KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

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HISTORY

MARKING GUIDELINES

COMMON ASSESSMENT TASK

MARCH 2025 TEST

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MARKS: 100

These marking guidelines consist of 18 pages.

1. SOURCE-BASED QUESTIONS

1.1 The following cognitive levels were used to develop source-based questions:

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1	• Extract evidence from sources • Selection and organisation of relevant information from sources • Define historical concepts/terms	**30% (15)**
LEVEL 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	**40% (20)**
LEVEL 3	• Interpret and evaluate evidence from sources • Engage with sources to determine its usefulness, reliability, bias and limitations • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions	**30% (15)**

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

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

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.

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- 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.

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:** 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.
L	**Link:** 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:

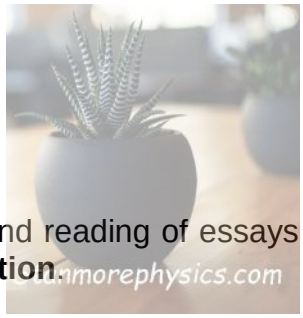
- Introduction, main aspects and conclusion not properly contextualised ∧
- Wrong statement _____
- Irrelevant statement |
- Repetition R
- Analysis A✓
- Interpretation I✓
- Line of Argument LOA ↕

2.5 The matrix

2.5.1 Use of the matrix in the marking of essays

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

(a) The first reading of 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

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

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*Guidelines for allocating a mark for Level 1:

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

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: WHY DID CUBA AND SOUTH AFRICA DEPLOY MILITARY PERSONNEL TO FIGHT IN THE ANGOLAN CIVIL WAR DURING THE 1970S?

1.1

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

- '… anti-colonial movement intensified into an outright bid for power in a soon-to-be independent Angola.' (1 x 2) (2)

1.1.2 *[Definition of a term from Source 1A – L1]*

- A violent conflict/war between groups/organisations within the same country
- Any other relevant response (1 x 2) (2)

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

- 'People's Movement for the Liberation of Angola (MPLA)'
- 'National Liberation Front of Angola (FNLA)'
- 'National Union for the Total Independence of Angola (UNITA) (any 2 x 1) (2)

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

- The MPLA was losing ground (the war) to the FNLA and UNITA
- The MPLA was pinned back by the combined forces of FNLA, UNITA and their foreign allies such as South Africa who had already invaded Angola with armed troops
- Cuba was forced to intervene in support of her communist ally
- Any other relevant response (any 2 x 2)(4)

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

- The USA wanted to avoid a second embarrassment in Cold War conflict
- To avoid criticism from the American citizens
- Any other relevant response (any 1 x 2) (2)

1.2

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

- 'African blood flows freely through our veins'
- 'Many of our ancestors came as slaves from Africa to this land'
- 'We are brothers and sisters of the people of Africa and we are ready to fight on their behalf' (any 1 x 2) (2)

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

- 'Many public parks had separate walks for blacks and for whites'
- '… African descendants were barred from many places from recreation centres and schools'
- 'Is there anyone who has forgotten that racial discrimination was prevalent in all aspects of work and study?' (any 1 x 2) (2)

1.2.3 *[Explanation of a term from Source 1B – L2]*

- The attempts of the USA to extend its power and influence over Angolan political and economic systems during the 1970s
- Any other relevant response (1 x 2) (2)

1.2.4 *[Interpretation of information from Source 1B – L2]*

- Cuba is prepared to take up arms/send soldiers/directly intervene to defend Africa and Angolan independence
- Any other relevant response (1 x 2) (2)

1.2.5 *[Determining the limitations of Source 1B –L3]*

The source is LIMITED because:

- It provides a Cuban point of view for their involvement in the Angolan Civil War which favours the MPLA/viewpoint of other foreign nations who favoured FNLA/UNITA missing
- South Africa and America are portrayed as aggressors/ biased against South Africa and America
- The source uses inflammatory words (inhuman/fascists/Yankee imperialism) to describe South Africa and America
- Any other relevant response (any 2 x 2) (4)

1.3

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

- 'Russians'
- 'Cubans' (2 x 1) (2)

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

- The South African government was aligned to the capitalist bloc whilst the MPLA was a socialist/communist organisation
- The South African government feared that the MPLA would support the liberation struggle of black South African organisations such as the ANC
- Any other relevant response (2 x 2) (4)

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

- '… General Hendrik van den Bergh was sent to France to purchase weapons to the value of R20 million for the FNLA and UNITA'
- '… South African instructors began to train FNLA and UNITA soldiers in southern Angola' (2 x 1) (2)

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1.4 *[Ascetaining the differences between Sources 1B and 1C – L3]*

- Source 1B states that Cuba will assist in defending Angola due to South Africa's deployment of armed forces while Source 1C states that South Africa's involvement in the war is a result of Russian and Cuban intervention in the conflict/The sources differ as to who sent military forces first
- Source 1B labels South Africa as 'fascists' who want to crush Angola's independence while Source 1C refers to the Russians and Cubans as aggressors/ states that the Russian and Cuban involvement was meant to suppress the people of Angola
- Any other relevant response (2 x 2) (4)

1.5

1.5.1 *[Interpretation of information from Source 1D – L2]*

- Cuba and Russia/ Soviet Union wanted to spread communism in Angola
- Cuba and Russia/ Soviet Union used the military power to assist Angola
- Both Cuba and the Soviet Union exerted control over Angola
- Any other relevant response (any 2 x 2) (4)

1.5.2 *[Interpretation of evidence from Source 1D - L2]*

- Angola was a proxy/surrogate of the communist block
- Any other relevant response (1 x 2) (2)

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

Candidates could include the following aspects in their responses

- Cuba joined in support of the MPLA after South Africa intervened in support of FNLA and UNITA (Sources 1A & 1B)
- Castro argued that many Cubans are descended from Africans who were sold into slavery – therefore they have to defend their 'brothers and sisters' (Source 1B)
- Castro claimed that Cuba was in Angola to defend the MPLA government as part of Cuba's internationalist mission to support people fighting against imperialism (Source 1B)
- South Africa participated in the Angolan Civil War because of the USSR's and Cuba's involvement (Sources 1A & 1C)
- According to Vorster South Africa intervened in the Cold War in Angola because of the threat to the dams between Ruacana and Caleque (Source 1C)
- South Africa got involved because of the threat posed by a hostile MPLA government (Source 1C)
- South Africa feared the spread of socialist and communist states in neighbouring countries as this could fuel/support the liberation of black South Africans fighting to end the apartheid regime (own knowledge)
- The USA intervened covertly due to her ongoing Cold War contestation with the Soviet Union (own knowledge)
- While Cuba led the charge for an independent Angola, they were influenced/ persuaded/supported by the USSR to ensure the spread of communism/socialism. (Source 1D)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of why Cuba and South Africa deployed military personnel to fight in the Angolan Civil War during the 1970s.** • Uses evidence partially or cannot write a paragraph.	**MARKS 0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding of why Cuba and South Africa deployed military personnel to fight in the Angolan Civil War during the 1970s.** • Uses evidence in a basic manner to write a paragraph.	**MARKS 3 – 5**
LEVEL 3	• Uses relevant evidence e.g. **demonstrates a thorough understanding of why Cuba and South Africa deployed military personnel to fight in the Angolan Civil War during the 1970s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6 – 8**

(8)

[50]

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QUESTION 2: WAS THE CIVIL RIGHTS MOVEMENT SUCCESSFUL IN CHALLENGING SEGREGATION IN BIRMINGHAM THROUGH THE NON-VIOLENT PROTESTS OF 1963?

2.1

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

- 'Birmingham – the state's largest city with a population of 300,000 (40 percent black)' (1 x 1) (1)

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

- 'mass meetings'
- 'direct actions'
- 'lunch counter sit-ins'
- 'marches on City Hall'
- 'a boycott of downtown merchants' (any 3 x 1) (3)

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

- The letter revealed the essence of the struggle for racial equality and justice in the USA
- The letter enhanced the public support for the Civil Rights Movement
- The letter motivated the activists of the Civil Rights Movement to continue with the peaceful campaigns
- Any other relevant response (any 1 x 2) (2)

2.1.4 *[Definition of a term from Source 2A – L1]*

- The intentional disobeying of unjust laws
- Non- violent protests against oppressive laws
- Any other relevant response (any 1 x 2) (2)

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

- Images of violence and hatred towards peaceful civil right activists were shown to the American public, who grew in sympathy for the support of the Civil Rights Movement
- Media exposure of horrifying acts on civil right activists put American President Kennedy under national and international pressure to resolve the crisis
- Any other relevant response (2 x 2) (4)

2.2

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

- '… most of Birmingham's white leaders were not speaking to blacks'
- '… the white business community was not speaking to Bull Connor and his police department' (2 x 1) (2)

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

- The Birmingham Campaign became one of the political crises facing the federal government
- The commitment of the federal government to resolve issues in Birmingham.
- Any other relevant response (any 1 x 2) (2)

2.2.3 *[Interpretation of information from Source 2B – L2]*

- Business owners had the capability to enforce desegregation in their businesses
- Desegregation of the business facilities in Birmingham was the major part of the campaign
- Any other relevant response (any 1 x 2) (2)

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

- '… to desegregate lunch counters'
- '… hire black workers in clerical and sales positions' (2 x 1) (2)

2.3

2.3.1 *[Interpretation of information from Source 2C – L2]*

- The photograph was a testimony to the signing of the agreement between the leaders of the Civil Rights Movement and the business sector in the city
- To demonstrate that change was possible through negotiations
- To show the leaders who were responsible for the signing of the Truce Agreement
- Any other relevant response (any 2 x 2) (4)

2.3.2 *[Determining the reliability of Source 2C – L3]*

The source is RELIABLE because:

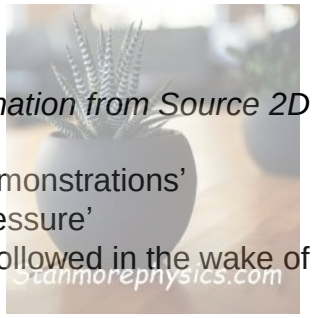
- It is a photograph taken on 10 May 1963, the date on which the agreement between civil rights leaders and Birmingham business leaders was publicly announced
- It provides visual evidence of the joint announcement by Martin Luther King Junior, Fred Shuttleworth and Ralph Abernathy which can be corroborated by other historical sources of evidence (Source 2B) regarding the announcement of the 'Birmingham Truce Agreement'
- Any other relevant response (2 x 2) (4)

2.4 *[Comparison of information in Sources 2B and 2C – L3]*

- Source 2B states that President Kennedy sent a senior official to facilitate dialogue in Birmingham and Source 2C shows the local stakeholders around the negotiating table
- Source 2B indicates that the local business sector was willing to accede to the demands of the civil rights leaders and Source 2C depicts the parties concluding an agreement to end the segregation of the commercial facilities in the city
- Any other relevant response (2 x 2) (4)

2.5

2.5.1 *[Extraction of information from Source 2D - L1]*



- 'The National demonstrations'
- 'international pressure'
- 'inner-city riots followed in the wake of the agreement' (any 2 x 1) (2)

2.5.*2* *[Explanation of a historical term from Source 2D - L2]*

- A belief among white people in Birmingham that they were superior to African American and thus should not share amenities equally
- Any other relevant response (1 x 2) (2)

2.5.3 *[Extraction of information from Source 2D - L1]*

- 'Klansmen bombed the Sixteenth Street Baptist Church, killing four black girls' (1 x 2) (2)

2.5.4 *[Interpretation of evidence from Source 2D - L2]*

- The enactment of the Voting Act of 1965 was one of the major political victories of the Birmingham Campaign for racial equality in the USA
- The Voting Rights Act of 1965 was the foundation for other major political changes in Birmingham
- Any other relevant response (2 x 2) (4)

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

Candidates could include the following aspects in their response:

- Birmingham was identified as one of the most segregated and racially violent cities in America by civil rights leaders (Source 2A)
- The Birmingham Campaign was launched on 3 April 1963 as civil rights activists staged nonviolent protests, sit-ins and boycotts throughout the city (Source 2B)
- Massive participation by the children as demonstrators raised public awareness of the Birmingham protests (Source 2A)
- President Kennedy sent Assistant Attorney General Burke Marshall to negotiate a resolution in Birmingham in May 1963 (Source 2B)
- Most of the protestors were released from jail (Source 2B)
- The accord was a huge blow to the aspirations of the Ku Klux Klan (own knowledge)
- An agreement was reached between the Local business sector and leaders of the Civil Rights Movement (Source 2C)
- President Kennedy announced on live television on 11 June 1963 that new legislation needed to be put in place for equal civil rights and challenged Congress to end segregation (own knowledge)
- The Civil Rights Act of 1964 ended the racial discrimination against African Americans (Source 2D)
- The promulgation of the Voting Rights Act in 1965 was another milestone in the struggle for equality in the USA (Source 2D)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of whether the Civil Rights Movement succeeded in challenging segregation in Birmingham through the non-violent protests of 1963**. • Uses evidence partially to report on topic or cannot write a paragraph.	**MARKS 0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding of whether the Civil Rights Movement succeeded in challenging segregation in Birmingham through the non-violent protests of 1963**. • Uses evidence in a basic manner to write a paragraph.	**MARKS 3 – 5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of whether the Civil Rights Movement succeeded in challenging segregation in Birmingham through the non-violent protests of 1963**. • 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 3: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

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

SYNOPSIS

Candidates need to explain to what extent Mobutu Sese Seko reimagined the Congo after attaining independence in the 1960s.

MAIN ASPECTS

Candidates should include the following aspects in their response.

Introduction: Candidates should explain the extent to which Mobutu Sese Seko reimagined the Congo after gaining independence in the 1960s. They should also provide an outline of how they will support their line of argument.

ELABORATION:

POLITICAL POLICIES

- The Congo became independent on 30 June 1960 with Joseph Kasavubu as president and Patrice Lumumba as Prime Minister. Joseph Kasavubu preferred that the Congo be a federal state while Patrice Lumumba was for a strong centralised national government
- The Congo rulers lacked administration skills (colonial legacy)
- The Congo started with a lot of political instability
- Mobutu seized power from Kasavubu through a coup d'etat in 1965
- Mobuto was a dictator who denounced the idea of multiple leaders and political parties
- The Congo was under European colonial rule until the early 1960s
- After holding the multi-party elections after independence, the Congo became a one-party state within five years of independence with all opposition suppressed
- The Congo emphasised the importance of the Africanisation of their political systems (regarded democracy as un-African and Western imposition)
- Brought back African values of association and rejected Cold War alignment
- Mobutuism made the Congo an autocratic state which frustrated the opposition but cemented Mobuto's power
- Mobuto remained president for life between the 1960s and the 1970s
- Opposition leaders in the Congo were silenced, imprisoned and in some cases killed to maintain stability
- Mobuto Sese Seko aligned himself with the West and was supported by the USA as he was seen as anti-communist
- Any other relevant response

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ECONOMIC DEVELOPMENT

- Mobuto inherited a capitalist economy from Belgium
- The country's rich natural resources of copper, cobalt, diamonds and other materials attracted foreign investment
- Zairianisation (an economic nationalism replacing foreigners with Zairean Nationals) failed due to inexperience, corruption, mismanagement and neglect
- Mobuto Sese Seko created a kleptocracy in which a group of appointed public officials abused their positions for financial gain
- Mobuto was forced to introduce retrocession (reversal of Zairianisation and return of foreign owners)
- Very few foreign owners returned
- Decline in the state infrastructure
- Food and other consumer goods became scarce
- Mineral wealth was concentrated in the hands of the Zaire political elite.
- The Congo failed to diversify its economy (reliant on export goods only)
- The Congo became dependent on foreign aid and loans e.g. from the World Bank
- Any other relevant response

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SOCIAL AND CULTURAL DEVELOPMENTS

- Africans were restricted in making progress politically, economically and socially and neither allowed to move from one place to another without permission from police
- Africans were able to develop their own talents
- They could now learn about their continent as well as the rest of the world and there was a revolution in education
- Independence in the 1960s inspired Congolese authors with new ideas
- In the 1970s Lesembe Elebe produced plays about striking workers
- Mobuto phased out religious instructions and took full control of education
- New schools had been established with a small number of educators
- Teachers and hospital staff went unpaid for months due to poor economic and political practices
- All Congolese had to discard their European names and replace them with African names
- Wearing of Western clothes was banned
- European personnel were replaced with Zairians who did not have the required expertise
- Much instability ending in the death of Patrice Lumumba
- The Congo became the centre of conflict between USA and USSR during the Cold War
- After ruling for more than 30 years Mobuto was overthrown by Laurent Kabila in 1997
- Zaire was renamed the Democratic Republic of Congo (DRC)
- Any other relevant response

Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

QUESTION 4: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: THE BLACK POWER MOVEMENT

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

SYNOPSIS

Candidates need to indicate whether they agree or disagree with the contention/viewpoint that self-reliance was the philosophical bedrock of the Black Power Movement in the struggle to end discrimination against African Americans in the United States of America during the 1960s. They should support their line of argument with relevant historical evidence.

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MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should agree or disagree with the contention/ viewpoint that self-reliance was the philosophical bedrock of the Black Power Movement in the struggle to end discrimination against the African Americans in the United States of America during the 1960s.

ELABORATION

- Conditions in the USA: (Background information)
- African Americans are still economically and politically crippled in the USA due to discriminatory (Jim Crow) laws
- Lack of a sense of pride due to socio-economic circumstances (Lived in ghetto and slum areas/poor housing/under-resourced facilities)
- African Americans became impatient with the slow pace of change and the impact of the Civil Rights Movement in the 1960s
- African Americans subjected to police brutality – led to growth of nationalist feelings
- Black Power Movement advocated for assertiveness, self-reliance, black pride, control of politics in their own communities (advocated by Stokely Carmichael)
- Stokely Carmichael promoted the use of Afro hairstyles and African clothing and coined the slogan 'Black is Beautiful'
- Malcolm X promoted armed self-defence against white oppression
- He argued that bloodshed was necessary for revolution (black nationalism) and he advocated self-respect and self-discipline
- Promoted the concept of 'Black Pride' (self-esteem/self-respect/self-help)
- Encouraged African Americans to stand up against white American authorities in pursuit of freedom, justice and equality by whatever means possible
- Supported the use of violence as a means of self-defence against those who attacked African Americans
- Stokely Carmichael believed that the non-violent strategy failed because of ongoing violence against African Americans
- Advocated the exclusion of white 'liberals' as a philosophy for African Americans

- He promoted one plan to split the United States into separate black and white countries
- He was against the USA's involvement in the Vietnam war
- 1966 Bobby Seale and Huey Newton formed the Black Panther Party (BPP) for Self-Defence – against police brutality
- Adopted Ten Point Plan to cover its social, political and economic goals for the upliftment of the African American community
- The Black Panther Party ran feeding schemes, childcare and literacy projects in black communities - the feeding schemes eradicated hunger amongst the youth and improved learning in schools
- BPP literacy projects eradicated illiteracy amongst the African American communities
- BPP childcare projects took care of medical needs of African Americans in black communities
- BPP members patrolled the streets to monitor police activities (police the police) and defend themselves against police brutality
- BPP demanded that Black history should be taught in black schools
- Impact: the most obvious forms of racial discrimination ended
  - Racial violence and tension declined
  - African Americans were elected to public offices
  - Housing and facilities for African Americans were improved
  - Black literacy and dependence on state grants were limited
  - Affirmative action policies for federal employment were put in place
- Any other relevant response

Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

TOTAL MARKS: 100

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