GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

PREPARATORY EXAMINATION

2020

MARKING GUIDELINES

HISTORY (PAPER 1) (10791)

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 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 their 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 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 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 by placing 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 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

COMMENTARY

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark at the bottom, right-hand side of the page, e.g. $\frac{32}{50}$
- Ensure that the total mark is transferred accurately to the front 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 their arguments 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 effective arguments 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 the specific essay marking guidelines for specific essays.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the marker 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 guidelines), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guidelines) and a relevant conclusion (which is indicated by a bullet in the marking guidelines).
For example in an essay where there are five (5) main points there could 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 that the line of argument is sustained throughout 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 R
- Analysis A√
- Interpretation I√
- Line of Argument LOA 

2.5 The matrix

Using 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 that extent to which 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	

MARKING MATRIX FOR ESSAY – 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 constructed an argument. Evidence 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 a line of 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 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
- Answer 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 USSR RESPOND TO THE AMERICAN BLOCKADE OF THE SOVIET MISSILES IN CUBA IN 1960s?

1.1

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

- Movement of Soviet personnel and
- Equipment to Cuba (2 x 1) (2)

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

- U-2 spy plane (1 x 1) (1)

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

- USA will declare war on USSR in an attempt to protect itself and its allies.
- USA will launch its nuclear weapons/missiles in Turkey and Italy.
- USA will bomb/attack the USSR.
- USA will attack USSR.

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

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

- To keep his promise that he will closely monitor the nuclear developments in Cuba
- To assure American citizens of their safety
- To show that he was acting upon the deployment of Soviet missiles in Cuba
- To show his concern that the situation with the USSR could threaten world peace
- To expose the imminent threat that the USSR posed, but also to inform the American citizens of this threat.

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

1.2

1.2.1 *[Explanation of historical concept from Source 1B – L1]*

- A means to prevent offensive military equipment being shipped to Cuba
- USA's blockade to prevent the shipment of Soviet missiles to Cuba
- Cuba was in the sphere of influence of the USA and therefore the USA justified the setting up of a protected zone to deter the USSR from entering Cuba with missiles.

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

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

- Accepted international practice
- Only by agreement of states between themselves, and not by some third party

(2 x 1) (2)

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

- Organisation of American States has absolutely no authority or basis for adopting decisions.
- Organisation of American States does not adhere to international laws.
- Organisation of American States does not respect universally recognized norms of conduct. (3 x 1) (3)

1.2.4 *[Evaluating the reliability of evidence of Source 1B – L3]*

- It is a letter written by Chairman Khrushchev to Kennedy on 24 October 1962.
- Refers to Khrushchev's viewpoint towards the declaration of a quarantine around Cuba
- Mentions the conditions which exist for a quarantine to be declared
- Clarifies how Khrushchev regarded the quarantine as an American threat and an ultimatum towards the USSR
- Indicates how the Soviet Union did not recognise the Organisation of American States

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

1.3

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

- The cartoon depicts Nikita Khrushchev, Chairman of the Soviet Union, dragging offensive weapon ships to Cuba
- Shows Chairman Khrushchev's threat to undermine the American blockade of Cuba – the sarcastic smile on his face reflects joy and the clenched fist implies victory.
- Shows that Khrushchev was ready to fight with offensive weapons (threatening the peace of the world) against the USA's blockade – Khrushchev's "clenched fists"

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

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

- Khrushchev was placing the world in danger of a possible nuclear war.
- Khrushchev's aggressive behaviour posed a threat to world peace.
- Khrushchev breaking through the blockade could have led to the Cuban Missile Crisis to World War 3.

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

1.3.3 *[Comparison of evidence in Sources 1B and 1C – L3]*

- Source 1B is a letter by Khrushchev addressed to Kennedy in which he makes reference to a "quarantine" while Source 1C portrays the American blockade of the Soviet missiles in Cuba.
- Source 1B is a letter written by Khrushchev to President Kennedy regarding the Soviet concern over the American blockade of Soviet missile-carrying ships to Cuba, while Source 1C is visual evidence of Khrushchev dragging/pulling Soviet missile-carrying ships over the blockade to Cuba.
- In Source 1B Khrushchev raised concerns that the USA is trying to "intimidate us" (USSR) with their quarantine and the USSR shows that they will not submit to the threat while in Source 1C Khrushchev's aggressive stance (portraying that he was not intimidated) threatened to undermine the American blockade of the Soviet missiles destined for Cuba.

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

1.4

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

- Nikita Khrushchev (1 x 1) (1)

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

- Political Officer (1 x 1) (1)

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

(a) Happy, victorious, joyful (1 x 1) (1)
(b) Disappointed, betrayed, let down (1 x 1) (1)

1.4.4 *[Interpretation of evidence from Source 1D – L2]*

- If the USA withdraws its missiles from Turkey/Italy which was in close proximity of the USSR.
- USA was not to interfere in the sovereignty of Cuba and not invade her.

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

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

Candidates may include the following in their responses

- Khrushchev responded to the blockade of Soviet missiles to Cuba by writing a letter to President Kennedy on October 24, 1962 (Source 1B).
- Khrushchev regarded the quarantine as a violation of international practice (Source 1B).
- Khrushchev undermined the American blockade of the Soviet missiles to Cuba with a threat to world peace (Source 1C).
- Khrushchev was determined to cause a nuclear war (Source 1C).
- USSR agreed to the removal of the Soviet missiles in Cuba on certain conditions (Own knowledge).
- Khrushchev ended the crisis by agreeing to the removal of missiles from Cuba (Source 1D).
- USSR promised to withdraw her missiles from Cuba on condition that the USA withdrew her missiles from Turkey and Italy (Own knowledge/Source 1D).
- The crisis was resolved diplomatically as both leaders compromised their principles (Own Knowledge).
- The Nuclear Test Ban Treaty was signed and a telephone hotline was established to link the Kremlin and the White House (Own Knowledge).

Any other relevant response (8)

[50]

Use the following rubric to allocate a mark.

LEVEL 1	• Uses evidence in an elementary manner, e.g. shows little or no understanding in explaining **how the USSR responded to the American blockade of Cuba 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 an understanding of **how the USSR responded to the American blockade of Cuba in the 1960s**. • Uses evidence in a very basic manner.	**Marks 3 – 5**
LEVEL 3	• Uses relevant evidence, e.g. demonstrates a thorough understanding of **how the USSR responded to the American blockade of Cuba in the 1960s**. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**Marks 6 – 8**

QUESTION 2: WHY DID SOUTH AFRICA BECOME INVOLVED IN THE ANGOLAN CIVIL WAR BETWEEN 1974 AND 1976?

2.1

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

- United States
- Soviet Union
- China
- Cuba
- South Africa (Any 2 x 1) (2)

2.1.2 *[Explanation of a historical concept from Source 2A – L1]*

- A battle/war fought between factions within Angola (MPLA/FAPLA/FNLA/UNITA) supported/backed by the two superpowers (USA and USSR).
- A war instigated by a major power which does not itself become involved.

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

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

- The withdrawal of the Portuguese government left Angola without a governing body.

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

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

- FNLA
- UNITA (2 x 1) (2)

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

- The war in Angola initially broke out between the 3 factions MPLA, UNITA and FNLA within Angola.
- The statement implies that with the support of foreign countries, South Africa, Cuba and China, it had become a war between ideologies supported by the USA and USSR.

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

2.2

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

- To block a communist take over of Namibia (1 x 1) (1)

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

- 32-Battalion was made up of insurgents who were given two options which turned them into hardened fighters.
- Due to the threat of fear, 32-Battalion operations managed to cause/inflict devastation/damage (2 x 2) (4)

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

- Capture or kill every insurgent
- Clear the bodies to leave no evidence that they were even there
- Clear the encampment to leave no evidence (2 x 1) (2)

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

Candidates are required to take a stance by indicating a clear YES or NO.

YES:

- Military-wise they were successful as they managed to make it seem like enemy troops vanished without a trace.
- Psychologically it caused damage as it struck fear into the minds of the enemy as it rendered them unable to defeat the 32-Battalion.

Any other relevant response

OR

NO:

- They were trained by the officers who worked under the Apartheid government which was financially unable to keep up the fight in Angola.
- The strategic war effort in Angola was a loss for the Apartheid government.

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

2.3

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

- The word 'communist' was perceived very badly in South Africa.
- The presence of Soviet and Cuban military forces near South West Africa (2 x 1) (2)

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

- South Africa advised Savimbi to start a guerrilla war. A senior army officer also offered to send troops to Mexico to help, Savimbi. "He said yes and we sent around 100 people." (2 x 1) (2)

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

- A special indigenous force was created in 1966 with the support of South Africa in order to gather political and military information. (1 x 1) (1)

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

- It was created by the Apartheid regime to infiltrate enemy lines and make the enemy psychologically weak.

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

2.4 *[Comparison of evidence from Sources 2B and 2C – L3]*

- 32-Battalion was the brainchild of Col. Jan Breytenbach (Source 2B). The creation of 32-Battalion was handed over to the then Col Jan Breytenbach (Source 2C).
- Buffalo Battalion accomplished the mission as set forth by Breytenbach as per the directive from the Apartheid government (Source 2B). It was created, trained and used by the Apartheid government (Source 2C).

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

2.5

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

- It shows the defeat of the foreign countries and Angolan factions by the SADF in their cross-border operations in the Angolan matter in which South Africa appears to be triumphant.

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

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

- They were defeated by the SADF.
- South Africa managed to keep communism from spreading in southern Africa.

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

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

- It reveals the confidence of the SADF that they had defeated the opposing armies.
- It provides the historian with an explanation of the foreign countries involved.
- It provides the historian with an explanation of the Angolan factions involved.

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

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

Candidates could include the following in their responses:

- The Cold War was a prolonged conflict in the south-west African nation, Angola, that spilled into several nearby countries. (Source 2A)
- Foreign intervention from the United States, the Soviet Union, China, Cuba, and South Africa (Source 2A)
- MPLA supported by the Soviet Union and Cuba (Source 2A, own knowledge)
- FNLA & UNITA supported by the USA and South Africa (Source 2A, own knowledge)
- The Apartheid government of South Africa sent in ground forces to assist the FNLA and UNITA. (Source 2A)
- 32-Battalion/Buffalo Battalion created by a SADF Colonel Jan Breytenbach (Source 2B, Source 2 C)
- 32-Battalion created to infiltrate and make enemy troops disappear (Source 2B)
- The SADF's war effort was seen as a strategic, military loss to the Apartheid regime. (Source 2B)
- Savimbi agreed that the SADF assist in the Angolan Civil War. (Source 2C)
- 32-Battalion was dissolved a few months after the democratic elections. (Source 2 C)
- According to the SADF they were undefeated in the battles of the Angolan Civil War. (Source 2D)

Any other relevant response (8)

[50]

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner, e.g. shows little or no understanding in explaining **how and why the SADF became involved in Angola between 1974 and 1976**. • 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 an understanding of **how and why the SADF became involved in Angola between 1974 and 1976**. • Uses evidence in a very basic manner.	**Marks 3 – 5**
LEVEL 3	• Uses relevant evidence, e.g. demonstrates a thorough understanding of **how and why the SADF became involved in Angola between 1974 and 1976.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**Marks 6 – 8**

QUESTION 3: HOW DID THE BLACK POWER MOVEMENT SUCCESSFULLY MOBILISE SUPPORT FROM THE AFRICAN-AMERICAN COMMUNITIES IN THE 1960s?

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

- A nationalist agenda
- To keep its distance from the non-violent groups (2 x 1) (2)

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

- Common heritage
- Identity
- Destiny of Black people (3 x 1) (3)

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

- To encourage the African-Americans to be self-reliant and promote the accomplishments of Black businesses
- The Black business owners would be encouraged to support the Black Power Movement and the survival programmes.
- Supporting Black businesses would strengthen solidarity and pride in the black communities.
- The black communities would rely more on black businesses, thus gaining an upper hand in the economic power of the USA.

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

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

- Malcom X had encouraged them to defend themselves instead of following the non-violent approach when faced with whites or police brutality.
- Malcom X also accused the CRM of subjugating blacks to the white's culture and segregation.
- The CRM was criticised for its slow pace in ending segregation.
- The BPM was supported for its revolutionary ideology which could bring immediate political and economic changes without fear.

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

3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*

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

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

- The "Black Power Movement had sent 100 United States cities up in flames."
- "It was a time when massive street fighting, rebellion, and a revolutionary movement swept through the ghettos, barrios, and college campuses."
- The "BPP led the people to put the whole white, racist power structure up against the wall." (2 x 1) (2)

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

- The clenched fists of the youth represented the strength and unity of the oppressed and fragile African-Americans who were ready to fight the white supremacists in the USA.
- The picture symbolised the Black Power which opposed segregation, colonialism and capitalism. It encouraged self-defence and self-reliance.
- The picture drew attention to racial discrimination.

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

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

- America was quickly expanding and imposing its sphere of influence in African countries and making profits at the cost of the black people.
- The imperialistic attitude of the USA conflicted with the ideological ideas of democracy, for instance racial segregation continued and the blacks could not vote.

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

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

- Racism
- Police brutality
- Miseducation
- Unemployment
- Being railroaded to prisons (Any 2 x 1) (2)

3.3 3.3.1 *[Extraction of evidence from Source 3C – L1]*

- The idea was to fill in where the government had proven itself miserably incompetent. (1 x 1) (1)

3.3.2 *[Explanation of a historical term in Source 3C – L1]*

- An economic and political system which advocates collective or government ownership of the means of production
- It emphasises the belief that all people are equal and should share equally.

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

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

- They could defend themselves from the brutal attacks of the police.
- The carrying of guns sent a strong message to the government and the world that African-Americans wanted the end of segregation.
- The carrying of guns gave the black communities a sense of determination and hope that the social, political and economic challenges they faced would be resolved faster than what the CRM had done.

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

3.3.4 *[Ascertaining the reliability evidence from Source 3D – L2]*

- It was written by a journalist for a reputable magazine and the expectation is that journalists do thorough research before they publish articles.
- Elbert Howard was one of the six founding members of the Black Panther Party who wrote the ten-point plan and he took leadership in implementing their manifesto.
- He was also responsible for publishing the Black Panther newspaper which was used to mobilise and show the public the achievements of the party.

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

3.4 3.4.1 *[Interpretation of evidence in Source 3D – L2]*

- Its purpose was to show how the BPP's community survival programs mobilised more support for the BPP and helped fuelled the revolution.
- It shows how the black communities were uplifted and self-reliant through the survival programs based on the ten-point plan of the Black Panther Party.
- The picture also shows how the members of the BPP volunteered in the social programs and since the government had failed to address the basic needs of the black communities, the BPP stepped up to the plate to uplift the black communities.

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

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

- The FBI believed that the community programs were used to spread communism in the US thus the BPP was infiltrated to render it ineffective.
- The carrying of guns was not seen as a means of self-defence.
- The police and the FBI saw it as a threat to the national security, thus members of the BPP were arrested or killed.
- Successful community projects were vandalised and various tactics were used by the COINTELPRO and the FBI to destroy the blacks' community projects and disunite blacks.

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

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

- Source 3C states that the Black Panther Party rolled out survival programs which met the basic needs of the black communities and Source 3D shows the launch of the breakfast program for the children.
- Source 3C cites that Howard and Hilliard coordinated the implementation of the Black Panther Party's ten-point plan and Source 3D highlights the community programs based on the Black Panther Party's ten-point plan.
- Both sources give examples of the community projects like the Sickle-Cell-Anaemia Testing Clinic in Source 3C and the free-breakfast programmes In Source 3D.

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

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

Candidates may include the following aspects in their responses.

- Malcolm X advocated unity, common heritage and identity of the Black people (Source 3A).
- He publicly criticised the CRM and Martin Luther King's non-violent approach and the integration of the white supremacists (Source 3A).
- Malcolm X encouraged self-reliance and equality (Source 3A).
- The Black Panther Party led by Newton and Seale encouraged a revolution which was supported by more than 100 cities (Source 3B).
- The clenched fists and the carrying of the Little Red Book by Mao Zedong, used as symbols of socialism, challenged the capitalist government of America, forcing it to flip the script on the system (Source 3B).
- African-Americans supported other African countries which resisted the spread of the USA's sphere of influence (Source 3B).
- The leader of the BPP, Howard effectively implemented the ten-point plan launching various community survival programs supported by the volunteers and black community members (Source 3C).
- The success of the BPP projects is highlighted in the 50th anniversary newspaper article (Source 3D).

Any other relevant response (8)
[50]

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 the Black Power Movement successfully mobilised support from the African-American communities 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 **how the Black Power Movement successfully mobilised support from the African-American communities in 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 the Black Power Movement successfully mobilised support from the African-American communities in the 1960s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS: 6 – 8**

SECTION B
ESSAY QUESTIONS

QUESTION 4: THE EXTENSION OF THE COLD WAR: CASE STUDY – CHINA

[Plan and construct an argumentative essay based on evidence, using analytical and interpretative skills.]

SYNOPSIS

Candidates need to indicate the extent to which Mao Zedong's policies of the Great Leap Forward and The Cultural Revolution transformed China from an agrarian state to a modern industrial state between 1957 and 1969.

MAIN ASPECTS

Candidates should include the following aspects in their responses:

Introduction: Candidates should take a stance by explaining to what extent Mao's policies of the Great Leap Forward and the Cultural Revolution transformed China from an agrarian state to a modern industrial state between 1957 and 1969.

ELABORATION

- Mao Zedong's implementation of the First Five Year Plan (Brief background only)
- 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" the 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.
- 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 certain sectors only.
- 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 answer

CONCLUSION

Candidates should tie their arguments together 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 critically discuss how Mobutu Sese Seko (the Congo) and Julius Nyerere (Tanzania) addressed economic and political challenges that confronted their respective countries after attaining independence in the 1960s.

MAIN ASPECTS

Candidates should include the following aspects in their responses:

Introduction: Candidates should contextualise the question by referring to the economic and political state of the Congo and Tanzania at the time of independence. They must take a line of argument and support it by showing how both countries developed their economic and political policies after independence.

ELABORATION

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

Elements of economic 'development'

The Congo:

- Relied heavily on agriculture and mineral extraction (one product economy) and its impact on the economy
- Capitalist economy
- Zaireanisation (replacing foreigners with Zairian nationals) failed due to inexperience/corruption/mismanagement/neglect.
- Economy characterised by nepotism and elitism (large gulf emerged between rich and poor)
- Decline in the state of infrastructure
- Application of Retrocession (reversal of Zaireanisation)
- Dependent on foreign aid and investment

Any other relevant response

Tanzania:

- Relied heavily on agriculture and mineral extraction (one product economy) and was able to develop a credible manufacturing sector
- 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/agricultural production fell dramatically.
- Most companies that were nationalised became bankrupt.
- Exports declined.
- Tanzania reverted to dependence on foreign aid/loans in the 1970s.

Any other relevant response

Elements of political 'stability'

The Congo:

- Attaining independence through democratic elections (the Congo 1960): J Kasavubu became President and P Lumumba became Prime Minister.
- After holding multi-party elections at independence, the Congo became a one-party-state within the first five years after gaining independence.
- Mobutu Sese Seko remained as 'president for life' until his death in 2007.
- Mobutu Sese Seko created a Kleptocracy, where a group of appointed public officials abused their positions for financial gain.
- Brought back African values
- Strong centralised government
- Political stability (though based on authoritarianism)

Any other relevant response

Tanzania:

- Attaining independence through democratic elections (Tanzania 1961): J Nyerere (Prime Minister) – amended the constitution to become President (1962).
- Smooth transition (peaceful change/racial harmony/commitment to promotion of human equality and dignity)
- After holding multi-party elections at independence, it became a one-party-state.
- Nyerere remained as 'president for life' between the 1960s and 1970s.
- Nyerere introduced the 'Leadership Code' in the Arusha Declaration which demanded high levels of integrity from public officials.
- African Socialism/Ujamaa was appropriate for inhabitants.
- Establishment of the United Republic of Tanzania (1964)
- Centralised and unitary state

Any other relevant response

CONCLUSION

Candidates should tie their arguments together 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 responses:

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

ELABORATION

- Brief background of segregation/Jim Crow law
- **Montgomery 1956:** Rosa Parks incident
  Montgomery bus boycott (lasted 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]**

TOTAL: 150