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KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY

COMMON TEST

MARCH 2024

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MARKS: 100

TIME: 2 hours

This question paper consists of 7 pages and an addendum of 10 pages.

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INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework in the CAPS document.

   SECTION A: SOURCE-BASED QUESTIONS

   QUESTION 1: INDEPENDENT AFRICA: CASE STUDY – ANGOLA

   QUESTION 2: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: THE US CIVIL RIGHTS MOVEMENT

   SECTION B: ESSAY QUESTIONS

   QUESTION 3: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

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

2. SECTION A consists of TWO source-based questions. Source material that is required to answer these questions can be found in the ADDENDUM.

3. SECTION B consists of TWO essay questions.

4. Answer TWO questions as follows:

   4.1 At least ONE must be a source-based question and at least ONE must be an essay question.

5. You are advised to spend at least ONE hour per question.

6. When answering the questions, you should apply your knowledge, skills and insight.

7. You will be disadvantaged by merely rewriting the sources as answers.

8. Number the answers correctly according to the numbering system used in this question paper.

9. Write neatly and legibly.

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SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE question, but not more than TWO questions in this section. Source material that is required to answer these questions is contained in the ADDENDUM.

QUESTION 1: WHAT ROLE DID THE FOREIGN POWERS PLAY IN THE ANGOLAN CIVIL WAR BETWEEN 1974 AND 1976?

Study Sources 1A, 1B, 1C and 1D and answer the questions that follow.

1.1 Use Source 1A.

1.1.1 Who, according to the source, were the leaders of the following nationalist movements in Angola in 1975?

a) FNLA
b) MPLA
c) UNITA (3 x 1) (3)

1.1.2 Quote THREE pieces of evidence from the source that suggest that the intention of the Alvor Agreement was to introduce democracy in Angola. (3 x 1) (3)

1.1.3 Explain the concept *coalition government* in the context of the 1975 Alvor Agreement. (1 x 2) (2)

1.1.4 Using the information in the source and your own knowledge, explain why the nationalists decided to halt military operations. (1 x 2) (2)

1.2 Read Source 1B.

1.2.1 Define the concept *colonialism* in your own words. (1 x 2) (2)

1.2.2 What do you think Victoria Britain implied by the statement, 'It was a victory for Africa's liberation movement, but a victory with a political and emotional resonance well beyond the continent' in the context of the liberation of Africa? (2 x 2) (4)

1.2.3 State THREE reasons in the source that made foreign powers to become interested in Angola after it gained independence. (3 x 1) (3)

1.2.4 Why, according to the source, did the USA falsify the history of Angola in 1975? (1 x 1) (1)

1.2.5 Using the information in the source and your own knowledge, explain the role that the United States government played in Angola before the 1975 election. (2 x 2) (4)

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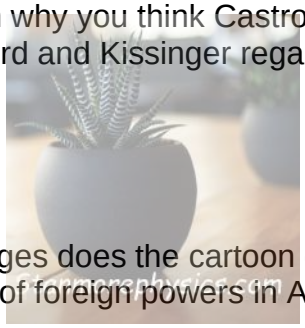
1.3 Consult Source 1C.

1.3.1 Quote TWO items from the source that the leadership of Cuba decided to send to the MPLA on 5 November 1975. (2 x 1) (2)

1.3.2 Why, do you think, Castro made the following statement, 'The USSR is extraordinarily respectful and careful in its relations with Cuba'? (1 x 2) (2)

1.3.3 Comment on why you think Castro had a negative opinion of President Ford and Kissinger regarding Cuba's role in Angola. (1 x 2) (2)

1.4 Study Source 1D.



1.4.1 What messages does the cartoon convey regarding the involvement of foreign powers in Angola? (2 x 2) (4)

1.4.2 Comment on the limitations of this source to a historian studying the role of foreign powers in the Civil War in Angola between 1974 and 1976. (2 x 2) (4)

1.5 Refer to Sources 1C and 1D. Explain how the information in Source 1C differs from the visual evidence in Source 1D regarding the role that the Soviet Union and Cuba played in Angola. (2 x 2) (4)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the role that foreign powers played in the Angolan Civil War between 1974 and 1976. (8)

[50]

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QUESTION 2: HOW WAS THE INTEGRATION OF CENTRAL HIGH SCHOOL IN ARKANSAS A VICTORY FOR THE CIVIL RIGHTS MOVEMENT IN 1957?

Study Sources 2A, 2B, 2C and 2D and answer the questions that follow.

2.1 Read Source 2A.

2.1.1 Identify any TWO strategies in the source that Martin Luther King Jr urged the civil rights activists to adopt in Little Rock, Arkansas. (2 x 1) (2)

2.1.2 Define the concept *integration* in your own words. (1 x 2) (2)

2.1.3 How, according to the source, were African Americans treated by the ruthless mob in Little Rock, Arkansas? (3 x 1) (3)

2.1.4 Why, do you think, Martin Luther King Jr uttered these words, 'meeting physical force with soul force,' in the context of the Civil Rights philosophy? (1 x 2) (2)

2.1.5 Explain why Martin Luther King Jr was 'optimistic' about the integration of schools in the United States of America. (1 x 2) (2)

2.2 Use Source 2B.

2.2.1 Who, according to the source, wrote the decision of the court on racial segregation of children in public schools? (1 x 1) (1)

2.2.2 Comment on the implications of the following statement, 'Where a state, therefore, has undertaken to provide universal education, such education becomes a right that must be afforded equally to both blacks and whites'. (2 x 2) (4)

2.2.3 Why, in your view, did the court declare: 'even if the tangible facilities were equal between the black and white schools, racial segregation in schools was inherently unequal and thus always unconstitutional'? (2 x 2) (4)

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2.3 Study Source 2C.

2.3.1 Quote evidence from the source that indicates that the state provided transport to the Little Rock Nine students. (1 x 1) (1)

2.3.2 Explain the term *segregationist* in the context of the crisis at Central High School in the 1950s. (1 x 2) (2)

2.3.3 Identify THREE pieces of evidence in the source that point to the intimidation of the African American students by the segregationists at Central High School. (3 x 1) (3)

2.3.4 What, according to the source, enabled the Little Rock Nine to survive at Central High School? (2 x 1) (2)

2.3.5 Why would an historian consider Ernest Green's account of the events in Little Rock useful when researching the integration of the nine African American students at Central High School? (2 x 2) (4)

2.4 Consult Source 2D.

2.4.1 Explain the messages conveyed by the photograph regarding the Little Rock Nine. (2 x 2) (4)

2.4.2 Comment on the title of the cartoon, 'BRAVE HEARTS: THE LITTLE ROCK NINE', in the context of the integration at Central High School'. (1 x 2) (2)

2.5 Examine Sources 2C and 2D. Explain how the evidence in Source 2D supports the information in Source 2C regarding the experience of the Little Rock Nine at Central High School. (2 x 2) (4)

2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the integration of Central High School in Arkansas was a victory for the Civil Rights Movement in 1957. (8)

[50]

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SECTION B: ESSAY QUESTIONS

Answer at least ONE question, but NOT more than TWO questions, in this section.

Your essay should be about THREE pages long.

QUESTION 3: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

Explain to what extent Mobuto Sese Seko was successful in implementing political, economic, social and cultural policies in Congo after attaining independence from Belgium in 1960.

Use historical evidence to support your line of argument. **[50]**

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

The ideas of Malcolm X solely inspired the African Americans to fight segregation and discrimination in the United States of America (USA).

Do you agree? Substantiate your response with relevant historical evidence. **[50]**

TOTAL MARKS: 100

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NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY

ADDENDUM

COMMON TEST

MARCH 2024

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TOTAL: 100

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QUESTION 1: WHAT ROLE DID THE FOREIGN POWERS PLAY IN THE ANGOLAN CIVIL WAR BETWEEN 1974 AND 1976?

SOURCE 1A

The following extract explains the provisions of the Alvor Agreement that were signed by the three Angolan liberation organisations on 15 January 1975.

Under pressure from the Organisation of African Unity (OAU), the three nationalist leaders, Holden Roberto's National Front for the Liberation of Angola (FNLA), Agostinho Neto's People's Movement for the Liberation of Angola (MPLA) and Jonas Savimbi's National Union for the Independence Angola (UNITA), were brought together in Kenya in January 1975, where they agreed to mutual recognition and to open negotiations on the transition (change) from Portuguese rule to independence. On 10 January, the negotiations moved to the Algarve in Portugal and they were concluded there on 15 January with a settlement known as the Alvor Agreement.

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According to the Alvor Agreement, Angola was to be administered by a coalition government composed of the three nationalist groups and the Portuguese until Independence Day set for 11 November 1975. Elections for a constituent assembly were to be held in October. During the transitional (change-over) period Portugal would retain a 24 000-man army in Angola. Meanwhile the three nationalist movements would contribute 8 000 men each towards establishing a national army.

The nationalists also agreed to place a freeze (put on hold) on their military positions as at January 1975. At the time of the Alvor Agreement the FNLA had a distinct military advantage. It possessed an armed force, estimated at 15 000 troops, which was relatively well equipped, and it was further supported by Daniel Chipenda's guerrilla army, several thousand strong, which had defected from the MPLA. The MPLA, by comparison, had about 3 000 trained guerrillas under its command, although it was rapidly expanding its forces through recruitment, mainly in the Luanda area. UNITA was also heavily recruiting among the Ovimbundu.

On 31 January 1975, the new transitional (interim) government took office in a climate rife (widespread) with suspicion and mistrust.

[From *The First Dance of Freedom* by Martin Meredith]

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SOURCE 1B

The extract below explains how foreign powers became involved in Angola during the mid-1970s. It was written by a British journalist, Victoria Brittain, who spent ten years working in Angola.

When the red and black flag with the yellow star representing independent Angola was raised over Luanda on 11 November 1975, ending the repressive (authoritarian) blood-soaked years of Portuguese colonialism, it was a victory for Africa's liberation movement, but a victory with a political and emotional resonance (meaning) well beyond the continent … Angola's hard-won independence was a pledge to millions further south on the continent that liberation of the rest of the continent was possible …

… Angola's natural resources, including oil and diamonds, its size and its strategic location made it a prize so tempting that the big powers did not for a moment dream of leaving the future direction to the Angolans …

The Americans falsified (distorted) the history of Angola in 1975 to create a Soviet and Cuban threat in the region which, at the height of the Cold War, had to be countered. The MPLA, they claimed, never intended to share power with the other two parties and was planning with the Soviets and Cubans to crush the FNLA and UNITA militarily, giving the Soviet Union a strategic foothold in a key region of Africa.

The realities were very different. In Washington in January 1975, Henry Kissinger and the committee of 40 authorised 300 000 dollars for the MPLA's main rival group, the FNLA. The FNLA leader, Holden Roberto, had been on the Central Intelligence Agency (CIA) payroll since 1961 … the Americans also stepped-up military support for UNITA, and throughout the year ambushes and assassinations of the MPLA by its two rivals destabilised the country and made a mockery (ridicule) of power-sharing within the transitional government. And, most importantly, the Americans gave the nod (approval) to Pretoria to mount an ambitious military adventure …

[From *Death of Dignity* by V Brittain]

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SOURCE 1C

This source is an extract from a speech delivered by the Cuban leader, Fidel Castro, in Havana on 19 April 1976. He outlines the reasons for Cuba's assistance to the MPLA.

On 5 November 1975, at the request of the MPLA, the leadership of our party decided to send with great urgency a battalion [division] of regular troops and anti-tank weapons to help the Angolan patriots resist the invasion of the South African racists. This was the first Cuban troop unit sent to Angola …

Cuba alone bears the responsibility of taking that decision. The USSR had always helped the people of the Portuguese colonies in their struggle for independence, provided besieged [surrounded] Angola with basic military equipment and collaborated [co-operated] with us when imperialism had cut off practically all our air routes to Africa. But it never requested that a single Cuban be sent to that country. The USSR is extraordinarily respectful and careful in its relations with Cuba. A decision of that nature could only be made by our own party.

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Ford and Kissinger lie to the people of the United States and to world public opinion when they try to place the responsibility for Cuba's action in solidarity with Angola on the Soviet Union.

[From *Fidel Castro Speeches: Cuba's International Foreign Policy 1975 –1980* by F Castro]

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SOURCE 1D

The cartoon below is drawn by Werner, an American cartoonist, which depicts the involvement of the Soviet Union and Cuba in Angola after 1975.

[From http://cartoonmuseum.eu/en/cartoons/ussr-cuba-angola/. Accessed on 12 January 2024]

Leonid Brezhnev, leader of the Soviet Union

Fidel Castro, Cuban leader

ANGOLA

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QUESTION 2: HOW WAS THE INTEGRATION OF CENTRAL HIGH SCHOOL IN ARKANSAS A VICTORY FOR THE CIVIL RIGHTS MOVEMENT IN 1957?

SOURCE 2A

This source is an article that was published in the *Atlanta Daily World* on 26 September 1957. It refers to a part of a telegram***** that Martin Luther King Jr sent to Daisy Bates, leader of the National Association for the Advancement of Coloured People (NAACP) in Little Rock.

Dr Martin Luther King Jr, president of the Montgomery, Alabama Improvement Association, has urged the people of Little Rock, Arkansas to be Christian and dignified in their struggle for integration and to fight violence with non-violence.

Dr King, well-known pastor of Dexter Avenue Baptist Church in Montgomery, said: ' I urge the people of Little Rock to follow a way of non-violence at this time. I know this is difficult advice at a time when you are being terrorised, stoned and threatened by ruthless mobs. But non-violence is the only way to a lasting solution of the problem.'

'You must meet physical force with soul force. You have no alternative but to continue the struggle for integrated schools, but to do it with a thorough commitment to Christian principles' ...

'History is on your side. World opinion is with you. The moral conscience of millions of white Americans is with you. Keep struggling with this faith and the tragic night of anarchy and mob rule which encompass (cover) your city at this time will be transformed into the glowing daybreak of freedom and justice.'

The young minister has said he is 'optimistic' (confident) about the integration process and has predicted that 'before the turn of the century segregation and discrimination will not exist in America.'

[From http://mlkpp01.stanford.edu./inde.php/encyclopedia/docimentry/dr king as for non-violence in little rock crisis/ Accessed on 15 January 2024]

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SOURCE 2B

This source focuses on the judgement of the United States Supreme Court regarding the school desegregation in 1954. It highlights how Central High School in Little Rock, Arkansas, was affected by this judgement.

… the Court … spoke in a unanimous (united) decision written by [Chief Justice] Earl Warren himself. The decision held that racial segregation of children in public schools violated the Equal Protection Clause of the Fourteenth Amendment, which states that 'no state shall make or enforce any law which shall ... deny to any person within its jurisdiction the equal protection of the laws.'

On the other hand, that Amendment did not prohibit (forbid) integration. In any case, the Court asserted (declared) that the Fourteenth Amendment guarantees equal education today. Public education in the 20th century, said the Court, had become an essential component of a citizen's public life, forming the basis of democratic citizenship, normal socialisation and professional training. In this context, any child denied a good education would be unlikely to succeed in life. Where a state, therefore, has undertaken to provide universal education, such education becomes a right that must be afforded equally to both blacks and whites.

Were the black and white schools 'substantially' (largely) equal, as the lower courts had found? After reviewing psychological studies showing black girls in segregated schools had low racial self-esteem, the Court concluded that separating children based on race creates dangerous inferiority complexes that may adversely affect black children's ability to learn. The Court concluded that, even if the tangible (physical) facilities were equal between the black and white schools, racial segregation in was inherently unequal and thus unconstitutional.

[From http://www.pbs.org/wnet/supremecourt/rights/landmark_brown.html. Accessed on 19 January 2024.]

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SOURCE 2C

This source is an extract from an interview with Ernest Green, given many years later. In 1958 Ernest Green became the first African American student to graduate from Central High School, Little Rock. He looks back on the experience of being one of only nine African American students in a school of over 2 000 pupils.

We were picked up by the army at our individual houses and taken to Mrs Bates' house, which was our gathering spot. From there we got into a station wagon. It was a convoy (fleet of cars). They had a jeep in front, a jeep behind and armed soldiers in each of them. I think there were machine-gun mounts on the back of the jeeps.

Every day the troops would bring us to the school. Initially we each had a paratrooper (troops trained and equipped to parachute) who would wait outside the classroom to escort us to the next class, so that we were never alone … When the segregationists realised we were not leaving, they started coming back (to school). And when they came back, all hell started breaking loose … As they withdrew the troops from inside the corridors, you were subjected to all kinds of taunts (provocations), someone attempting to trip you, pour ink on you, in some other way ruin your clothing and at worst, someone physically attacking you …

I decided after the segregationists started coming back that I was going to make it through that year. Short of being shot, I could outlast (survive) anything that they could give. I think it was a combination of the family support at home and the relationship that grew between the nine of us … One thing I think is very important is this: while the nine of us may have been preselected, there are really nine, ten, thirty, forty, fifty kids in every community that could have done that. It was not that nine people fell out of the sky in Little Rock. We were all ordinary kids. You really do have the ability to do a lot more than either you have been told or you have been led to believe by your surroundings. If given the opportunity, you would be surprised at how much you can do, how much you can achieve.

[From: http://mlk- kpp01.stanford.edu/resources/lc/Lara_Burenin_KDHP Unit.pdf. Accessed on 22 January 2024.]

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SOURCE 2D

The source below is a photograph, entitled 'BRAVE HEARTS: THE LITTLE ROCK NINE'. It shows the Little Rock Nine being escorted into Central High School, Little Rock, in September 1957.

'BRAVE HEARTS: THE LITTLE ROCK NINE'

[From https://images.app.goo.gl/a9pfPopMF96Vpifz5 Accessed on 15 November 2022.]

STATION WAGON WITH THE LITTLE ROCK NINE

JEEP WITH ARMED SOLDIERS

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ACKNOWLEDGEMENTS

Visual sources and other historical evidence were taken from the following:

Brittain, *V. Death of Dignity*

Castro, F. *Fidel Castro Speeches: Cuba's International Foreign Policy 1975–1980*
http://cartoonmuseum.eu/en/cartoons/ussr-cuba-angola/.

http:// europe.unc.edu/teaching/ces-produced/cold-war-2/.

http://fliphtml5.com/lpnd/mdrn/basic

https://images.app.goo.gl/a9pfPopMF96Vpifz5

http://mlkpp01.stanford.edu/index.php/encyclopedia/documentsentry/dr_king_asks_for non_violence_in_little_rock_school_crisis/.

http://mlk- kpp01.stanford.edu/resources/lc/Lara_Burenin_KDHP Unit.pdf.

http://www.americanforeignrelations.com/A-D/Cold-Warriors-Dean-acheson.html

http://www.pbs.org/wnet/supremecourt/rights/landmark_brown.html

Meredith, M. *The First Dance of Freedom*
www.johndclaire.net/cold_war8.htm.

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FINAL

KWAZULU-NATAL PROVINCE
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NATIONAL SENIOR CERTIFICATE

GRADE 12

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HISTORY

MARKING GUIDELINES

COMMON TEST

MARCH 2024

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MARKS: 100

These marking guidelines consist of 21 pages.

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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 o source-based, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation pf 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.

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- 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 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. $\frac{32}{50}$

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- 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 o the essay credits learner's opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

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- 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 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 sustain/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 ↕

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2.5 The matrix

2.5.1 Use the matrix in the marking of essays

In the marking 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 the 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.

COMMENT

Some omissions in content coverage
Attempts to sustain line of argument

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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

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SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: WHAT ROLE DID THE FOREIGN POWERS PLAY IN THE ANGOLAN CIVIL WAR BETWEEN 1974 AND 1976?

1.1

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

- 'Holden Roberto' (FNLA)
- 'Agostinho Neto' (MPLA)
- 'Jonas Savimbi' (UNITA) (3 x 1) (3)

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

- 'Angola was to be administered by a coalition government composed of the three nationalist groups and the Portuguese…'
- 'Elections for the constituent assembly to be held in October 1975'
- '…the three nationalist movements would contribute 8 000 men each towards establishing a national army' (3 x 1) (3)

1.1.3 *[Explanation of a historical term from Source 1A – L2]*

- A government that was formed by the three liberation movements (MPLA, FNLA and UNITA) in Angola after independence
- Any other relevant response (1 x 2) (2)

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

- The other two liberation movements did not want the FNLA's armed force to have an advantage
- They wanted to allow negotiations to proceed
- Any other relevant response (any 1 x 2) (2)

1.2

1.2.1 *[Definition of a concept from Source 1B – L1]*

- A policy or practice of control by one country (colonial) over another country
- A policy where a powerful country conquers and exploit another and controls political, social and economic aspects of that country
- Any other relevant response (any 1 x 2) (2)

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

- Politically, the independence of Angola marked the end of Portuguese colonial rule in Africa
- Politically, it implied that colonial rule could end in all African countries; Angola would now be a potential base that could be used for the struggle against colonialism
- Emotionally, it was an inspiration to people in Southern Africa that were still living under colonial rule
- Emotionally, it was an inspiration to liberation movements such as the ANC and SWAPO that were still fighting for freedom
- Any other relevant response (any 2 x 2) (4)

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

- 'Angola's natural resources including oil and diamonds'
- 'Its size'
- 'Its strategic location' (3 x 1) (3)

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

- '..to create a Soviet and Cuban threat to the region' (1 x 1) (1)

1.2.5 *[Interpretation of evidence from Source 1B – L2]*

- The USA funded one of the liberation groups (FNLA) which was a rival of the MPLA
- The USA increased its support to UNITA, another liberation group and a rival of MPLA
- US funding and support allowed UNITA to continue to challenge the MPLA (e.g. ambush and assassinations)
- By supporting the FNLA and UNITA over the MPLA, the USA undermined the power-sharing and transitional government that was put in place by the Alvor Agreement
- Encouraged and supported South African intervention in Angola against the MPLA government
- Any other relevant response (any 2 x 2) (4)

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1.3

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

- 'a battalion of regular troops'
- '..anti-tank weapons' (2 x 1) (2)

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

- Castro wanted to show that Cuba's decision to assist the MPLA was taken without any force by the Soviet Union
- Castro considered the relationship between the Soviet Union and Cuba, with regards to the MPLA, to be based on equal relations and mutual respect
- Castro shared the same ideology with the MPLA and the Soviet Union (communism), hence its decision to assist the MPLA
- Any other relevant response (any 1 x 2) (2)

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

- The USA (Ford and Kissinger) had spread the lie that Cuba was only involved in Angola because of the orders from Soviet Union orders
- They did not want to accept that Cuba had acted without the influence of the Soviet Union
- Any other relevant response (any 1 x 2) (2)

1.4

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

- Angola is controlled by foreign powers, both Cuba and the USSR are shown 'winding up' Angola as though they were a clockwork toy with no ability to act independently
- The cartoon suggests that Cuba is controlling Angola but Cuba is controlled by the USSR; Cuba is also a wind-up toy without the ability to act independently
- The Soviet Union is spreading communism through Cuba to Angola (the key which the USSR used to 'wind-up' Cuba is represented as a hammer and sickle, a symbol of communism)
- The Soviet Union is more powerful than Cuba and Angola (shown by the relative size of figures depicted in cartoon)
- In other relevant response (any 2 x 2) (4)

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1.4.2 *[Determining the limitations of Source 1D – L3]*

The cartoon only gives an American artist's viewpoint

- The cartoon only shows the Cuban and USSR intervention in Angola while South Africa and other countries were also involved in the Angolan war but are not depicted
- The USSR is shown as the driving force behind Cuba, no mention is made of America's role in supporting the South African intervention in Angola
- Any other relevant response (any 2 x 2) (4)

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

- Source 1C is a communist viewpoint of Cuba's assistance to the MPLA in Angola whereas Source 1D is a capitalist viewpoint of the Soviet Union's and Cuba's involvement in Angola
- In Source 1C Castro states that Cuba's involvement in Angola was the country 's decision alone while in Source 1D the cartoonist suggests that Cuba was acting under Soviet control
- In Source 1C Castro states that the Soviet Union had sent support directly to Angola while in Source 1D the cartoonist suggests that the USSR was using Cuba as an intermediary to support the MPLA
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following in their response:

- The three nationalist leaders, Holden Roberto (FNLA), Agostinho Neto (MPLA) and Jonas Savimbi (UNITA) were brought together in Kenya (Source 1A)
- They agreed to mutual recognition and to open negotiations on the transition (change) from Portuguese rule to independence (Source 1A)
- They settled on the Alvor Agreement: Angola was to be administered by a coalition government until independence set for 11 November 1975 (Source 1A)
- On 31 January 1975, the new transitional government took office in a climate rife with suspicion and mistrust. (Source 1A)
- Angola's natural resources lured the big powers to get involved in the country (USSR and USA) (Source 1B)
- The Americans falsified the history of Angola in 1975 to create a Soviet and Cuban threat to the region (Source 1B and Source 1C)

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- Henry Kissinger (America) and the committee of 40 authorised 300 000 dollars for the MPLA's main rival group, the FNLA (Source 1B)
- The FNLA leader, Holden Roberto, had been on the CIA payroll since 1961 (Source 1B)
- The Americans stepped up military support for UNITA (Source 1B)
- The Americans gave the nod to Pretoria to mount an ambitious military adventure against the MPLA (Source 1B)
- The MPLA got assistance from Cuba against the invasion of South African racists: (battalion and ant- tank weapons) (Source 1C)
- The USSR had always helped the people of the Portuguese colonies in their struggle for independence (Sources 1C and 1D)
- USSR provided Angola with basic military equipment and collaborated with Cuba (Source 1C)
- The Soviet Union and Cuba claimed to protect Angola against imperialists aggression (Source 1D)
- Any other relevant response

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Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g., **shows no or little understanding of the role played by the foreign powers in the Angolan Civil War between 1974 and 1976.** • 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**., demonstrates some understanding of the role played by the foreign powers in the Angolan Civil War between 1974 and 1976.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3 – 5**
LEVEL 3	• Uses relevant evidence e.g**., demonstrate a thorough understanding of the role played by the foreign powers in the Angolan Civil War between 1974 and 1976.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6 – 8**

(8)

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QUESTION 2: HOW WAS THE INTEGRATION OF CENTRAL HIGH SCHOOL IN ARKANSAS A VICTORY FOR THE CIVIL RIGHTS MOVEMENT IN 1957?

2.1

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

- 'to be Christian'
- 'dignified'
- 'to fight violence with non-violence' (any 2 x 1) (2)

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

- A process of bringing people from different races, cultures, etc. together
- A process of doing away with discrimination between or among different people
- Any other relevant response (any 1 x 2) (2)

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

- 'terrorised'
- 'stoned'
- 'threatened' (3 x 1) (3)

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

- The civil rights activists to use non-violent tactics to bring about change
- He believed that non-violent tactics were morally correct strategies to bring about freedom and justice
- Any other relevant response (any 1 x 2) (2)

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

- He believed that segregation/discrimination would not exist in America by the end of the century
- Was convinced that freedom was imminent
- He believed that because segregation was morally wrong it could not last forever
- He believed that justice and freedom would eventually be won
- Any other relevant response (any 1 x 2) (2)

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2.2

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

- '[Chief Justice] Earl Warren' (1 x 1) (1)

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

- The state was obliged to provide education on equal basis
- Desegregation in education should be regarded as the right to all the children in the USA
- Any other relevant response (2 x 2) (4)

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

- It implied that black and white schools' facilities were equal, but racial segregation was still practiced in schools, which was unconstitutional
- It implied that black and white children were still racially segregated
- It implied that making black and white schools' physical facilities equal promoted racial segregation if children were still racially segregated in schools.
- Any other relevant response (any 2 x 2) (4)

2.3

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

- '..picked up by the army'

(1 x 1) (1)

2.3.2 *[Explanation of a concept from Source 3C – L2]*

- A person who allowed/ believe/practised the separation of schools based on race at Central High School, in Little Rock, Arkansas
- Admission to schools based on race/ schools racially separated, like at Central High School, in Little Rock, Arkansas
- Any other relevant response (1 x 2) (2)

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

- 'someone attempting to trip you'
- 'pour ink on you'
- 'ruin your clothing'
- 'someone physically attacking you...' (any 3 x 1) (3)

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

- 'family support at home'
- 'the relationship that grew between the nine of us...'

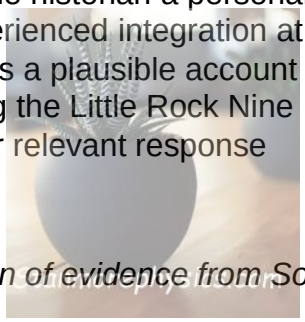
(2 x 1) (2)

2.3.5 *[Ascertaining the usefulness of evidence from Source 2C – L3]*

The source is USEFUL because:

- It gives the historian a personal insight into the life of a student who experienced integration at Central High School
- It provides a plausible account of the state intervention in protecting the Little Rock Nine
- Any other relevant response (2 x 2) (4)

2.4



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

- The Little Rock Nine were determined to attend school irrespective of their challenges (BRAVE HEARTS: THE LITTLE ROCK NINE" The Little Rock Nine were escorted to school by the army.
- The convoy had a station wagon (carrying the Little Rock Nine) and a jeep in front and at the back with armed soldiers
- The caption on the photograph drew attention of Civil Rights communities
- Any other relevant response (any 2 x 2) (4)

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

- The Little Rock Nine were determined to attend school irrespective of the challenges they faced
- The Little Rock Nine were determined to finish the year at Central High School, irrespective of the treatment they experienced
- Any other relevant response (any 1 x 2) (2)

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2.5 *[Comparison of evidence from Sources 2C and 2D to determine their similarities – L3]*

- Source 2C states that the Little Rock Nine were transported to school in a station wagon and this is depicted in Source 2D
- Source 2C states that the escort was a convoy of a station wagon and a jeep in front and behind with armed soldiers and this is portrayed in Source 2D
- In Source 2C reference is made of the Little Rock Nine's determination to attend the school and finish the year at Central High School irrespective of the abuse they faced and in Source 2D the caption 'BRAVE HEARTS: LITTLE ROCK NINE' shows the determination of the Little Rock Nine
- Any other relevant response (any 2 x 2) (4)

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

- Dr Martin Luther King Jr. urged the people of Little Rock, Arkansas to be Christian and dignified in their struggle for integration and to fight violence with non-violence (Source 2A)
- He urged them to continue the struggle for integrated schools (Source 2A)
- The people of Little Rock were terrorised, stoned and threatened by ruthless mobs (Source 2A)
- He urged the people in Little Rock to meet physical force with soul force. (Source 2A)
- Most of the people in the United States of America supported The struggle for integration (Source 2A)
- The young minister was optimistic that segregation and discrimination will not exist in America (Source 2A)
- Decision of the court: racial segregation of children in public schools violated the Equal Protection Clause of the Fourteenth Amendment (Sources 2B)
- The Fourteenth Amendment guarantees equal education (Sources 2B)
- The Court concluded that separating children based on race created dangerous inferiority complexes that may adversely affect black children's ability to learn (Source 2B)
- The Court concluded that racial segregation in schools is unconstitutional (Sources 2B)

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- Little Rock Nine escorted to school by a convoy of armed soldiers (Sources 2C and 2D)
- Little Rock Nine's determination to go to school irrespective of the abuse they faced was a victory to the Civil Rights Movement (Source 2C and 2D)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g., **shows no or little understanding of how the integration of Central High School in Arkansas was a victory for the Civil Rights Movement in 1957.** • 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**., demonstrates some understanding of how the integration of Central High School in Arkansas was a victory for the Civil Rights Movement in 1957**. • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3 – 5**
LEVEL 3	• Uses relevant evidence e.g**., demonstrate a thorough understanding of how the integration of Central High School in Arkansas was a victory for the Civil Rights Movement in 1957.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6 – 8**

(8)

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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 Mobuto Sese Seko was successful in implementing the political, economic, social and cultural policies in Congo after attaining independence from Belgium in 1960.

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MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should take a stance by explaining to what extent Mobuto Sese Seko was successful in implementing political, economic, social and cultural policies after attaining independence from Belgium in 1960. They should also indicate how they intend supporting their line of argument.

ELABORATION

- 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
  - I20 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 other regional parties, it had some level of nationwide support
  - Lack of political unity

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Political policies

- 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 centralised 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 tin 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 a military dictator
- Was supported by the USA because he was seen as an anti-communist ally
- Created a strong centralised government and controlled all appointments, promotions and the allocation of government revenue.
- Introduced a policy of Zaireanisation, 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
- 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 and 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, cobalt, diamonds, and other materials attracted foreign investment
- Nationalisation: Mobutu nationalised the country's copper mining industry and used profits from copper industry to finance his 10-year industrialisation plan
- Nationalised 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, theft and mismanagement
- The economy was characterised by nepotism and elitism (created a big gap between the elite and ordinary citizens/rich and poor)

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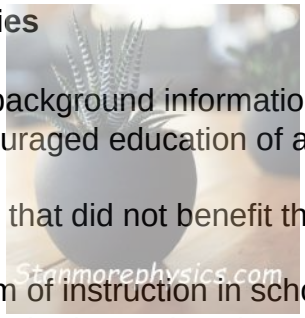
- Weak economic policies led to the decline in the state of infrastructure such as roads etc.
- Mobutu Sese Seko created a kleptocracy were a group of appointed public officials abused their position for financial gain
- Mobutu was forced to introduce retrocession (return of foreign owners)
- Very few foreign owners returned
- Congo's economy collapsed
- Congo became dependent on foreign aid and investment, e.g. from the World Bank
- Any other 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
- Poor education system that did not benefit the Congolese nor empower them with 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 Kinshasha; Elisabethville became Lubumbashi, and Stanleyville 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'.

- Clothing: wearing of Western-style suits were outlawed (by a decree) and replaced with 'abacos' ('A bas le costumes'), 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 and 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 hospital staff went unpaid for months due to poor economic and political practices
- Any other relevant response

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

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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 should take a stance indicating whether they agree or disagree with the assertion that the ideas of Malcolm X solely inspired the African Americans to fight segregation and discrimination in the United States of America in the 1960s.
They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should take a stance indicating whether the ideas of Malcolm X solely inspired African Americans to fight segregation and discrimination in the United States of America. They should also indicate how they would support their line of argument.

ELABORATION

- Conditions in the USA (Background information)

  - African Americans were 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
  - African Americans were subjected to police brutality – led to growth of nationalist feelings
- Black Power Movement advocated assertiveness, self-reliance and black pride

The role of Malcolm X

- Malcolm X was a powerful speaker and dedicated human rights activist
- Malcolm X believed in black separation, self-determination (black nationalism)
- He advocated self- respect and self- discipline
- He believed in the concepts such as Black self-pride and self-esteem/self-respect /self-help –'Black Pride'
- He called for assertiveness (aggressiveness) in their revolution e.g., race riots at 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 defence against those who attacked African Americans

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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
- In 1966 he popularised the Black Power slogan 'Black is beautiful'
- Advocated the principles of Black Power (do things for yourself (self-reliant, 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 on-going violence that was used by white Americans against African Americans
- Advocated the exclusion of 'white' liberals as a philosophy for African Americans
- Stokely Carmichael was in favour of African clothing and African hairstyles as a symbol of Black Pride
- Carmichael joined the Black Panther Party (for Self-Defence) 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-Defence 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 provided medical care to African Americans in black communities
- The Black Panther Party got involved in street 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 a relevant conclusion. **[50]**

GRAND TOTAL: 100

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