)

2.5.2 *[Ascertaining the usefulness evidence from Source 2D – L2]*

- The new president, Sam Nujoma is shown talking to FW De Klerk.
- De Klerk is attending the Namibian Independence Day celebrations.
- There are numerous people attending the celebrations.
- De Klerk does not look as happy as Sam Nujoma.

Any other relevant response (Any 2 x 2) (4)

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

Candidates may include the following aspects in their response.

- Cuito Cuanavale was a turning point for the liberation forces because it resulted in independence for Namibia and democracy for South Africa (Source 2A)
- Independence for Namibia and democracy for South Africa meant that the SADF was unsuccessful in their attempts to maintain Apartheid (Source 2A)
- The United States of America was not directly involved (own knowledge)
- USA protecting its sphere of influence (own knowledge)
- Castro supplemented a permanent training force for the FAPLA and the various guerrilla movements based in Angola. (own knowledge)
- The Cuban forces were not intimidated by the continuous bombing by the South African Army (Source 2C).
- The Cuban forces were supported by SWAPO, a Namibian rebel group, who entered the battle to gain independence from South Africa (own knowledge).
- A combined effort by Angolan groups (MPLA) and Cuban troops proved formidable enough to halt the SADF advances (Source 2C)
- Cuito Cuanavale ended the Border War (Source 2C)
- Led to the peace negotiations held between the SADF, MK and Cuban forces, in New York (Source 2C)
- Peace negotiations saw the withdrawal of SADF, MK and Cuban forces from Angola and Namibia (Source 2C).
- The battle ended in a stalemate situation which led to negotiations that resulted in Namibia gaining its independence. (own knowledge).
- Independence celebrations were held in Namibia on 21 March 1990 (Source 2D)

Any other relevant answer

Use the following rubric to allocate a mark.

LEVEL 1	• Uses evidence in an elementary manner e.g. shows little or no understanding **of the impact that the the Battle of Cuito Cuanavale had on South Africa.** • Uses evidence partially to report on topic or cannot report on topic.	MARKS: 0 – 2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding **of the impact that the Battle of Cuito Cuanavale had on South Africa.** • Uses evidence in a very basic manner.	MARKS: 3 – 5
LEVEL 3	• Uses relevant evidence e.g. demonstrates an insight **of the impact that the Battle of Cuito Cuanavale had on South Africa.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS: 6 – 8

[50]

QUESTION 3: HOW SUCESSFUL WAS THE BLACK POWER MOVEMENT IN ATTEMPTING TO END SEGREGATION IN THE UNITED STATES OF AMERICA DURING THE 1960s?

3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*

- Black Arts Movement
- student Non-violent Coordinating Committee
- Black Panther Party (3 x 1) (3)

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

- The first wave of unrest inspired African-Americans to move from the non-violent protest to a radical revolution
- The death of Martin Luther King Jnr angered the blacks, thus new radical leaders emerged

Any other relevant response (any 1 x 2) (2)

3.1.3 *[Explanation of a historical term in Source 3A – L1]*

- A social ideology that encouraged black pride and stressed the importance of self-determination, self-help, and self-reliance
- A political slogan that encouraged black people in the United States of America to set goals that would liberate them

Any other relevant response (any 1 x 2) (2)

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

- He was the spokesman of the Black Power Movement who called on the black people to take up arms if necessary against the white supremacists
- He preached self-improvement and financial self-reliance to the African-Americans
- As a human rights activist and a good orator, he encouraged a radical change from the non-violent protests that were used by the civil rights movement

Any other relevant response (any 1 x 2) (2)

3.2 3.2.1 *[Interpretation of evidence in Source 3B – L2]*

- The Black Panther Party believed that Martin Luther's non-violent campaign had failed and the promised changes would take too long to be implemented
- They were willing to use violence to get what they wanted instead of the slow litigation processes used by the civil rights movement.

Any other relevant response (any 1 x 2) (2)

3.2.2 *[Extraction of evidence from Source 3B – L1]*

- The Panthers became the most prominent icon of Black Power.
- The party had an active membership numbering in the thousands and a following that was many times larger. (2 x 1) (2)

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

- The newspaper was used to report on the success of the events held in the black communities.
- The newspaper reported on the success of the ten-points programmes that benefited the black communities.
- It also reflected the anti-Black Panther Party opinions.
  Any other relevant response (any 1 x 2) (2)

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

- The Panthers carried loaded guns to defend themselves against police brutality.
- The members were encouraged to police the police or monitor police brutality in the black communities.
- Young members were encouraged to defend their communities.
- The Black Panthers launched survival programmes to provide for the basic needs of the black communities.
  Any other relevant response (any 1 x 2) (2)

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

- The Black Panther Party was portrayed as a dangerous and militant organisation that posed a danger to all Americans.
- It was necessary for the United States government to eradicate the Black Panthers at all costs.
- The government focused on a and published more articles on the self-defence and violent encounters than the success of the survival programs initiated by the Black Panther Party.
- The media undermined the Black Panthers' success and justified the police brutality against them.
  Any other relevant response (any 1 x 2) (2)

3.3 3.3.1 *[Interpretation of evidence in Source 3C – L2]*

- It shows that the Black Panthers were dangerous and violent.
- The police were protecting the nation from the threats of the Black Panther Party.
  Any other relevant response (any 1 x 2) (2)

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

- The cartoon gives an impression that the Black Panthers were dangerous – depicted as wild and dangerous 'black cats', therefore the FBI had to shut down the group.
- The FBI used different surveillance and repression strategies – depicted by the different strings on the fingers of the FBI – to interfere with the social programs run by the Black Panther Party.
- The COINTELPRO involved FBI agents working with the local police to spy and infiltrate the Black Panthers – the word COINTELPRO is reflected as the umbrella body linked to the FBI badge.
- The COINTELPRO sowed conflict among the Black Panther Party members – the panthers violently attacking each other.

  Any other relevant response (any 2 x 2) (4)

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

- It shows that the FBI had to establish a counter-programme.
- It proves that the FBI had to implement schemes to destroy the movement, especially the Black Panther Party.
- It portrays the Black Panther Party as violent in its efforts to destroy their credibility.

  Any other relevant response

3.4 3.4.1 *[Extraction of evidence in Source 3D – L1]*

- It was used by the United States Federal Bureau of Investigation to discredit the Black Panther Party.
- Convince Americans that the Black Panther Party could not be trusted.
- Tactics used by the Federal Bureau of Investigation to stifle legitimate dissent and violate the civil rights of the political groups that the US government disliked

  Any other relevant response (any 1 x 2) (2)

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

- Using on-campus informants to infiltrate
- In many cases to disrupt legal protests and activism (2 x 1) (2)

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

- The aim was to discredit the self-defence programme of the Black Panther Party.
- The police used it as a form of propaganda against the community projects initiated by the Black Panther Party.

  Any other relevant response (any 1 x 2) (2)

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

- Violated the right of the Black Panthers to free speech and even as it sabotaged the willingness of the people to listen
- Violated the right of the people, black and white, to peacefully assemble (2 x 1) (2)

3.5 *[Comparison of evidence in Sources 3C and 3D – L3]*

- Source 3D states that the colouring book was one of the tactics used by the FBI to discredit the Black Panther Party and Source 3C shows how the FBI used secret surveillance tactics to depict the Black Panther Party as a danger to American society
- Source 3D states that the American government targeted the Black Panther Party and Source 3C shows how different methods were used to disrupt the activities of the human rights organisations.

  Any other relevant response (any 2 x 2) (4)

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

- The ideas of the Black Power Movement were spread by different organisations, the Black Arts Movement, the Student Non-violent Co-ordinating Committee and the Black Panther Party (Source 3A)
- The movement was supported by many African-Americans after a number of violent protests in black communities (Source 3A)
- The Black Power slogan influenced black communities to spread the ideologies of the Black Power Movement (Source 3A)
- Malcolm X effectively inspired the blacks to support the Black Power Movement because he was a good orator (Source 3A)
- The Black Panther Party established various successful community projects that met the basic needs of the black people (3B)
- The publicity of the information about the successful community projects in the Black Panther Party's newspaper increased the support of the Black Power Movement (Source 3B)
- The Black Power Movement was shut down by state repression, media, movies and books (Source 3B)
- The COINTELPRO and the FBI used various methods to destroy the Black Panthers by sowing conflict among the members which led to the end of the Black Power Movement (Source 3C)
- The colouring book was another tactic used by the state to discredit the Black Panthers but it was rejected by all Americans because it violated their human rights (3D).
- Regardless of state repression, the community projects were successful because the blacks received food, shoes, free health services (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 little or no understanding **of how successful the Black Power Movement was in attempting to end segregation in the United States of America during the 1960s.** • Uses evidence partially or cannot write a paragraph.	MARKS: 0 – 2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding **of how successful the Black Power Movement was in attempting to end segregation in United States of America during the 1960s.** • Uses evidence in a basic manner to write a paragraph.	MARKS: 3 – 5
LEVEL 3	• Uses relevant evidence e.g. shows a thorough understanding **of how successful the Black Power Movement was in attempting to end segregation in United States of America during the 1960s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS: 6 – 8

(8)
[50]

SECTION B

ESSAY QUESTION

QUESTION 4

THE 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 are expected to explain whether Mao Zedong's policies of the 'Great Leap Forward' and the 'Cultural Revolution' transformed the industrial and agricultural sectors of the People's Republic of China between 1958 to 1969

MAIN ASPECTS

Candidates should include the following aspects in their responses:
Introduction: Candidates should develop a line of argument to show how Mao introduced communism in China.

ELABORATION

Mao Zedong's implementation of the First Five Year Plan / Hundred Flowers campaign (Background only)

The Great Leap Forward

- Implementation of the Second Five Year Plan (Great Leap Forward), in 1958, its objectives were 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 of farm production 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 an 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 the 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 principles 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 mindset of critics and promote communism
- To enforce communism, schools, universities and colleges were closed and critics dealt with accordingly
- It left a generation without formal education.
- Eliminated key officials (Xiaoping and Liu Shaoqi) and became the sole leader of China in 1966
  Any other relevant response

Conclusion

Candidates should sum up their arguments with relevant conclusions. **[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 identify and critically discuss both good and poor leadership qualities of Mobutu Sese Seko and Julius Nyerere. These could include the upholding of the law, honesty, looking after the interests of all citizens, promoting economic growth and the promotion of social development. Candidates should then provide relevant evidence to illustrate whether Mobutu and Nyerere possessed good or poor leadership skills.

MAIN ASPECTS

Candidates could include the following aspects in their response:

Introduction: Candidates should critically discuss the question and indicate whether Mobutu and Nyerere possessed good or poor leadership skills.

ELABORATION

Economic challenges:

- The Congo and Tanzania inherited single-product economies from their respective colonisers
- At independence both 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 crises when oil prices rose in the 1970s
- Both Mobutu Sese Seko (1970s) and Nyerere (1980s) decided to privatise sectors of the economy due to economic crises
- 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 mineral
- 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 and cultural 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 arguments with relevant conclusions. **[50]**

QUESTION 6: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1960s: THE CIVIL RIGHTS MOVEMENT

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

SYNOPSIS

Candidates are expected to explain to what extent the various forms of protest by the Civil Rights Movement were successful in improving the lives of African-Americans.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should explain to what extent the various forms of protest were successful in forcing the American authorities to grant equality to the African-Americans.

ELABORATION

- Brief background of segregation / Jim Crow law
- **Montgomery 1956:** Rosa Parks incident
  Montgomery bus boycott (lasts one year)
  Supreme court rules against segregated buses
- Bus company desegregates buses
- **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: Restaurant 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 Dr 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-American 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 arguments with relevant conclusions. **[50]**