education

Department:
Education
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

PROVINCIAL ASSESSMENT

GRADE 12

HISTORY P1

JUNE 2024

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 17 pages, and 2-page cognitive grid.

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1. SOURCE-BASED QUESTIONS

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

Cognitive Levels	Historical skills	Weighting of questions
LEVEL 1	• Extract evidence from sources • Selection and organisation of relevant information from sources • Define historical concepts/terms	**30% (15)**
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 guidelines, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

1.3 Assessment procedures for source-based questions

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

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 √√√√√

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. 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)

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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 A√
- Interpretation I√
- 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 the 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 the essay will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	} 26–27
P	LEVEL 3	

GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PRESENTATION → **CONTENT** ↓	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.	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 is 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.
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 is recognisable in answer. Some omissions or irrelevant content selection.			**30–33**	**28–29**	**26–27**		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				**26–27**	**24–25**	**20–23**	
LEVEL 2 Question inadequately addressed. Sparse content.					**20–23**	**18–19**	**14–17**
LEVEL 1 Question inadequately addressed or not at all. Inadequate or irrelevant content.						**14–17**	**0–13**

*Guidelines for allocating a mark for Level 1:

- Question not addressed at all/totally irrelevant content/no attempt to structure the essay = 0
- 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

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SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: WHAT ROLE DID FOREIGN POWERS PLAY IN THE BATTLE OF CUITO CUANAVALE?

1.1

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

- 'Russia'
- 'Cuba' (2 x 1) (2)

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

Voster wanted:

- To stop the MPLA from governing Angola
- To prevent the spread of communism by Russia and Cuba in Southern Africa
- To support UNITA in its fight against the MPLA
- Any relevant response (any 1 x 2) (2)

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

- 'The effect of Russian and Cuban intervention'
- 'To chase Cuba and the MPLA away from the dams' (2 x 1) (2)

1.1.4 *[Definition of a historical concept from Source 1A – L1]*

- Is an ideology that advocates a classless society.
- Any other relevant response (any 1 x 2) (2)

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

- 'President Kenneth Kaunda of Zambia'
- 'President Mobutu Sese Seko of Zair' (2 x 1) (2)

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

- UNITA supported capitalism.
- UNITA fought against communist MPLA
- Any relevant response (any 1 x 2) (2)

1.2

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

- 'Angolan'
- 'Cuban' (2 x 1) (2)

1.2.2 [Interpretation of evidence from Source 1B – L2]

- It was the first war in Southern Africa which involved many foreign countries
- The number of troops that Cuban sent to Angola (50 000) and equipment showed that it was a huge battle
- It was the first war in Southern Africa where modern military equipment were used
- The air force was also used by both South Africa and Cuba during the war
- Any other relevant

(any 2 x 2) (4)

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

- 'It would lose the lives of about 300 soldiers as well as great number of black soldiers'
- 'Such a price was regarded as too high' (any 2 x 1) (2)

1.2.4 [Interpretation of evidence from Source 1B – L2]

- Economic, political and social reconstruction of the country would take place
- Angolans would have a government of their own
- Foreign interference in Angola's internal affairs would come to an end
- Any relevant response (any 1 x 2) (2)

1.3

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

- The message is that South Africa won the Battle of Cuito Cuanavale
- Soldiers returning from the war in Angola are welcomed as 'WINNERS'
- It shows South African military vehicles withdrawing from Angola and entering Namibia
- Any other relevant response (any 1 x 2) (2)

1.3.2 *[Determine the limitations of Source 1C – L3]*

- It gives a one-sided perspective/viewpoint
- It provides only the South African view of the war in Angola and therefore could be biased
- It does not extend on how the SADF were 'WINNERS'
- It could have been used as propaganda to depict the SADF as 'WINNERS'
- The photograph could have been staged (manipulated to show that the SADF had won the Battle of Cuito Cuanavale)
- Any other relevant response.

(any 2 x 2) (4)

1.4

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

- 'SWAPO'
- 'ANC' (2 x 1) (2)

1.4.2 *[Explanation of a historical from Source 1D – L2]*

- A violent overthrowment of the South African government/troops by the Cubans during the Battle of Cuito Cuanavale
- Any other relevant response (any 1 x 2) (2)

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

- It shows that the leaders of African countries had the ability to stand up against foreign domination
- Victory at the Battle of Cuito Cuanavale served to speed up the independence of Namibia (1990) and South Africa (1994)
- It destroyed the myth of the invincibility of the South African army in Southern Africa and demonstrated that Africa had the potential to stand on its own
- Any other relevant response (any 2 x 2) (4)

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1.5 *[Comparison of evidence in Sources 1C and 1D – L3]*

- Source 1C shows that South Africa won the Battle of Cuito Cuanavale while Source 1D states that South Africa lost the war
- Source 1C shows the South African military vehicles entering Namibia after withdrawing from Angola while Source 1D mentions that South Africa regarded its defeat as a tactical retreat (withdrawal)
- Source 1C shows a banner welcoming South African military forces as 'WINNERS' while in Source 1D Nelson Mandela is quoted as having said that the Battle of Cuito Cuanavale was a crushing defeat of the racist Soutrh African army
- 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:

- South Africa became involved in Angola because of Cuban and Russian intervention (Source 1A)
- Cuba and Russia became involved in order to support the MPLA while South Africa supported UNITA (own knowledge)
- South Africa became involved in order to prevent Cuba and the MPLA from occupying the Ruacana and Calueque Dams (Source 1A)
- Angolan and Cuban brigades launched a major attack on UNITA, South Africa rushed to assist UNITA (Source 1B)
- The USA supported UNITA by providing major military aid to defend the independence of Angola (Source 1D)
- The Cubans contributed to the defeat of the South African army at the Battle Cuito Cuanavale (Source 1D)
- Nelson Mandela stated the importance of the Cuba's participation in the Battle of Cuito Cuanavale (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 the role that foreign powers played in the Battle of Cuito Cuanavale.** • 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 the role that foreign powers played in the Battle of Cuito Cuanavale.** • 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 the role that foreign powers played in the Battle of Cuito Cuanavale.** • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

QUESTION 2: HOW DID THE PROTEST CAMPAIGNS IN BIRMINGHAM HIGHLIGHT THE INJUSTIES AND DISCRIMINATION OF AFRICAN AMERICANS IN THE UNITED STATES OF AMERICA IN 1963?

2.1

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

- 'Serving as police officers' or fire fighters
- 'driving city buses'
- 'working as cashiers in department stores'
- 'as tellers in bank' (3 x 1) (3)

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

- Separation of people on the basis of race, colour and religion.
- Any other relevant response (any 1 x 2) (2)

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

- To fight for the human rights of African Americans in Alabama.
- To challenge the city's segregation policies and the discrimination that African Americans faced.
- The NAACP had been banned.
- Any other relevant response. (2 x 2) (4)

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

- 'Shuttleworth visited Martin Luther King Jr and his SCLC to join him in the Brimingham Campaign' (1 x 1) (1)

2.2

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

- 'began quietly with sit-ins on 3 April 1963 at several downtown 'whites'-only lunch counters.' (1 x 2) (2)

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

- African American communities were apathetic towards the campaign
- Hostility from an established black leadership
- National news did not report extensively on their cause
- Any other relevant response (any 1 x 2) (2)

2.2.3 *[interpretation of evidence from Source 2B – L2]*

- He did not want the media to cover police brutality.
- He wanted to protect the image of the state.
- Any other relevant response (any 2 x 2) (4)

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

- Although negotiations took place to end discrimination, African Americans were still not recognized as citizens of America.
- The harsh laws that African American were subjected to will take time to rectify even if it is abolished.
- The Ku Klux Klan were not prepared to accept negotiations to end discrimination in the United States of America.
- Violence against African Americans continued.
- Any other relevant response. (any 2 x 2) (4)

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2.3

2.3.1 *[interpretation of evidence from Source 2C – L2]*

- The source depicts the harsh response of the police to African American protestors during the Birmingham March.
- It shows the police using dogs to restrain the protestors.
- The protestors are unarmed and running away from the police which indicates no harm to the police.
- Any other relevant response. (any 2 x 2) (4)

2.3.2 *[Ascertain the reliability of information in Source 2C – L3]*

This source is reliable because:

- It is a photograph taken on the day of the Birmingham March depicting the actual events of the day.
- It highlights the police brutality towards African Americans which can be collaborated with other sources.
- Any other relevant response. (any 2 x 2) (4)

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

- Source 2B refers to police using dogs against protestors and source 2C shows police dogs attacking peaceful protestors.
- Both sources refers to police brutality against demonstrators.
- Any other relevant response. (any 2 x 2) (4)

2.5

2.5.1 *[Extraction of evidence from Source 2D – L1]*
'to secure negotiations that would end the violent demonstrations' (1 x 2) (2)

2.5.2 *[Extraction of evidence from Source 2D – L1]*

- 'Government will do whatever must be done to preserve order'
- 'To protect the lives of its citizens.'
- 'To uphold the laws of the land'. *(*any 2 x 1) (2)

2.5.3 *[Explanation of a historical concept from Source 2D – L2]*

- African Americans were not treated with respect and dignity in Birmingham.
  - Any other relevant response (any1 x 2) (2)

2.5.4 *[Interpretation of information from Source 2D – L2]*

- The civil Rights Act of 1964 ended segregation based on race, colour and religion.
- It brought hope to African Americans that more changes would be implemented.
- African Americans had full citizenship rights in the USA.
- Any other relevant response. (any 1 x 2) (2)

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

Candidates could include the following aspects in their response:

- Numerous racially motivated bombings took place in Birmingham (Source 2A)
- The Ku Klux Klan used violence to discriminate against African Americans in the United States of America (Source 2A)
- The all-white government of the city ignored racial integration (Source 2A)
- The brutal response of the police to the protestors highlighted the discrimination to African Americans (Source 2B)
- Fire hoses and dogs were used to disperse protestors indicating the harsh response of authorities to the protestors (Source 2B)
- The media captured the images of Connor and his men showing the level of discrimination against African Americans in Birmingham (Source 2B)
- The inhumane nature of the police with the use of dogs to disperse protestors came to light in the Birmingham campaign of 1963 (Source 2C)
- The national media spread the news of the intensity of the Birmingham Campaign and the discrimination that African Americans faced (Source 2D)
- African Americans faced discrimination long after the Civil Rights Act was passed (own knowledge)
- Any other relevant response.

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding in explaining how the protest campaigns in Birmingham highlighted the injustice and discrimination of African Americans in the United States of America in 1963?** • Uses evidence partially or cannot report on topic.	**MARKS: 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding in explaining how the protest campaigns in Birmingham highlighted the injustice and discrimination of African Americans in the United States of America in 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 in explaining how the protest campaigns in Birmingham highlighted the injustice and discrimination of African Americans in the United States of America in 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: 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 was Mobuto Sese Seko successful in implementing political, economic, social and cultural policies after attaining independence from Belgium in 1960. They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to take a stance by explaining to what extent was Mobuto Sese Seko successful in implementing political, economic, social and cultural policies after attaining independence from Belgium in 1960. They need to demonstrate how they intend answering the question.

ELABORATION

Political policies

- Colonial legacies: (as background information)
  - Paternalism – Congolese were treated as children - with no responsibility in administration or representation of the government
  - Political parties were banned and with quick Belgian withdrawal – due to the 1959 Leopoldville riots – many political parties (representing different regions and ethnicities) were formed
  - 120 political parties participated in the 1960 elections; no single political party won outright majority – Patrice Lumumba's Movement National Congolese (MNC) won most of the seats because unlike regional parties, it had some level of nation-wide support
  - Lack of political unity
- Congo became independent on 30 June 1960 with Joseph Kasavubu as President and Patrice Lumumba as Prime Minister. Joseph Kasavubu preferred that Congo be a federal state while Patrice Lumumba was for a strong centralized national government/Lumumba also in conflict with Moise Tshombe
- Congo started with a lot of political instability – with Tshombe focusing on succession of Katanga for its own independence
- Joseph Mobutu seized power from Kasavubu through a coup d'état in 1965
- He managed to bring some form of political stability (based on authoritarianism)
- In 1967 Mobutu managed to stop the Katanga rebellion and gave his country a new constitution as a one party-state under his party, the Popular Movement for the Revolution (MPR)
- Congo became a one-party state within the first five years after gaining independence with all opposition suppressed
- Mobutu developed a personality cult (Mobutuism)
- Mobutuism made Congo an autocratic state under himself as military dictator
- Was supported by USA because he was seen as anti-communist ally

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- Created a strong centralized government and controlled all appointments, Promotions and the allocation of government revenue
- Introduced a policy of Ziareanisation, a policy that replaced skilled foreigners or those occupying strategic management positions with the unskilled locals – which led to maladministration and mismanagement in political leadership roles
- He allowed nepotism (kleptocracy)
- Mobutu remained as 'president for life' until his death in 2007
- Any other relevant response

Economic policies

- Colonial legacies: (as background information)
  - Exploitation – Belgian prosperity based on exploitation of cotton; rubber plantations; and mines (copper, tin & diamond) by colonial companies; profits from minerals (mines) based on exploitation of Congolese workers
  - At independence Congo was considered most prosperous but with the economic wealth owned by foreign owners
- Inherited a capitalist economy from Belgium
- Initially left the economy in the hands of white settlers and foreigners
- The country's rich natural resources of copper mining industry and used profits from copper industry to finance his 10-year industrialization plan
- Nationalized foreign-owned companies without compensation
- Foreign companies placed under control of his allies and family members
- Introduced Zaireanisation (replacing foreigners with Zairian nationals)
- Zaireanisation led to corruption, left and mismanagement
- The economy was characterized by nepotism and elitism (Created big gap between the elite and ordinary citizens/rich and poor)
- Weak economic policies led to the decline in state of infrastructure such as roads etc
- Mobutu Sese Seko created a Kleptocracy were a group of appointed public officials abused their position for financial gain
- Mobutu was forced to introduce retrocession (return of foreign owners)
- Very few foreign owners returned
- Congo's economy collapsed
- Congo became dependent on foreign aid and investment, e.g from the World Bank
- Any relevant response.

Social and cultural policies

- Colonial legacies: (as background information)
  - Promoted elitism: encouraged education of a small elite in a western style of knowledge and skills
  - French used as medium of instruction in schools
  - At independence Congo had 14 university graduates out of 14 million people
- Implemented a policy of Authenticité (originally to promote indigenous customs and beliefs) to eradicate colonial influence and unify Zairians with a sense of pride for own culture. Also referred to as Africanisation
  - Replaced Christian names with African names, e.g The Congo was renamed Zaire in 1971; Leopoldville became Kisangani; Mobutu also changed his name from Joseph – Desire Mobutu to Mobutu Sese Seko Kuku Ngbedu Waza Banga, meaning, 'The All – Conquering Warrior Who, Because of his Endurance and Inflexible Will to Win, Will go from Conquest to Conquest Leaving Fire in His Wake'

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- Clothing: Wearing of Western – style suits were outlawed (by a decree) and replaced with ‘abacos’ (‘A bas le costume’), meaning ‘down with the suit’
- Promoted local music
- Mobutu regarded democracy as a foreign ideology to Africa – he ruled as a Chief in a traditional African Style and used it to strengthen his own authoritarian position.
- French remained the language of instruction an education system continued to favour the urban elite
- After independence, primary education and school enrolment rose from 1.6 million in 1960 to 4.6 million in 1974
- When state funding was withdrawn by Mobutu, parents had to start paying and primary education started to decline
- Teachers and hospitals staff went unpaid for months due to poor economic and political practices
- Any relevant response.

- Conclusion: Candidates should sum up their argument with a relevant conclusion.

[50]

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

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

SYNOPSIS

Candidates need to explain whether they agree or disagree with the statement. In agreeing with the statement, they need to state how Malcom X, Stokely Carmichael and the Black Panthers played an important role in instilling 'Black Pride' and 'Self Reliance' among African Americans in the 1960s. if the candidates agree with the statement, they need to substantiate their line of argument.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a stance by indicating whether they agree or disagree with the statement. They should also provide an outline of how they would support their line of argument.

ELABORATION

- Conditions in the USA (background information)
  - African American still economically and politically crippled in the USA due to discriminatory (Jim Crow) laws
  - Lack of sense of pride due to socio-economic circumstances (Lived in ghettos 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 and black pride

The role of Malcom X:

- Malcom X was a powerful speaker and dedicated human rights activist.
- Malcom X believed in black separation, self-determination (black nationalism) and he advocated self-respect and self-discipline
- Believed in the concept of Black self-pride and self-esteem/self-respect/self-help 'Black Pride'
- Called for assertiveness (aggressiveness) in their revolution e.g. race riots and Watts, Detroit
- Wanted African Americans to stand up against white authorities in pursuit of freedom, justice, and equality by whatever means possible
- Promoted the use of violence as a means of self-defense against those who attacked African Americans
- Any other relevant response.

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The role of Stokely Carmichael:

- Became chairman of SNCC (Student Non-violent Coordinating Committee) in 1966 and decided to embrace the teachings of the Black Power Movement
- Advocated the principles of Black Power (do things for yourself; control politics in their communities; take pride in own culture and defend themselves against racial oppression and manipulation)
- He believed in non-violence as a strategy that was not working because of non-going violence that was used by white Americans against African Americans.
- Stokely Carmichael was in favor of African clothing and African hairstyles as a symbol of Black Pride
- Advocated the exclusion of 'White' liberals as a philosophy for African Americans
- Carmichael joined the Black Panther Party (for Self – Defense) which put into action the Black Power/'Black Pride' philosophy

The role of the Black Panthers

- The Black Panther Party was formed by Bobby Searle and Huey Newton for Self-Defense – against police brutality
- The Ten Point Plan served as the Black Panther Party manifesto that covered its social, political, and economic goals for the upliftment of the African American community
- The Black Panther Party ran feeding schemes 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
- The Black Panther Party got involved in streets patrols; monitored police activities and defended themselves by carrying guns (militant approach) to stop the on-going police brutality and harassment of young urban black men
- BPP demanded that Black history must be taught in black schools
- Any other relevant response.

- Conclusion: Candidates should sum up their argument with relevant conclusion.

[50]

TOTAL: 150

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COGNITIVE LEVELS

HISTORY PAPER 1																					
	SKILLS										COGNITIVE LEVELS				CHALLENGES					
QUESTION NUMBER	EXTRACTION OF EVIDENCE FROM SOURCES	SELECTION OF RELEVANT INFORMATION	EXPLANATION OF HISTORICAL CONCEPTS	EXPLANATION OF INFORMATION GATHERED FROM SOURCE	INTERPRETATION	ANALYSIS OF EVIDENCE FROM SOURCES	INTERPRETATION AND EVALUATION	EVALUATE USEFULNESS, BIAS AND RELIABILITY	COMPARE AND CONTRAST DIFFERENT INTERPRETATIONS	ORGANISE EVIDENCE TO SUBSTANTIATE ARGUMENT	LEVEL1	LEVEL 2	LEVEL 3	TOTAL	EASY	MEDIUM	DIFFICULT	PERCENTAGE	PERCENTAGE	PERCENTAGE
1	TICK INDICATE APPLICATION OF SKILLS										MARKS							LEVEL 1	LEVEL 2	LEVEL 3
1.1.1	√										**2**				√					
1.1.2					√							**4**				√				
1.1.3	√										**2**				√					
1.1.4			√								**2**				√					
1.1.5	√										**2**				√					
1.1.6					√							**2**				√				
1.2.1	√										**2**				√					
1.2.2					√							**4**				√				
1.2.3	√										**2**				√					
1.2.4					√							**2**				√				
1.3.1				√								**2**				√				
1.3.2								√					**4**				√			
1.4.1			√								**2**				√					
1.4.2				√								**2**				√				
1.4.3							√					**4**				√				
1.5									√				**4**				√			
1.6										√			**8**				√			
ACTUAL PERCENTAGE (%)																		28	40	32
REQUIRED PERCENTAGE (%)																		30	40	30

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ACTUAL PERCENTAGE (%)																				
REQUIRED PERCENTAGE (%)																				
	SKILLS										**COGNITIVE LEVELS**				**CHALLENGES**					

QUESTION NUMBER	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 ARGUMENT	LEVEL1	LEVEL 2	LEVEL 3	TOTAL	EASY	MEDIUM	DIFFICULT	PERCENTAGE	PERCENTAGE	PERCENTAGE
2	TICK INDICATE APPLICATION OF SKILLS										MARKS							LEVEL 1	LEVEL 2	LEVEL 3
2.1.1	√										**3**				√					
2.1.2				√								**2**				√				
2.1.3							√					**4**				√				
2.1.4	√										**1**				√					
2.2.1	√										**2**				√					
2.2.2					√							**2**				√				
2.2.3	√											**4**				√				
2.2.4							√					**4**				√				
2.3.1						√						**4**				√				
2.3.2								√					**4**				√			
2.4									√				**4**				√			
2.5.1	√										**2**				√					
2.5.3	√											2				√				
2.5.4					√							**2**				√				

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2.6									√			**8**				√				

ACTUAL PERCENTAGE (%)																		28	40	32
REQUIRED PERCENTAGE (%)																		30	40	30
3										√								50	50	50
4										√								50	50	50
										√										

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