



Education and Sport Development

Department of Education and Sport Development
Departement van Onderwys en Sportontwikkeling
Lefapha la Thuto le Tlhabololo ya Metshameko

NORTH WEST PROVINCE

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

**HISTORY P1
SEPTEMBER 2019
MARKING GUIDELINES**

MARKS: 150

These marking guidelines consist of 24 pages.

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

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

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

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.
- Learners are expected to take a stance when answering %o 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 introductions and/or conclusions 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 argument
- 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 symbols MUST be used when assessing an essay:

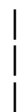
“ Introduction, main aspects and conclusion not properly contextualised



“ Wrong statement



“ Irrelevant statement



“ Repetition

R

“ Analysis

A½

“ Interpretation

I½

“ Line of argument

LOA ⇕

2.5 The matrix

2.5.1 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 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 essays will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	}26. 27
P	LEVEL 3	

MARKING MATRIX FOR ESSAY: TOTAL: 50

<p>PRESENTATION</p>  <p>CONTENT</p> 	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, 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 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 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 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 = 1-13

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

1.1

1.1.1 *[Explanation of historical term from Source 1A – L1]*

- It was an unfriendly relationship between capitalist United States of America and communist Soviet Union, characterised by suspicion, nuclear arms race and competition for world dominance
- Any other relevant response (1 x 2) (2)

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

- Guerrilla fighters led by Fidel Castro overthrew the island's dictator in 1954 and established the communist government (1 x 2) (2)

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

- The United States organised an economic boycott of Cuba by non-communist countries
- Cut off sugar purchases from that country (Cuba)
- The USA attempted to overthrow Castro's communist government (Bay of Pigs invasion) (any 2 x 1) (2)

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

- The failure of the Bay of Pigs invasion made Castro the hero of the communist world
- Raised the hopes of communist revolutionaries throughout Latin America
- Improved the relationship between the Soviet Union and Cuba thus spreading the Soviet's influence in the Western Hemisphere
- After the Bay of Pigs invasion, the Soviet Union sent missiles to Cuba in defense of Cuba against American invasion
- USA was concerned about the existence of a communist state in its backyard
- Any other relevant response (any 2 x 2) (4)

1.2

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

- Turkey
- Italy (2 x 1) (2)

1.2.2 *[Interpretation of evidence in Source 1B – L1]*

- The Soviet Union reacted to the Jupiter missiles through rhetorical denouncement (verbal insults) against America
- Whilst the USA reacted to deployment of Soviet missiles in Cuba with the blockade of Cuba and threats of military attack
- Any other relevant response (any 2 x 1) (2)

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

- Khrushchev was justified because he was protecting a fellow communist ally against the USA after the Bay of Pigs invasion

- The Soviet Union was exercising its sovereign right and freedom to associate with any country (Cuba)
- Khrushchev was retaliating to America's Jupiter missiles in Turkey and Italy, facing and threatening the Soviet Union
- He was doing nothing more than giving the Americans a little of their own medicine
- Any other relevant response

Not justified:

- The USSR was provoking the US by spreading communism in Western Hemisphere
- The USSR was challenging the USA dominance of the Americas
- The USSR's action almost led to a nuclear war
- Any other relevant response (any 2 x 2) (4)

1.2.4 *[Interpretation of evidence in Source 1B – L2]***Condone/Support**

- Khrushchev was reacting to America's deployment of Jupiter missiles in Turkey and Italy which threatened the USSR/ Giving Americans a little of their own medicine
- Khrushchev send missiles to Cuba after Cuba asked for help
- Khrushchev was helping a Communist ally
- He was trying to protect Cuba against the USA aggression
- He was expressing the USSR's freedom of association and trade with Cuba
- Any other relevant response

Condemn/not support

- He was challenging the USA in her sphere of influence
- He was interfering in USA "backyard" in the Caribbean island (Latin America)
- He threatened world peace with a prospect of nuclear war
- Any other relevant response (2 x 2) (4)

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

- Both sources refer to the Bay of Pigs invasion as the major factor that led to Khrushchev's deploying of missiles in Cuba
- Both sources mention the American missiles in Europe threatening the USSR as a motivating factor to Khrushchev's deployment of missiles to Cuba
- Both sources mention that the USA reacted to Khrushchev deployment of missiles to Cuba with threats of military retaliation and blockade
- Any other relevant response (any 2 x 2) (4)

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

- Their own (USA's) security
- The entire Western Hemisphere (2 x 1) (2)

1.4.2 *[Explanation of historical term in Source 1C – L1]*

- Stopping/turning back all Soviet ships bound to Cuba if found to contain cargoes of offensive weapons
- To halt this offensive (invasive) build up
- Any other relevant response (any 1 x 2) (2)

1.4.3 *[Interpretation of evidence in Sources 1C – L2]*

- To inform American citizen about the deployment of Soviet missiles in Cuba
- To ensure US citizens that Kennedy and his administration were in control
- To inform the American citizens of the steps he intends to take against the Soviet Union (blockade of Soviet ships carrying offensive military equipment to Cuba)
- To win the support of the US government in the Cold War
- To threaten the Soviet Union to withdraw its missiles from Cuba
- Any other relevant response (any 2 x 2) (4)

1.5

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

- Khrushchev's offer of scrapping (dismantling) the Soviet nuclear bases in Cuba as a solution to the Cuban Missile Crisis
- Kennedy praising Khrushchev's decision to dismantle missiles as good and bringing peace to the world
- Any other relevant response (any 1 x 2) (2)

1.5.2 *[Evaluation of the usefulness of evidence in Source 1D – L3]***The source is useful because:**

- The source provides information about the resolution about the Cuban Missile Crisis
- It mentions Khrushchev's offer to dismantle nuclear bases in Cuba
- It mentions Kennedy praising Khrushchev's decision to dismantle the nuclear bases in Cuba as a good statesmanlike decision, to encourage peace
- It mentions that the USA will renounce and stop the attack on Cuba
- It also mentions the USA's offer to renounce the Cuban blockade
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- The overthrow of the Batista regime (Source 1A)
- Castro's revolutionary programme . Nationalisation of the major industries owned by Americans (Source 1A)
- America's reaction to Castro's implementation of socialist policies (Source 1A)
- USSR's offering aid to Cuba e.g. buying Cuban sugar (Source 1A)
- Soviet-Cuba trade agreement (Source 1A)
- Kennedy and the Bay of Pigs invasion fiasco (Source 1B)
- USA perception of Castro as promoting communist revolutions in Latin America (Source 1 B)
- Cuba's appeal to USSR for protection (Own knowledge)
- Khrushchev's secret transportation and installation of nuclear missiles in Cuba (Source 1B)
- Kennedy's rejection of transport of military equipment and CIA officials' advice to order air strikes on Soviet missile sites in Cuba (Source 1B)
- Khrushchev's counteracting American nuclear bases in Turkey and Italy (Own knowledge)

- Khrushchev's determination to spread Soviet influence in the Western Hemisphere/Caribbean (Own knowledge)
- The discovery of Soviet nuclear arms bases in Cuba by American spy planes (Source 1B)
- Correspondence between Khrushchev and Kennedy regarding the nuclear arms race (Source 1D)
- The USA's imposition of a quarantine/blockade on all military shipment to Cuba (Own knowledge)
- Agreement between Khrushchev and Kennedy over the resolution of the Cuban Missile Crisis (Source 1D)
- USSR agreed to dismantle the nuclear bases in Cuba on condition that the USA would not invade Cuba and remove nuclear bases in Turkey and Italy (Source 1D)
- Any other relevant responses

Use the following rubric to allocate a mark:

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

QUESTION 2: WHY DID FOREIGN NATIONS BECOME INVOLVED IN THE ANGOLAN CIVIL WAR AFTER 1975?

2.1

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

- The relationship between Cuba and the MPLA go way back to the mid-1960s
- Various accounts testify to growing cooperation as the Cuban instructors trained and infiltrated large numbers of MPLA combatants into northern Angola to carry out the armed struggle during the second half of the 1960s
- Cuba sent high ranking officers to the MPLA leadership to establish the nature of assistance they needed. (2 x 1) (2)

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

- MPLA
- UNITA
- FNLA (3 x 1) (3)

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

- It stipulated the terms of the transitional government that the three movements were going to form on 31 January 1975.
- It ended Portuguese colonial rule in Angola
- It brought independence to Angola
- It was the beginning of the Cold War tensions (battle) between the USSR and the USA in Angola
- It led to South Africa's involvement in Angola
- Any other relevant response (any2 x 2) (4)

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

- South Africa's intervention aimed at stopping the MPLA from becoming the first government of liberated Angola ...
- Pretoria wanted to shore up apartheid at home and in Namibia.
- It feared that an MPLA government in Angola would provide SWAPO guerrillas, who were fighting for the liberation of Namibia from South Africa's illegal occupation, with military bases
- SA tried to stop the spread of communism in southern Africa since SA was a capitalist country
- Any other relevant response

Not Justified

- It interfered in the domestic affairs of an independent country
- It violated the territorial integrity of Angola
- It created political instability in Angola
- It disrespected the sovereignty of Angola
- Any other relevant response (any 2 x 2) (4)

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

- American Secretary of State, Henry Kissinger, saw Angola as a morale booster for the USA, which had just suffered a humiliating defeat in Vietnam.

- Kissinger had hoped to demonstrate that the US was at least able to drive the communist out of southern Africa.
- The Americans backed the FNLA and UNITA
- The Americans encouraged South Africa to invade Angola from the south
- The USA had eyed the Angolan resources such as oil and diamonds
- Any other relevant response (any 2 x 1) (2)

2.2

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

- South Africa (1 x 2) (2)

2.2.2 *[Explanation of information in Source 2B – L1]*

- This was the Cold War and every inch of the globe had to be contested with the Soviet Union
- They wanted to deny Angola to the Russians not just because of its oil. Angola has good harbours on the Atlantic seaboard opposite America and the prospect of a Russian naval base there worried Washington
- The main motive and tactic of the Americans was simply to bleed the Soviet Union by making its Angolan venture too expensive (any 2 x 2) (4)

2.2.3 *[Explanation of a historical term in Source 2D – L1]*

- It was a war fought by the FNLA and UNITA against the MPLA after Angola's independence from Portugal
- Any other relevant response (1 x 2) (2)

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

- To woo (attract) powerful allies, both sides cheerfully sang the hymns of the Soviet Union or the USA. The superpowers were fooled into believing they had real disciples (followers).
- A Marxist regime armed by the Soviet Union and protected by Cuban troops is kept going by revenues from oil extracted by American companies whose operations are attacked by American-backed socialist rebels.
- Any other relevant response (1 x 2) (2)

2.3 *[Comparison of evidence from Source 2A and 2B – L3]*

- Both sources refer to Cuba's involvement in Angola, through the MPLA
- Both sources refer to South Africa's involvement, against the communist/Marxist MPLA
- Both refer to USA and USSR involvement in Angola as an extension of the Cold War between them
- Both sources refer to Cuba openly supporting the MPLA government
- Both sources mention that the USA was covertly and indirectly involved against the MPLA
- Any other relevant response (any 2 x 2) (4)

2.4

2.4.1 [*Explanation of evidence from Source 2C – L1*]

- Agostino Neto (1 x 1) (1)

2.4.2 [*Explanation of the evidence in Source 2C – L2*]

- To promote good relations between Cuba and Angola
- Any other relevant response (1 x 2) (2)

2.4.3 [*Interpretation of evidence of evidence in Source 2C . L2*]

(a)

- To fight opposition
- Any other relevant response (1 x 2) (2)

(b)

- To improve Angola's economy
- Any other relevant response (1 x 2) (2)

2.5

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

- The Cuban (Castro's) involvement in Angola is instigated by the Soviet Union (the winding equipment)
- Cuba (Castro) supplied Soviet weapons to Angola (man hold a gun)
- Any other relevant response (2 x 2) (4)

2.5.2 [*Ascertaining the usefulness of Source 2D – L3*]

Candidates MUST take a stance and state USEFUL or NOT USEFUL and support it.

USEFUL:

- The source indicates that Cuba and the USSR were involved in Angola
- The source indicates that Cuba (Castro) supplied weapons in Angola
- The source implies that Cuba's involvement in Angola was instigated (controlled) by the USSR
- Any other relevant response

NOT USEFUL:

- It gives a one-sided perspective/viewpoint
- It provides only the American view and therefore could be biased
- It does not show the America involvement in the Angolan civil war
- It could have been used as propaganda to depict the USSR as õ
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following in their response

- Ideological differences between MPLA, FNLA and UNITA
- Portugal pushed Angola into ill-prepared and unstable independence
- USSR and Cuba backed the communist MPLA
- USA backed the capitalist FNLA

- South Africa supported UNITA
- USA did not accept and recognise the communist MPLA government in Angola/ integration of Angola's Government of National Unity (Source 2A)
- Angola's natural wealth and strategic location attracted foreign countries
- Determination of the USA to stop the spread of communism in Africa
- USA encouraged SA to support UNITA
- Cuban intervention
- American support of South Africa's intervention
- MPLA sought assistance from the USSR and Cuba
- SWAPO's war against South Africa's occupation of Namibia
- American intervention (from covert to overt)
- The USA's support of Savimbi (Own knowledge)
- Savimbi's bush war and human rights violations of Angolans
- End of the Cold War and change in US policy towards Savimbi (Own knowledge)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of why foreign nations got involved in the Angolan civil war after 1975. • Uses evidence partially or cannot write a paragraph 	MARKS 0-2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of why foreign nations got involved in the Angolan civil war after 1975. • Uses evidence in a basic manner to write a paragraph 	MARKS 3-5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of why foreign nations got involved in the Angolan civil war after 1975. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6-8

(8)
[50]

QUESTION 3: HOW DID THE BLACK POWER MOVEMENT CONTRIBUTE TO THE UPLIFTMENT OF AFRICAN AMERICANS THROUGH COMMUNITY PROGRAMMES DURING THE 1960s AND 1970s?

3.1

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

- Civil Rights Act (1 x 1) (1)

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

- In reality, prejudice (pre-conceived opinion) still existed
- African Americans still experienced racial discrimination
- Lower wages than whites
- Higher crime rates in their inner city neighborhoods
- The Civil Rights Movement unable to give blacks the same opportunities as whites socially, economically and politically (any 2 x 1) (2)

3.1.3 *[Explanation of historical concept in Source 3A – L2]*

- A philosophy that promoted social equality through the creation of political and cultural institutions among African Americans.
- A philosophy that grew out of the Civil Rights Movement in the USA in the 1960s and it also promoted black pride.
- It was a call for African Americans to unite in solidarity and become self-reliant in order to achieve genuine integration
- Any other relevant response. (1 x 2) (2)

3.1.4 *[Interpretation of information from Source 3A – L2]*

- Racial dignity
- Self-reliance (2 x 1) (2)

3.1.5 *[Interpretation of evidence from Source 3A – L2]*

- There is no need for blacks to ask for permission from white people for whatever they need.
- Blacks would take their freedom even if it meant by force or violence
- Blacks were prepared to die for their freedom.
- Blacks deserved to be self-reliant and have freedom from white authority both in economics and politics.
- Any other relevant response. (any 2 x 2) (4)

3.2

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

- To control the politics and politicians in his own community.
- To carry on a political programme of re-education to open people's eyes.
- To make black people become more politically conscious and politically mature.
- To own, operate and control the economy of their community. (any 2 x 1) (2)

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

- The United States government made African Americans depend on the white people.
- The conditions were not improving.
- The United States preached democracy to the whole world, but failed to apply it in its own country.
- The federal government failed to enforce the constitution of the United States of America.
- The rights of African Americans were not protected in the court of law.
- There was no economic freedom and also no political life that was granted.
- Any other relevant response. (any 2 x 2) (4)

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

- To start doing some standing up for themselves
- To start some fighting to back that up
- To join any kind of organisation: civic, religious, fraternal, political or others that are based on encouraging the black man and making him master of his own community (any 2 x 1) (2)

3.2.4 *[Evaluation of the usefulness of evidence from Source 3D – L3]***The source is useful because:**

- It gives information about the Black Panther Party's self-help community programmes
- It mentions the founding members of the Black Panther party . Bobby Seale and Huey Newton
- It shows the popularity of the free breakfast program
- It highlights that women were the majority members of the BPP
- Any other relevant response (any 2 x 2) (4)

3.3

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

- To provide evidence of the Black Panther Party's self-help programmes
- To show that the Black Panther Party was a caring organization
- To show the Black Panther Party was not depending on outsiders to address the challenges of Black people in the USA
- To promote self-reliance among black people
- Any other relevant response. (any 2 x 2) (4)

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

- It demonstrated the self-reliance principle of the Black Power movement
- It depicts the Black Panthers wearing Afro hair style showing Black pride
- Any other relevant response. (any 1 x 2) (2)

3.4

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

- Free breakfast was served in 19 cities
- It was sponsored by the national headquarters of the Black Panther Party
- It was sponsored and 23 local affiliates
- Free breakfast to more than 20 000 children (any 3 x 1) (3)

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

- Women were the backbone of the Black Panther self-help programmes e.g. clinics
- Majority of Black Panther party members were women (about 60%)
- Any other relevant response. (any 1 x 2) (2)

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

- It shows the popularity of the PFMC and widespread poverty in Black community
- Provided free health services to the community
- They offered services of testing high blood pressure and other diseases
- It allowed many women members of the BPP to be active in the PFMC
- Many women in the PFMC became credited health care professionals after serving in the PFMC
- Any other relevant response (2 x 2) (4)

3.5 *[Comparison of evidence from Source 3B and 3D – L3]*

- In source 3B, Malcolm X encourages Black people to form their own organisations and Source 3D mentions the Black Panther party as that organization
- In Source 3B Malcolm X urges African-Americans to be active in their communities and source 3D mentions black people addressing poverty in their community
- Both sources mention the self-help program among African Americans
- Any other relevant response. (any 2 x 2) (4)

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

Candidates could include the following in their response:

- Leaders like Malcolm X and Carmichael were disillusioned with the gains of the Civil Rights Movement (Source 3A)
- Stokely Carmichael developed the Black Power Movement as alternative for the Civil Rights Movement (Source 3A)
- Carmichael propagated black solidarity and self-defence (Source 3A)
- Carmichael propagated violence to achieve self-reliance (Source 3A)
- Malcolm X felt that the USA failed the blacks (Source 3B)
- Malcolm X propagated self-help programmes (Source 3B)
- Malcolm X propagated violence to achieve black nationalism (Source 3B)
- Malcolm X urged blacks to be prepared to die for their freedom . ballot or bullet (Source 3B)
- Initiated self-help community programmes addressing challenges of the Black communities (Source 3C)
- Seale and Newton set up the free breakfast (Source 3D)
- community clinics (Source 3D)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how African American leaders contributed to the Black Power Movement in the United States of America in the 1960s. • Uses evidence partially or cannot write a paragraph. 	MARKS 0-2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of how African American leaders contributed to the Black Power Movement in the United States of America in the 1960s. • Uses evidence in a very basic manner to write a paragraph. 	MARKS 3-5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of how African American leaders contributed to the Black Power Movement 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 should explain whether Mao Zedong's policies of the Great Leap Forward and the Cultural Revolution failed to take the People's Republic of China forward.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should state whether they agree or disagree with the statement that Mao Zedong's policies of the Great Leap Forward and the Cultural Revolution failed to take the People's Republic of China forward. Candidates should take a line of argument and indicate how they would support it.

ELABORATION

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

- Mao Zedong as the Chairman of the People's Republic of China (brief background)
- One party state (Chinese Communist Party) (brief background)
- Success of the first 5-year plan laid the foundation for the Great Leap Forward (brief background)
- Hundred Flowers campaign and the criticism of Mao and the CCP by intellectuals and professionals (brief background)
- Mao's attitude towards Khrushchev's revisionist policies after the death of Stalin (brief background)
- Mao's reaction to criticism (arrests, labour camps, executions, party purges) (brief background)

The Great Leap forward:

- Aims of the Great Leap Forward - modernisation of agriculture to feed the growing urban population and rapid modernisation of China's industry within a generation (15 years)
- Forceful collectivisation of agriculture and the creation of communes
- Employment of peasants in the massive infrastructural development e.g. dams
- Life in the peasant communes
- Aimed to turn China into an industrial giant
- Employment of peasants to the industries
- Countryside/backyard industries
- Ambitious and unrealistic targets set for peasants working in agriculture and industries
- Results /consequences of the Great Leap Forward
- Shortage of skills among the peasants
- Backyard industries
- Poor quality of industrial goods

- Peasants neglect of their farms and focus on industrial production
- Agricultural output decreased
- Famine and drought
- Death of millions of Chinese
- Mao accepted the failures of the Great Leap Forward
- Mao's resignation as the president of China in 1959, but remained as the chairman of the CCP
- The new president, Liu Shaoqui, responsible for the economy and Deng Xiaoping as General Secretary
- Economic reforms

Cultural Revolution

- Aims of The Cultural Revolution
 - To improve the economy by empowering landless peasants and nationalisation of heavy industry
 - Mao's criticism of Liu Shaoqui, Deng Xiaoping and their reforms
 - Labour reforms (48 hours working week)
 - Reforms that improved the status and conditions of Chinese women
 - State subsidy for basic services for all, especially the peasants (public housing, health, education, transport)
 - Personality cult
 - Propaganda
 - Youth/ students and The Cultural Revolution
 - The Red Guards and party purges
 - The Little Red Book (Mao's philosophies about communism); all citizens expected to memorise principles of communism
 - Huge demonstrations were held at Tiananmen Square, Beijing and posters and pictures of Mao were put up everywhere
 - Destruction of the old backward traditional Chinese culture and artefacts (Four olds)
 - Attack on western culture
 - Closure of schools and universities
 - It left a lost generation without formal education
 - Elimination of elitism
 - Death of millions of Chinese people
 - Expulsion of Liu Shaoqui from the CCP in 1966
 - Mao decreed to end the Cultural Revolution
 - Industries suffered and production stopped in 1968
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.
- **Candidates who disagree, should substantiate their line of argument with relevant historical evidence.**

[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 are expected to explain to what extent Nyerere from Tanzania was more effective than Sese Seko of the Congo, in addressing the political and socio-economic legacy of colonialism in their countries after independence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a stance in explaining whether Julius Nyerere's Tanzania was more effective than Sese Seko's Congo in addressing the political, and socio-economic, legacy of colonialism after attaining independence and indicate how they intend supporting their line of argument.

ELABORATION

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

The Congo:**Political factors**

- Attaining independence through democratic elections (Congo 1960): J Kasavubu became President and P Lumumba became Prime Minister
- Positive neutralism (brought back African values)
- Strong centralised government
- Political stability (though based on authoritarianism)
- Mobutu came to power through a military coup
- Mobutu introduced a one-party state in Congo; membership for MPR was compulsory
- Applied the policy of Africanisation
- Any other relevant response

Tanzania:**Political factors**

- Attaining independence through democratic elections (Tanzania 1961): J Nyerere became Prime Minister . he amended the constitution to become President (1962)
- Smooth transition (peaceful change/racial harmony/commitment to promotion of human equality and dignity)
- African Socialism/Ujamaa was appropriate for inhabitants
- Establishment of the United Republic of Tanzania (1964)
- Centralised and unitary state
- Nyerere came to power through democratic elections
- Nyerere introduced a one-party state to unite Tanzania, TANU membership was not compulsory
- Any other relevant response

The Congo:**Social factors**

- Zaireanisation policy tried to promote national unity, pride in Zairian/Congolese identity and culture
- Traditional and contemporary Congolese music was promoted
- Wearing African attire was encouraged
- Wearing European attire, especially suits, were discouraged
- Any other relevant response

Tanzania:**Social factors**

- Africanisation policy
- Nyerere was more successful in promoting national unity by declaring Kiswahili the official language
- Illiteracy was eradicated
- Improved life expectancy
- Improvement in the provision of public services and amenities . education, health, water
- Any other relevant response

The Congo:**Economic factors**

- Mobutu promoted capitalism
- Economy depended on minerals like copper, cobalt and diamonds
- Mobutu gave priority to industrialisation
- Kleptocracy
- However, tribalism remains strong in the Congo
- The urban-rural division remained entrenched in the Congo
- The urban minority was relatively well-off compared to the rural majority
- Zaireanisation (replacing foreigners with Zairian nationals) failed, due to (inexperience/corruption/mismanagement/neglect)
- Decline in the state of infrastructure
- Application of Retrocession (reversal of Zaireanisation)
- Any other relevant point

Tanzania:**Economic factors**

- Socialism
 - Economy depended on agriculture
 - Nyerere's policy favoured the rural population over the urban areas to reverse the colonial legacy
 - Nyerere encouraged the development of pride in African tradition and culture
 - There was more social cohesion in Tanzania
 - The 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
 - Most nationalised companies went bankrupt
 - Exports declined
 - Tanzania depended on foreign aid/loans
 - Any other relevant point
- Conclusion: Candidates should tie up the argument with a relevant conclusion.

[50]

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

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

SYNOPSIS

Candidates are expected to critically discuss if the various forms of civil rights protests against racial segregation, discrimination and inequality in the United States of America during the 1950s and 1960s were successful, owing to the nonviolence policy of the Civil Rights Movement.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should critically discuss if the various forms of civil rights protests challenging racial segregation, discrimination and inequality in the United States of America during the 1950s and 1960s were successful, due to the nonviolence policy of the Civil Rights Movement.

ELABORATION

- Brief background on the USA constitution regarding the citizenship and rights of African- Americans
- Jim Crow laws in the South (Racial segregation, discrimination, inequality and KKK violence) (brief background)
- The role of Martin Luther King Jnr and peaceful, nonviolent, passive civil protest (brief background)
- Rosa Parks and Montgomery Bus Boycott (1955) (brief background) . Outcome: Federal court declared segregation on public transport unconstitutional
- Brown vs Board of Education case, and the declaration of separate but equal principle unconstitutional and the development at Central High School in Little Rock (brief background)

Various forms of civil rights protests such as the following:

- **Greensboro Sit-ins 1960:** Results . Federal court declared segregation on public transport unconstitutional by November 1956
- **“Freedom Rides” 1961:** Results - USA Federal government released an order on 1 November 1961, officially desegregating all public transport
- **“Freedom Summer Schools” 1963:** Results . Voting Rights Act of 1964
- **Birmingham Campaign 1963:** Stores were desegregated, job opportunities for African Americans improved
- **Washington (Lincoln Memorial) March 1963** – 250 000 people protested to demand equality jobs, Martin Luther King Jnr made his famous “I have a dream” speech: Results . Civil Rights Act of 1964
- **Selma-Montgomery Marches 1965:** Results Voting Rights Act of 1965

Achievements/Gains of the Civil Rights Movement:

- Changes of attitudes of some white Americans towards race relations in the USA
 - 1964 Civil Rights Act
 - 1964 24th Amendment of the US Constitution and the abolition of poll tax as a condition for African- American to vote in the South
 - 1965 Voting Rights Act
 - 1968 Civil Rights Act and the prohibition of racial discrimination in the sale, rental, ownership and financing of housing
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion
]

[50
TOTAL: 150

COGNITIVE GRID

QUESTION NUMBER	SKILLS									COGNITIVE LEVELS				CHALLENGES			PERCENTAGE	PERCENTAGE	PERCENTAGE		
	EXTRACTION OF EVIDENCE FROM SOURCES	SELECTION OF RELEVANT INFORMATION	EXPLANATION OF HISTORICAL CONCEPTS	EXPLANATION OF INFORMATION GATHERED FROM SOURCES	INTERPRETATION	ANALYSIS OF EVIDENCE FROM SOURCES	INTERPRETATION AND EVALUATION	EVALUATE USEFULNESS, BIAS AND RELIABILITY	COMPARE AND CONTRAST DIFFERENT INTERPRETATIONS	ORGANISE EVIDENCE TO SUBSTANTIATE AN ARGUMENT	LEVEL 1	LEVEL 2	LEVEL 3	TOTAL	EASY	MEDIUM				DIFFICULT	PERCENTAGE
TICK INDICATE APPLICATION OF SKILLS										MARKS							LEVEL 1	LEVEL 2	LEVEL 3		
1.1.1			√								2			2							
1.1.2	√										2			2							
1.1.3			√								2			2							
1.1.4				√								4		4							
1.1.5					√							4		4							
1.2.1	√										2			2							
1.2.2		√									2			4							
1.2.3						√						4		4							
1.2.4						√						4		4							
1.3								√					4	4							
1.4.1	√										2			2							
1.4.2			√								2			2							
1.4.3				√								4		4							
1.5.1					√							4		4							
1.5.2							√						4	4							
1.6													8	8							
TOTAL											14	20	16	50							
ACTUAL PERCENTAGE (%)											28	40	32	100							
REQUIRED PERCENTAGE (%)											30	40	30	100							

QUESTION NUMBER	SKILLS									COGNITIVE LEVELS			CHALLENGES			PERCENTAGE	PERCENTAGE	PERCENTAGE				
	EXTRACTION OF EVIDENCE FROM SOURCES	SELECTION OF RELEVANT INFORMATION	EXPLANATION OF HISTORICAL CONCEPTS	EXPLANATION OF INFORMATION GATHERED FROM SOURCES	INTERPRETATION	ANALYSIS OF EVIDENCE FROM SOURCES	INTERPRETATION AND EVALUATION	EVALUATE USEFULNESS, BIAS AND RELIABILITY	COMPARE AND CONTRAST DIFFERENT INTERPRETATIONS	ORGANISE EVIDENCE TO SUBstantiate A CLAIM	LEVEL 1	LEVEL 2	LEVEL 3	TOTAL	EASY				MEDIUM	DIFFICULT	PERCENTAGE	PERCENTAGE
	TICK INDICATE APPLICATION OF SKILLS									MARKS							LEVEL 1	LEVEL 2	LEVEL 3			
2.1.1	√										2			2								
2.1.2	√										3			3								
2.1.3					√							4		4								
2.1.4						√						4		4								
2.1.5				√							2			2								
2.2.1		√									2			2								
2.2.2		√									2			2								
2.2.3			√								2			2								
2.2.4						√						2		2								
2.3								√					4	4								
2.4.1	√										1			1								
2.4.2		√										2		2								
2.4.3					√							4		4								
2.5.1					√							4		4								
2.5.2							√						4	4								
2.6									√				8	8								
TOTAL											14	20	16	50								
ACTUAL PERCENTAGE (%)											28	40	32	100								
REQUIRED PERCENTAGE (%)											30	40	30	100								

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HISTORY PAPER 1																					
QUESTION NUMBER	SKILLS										COGNITIVE LEVELS				CHALLENGES						
	EXTRACTION OF EVIDENCE FROM SOURCES	SELECTION OF RELEVANT INFORMATION	EXPLANATION OF HISTORICAL CONCEPTS	EXPLANATION OF INFORMATION GATHERED FROM SOURCES	INTERPRETATION	ANALYSIS OF EVIDENCE FROM SOURCES	INTERPRETATION AND EVALUATION	EVALUATE USEFULNESS, BIAS AND RELIABILITY	COMPARE AND CONTRAST DIFFERENT INTERPRETATIONS	ORGANISE EVIDENCE TO SUBSTANTIATE AN ARGUMENT	LEVEL 1	LEVEL 2	LEVEL 3	TOTAL	EASY	MEDIUM	DIFFICULT	PERCENTAGE	PERCENTAGE	PERCENTAGE	
	TICK INDICATE APPLICATION OF SKILLS										MARKS							LEVEL 1	LEVEL 2	LEVEL 3	
3.1.1	√										1			1							
3.1.2	√										2			2							
3.1.3		√									2			2							
3.1.4		√									2			2							
3.1.5					√							4		4							
3.2.1		√									2			2							
3.2.2						√						4		4							
3.2.3					√							2		2							
3.2.4	√										2			2							
3.3.1					√							4		4							
3.3.2					√							2		2							
3.4.1		√									3			3							
3.4.2												2		2							
3.4.3							√						4	4							
3.5			√										4	4							
3.6									√				8	8							
TOTAL											14	20	16	50							
ACTUAL PERCENTAGE (%)											28	40	32	100							
REQUIRED PERCENTAGE (%)											30	40	30	100							
4									√				50	50							
5									√				50	50							
6									√				50	50							