



# basic education

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS**

**HISTORY P1**

**2021**

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

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

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

### 1.3 Assessment procedures for source-based questions

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

#### Paragraph question

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

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

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

\_\_\_\_\_ • \_\_\_\_\_  
 \_\_\_\_\_ • \_\_\_\_\_ • \_\_\_\_\_  
 Level 2 √√√√

### COMMENT

Used mostly relevant evidence to write a basic paragraph.

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

## 2. ESSAY QUESTIONS

### 2.1 The essay questions require candidates to:

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

### 2.2 Marking of essay questions

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

### 2.3 Global assessment of the essay

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

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

## 2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

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

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

<b>P</b>	<b>Point:</b> 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.
<b>E</b>	<b>Explanation:</b> The candidate should explain in more detail what the main point is about and how it relates to the question posed (line of argument).
<b>E</b>	<b>Example:</b> The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
<b>L</b>	<b>Link:</b> Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

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

- Introduction, main aspects and conclusion not properly contextualised

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- Wrong statement
- Irrelevant statement
- Repetition
- Analysis
- Interpretation
- Line of Argument

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LOA



## 2.5 The matrix

### 2.5.1 Use of the matrix in the marking of essays

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

- (a) The first reading of essays will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	

- (b) The second reading of essays will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	}26–27
P	LEVEL 3	

#### COMMENT

Some omissions in content coverage.  
Attempts to sustain a line of argument.

**MARKING MATRIX FOR ESSAY: TOTAL: 50**

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

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

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

**SECTION A: SOURCE-BASED QUESTIONS****QUESTION 1: HOW DID THE UNITED STATES OF AMERICA RESPOND TO THE DEPLOYMENT OF SOVIET MISSILES TO CUBA IN 1962?**

1.1

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

- 'The movement of Soviet personnel and equipment to Cuba' (1 x 2) (2)

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

- 'US ships and planes began taking photographs of every Cuban-bound Soviet vessel'
- 'U-2 spy planes began regular reconnaissance (exploration) flights over the island' (2 x 1) (2)

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

- '... the arrival in Cuba of surface-to-air missiles'
- 'missiles equipped with torpedo boats'
- 'large numbers of Soviet military personnel'
- 'The Soviets continued to construct bases'
- 'The Soviet Union was busy building missiles sites in Cuba' (any 2 x 1) (2)

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

- The USA will protect herself and her allies against communist aggression at all costs
- The USA would go to war if necessary
- The USA will not allow the Soviet Union to proceed with the military build up of offensive weapons in Cuba
- The USA was persistent in her stance to contain the spread of communism in the western hemisphere
- Any other relevant response (any 2 x 2) (4)

1.1.5 *[Interpretation of information in Source 1A – L2]*

- To restore the balance of power and demonstrate the Soviet Union's strength during the Cold War
- To protect/ defend Cuba from a possible American attack
- To ensure the spread of communism in Cuba and Latin America
- To challenge the US government regarding the deployment of US missiles in Turkey and Italy
- Part of brinkmanship (strategy)
- To test President Kennedy's resolve as leader of the free world
- Any other relevant response (any 2 x 2) (4)

## 1.2

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

- A battery of ships from the USA were deployed to Cuba in a circular formation to prevent Soviet ships that carried offensive weapons from entering Cuba
- Any other relevant response (any 1 x 2) (2)

1.2.2 *[Extraction of evidence from Source 1B – L1]***In the interest of:**

- 'NATO security'
- 'Western Europe security'
- 'US security' (any 2 x 1) (2)

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

- The USA did not want to provoke a military reaction from the Soviet Union because it could have led to the death of millions of people on both sides of the conflict
- The USA did not want to be seen as the aggressor/cause of a possible nuclear war
- Any other relevant response (any 2 x 2) (4)

## 1.3

1.3.1 *[Analysis of information from Source 1C – L2]*

- The women felt that the crisis had the potential to destroy both countries - 'Peace or Perish'
- The women felt that the United Nations Organisation should step in and resolve the crisis as both countries refused to give in to reach other's demands - 'UN HANDLE THE CUBAN CRISIS!'
- The women were worried that the Cuban Missile Crisis could escalate into a 'hot war' and therefore 'PERISH'
- The women felt that 'PRESIDENT KENNEDY SHOULD BE CAREFUL' because the quarantine might provoke a military reaction from the Soviet Union/ Americans could have reacted negatively because of Kennedy's stance
- Any other relevant response (any 2 x 2) (4)

1.3.2 *[Ascertain the usefulness of the evidence in Source 1C – L3]***The source is USEFUL because:**

- It is a primary source – the photograph gives first-hand information of what Americans felt about the Cuban Missile Crisis
- The date of the picture (23 October 1962) corresponds with the date of the actual historical event
- The purpose of the source is to show that the US public was concerned about the Cuban Missile Crisis which could have escalated into a 'hot' war leading to a global catastrophe
- It gives a better understanding of how some of the US public responded to the Cuban Missile Crisis
- Any other relevant response (any 2 x 2) (4)

## 1.4

## 1.4.1 [Extraction of evidence in Source 1D – L1]

- 'issuing an ultimatum'
- 'and you are threatening that if we do not obey your orders, you will use force' (any 1 x 2) (2)

## 1.4.2 [Extraction of evidence in Source 1D – L1]

- 'We firmly adhere to the principles of international law'
- 'We strictly observe the standards regulating navigation on the open sea, in international waters'
- 'We observe these standards and enjoy the rights recognised by all nations'
- 'The Soviet government considers the violation of the freedom of navigation in international waters and air space to constitute an act of aggression propelling (pushing) humankind onto the brink (edge) of a global nuclear-missile war'
- '... Unfortunately, people of all nations, and not least the American people themselves, could suffer heavily from madness such as this'
- 'the Soviet government cannot instruct captains of Soviet ships bound for Cuba to observe orders of American naval forces blockading this island'
- 'we will not remain mere observers of pirate actions by American ships in the open sea' (any 2 x 1) (2)

## 1.4.3 [Interpretation of information in Source 1D – L2]

**The Soviet Union:**

- Did not accept the USA's quarantine that was imposed on their (Soviet Union's) ships
- Viewed the quarantine as an unlawful act
- Felt that the USA was going against international law regarding the navigation of ships in the open seas
- Would react against American aggression
- Any other relevant response (any 2 x 2) (4)

## 1.5 [Comparison of evidence in Sources 1B and 1D – L3]

- Source 1B states that the US imposed a blockade (quarantine) because it presumed it had a less of a military connotation whilst in Source 1D Khrushchev viewed the quarantine as an ultimatum and a threat to use military force to intimidate the Soviet Union
- Source 1B states that the quarantine was imposed by the USA to show its determination regarding the removal of the missiles from Cuba without causing a war whilst in Source 1D Khrushchev saw the quarantine as an act of aggression against the Soviet Union
- Source 1B states that the USA wanted to avoid military action whilst in Source 1D the Soviet Union threatened war if the USA prevented them from entering Cuba
- Source 1B states that the quarantine was a means of communicating intent and determination to get the missiles removed from Cuba whilst Source 1D sees the quarantine as a violation of the freedom of navigation in international waters as 'an act of aggression'
- Any other relevant response (any 2 x 2) (4)

## 1.6 [Interpretation, evaluation and synthesis of evidence in relevant sources – L3]

Candidates could include the following aspects in their response:

- Kennedy became concerned about the military build-up of Soviet Union's defensive arms in Cuba (Source1A)
- Kennedy warned the Soviet Union that the USA will do whatever it takes to protect its own security and that of its allies (Source 1A)
- The USA took photographs of Soviet nuclear missile sites that were being built in Cuba on 14 October 1962 (Source 1A)
- The USA spy planes began regular reconnaissance (exploration) flights over the island.
- President Kennedy imposed a quarantine on Soviet ships that intended entering Cuba (Source 1B)
- Some ExComm members wanted the USA to use military force to enforce the quarantine (Source 1B)
- A group of America women protested and cautioned President Kennedy on how to respond to the deployment of Soviet missiles to Cuba (Source 1C)
- A group of American women were in favour of the UN resolving the Cuban Missile Crisis peacefully or 'PERISH' (Source 1C)
- The USA announced a Defence Readiness Condition level 2 (DEFCON 2) which called for the USA's high readiness of its defence forces (own knowledge)
- The USA engaged in brinkmanship to ensure world peace (own knowledge)
- The USA reached a compromise with Soviet Union in order to resolve the Cuban Missile Crisis (own knowledge)
- Any other relevant response

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of how the United States of America responded to the deployment of Soviet missiles to Cuba in 1962.</b></li> <li>• Uses evidence partially or cannot write a paragraph.</li> </ul>	<b>MARKS 0–2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to the topic e.g. <b>shows some understanding of how the United States of America responded to the deployment of Soviet missiles to Cuba in 1962.</b></li> <li>• Uses evidence in a basic manner to write a paragraph.</li> </ul>	<b>MARKS 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of how the United States of America responded to the deployment of Soviet missiles to Cuba in 1962.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS 6–8</b>

(8)  
[50]

**QUESTION 2: HOW DID CUBA SUPPORT THE POPULAR MOVEMENT FOR THE LIBERATION OF ANGOLA (MPLA) DURING THE ANGOLAN CIVIL WAR OF 1975?**

2.1

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

- 'getting to know the revolutionary movements in that country' (1 x 2) (2)

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

- 'train 10 men in Cuba in guerilla warfare'
- 'send a crew to fly a DC-3 (aeroplane) from Zambia or the Congo to Angola, transporting equipment for the guerrillas'
- 'send a high-level delegation to Cuba to discuss relations with our Party' (any 2 x 1) (2)

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

- To strategise on how to prepare the soldiers when the enemy attacks
- To familiarise the Cuban troops about the landscape of the battle ground
- This familiarisation would help the Cuban soldiers to respond appropriately
- Any other relevant response (any 2 x 2) (4)

2.1.4 *[Ascertain the reliability of Source 2A – L3]*

**RELIABLE TO A LARGE EXTENT**

- It is part of a letter that contains first-hand information on how Cuba intended to support the MPLA
- The letter was written by a high-profile Cuban government official, Commander Manuel Piñeiro Losada (Vice Minister of the Interior in Cuba) to the Cuban Minister of the Revolutionary Armed Forces
- It highlights Cuba's intention to respond to the MPLA's official request for military assistance
- The date, July 1975, is aligned to the events that took place in Angola
- Any other relevant response

**RELIABLE TO A LESSER EXTENT**

- The letter is biased regarding the reasons it gave for Cuba's assistance of the MPLA
- It is a communication between the two Cuban Ministers regarding Cuba's involvement in Angola – hence it is one sided, written from a Cuban perspective
- Any other relevant response (any 2 x 2) (4)

## 2.2

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

- 'The training programme as proposed by Argüelles, included 480 Cuban specialists'
- 'the set-up of four camps within Angola located in Cabinda, Salazar (N'Dalatando), Benguela and Henrique de Carvalho (Saurimo)'
- 'Over the next six months, the Cubans would train 4 800 MPLA recruits into 16 infantry battalions, supply 25 mortar batteries as well as various anti-aircraft units' (2 x 1) (2)

## 2.2.2 [Extraction of evidence from Source 2B - L1]

- 'General Abelardo Colomé Ibarra'
- 'General Ramón Espinosa Martín' (2 x 1) (2)

## 2.2.3 [Interpretation of evidence from Source 2B – L2]

- Cabinda was a province in Angola that had rich mineral resources such as oil
- To protect Cabinda from the enemies of the MPLA, such as the FNLA and Zairian allies
- It was a strategic port province which was used to export raw materials from Angola and therefore needed protection
- It was an entry point into mainland Angola
- Because of the presence of SADF forces and allies in Angola
- Any other relevant response (2 x 2) (4)

## 2.3 [Comparison of evidence in Sources 2A and 2B – L3]

- Source 2A outlines Cuba's support regarding Angola's request for military assistance and Source 2B outlines how the Cuban representative (Argüelles) met with MPLA leader (Neto) to state how they would assist the MPLA
- Source 2A explains the three requests (of military support) that Angola made to Cuba and in Source 2B a programme for military support by Cuba for implementation in Angola is evident
- In Source 2A Cuba commits itself to send a delegation to Angola to assess the landscape (terrain) and in Source 2B the first batch of Cuban troops arrive in Angola via Cabinda
- Any other relevant response (any 2 x 2) (4)

## 2.4

## 2.4.1 [Explanation of a historical concept from Source 2C – L1]

- Angola was free from Portuguese colonial rule and could govern itself through its own constitution and people
- Any other relevant response (1 x 2) (2)

## 2.4.2 [Extraction of evidence in Source 2C – L1]

- 'to support the MPLA'
- 'to hold back the offensive so that the Angolan capital would not fall to enemy hands before the Portuguese left'
- 'to keep up resistance until reinforcements arrived' (1 x 2) (2)

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

- To be viewed as ordinary citizens/civilians
- They did not want to be recognised as Cuban soldiers going on a mission to assist the MPLA in Angola (it was a highly confidential operation)
- To hide their real identity as members of the Cuban trained force (military)
- Any other relevant response (any 2 x 2) (4)

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

- 'a substantial load of light artillery'
- 'small arms'
- 'three 75 mm cannons'
- 'three 82 mm mortars' (any 2 x 1) (2)

**2.5****2.5.1 [Interpretation of evidence from Source 2D – L2]****To:**

- To show the celebration of the 40<sup>th</sup> anniversary of the launch of 'Operation Carlota'
- Confirm the continued strong relations between Cuba and Angola
- Highlight the role that Cuba played in the history of Angola
- Pay tribute to Cuba for the role it played in Angola during independence
- Any other relevant response (2 x 2) (4)

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

- Agostinho Neto and Fidel Castro were leaders of Angola and Cuba respectively
- To confirm that the presence of Cuban troops in Angola were endorsed by both leaders
- The two leaders were directly responsible for the coordination of 'Operation Carlota'
- It demonstrates that both leaders believed in the same political ideology of communism and wanted to see it thrive, especially in Africa
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- Cuba responded to Angola's request for assistance through a letter written by the Vice Minister of Interior (Commander Losada) to the Cuban Minister of Revolutionary Forces (Source 2A)
- Cuba's support of the MPLA was meant to defend communism (own knowledge)
- Cuba sent a reconnaissance team to Angola to assess its landscape as a way of preparing soldiers to do battle in Angola (Source 2A)
- Brigadier General Argüelles (from Cuba) and Neto (Angola) held meetings to outline how Cuba would assist the MPLA (Source 2B)
- Cuba was involved in a training programme that was agreed by both parties (Cuba and Angola) (Source 2B)
- Cuban special troops were flown (from Cuba) in September 1975 and landed in Angola via Cabinda (Source 2B)
- Cuba provided technical training to MPLA's military wing (FAPLA) (own knowledge)
- Cuba also assisted the MPLA with medical personnel and supplies (own knowledge)
- Cuba launched 'Operation Carlota' by sending a special battalion of highly skilled soldiers to Angola from November 1975 to support the MPLA (Source 2C)
- Cuban support of Angola is remembered through the yearly commemorations of 'Operation Carlota' (Source 2D)
- Any other relevant response

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of how Cuba supported the Popular Movement for the Liberation of Angola (MPLA) during the Angolan civil war of 1975.</b></li> <li>• Uses evidence partially or cannot write a paragraph.</li> </ul>	<b>MARKS: 0–2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows an understanding of how Cuba supported the Popular Movement for the Liberation of Angola (MPLA) during the Angolan civil war of 1975.</b> Uses evidence in a basic manner to write a paragraph.</li> </ul>	<b>MARKS: 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of how Cuba supported the Popular Movement for the Liberation of Angola (MPLA) during the Angolan civil war of 1975.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS: 6–8</b>

(8)  
[50]

**QUESTION 3: WHAT ROLE DID ELAINE BROWN PLAY IN THE BLACK PANTHER PARTY DURING THE 1960s AND 1970s?**

## 3.1

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

- 'Jay Kennedy, a Los Angeles writer and member of the Communist Party'
  - 'The piano lessons she gave in a Watts Housing Project in the summer of 1967'
  - Her experiences in Watts served as a social and racial awakening
- (any 2 x 1) (2)

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

- 'helped establish the party's first Free Breakfast for Children programme outside of Oakland, California'
  - 'By 1971 Brown became editor of the party paper, *The Black Panther*,
  - 'Chairwoman of the Black Panther Party'
- (any 2 x 1) (2)

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

- It shows that the BPP was moving away from patriarchal (male dominated) leadership
  - The BPP acknowledged the role of women within the party by appointing an African American woman, to its highest committee
  - It broke the stereotype that women cannot serve on a party's highest committee
  - The BPP demonstrated support for non-sexist approach to leadership roles
  - Any other relevant response
- (any 1 x 2) (2)

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

- 'In 1974 Huey Newton had ousted Black Panther founder Bobby Seale from the party and two days later Brown was elevated to the position of the chairwoman of the Black Panther Party (BPP)'
- (1 x 2) (2)

## 3.2

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

- 'I have all the guns and the money'
  - 'I can withstand challenge from without and from within'
- (2 x 1) (2)

3.2.2 *[Interpretation of evidence from Source 3B – L2]***To a larger extent:**

- Elaine Brown was the first African American woman to occupy a senior leadership position in the BPP
- It was unusual for a woman to assume a leadership position in an organisation associated with violence
- Appointing an African American woman to leadership position was going against the norm of a male dominated USA
- Her leadership as a woman inspired youth and women to occupy leadership positions in the community
- Any relevant response

**To a lesser extent:**

- Brown was not democratically elected but was appointed
- Leadership positions should not be bestowed on female members of an organisation
- Gender should not play a role in appointing people to leadership positions
- Any relevant response (any 2 x 2) (4)

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

- Elaine Brown was not intimidated by male members of the BPP
- She did not tolerate any deviation from the philosophy of the BPP
- She was duly appointed as chairwoman of the Black Panther Party (BPP) and hence could not be removed by disgruntled members
- There were still males in the USA that undermined women in leadership positions
- Any other relevant response (any 2 x 2) (4)

## 3.3

3.3.1 *[Interpretation of evidence in Source 3C – L2]***To show that:**

- Huey Newton was still supported by high-ranking members of the BPP such as Elaine Brown
- The three women / members were celebrating (happy with) the return of Huey Newton from exile in Cuba
- As a leader Elaine Brown welcomed Huey Newton back without feeling threatened
- Any other relevant response (any 2 x 2) (4)

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

- It shows that the BPP was powerful and could overcome challenges that confronted it
- The raised clenched fists symbolise a victory with the return of Huey Newton
- Represents unity within the BPP
- Any other relevant response (1 x 2) (2)

3.4 *[Comparison of Sources 3B and 3C – L3]*

- In Source 3B Elaine Brown addressed members as leader of the BPP while in Source 3C she addressed the media as the leader of the BPP regarding the return of Huey Newton from exile in Cuba
- In Source 3B Elaine Brown told members of the BPP that Newton had gone into exile while in Source 3C she welcomed him back from exile
- In Source 3B Elaine Brown served as an inspiration to African American youth as well as women and in Source 3C Elaine Brown is seen with other women welcoming Huey Newton back from exile
- Both sources (Sources 3B and 3C) show Elaine Brown as the leader of BPP
- Any other relevant response (any 2 x 2) (4)

## 3.5

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

- 'Committing your life'
- 'Surrender up something of ourselves, our lives' (2 x 1) (2)

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

- 'John Huggins'
- 'Bunchy Carter' (2 x 1) (2)

3.5.3 *[Definition of a historical concept from Source 3D – L1]*

- Leading by authoritarian rule using dictatorial powers e.g. E. Hoover of the FBI
- Leading by suppressing all opposition
- Any other relevant response (any 1 x 2) (2)

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

- Protect the African Americans from police harassment
- Protect the liberation of African Americans
- Teach African Americans about their constitutional rights
- Instil self- reliance and pride amongst African Americans
- To improve the quality of the lives of African American through community programmes
- Any other relevant response (any 2 x 2) (4)

3.5.5 *[Explaining the limitations of Source 3D – L3]***The source is limited because:**

- It gives a one-sided/ biased account of the some of the challenges the BPP faced
- It gives only Elaine Brown's view of the BPP
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

**The role of Elaine Brown:**

- She helped to establish the Free Breakfast Programme in Oakland, California (Source 3A)
- Was the editor of the *Black Panther* (Source 3A)
- Was the first appointed female African American member of the Panther's Central Committee as Minister of Information (Source 3A)
- Ran for Oakland City Council in 1973 (Source 3A)
- Was the first African American woman to lead the Black Panther Party (BPP) (Sources 3A and 3B)
- Sought recognition for women in the Black Panther Party (BPP) (Source 3B)
- Played an administrative role in the BPP (own knowledge)
- Was assertive in her position in the male dominated Black Panther Party (BPP) (Source 3B)
- Kept the philosophy of Black Power alive in the absence of Huey Newton while he was in exile (Source 3B)
- Was autocratic and did not want to be challenged (Source 3B)
- Supported unity within the Black Panther Party (BPP) (Source 3C)
- Led the BPP delegation that welcomed Huey Newton when he returned from exile (Source 3C)
- Supported the Black Panther Party (BPP) Executive Mandate Number One (Source 3D)
- Led a lobby for the Oakland African Americans to get permanent jobs during the construction of the Grove Shafter Freeway (Own knowledge)
- Any other relevant response

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of the role played by Elaine Brown in the Black Panther Party in the 1960s and 1970s.</b></li> <li>• Uses evidence partially or cannot write a paragraph.</li> </ul>	<b>MARKS 0–2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows some understanding of the role played by Elaine Brown in the Black Panther Party in the 1960s and 1970s.</b></li> <li>• Uses evidence in a basic manner to write a paragraph.</li> </ul>	<b>MARKS 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrate a thorough understanding of the role played by Elaine Brown in the Black Panther Party in the 1960s and 1970s.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows understanding of the topic.</li> </ul>	<b>MARKS 6–8</b>

**(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 to what extent Mao Zedong's policies of the Great Leap Forward and the Cultural Revolution were successful in increasing the industrial and agricultural production in the People's Republic of China between 1958 and 1969.

**MAIN ASPECTS**

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a line of argument by stating to what extent the Great Leap Forward and the Cultural Revolution were successful in increasing China's industrial and agricultural output. They need to support their stance with relevant evidence.

**ELABORATION**

**Candidates could include the following points in their answer:**

- The First Five Year Plan and the Hundred Flowers Campaign as background only.

**The Great Leap Forward:****Industries**

- The main reason for the Great Leap Forward was to ensure that China becomes a top industrial power and could compete with the West and other European countries
- To end privatisation and introduce nationalisation
- Introduction of backyard industries in communes
- Depended on unskilled human resources (peasants) to work in the industries
- Production of iron and steel dropped because of a lack of incentives and poor working conditions
- The production of coal dropped dramatically
- Industrial output dropped
- Poor quality of iron, steel and other products

**Agriculture**

- It aimed to industrialise China so that it could overtake capitalist countries; improve agricultural production similar to that of western countries
- Mao Zedong wanted to speed up agricultural production through the Second Five Year Plan of 1958
- Agricultural output was not enough to sustain urban consumption and to serve workers for industrialisation
- Focused at ending privatisation and introducing nationalisation
- Embarked on collectivisation of farms into 'Peoples communes'
- Communes were expected to be self-sufficient and to produce according to quotas set by the state
- Agricultural targets were not reached
- Propaganda used to increase agricultural and industrial production

**Failures of the Great Leap Forward:**

- Owing to bad planning; poor support to peasants; corrupt local officials; high taxation on farm products the Great Leap Forward failed to realise its objectives
- Backyard industries produced inferior quality goods that contributed to the collapse of this sector
- Peasants were reluctant to produce because of a lack of incentives
- The industrialisation of China depended on unskilled peasants rather than on modern machinery
- Poor quality of iron and steel were produced in backyard furnaces
- China was hit by severe drought which led to famine, killing millions of people though starvation 'known as the Bitter Three Years'
- This resulted in the Great Leap forward being a dismal failure
- Mao resigned as President of China but kept his position as Chairman of the Chinese Communist Party
- In 1962 he handed over responsibility of the economy to President Liu Shaoqi and CCP General Secretary Deng Xiaoping and withdrew from the political scene
- China's economy was in a state of bankruptcy

**The Cultural Revolution:**

- The main purpose was to regain the authority that was lost due to the failure of the Great Leap Forward
  - Mao launched the Cultural Revolution in 1966 to regain power
  - Mao made a call to the Chinese public to rid the country of those who were anti-revolutionary
  - This call was answered by students who organised themselves into the Red Guards
  - Red Guards were influenced by the propaganda in the Little Red Book
  - They educated peasants on principles of communism; taught them reading and writing
  - Red Guards started to purge opponents of communism
  - Moderates were eliminated and millions of opponents were killed
  - Churches, mosques, schools and universities were destroyed and anti-communist art and books were burned and destroyed
  - Red Guards urged to destroy the 'Four Olds' (Old ideas, Old traditions, Old culture, and Old habits)
  - Huge demonstrations were held in Tiananmen Square, Beijing and posters and pictures of Mao were put up everywhere
  - Deng Xiaoping and Liu Shaoqi were removed from office
  - The Red Guards got rid of professionals and parents who were suspected of being anti-revolutionary
  - Industrialisation was negatively affected and production came to a standstill in 1968
  - Mao forced to call in the army to restore law and order
  - Millions of Chinese students were sent to the countryside for re-education
  - A generation of Chinese were left without formal education
  - People lost confidence in the Chinese Communist Party
  - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

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

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

**SYNOPSIS**

Candidates should critically discuss whether Mobuto Sese Seko (Congo) and Julius Nyerere (Tanzania) were able to overcome the political and economic challenges that their respective countries faced after attaining independence from colonial rule in the 1960s.

**MAIN ASPECTS**

Candidates could include the following aspects in their response:

- **Introduction:** Candidates should take a stance by indicating whether Mobuto Sese Seko (the Congo) and Julius Nyerere (Tanzania) were able to overcome the political economic challenges that their respective countries faced after attaining independence from colonial rule in the 1960s. Candidates should indicate how they intend supporting their line of argument.

**ELABORATION**

**In responding to the question, candidates could include the following points in their answer:**

**Political challenges:****The Congo:**

- After attaining independence through democratic elections (the Congo (1960): J Kasavubu became President and P Lumumba became Prime Minister (background)
- The period after independence was characterised by violence and political upheaval (background)
- After holding multi-party elections at independence, the Congo became a one-party-state within the first five years after gaining independence (background)
- Mobuto Sese Seko came to power by a military coup and remained as 'president for life' until his death in 2007
- Mobuto Sese Seko created a kleptocracy where a group of appointed public officials abused their position for financial gain
- Sese Seko established a strong military centralised government and achieved political stability (through authoritarianism)
- Applied the policy of Africanisation and replaced foreigners with locals (Zairians)
- Any other relevant response

**Tanzania:**

- Attained independence through democratic elections (Tanzania 1961: J Nyerere became Prime Minister)
- Smooth transition - peaceful change/racial harmony/commitment to promotion of human equality and dignity were the hallmarks of the new leadership
- After holding multi-party elections at independence Tanzania became a one-party-state
- Nyerere amended the constitution to become President (1962)
- 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
- Applied the policy of Africanisation
- African socialism / Ujamaa was implemented in an effort to uplift the life of Tanzanians
- Establishment of the United Republic of Tanzania (1964)
- Nyerere created a centralised and unitary state
- Any other relevant response

### **Economic challenges**

#### **The Congo:**

- Inherited a single product economy from Belgium
- Sese Seko relied heavily on agriculture and mineral extraction (one product economy) and this had a negative impact on Congo's economy
- Lacked a vibrant manufacturing sector
- Followed a capitalist economic system
- Zaireanisation (replacing foreigners with Zairean nationals) failed due to inexperience/corruption/mismanagement/ neglect
- The economy was characterised by nepotism and elitism (huge gulf between the rich and the poor emerged)
- Nationalised land and industries this led to poor roads and bridges
- Decline in the state of infrastructure
- Increased the gap between the rich and the poor
- Application of Retrocession (reversal of Zaireanisation)
- Dependant on foreign aid and investment, e.g. from the World Bank
- Any other relevant response

#### **Tanzania:**

- Inherited single product economy from Britain
  - Lacked a vibrant manufacturing sector
  - Relied heavily on agricultural and mineral extraction (one product economy) and was unable to develop a credible manufacturing sector
  - Followed an African socialist economic system
  - 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 and agricultural production fell dramatically
  - Most companies that were nationalised became bankrupt
  - Exports declined and poverty rose dramatically
  - Attempts to make Tanzania self- sufficient failed
  - Tanzania managed to minimise the gap between the rich and the poor
  - Tanzania reverted to dependence on foreign aid / loans in the 1970s, e.g. from the World Bank
  - Any other relevant response
- Conclusion: Candidates should tie their argument with a relevant conclusion. **[50]**

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

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

**SYNOPSIS**

Candidates should indicate whether they agree or disagree that American civil rights activists were successful in using various forms of protests to end discrimination in the United States of America in the 1960s. In the main, candidates must select examples of mass-based, non-violent protests that the Civil Rights Movement embarked on, such as sit-ins, mass demonstrations and marches until the passing of the Civil Rights Act in 1964 and the Voters Act in 1965 to support their line of argument.

**MAIN ASPECTS**

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a stance by agreeing or disagreeing that civil rights activists were successful in using various forms of protests to end discrimination in the United States of America in the 1960s. Candidates could also outline how they intend to support their line of argument.

**ELABORATION**

**In agreeing with the statement candidates could include the following points in their essays:**

- **Sit-ins (from 1960)** – Greensboro, North Carolina, four students staged a 'sit-in' at a 'whites-only' lunch counter; In summer 1961 businesses in Greensboro desegregated; Sit-ins spread across the segregated south; Black and white students formed the Student Non-violent Coordinating Committee (SNCC) to support the Civil Rights Movement; Concept of 'sit-ins' spread to other segregated facilities such as 'pray-ins', 'read-ins', 'wade-ins'
- **'Freedom Riders' (non-racial/non-violent)** - ('sat-in' buses and travelled from north to the deep south to test the new federal laws prohibiting segregation on the national bus system, were attacked by mobs, bombed, thrown in jail and not protected by the local police, thousands volunteered and President Kennedy was forced to order the federal marshals to protect the Freedom Riders; Tough new legislation introduced by the federal order; 1 November 1961 officially all interstate public facilities were desegregated
- **Demonstrations and marches**
- **Birmingham Campaign, 1963:** (Mass demonstrations were met with violent and vicious reaction from police (water cannons, dogs, etc. were used to terrorise non-violent protestors) President Kennedy stated on TV that 'racial segregation' was a 'moral issue' that 'had no place in American life'. On 10 May 1963 the city's businesses and municipalities announced that municipal facilities would be desegregated. Attacks and murders of African Americans in the city continued (e.g. Medgar Evers, Bombing of 16<sup>th</sup> Street Baptist Church)
- **March on Washington 28 August 1963:** (250 000 people took part in a non-racial, non-violent march on Washington to demand full equality and jobs; Martin Luther King Jnr gave 'I have a dream speech')

- **Freedom Summer (1964)** – More than 70 000 students many from northern states, local SNCC, CORE and NAACP activists worked to register African Americans in Mississippi and teach in Freedom Schools (literacy, history); Activists and volunteers were met with violence from white segregationist mobs and police officers
- **Selma-Montgomery marches (March 1965):** A voter registration campaign to demand that African Americans be allowed to register to vote (only 2.5% of African Americans were registered as voters due to intimidation and racist attacks)
  - **First March on 7 March 1965** (600 protestors from Selma were brutally attacked by Alabama state troopers and were forced to abandon the march in what became known as 'Bloody Sunday' which was captured on national television)
  - **Second March 9 March 1965** (1500 protestors led by Martin Luther King Jr were confronted by police at the Edmund Pettus Bridge) - King ordered marchers to turn back to avoid confrontation
  - **Third March 21 March 1965** (The march started with around 2000 and by the 25 March, the number had increased to around 50 000)
  - President Johnson placed the Alabama National Guard and the US army under federal control to protect the protestors (Marchers reached Montgomery and were addressed by speakers such as Martin Luther King Jr)
  - President Johnson was pressurised to pass the 1965 Voting Rights Act: (it outlawed obstacles such as literacy tests, poll taxes to voting. This resulted in the Civil Rights Movement achieving equality before the law)
- **The Civil Rights Act** was passed (**2 July 1964**) - it barred discrimination and segregation in the employment of Americans and at all public facilities
- **The Voting Rights Act** was passed (**6 August 1965**) - It outlawed obstacles (such as literacy tests, poll taxes) to voting which had been put in place to prevent African Americans from registering as voters; The Civil Rights Movement achieved equality before the law
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

**If candidates should state they disagree, they should substantiate their line of argument with relevant evidence.**

**TOTAL: 150**