

# MARKING GUIDELINES

EXAMINATION		NATIONAL SENIOR CERTIFICATE	
GRADE		12	
DATE		MAY/JUNE 2025	
SUBJECT		HISTORY	
PAPER		1	
MARK TOTAL		150	
DURATION (HOURS)		3	
NUMBER OF PAGES		29	



SOUTH AFRICAN COMPREHENSIVE ASSESSMENT INSTITUTE  
SUID-AFRIKAANSE KOMPREENSIEWE ASSESSERINGSINSTITUUT

## FINAL APPROVED MARKING GUIDELINES

DATE OF MEETING	
UMALUSI MODERATOR	
CHIEF MARKER	
INTERNAL MODERATOR	

## 1. SOURCE-BASED QUESTIONS

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

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1	<ul style="list-style-type: none"> <li>Extract evidence from sources</li> <li>Selection and organisation of relevant information from sources</li> <li>Define historical concepts/terms</li> </ul>	30% (15)
LEVEL 2	<ul style="list-style-type: none"> <li>Interpretation of evidence from sources</li> <li>Explain information gathered from sources</li> <li>Analyse evidence from sources</li> </ul>	40% (20)
LEVEL 3	<ul style="list-style-type: none"> <li>Interpret and evaluate evidence from sources</li> <li>Engage with source to determine its usefulness, reliability, bias and limitations</li> <li>Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions</li> </ul>	30% (15)

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

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

### 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 (✓✓✓✓).

### 1.4 In marking of questions about support/similarities, the answer can be:

- It shows / It indicates / Both sources...
- But in cases of differences between sources, the answer must be: In source A ... but in source B...

## 1.5 PARAGRAPH QUESTION

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

- Read the paragraph and place a bullet (●) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.
- At the end of the paragraph indicate the ticks (✓) that the candidate was awarded for the paragraph as well as the level (1, 2 or 3), as indicated in the holistic rubric, supported by 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 in the bottom right-hand 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 the following from candidates:

- They must 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 have 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 candidates' centres.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

## 2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to score the overall essay, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will not be required to simply regurgitate "facts" to achieve a high mark. This approach discourages learners from preparing "model" answers and reproducing them without taking considering the specific requirements of the question. Holistic marking of the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The construction of an argument.
- The appropriate selection of factual evidence to support such argument.
- The learner's interpretation of the question.

## 2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the first reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

2.4.3 The following additional symbols can also be used:

- Introduction, main aspects, and conclusion not properly contextualised.

∧

• Wrong statement	_____
• Irrelevant statement	
• Repetition	R
• Analysis	A ✓
• Interpretation	I ✓

## 2.5 The matrix

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

In the marking of essays, the criteria as provided in the matrix should be used.

When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

- (a) The first reading of 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]**

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

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

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

	<b>Level 1</b> Extract evidence from sources. Selection and organisation of relevant information from sources. Define historical concepts.	<b>Level 2</b> Interpretation. Understand source and author's opinion. Simple comparison. Explain historical concepts.	<b>Level 3</b> Interpret and evaluate. Engage in biased, reliability, usefulness. Compare and contrast. Interpretations.
<b>CAPS</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
1.1.1	1		
1.1.2	4		
1.1.3	2		
1.1.4		4	
1.1.5			4
1.2.1	1		
1.2.2		2	
1.2.3		4	
1.2.4		4	
1.3.1	2		
1.3.2		2	
1.3.3	3		
1.3.4		4	
1.3.5	1		
1.4.1 (a)	1		
1.4.2 (b)	1		
1.5			8
	<b>32%</b>	<b>40%</b>	<b>28%</b>
2.1.1	2		
2.1.2 (a)		2	
2.1.2 (b)		2	
2.1.3	2		
2.1.4		4	
2.1.5			2
2.2.1	2		
2.2.2		2	
2.2.3		2	
2.2.4	2		
2.2.5	2		
2.3.1	4		
2.3.2		1	
2.3.3		4	
2.3.4		1	
2.4.1	1		
2.4.2		2	
2.4.3	1		
2.5			4
2.6			8
	<b>32%</b>	<b>40%</b>	<b>28%</b>
3.1.1		2	
3.1.2	3		
3.1.3		2	
3.1.4		4	
3.1.5			2
3.2.1	3		
3.2.2			4
3.2.3	2		
3.3.1		2	
3.3.2	1		
3.3.3	1		
3.3.4	2		
3.3.5		4	
3.3.6		4	
3.4.1	2		
3.4.2		2	
3.4.3	2		
3.5			8
	<b>32%</b>	<b>40%</b>	<b>28%</b>

## SECTION A

### QUESTION 1: HOW DID EAST AND WEST BERLINERS REACT TO THE CONSTRUCTION OF THE BERLIN WALL IN 1961?

1.1

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

- “Bonn”. (1x1)(1)

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

- “In 1948 a separate currency reform was introduced in West Berlin ...”
- “The West German separatist state was founded 1949.”
- “In 1954 West Germany was included into NATO.”
- “The decision on atomic armament of the West German Bundeswehr (German army) was made in 1958.” (4x1)(4)

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

- “Warsaw Treaty”
- “NATO (North Atlantic Treaty Organisation)” (2x1)(2)

1.1.4 *[Interpretation of evidence from Source 1A – Level 2]*

- The wall was a peace keeping measure since East Germany saw West Germany as a threat to their security / to stop military conflict.
- Large numbers of skilled workers were leaving East Germany for West Germany / voting with their feet / defecting.
- West Berlin threatened to cripple East Germany’s economy (loss of 3,5 million Marks annually).
- Any other relevant answer. (Any 2x2)(4)

1.1.5 *[Reliability of Source 1A – Level 3]*

**Candidates must indicate whether the source is RELIABLE or NOT RELIABLE and support their answer with relevant evidence.**

#### RELIABLE

- The source is reliable since it was written from East German/ communistic perspective.
- The original source was a brochure published in 1962, after the Berlin Wall was erected.
- The intention of the source was to inform the East Germans as to the reasons for building of the Berlin Wall.
- The events referred to in the extract are factually accurate but were interpreted by East Germany as acts of aggression.
- Any other relevant answer.

**OR**

#### NOT RELIABLE

- The source was written to give the East German point of view regarding the Berlin Wall, thus making the source biased.
- The original pamphlet was written in English (not German) and was distributed in the USA and Britain.
- The intention of the source represents the East Germans reasons for building the wall.
- The source does not show any other perspective.
- Any other relevant answer.

(Any 2x2)(4)

**(15)**

## 1.2

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

- “... Some 2,7 million East Germans had fled through the open border to West Berlin and then to West Germany.”

(1x1)(1)

### 1.2.2 *[Define a historical concept from Source 1B – Level 2]*

- A political ideology based on the writings of Karl Marx which aimed to establish a classless society.
- An economic system where land, factories, property and wealth of the nation is owned by the state.
- A system of social organisation in which all property is owned by the community and each person contributes and receives according to their ability and needs.
- Any other relevant answer.

(Any 1x2)(2)

### 1.2.3 *[Interpretation of evidence from Source 1B – Level 2]*

- East Germany was supposed to be a role model of communism.
- If the ideology of communism did not work in East Germany, then it would have been seen to have failed in practice.
- The fact that so many East Germans were fleeing to West Germany was not setting a good example for communism and it led to a “brain drain” for skilled workers.
- Any other relevant answer.

(Any 2x2)(4)

### 1.2.4 *[Interpretation of evidence from Source 1B – Level 2]*

- Kennedy implied that if the wall had not been built, there was a possibility that war would have broken out.
- Kennedy’s statement suggests that the USA was willing to tolerate the wall, because it reduced the tension in both Germany and Berlin.
- Although Kennedy did not agree with the construction of the wall to keep East Germans on their side, he stated that this will reduce

the possibility of that a war can break out between the East and the West.

- Any other relevant answer. (Any 2x2)(4)

**(11)**

### 1.3

#### 1.3.1 [Extraction of evidence from Source 1C – Level 1]

- “Positive”.
  - “... Carefree”.
- (2x1)(2)

#### 1.3.2 [Interpretation of evidence from Source 1C – Level 2]

- The East Germans were aware that if they did not leave East Berlin immediately, then soon all the borders would be closed and they would be entrapped under communist rule.
  - East Germans needed to leave immediately if they wanted freedom and not be under communist rule.
  - Any other relevant answer.
- (1x2)(2)

#### 1.3.3 [Extraction of evidence from Source 1C – Level 1]

- “... jump the barbed wire ...”
  - “... jumping out of the upper-floor apartment windows”.
  - “... swimming across rivers and lakes in the city”.
- (3x1)(3)

#### 1.3.4 [Interpretation of evidence from Source 1C – Level 2]

- Fechter had fallen into “no-man’s land” the area on the east side of the wall.
  - West Berlin soldiers did not want to risk their lives in trying to assist him.
  - The guards on both sides were worried about starting a shoot-out/gun-battle.
  - The East German guards had been ordered to “shoot to kill” and follow orders.
  - The East German guards may have seen Fechter as a traitor and therefore did not want to help him.
  - Any other relevant answer.
- (Any 2x2)(4)

#### 1.3.5 [Extraction of evidence from Source 1C – Level 1]

- “Brick-layer”.
- (1x1)(1)

**(12)**

1.4

1.4.1 *[Extraction of evidence from Source 1A - Level 1]*

- (a) “Khrushchev”.
- (b) “13 August 1961”.

(2x1)(2)

1.4.2 *[Biasness of evidence from Source 1D – Level 3]*

**Biased because**

- It was drawn by an American cartoonist in the context of the Cold War, so it is likely that it will present a negative picture of communist rule in East Berlin.
- Khrushchev was portrayed as being callous and an insensitive leader.
- He does not seem to care about the people who have died trying to escape from East Berlin.
- The wall is portrayed in a negative light, there is no reference to Kennedy’s suggestion that the wall reduced tension between East and West and may have prevented the outbreak of the war.
- Communism is shown as ruthless, callous/murderous/dangerous.
- The cartoon suggest that the communists have no regard for human rights.
- Any other relevant answer.

(Any 2x1)(2)

**(4)**

1.5 *[Interpretation, analysis and synthesis of evidence from the relevant sources – Level 3]*

**Candidates could include the following aspects in their response:**

- The German Democratic Republic constructed the wall, because of West Germany’s aggression (Source 1A).
- Military alliances were established by both The West and The Soviet Union, NATO and The Warsaw Treaty (Source 1A).

**East Berliners’ response:**

- Many East Berliners risked their lives by attempting to escape to West Berlin (Source 1B).
- East Germans tried to escape by swimming across lakes, jumping over the barbed wire and jumping out of windows (Source 1B).
- Some East Berliners were killed in the process of trying to escape from East Berlin (Source 1B).
- East German police regularly shot, injured, and killed East Berliners who tried to escape (Source D).
- Peter Fechter was killed trying to defect by the East German border guards (Source 1C).
- East Germans knew they had to “act fast if they wanted to get out” (Source 1C).

- Some East Berliners were happy to remain under communist rule (own knowledge).
- East Germans, especially Germans who lived in Berlin could observe the economic growth of West Berlin. East Berliners / East Germans desired the same economic advantage (own knowledge).
- Any other relevant response.

**West Berliners' responses:**

- Some West Berliners just watched and were unable to help East Berliners who tried to cross the wall, like Peter Fechter – to avoid open warfare (own knowledge).
- Some West Berliners helped East Berliners to escape (own knowledge).
- West Berliners were angry and felt betrayed by the West, for not assisting in the prevention of the construction of the wall (Source 1C).
- West Berliners protested and demonstrated against the building of the Berlin Wall (Source 1C).
- Any other relevant answer.

Use the following rubric to allocate marks:

<p><b>LEVEL 1</b></p>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of how the East and West Berliners reacted to the construction of the Berlin wall in 1961.</b></li> <li>• Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic.</li> </ul>	<p><b>MARKS 0 – 2</b></p>
<p><b>LEVEL 2</b></p>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to the topic e.g. <b>shows some understanding of how the East and West Berliners reacted to the construction of the Berlin Wall in 1961.</b></li> <li>• Uses evidence in a basic manner to write a paragraph.</li> </ul>	<p><b>MARKS 3 – 5</b></p>
<p><b>LEVEL 3</b></p>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>shows a thorough understanding of how the East and West Berliners reacted to the construction of the Berlin Wall in 1961.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<p><b>MARKS 6 – 8</b></p>

(8)

**TOTAL QUESTION 1: [50]**

## QUESTION 2: HOW DID THE ANGOLAN CIVIL WAR DEVELOP INTO A COLD WAR PROXY BETWEEN 1975 AND 1976?

2.1

2.1.1 *[Extraction of evidence from Source 2A – Level 1]*

- "... they emerged from exile ..."
  - "They were a little more than a collection of smaller guerrilla units ..."
- (2x1)(2)

2.1.2 *[Interpretation of evidence from Source 2A – Level 2]*

- a) It was a power struggle between two former guerilla movements, the communist MPLA and the anti-communist UNITA. (1x2)(2)
- b) During the civil war, foreign intervention led to an increase in arms of the adversaries, thus leading to an arms race. (1x2)(2)

2.1.3 *[Extraction of evidence from Source 2A – Level 1]*

- "FNLA".
  - "UNITA".
- (2x1)(2)

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

- The USA wanted to prevent the spread of communism / promote capitalism.
- The USA was concerned about Cuban / USSR's involvement in Angolan politics.
- The USA wanted to expand her sphere of influence in independent Africa.
- The USA was interested in exploiting rich mineral resources of Angola.
- Angola was of strategic importance.
- The USA was concerned about arms shipments received by MPLA from the USSR.
- The USA wanted to prevent the USSR from having a powerbase in Africa.
- Any other relevant answer. (Any 2x2)(4)

2.1.5 *[Usefulness of Source 2A – Level 3]*

### **The source is useful**

- The source was written by The UN consultant. / The UN is an accredited world organisation whose aim is to maintain world peace, therefore it provides explicit information.
- The source provides vital information on the liberation movements and foreign countries who were involved in the war and the information corroborates information from the other historical sources.
- Any other relevant answer. (1x2)(2)

**(14)**

## 2.2

### 2.2.1 [Extraction of evidence from Source 2B – Level 1]

- “...To prevent a Domino situation”.
- “... if we prop ONE up ... they’ll ALL stay up”. (2x1)(2)

### 2.2.2 [Interpretation of evidence from Source 2B – Level 2]

- For a second he accepted the response (as shown by his smile).
- After thinking it over, alone, he had mixed feelings due to the fact that he ended USA involvement in Vietnam. (1x2)(2)

### 2.2.3 [Interpretation of evidence in Source 2B – Level 2]

- He wanted to protect USA interest in all the continents, like they did in Asia.
- He wanted to protect their sphere of influence in Africa, as they were doing in Asia, Vietnam.
- Any other relevant answer. (1x2)(2)

### 2.2.4 [Extraction of evidence from Source 2B – Level 1]

- “... Henry Kissinger ...” (1x2)(2)

### 2.2.5 [Extraction of evidence from Source 2B – Level 1]

- “... The Daily Mail ...” (1x2)(2)

**(10)**

## 2.3

### 2.3.1 [Extraction of evidence from Source 2C – Level 1]

- “... South African regular troops invaded Angola ...”
- “... MPLA requested our assistance”.
- “... to prevent the people who have struggled for their independence ... from being crushed”.
- “... to prevent the assassination of tens and thousands of revolutionaries”.
- “... to prevent apartheid from being installed in Angola”.
- “... CIA from installing itself in Angola”.
- “... our international duty to offer our support to the MPLA at any cost”.
- “... to prevent neo-colonialism and imperialism from being installed in Angola”. (Any 4x1)(4)

### 2.3.2 [Extraction of evidence from Source 2 C – Level 2]

- “Fidel Castro” (1x1)(1)

2.3.3 *[Interpretation of evidence from Source 2C – Level 2]*

- They were both against the capitalistic / democratic domination.
- They both supported MPLA.
- They were both communistic.

(Any 2x2)(4)

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

- “The Soviet Party”.

(1x1)(1)

**(10)**

2.4

2.4.1 *[Extraction of evidence from Source 2D – Level 1]*

- “I want to make it perfectly plain that, South Africa’s involvement was because of Russian and Cuban intervention and not the cause of Russian and Cuban intervention that was also made plain by Dr Kissinger and his assistant Secretary of State”.

(1x1)(1)

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

- Because they had to withdraw their troops without achieving their own objective.
- South Africa failed / made a mistake.
- Any other relevant answer.

(1x2)(2)

2.4.3 *[Extraction of evidence from Source 2D – Level 1]*

- “... Put MPLA on the saddle”.
- “... Subvert Southern African countries”.

(Any 1x1)(1)

**(4)**

2.5 *[Comparison of Source 2D and 2C – Level 3]*

- Source 2C: Castro claims that South Africa invaded Angola first and Cuba responded, while in Source 2D Vorster claimed that Cuba invaded Angola first and South Africa responded.
- Source 2C suggests that Cuba was involved in Angola to prevent South Africa from spreading the policy of apartheid, while Source 2D suggests that Cuba was attempting to spread communism throughout Southern Africa.
- Source 2C argues that Cuba was fighting to liberate Angola, while Source 2D suggests that Cuba wanted to take control of Angola (through the MPLA).
- Any other relevant answer.

(Any 2x2)(4)

**(4)**

2.6 [Interpretation, analysis and synthesis of evidence from the relevant sources – Level 3]

**Candidates could include the following aspects in their response:**

- Foreign intervention in Angola was primarily military in nature (Source 2A).
- Tanks, mortars, jet fighters were sent to arm different liberation movements (Source 2A).
- The USSR sent military equipment to the MPLA (Source 2A).
- Cuban military advisers were sent to train MPLA (Source 2A) South Africa provided weapons for UNITA (Source 2A).
- The regional allies of the USA continued to be Zaire and South Africa (Source 2B).
- CIA/USA donated money to FNLA (Source 2D).
- South Africa supported its ally, UNITA against Cubans (Source 2C).
- American oil companies paid for Cuban troops to protect the Angolan government and its oil installations from attacks by South African forces working for UNITA. The USA had conflicting interests in Angola – oil and a proxy against communism (Source 2B).
- Castro offered support to the MPLA to ensure Angolan independence and liberation (Source 2C).
- Cuba also sent civilians to assist (Source 2C). Cuba sent doctors, teachers and engineers to help build Angola after independence (own knowledge).
- South Africa claimed not to be involved in the war (Source 2D)
- but was present to defend their interest in the hydro-electric plant at Calauque Dam site (own knowledge).
- Foreign interference prolonged the civil war in Angola (own knowledge).
- Foreign intervention led to Angola becoming a proxy war in the Cold War / flashpoint during the Cold War (own knowledge).
- Any other relevant answer.

**Use the following rubric to allocate a mark:**

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of how the Angolan Civil War developed into a Cold War Proxy between 1975 and 1976.</b></li> <li>• Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic.</li> </ul>	<b>MARKS: 0-2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows some understanding on how the Angolan Civil War developed into a Cold War Proxy between 1975 and 1976.</b></li> <li>• Uses evidence in a basic manner to write a paragraph.</li> </ul>	<b>MARKS: 3-5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>shows an understanding of how the Angolan Civil War developed into a Cold War Proxy between 1975 and 1976.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS: 6-8</b>

(8)

**TOTAL QUESTION 2: [50]**

**QUESTION 3: HOW DID MARTIN LUTHER KING JR's CIVIL DISOBEDIENCE PAVE THE WAY FOR DESEGREGATION IN THE USA IN THE 1960s?**

3.1

3.1.1 *[Interpretation of evidence from Source 3A – Level 2]*

- They were nine in number.
- They were from Little Rock.

(2x1)(2)

3.1.2 *[Extraction of evidence from Source 3A – Level 1]*

- “White students yelled insults at them in the halls and during class.”
- “... They beat them the Nine, particularly the boys, walked on their heels until they bled.”
- “Their lockers were destroyed ...”
- “... they threw flaming papers wads at them in the bathrooms.”
- Any other relevant answer.

(Any 3x1)(3)

3.1.3 *[Interpretation of evidence from Source 3A – Level 2]*

- They prevented the students (Little Rock Nine) to enter Central High.
- The local police placed wooden barricades around the school, as white supremacists were planning to gather and cause harm to the children.

(2x1)(2)

3.1.4 *[Interpretation of evidence from Source 3A – Level 2]*

- He was against integration because, with the majority support of the white community, he closed all four of the schools, rather than proceed with desegregation.
- Faubus was also a racist.
- Faubus wanted to avoid bloodshed, therefore he called the National Guard.
- Faubus ordered the National Guard to keep the Little Rock Nine from entering Central High.
- Any other relevant answer.

(Any 1x2)(2)

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

- In 1954, the Supreme Court ruled that racial segregation in school was unconstitutional. / They expected the law to protect them. / The Little Rock Nine was sent to Central High to test the 1954 ruling.
- This was their constitutional right (the right to education) which had to be protected by the authority and be respected by everyone.
- The NAACP recruited the Little Rock Nine to integrate the all-white Central High School.
- The NAACP trained / prepared the Little Rock Nine for the hostility they might face.
- Any other relevant answer.

(Any 2x2)(4)

**[13]**

### 3.2

#### 3.2.1 [Extraction of evidence from Source 3B – Level 1]

- “Equal rights NOW”.
- “Integrated schools NOW”.
- “Decent housing NOW”.
- “... an end to bias NOW”.

(Any 3x1)(3)

#### 3.2.2 [Usefulness of Source 3B – Level 3]

##### **Useful because:**

- It shows the protesters and form of protest used for their demands to be seen and heard.
- The photograph shows the main demands.
- The photograph was downloaded from an edu. website which is an educational website and more reliable than a .com website.
- The photograph was taken during the march in Washington; it shows that the protesters were well-organised.
- Any other relevant answer.

##### **Not useful:**

- There is limited information provided by the photograph about the protest.
- The photographer's name is not mentioned, as this is very important to a historian to know the authenticity of the photograph.
- The photograph should be studied together with other historical sources / supplemented by other historical sources.
- Any other relevant answer.

(Any 2x2)(4)

#### 3.2.3 [Extraction of evidence from Source 3B – Level 1]

- “28 August 1963”.

(1x2)(2)

**(9)**

### 3.3

#### 3.3.1 [Interpretation of evidence in Source 3B – Level 2]

- The right to vote is a human right, people cannot beg to be given this right, it must be granted without forcing someone to grant it.
- According to the 15<sup>th</sup> Amendment African Americans could vote, however the federal states prevented African Americans from voting through implementing poll taxes, literacy, tests and intimidating African Americans.
- Any relevant answer

(1x2)(2)

- 3.3.2 *[Extraction of evidence in Source 3B – Level 2]*
- “The march from Selma to Montgomery ...” (1x1)(1)
- 3.3.3 *[Extraction of evidence from Source 3C – Level 1]*
- “Poll tests”. “Literacy tests”.
  - “Other intimidation tactics.” (Any 1x1)(1)
- 3.3.4 *[Extraction of evidence from Source 3C – Level 1]*
- “John Lewis”.
  - “Hosea Williams”. (2x1)(2)
- 3.3.5 *[Interpretation of evidence from Source 3C – Level 2]*
- The State Troopers, some on horseback, charged in a chaos of tear-gassing, whipping and clubbing, left several demonstrators unconscious.
  - The violence used by the State Troopers was televised.
  - An initial non-violent peaceful march ended in violence.
  - Jammie Lee Jackson, an activist, died after being shot by State Troopers, Jackson was protecting his mother from being beaten by State Troopers (own knowledge).
  - Any other relevant answer. (Any 2x2)(4)
- 3.3.6 *[Interpretation of evidence from Source 3C – Level 2]*
- Martin Luther King Jr preached non-violence against the opponents of the Civil Rights Movement.
  - Peaceful means of protest were used / marches, boycotts or sit-ins, appealing to the Americans and showing that African Americans did not pose a threat.
  - King Jr proposed peaceful protests that were publicised, showing African Americans as passive whilst the whites acted aggressive.
  - Moderate Americans started to question the justification of segregation if whites were the ones who attacked the African Americans, who were not threatening in any way.
  - Members were not allowed to carry weapons for protection.
  - Any other relevant answer. (Any 2x2)(4)
- (14)**

### 3.4

- 3.4.1 *[Extraction of evidence from Source 3D – Level 1]*
- “... To promote voter registration”.
  - “... To protest the killing of a young black man, Jimmie Lee Jackson”. (2x1)(2)

3.4.2 [Explanation of evidence from Source 3D – Level 2]

- Civil Rights activists who peacefully challenged existing laws in the USA by participating in the first march from Selma to Montgomery.
- Civil Rights activists who decided to march from Selma to Montgomery to demand voting rights.

(1x2)(2)

3.4.3 [Extraction of evidence from Source 3D – Level 1]

- “There was a makeshift hospital near the local church.”
- “Negroes lay on the floors and chairs, many weeping and moaning.”
- “A girl in red slugs was carried from the house screaming.”
- “A photo of Mrs Boynton lying unconscious on the bridge ...”
- “From the hospital came a report that the victims had suffered fractures of ribs, heads, legs ...”

(Any 2x1)(2)

(6)

3.5 [Interpretation, analysis and synthesis of evidence from the relevant sources – Level 3]

Candidates could include the following aspects in their response:

**Candidate must state their viewpoint:**

- Even after slavery was abolished in the USA, segregation continued. / African Americans had little access to facilities, education, housing, and opportunities (own knowledge).
- In 1954, the Supreme Court ruled out that racial segregation in school was unconstitutional (Source 3A).
- The Rosa Parks incident / Montgomery Bus Boycott led to the establishment of the Civil Rights Movement led by King Jr (own knowledge).
- African Americans took part in lots of demonstrations against segregated lunch counters, against police violence, against segregation of amusement parks (own knowledge).
- The demonstrators demanded the right to vote, better housing and access to better education (Source B and C).
- The demonstrators used peaceful means of demonstration/ /marches e.g. Selma to Montgomery, sit-ins and boycotts (Source B).
- The demonstrations were dealt with violently (Source A).
- In Little Rock, the students were ridiculed and harassed. / During the Selma to Montgomery march, the demonstrators were whipped and tear-gassed (Source C).
- The march on Washington (Source 3B) was successful in achieving its aims by means of the Civil Rights Act being signed in 1964.
- In *Brown vs. Board of Education* the Supreme Court declared that *separate* was inherently *unequal*. Education was desegregated (own knowledge).
- In the South, Blacks were vulnerable to subjugation – black codes, literary tests (own knowledge).
- Marches helped to set the stage for the acceptance of the Civil Rights Act

and Voting Act, giving African Americans the same rights as whites (Sources 3C).

- The march across the Pettus Bridge was led by King. / State troopers blocked the marchers. / The following day President Johnson banned legislation that prevented the African Americans to vote (Source 3C).
- That August the Voting Right Act was passed (Source 3C).
- Any other relevant response.

**Use the following rubric to allocate a mark:**

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. shows <b>no or little understanding of how King’s civil disobedience paved the way for desegregation in the USA in the 1960s.</b></li> <li>• Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic.</li> </ul>	<b>MARKS: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic</li> <li>• e.g. <b>shows some understanding how King’s civil disobedience paved the way for desegregation in the USA in the 1960s.</b></li> <li>• Uses evidence in a basic manner to write a paragraph.</li> </ul>	<b>MARKS: 3 – 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>shows a thorough understanding of how to critically how King’s civil disobedience paved the way for desegregation in the USA in the 1960s.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS: 6 – 8</b>

(8)

**TOTAL QUESTION 3: [50]**

## SECTION B: ESSAY QUESTIONS

*[Plan, construct and discuss an argument based on evidence using analytical and interpretative skills.]*

### QUESTION 4: EXTENSION OF THE COLD WAR: CASE STUDY - VIETNAM

The North Vietnamese and the National Liberation Front (Viet Cong) were fighting to liberate their country from American interference. This was arguably the main reason why the Americans failed to defeat them.

Critically discuss this statement in the context of the Vietnam War between 1963 and 1975.

#### SYNOPSIS

In writing this essay, candidates must evaluate the impact of the Vietnamese war on the Vietnamese and on American soldiers.

#### MAIN ASPECTS

Candidates should include the following aspects in their response:

#### INTRODUCTION

Candidates should state an argument regarding the statement and indicate how they are going to attempt to address the question.

#### ELABORATION

##### Background:

- At the heart of the conflict was the desire of North Vietnam, which had defeated the **French colonial administration** of Vietnam in 1954, to unify the entire country under a single communist regime modelled after those of the Soviet Union and China.
- At the Geneva conference, Vietnam was temporarily **divided along the 17th parallel** into North Vietnam controlled by the Communist Viet Minh and South Vietnam, which was backed by the USA and the French.
- Ngo Dinh Diem was supported by anti-communist countries, most notably the USA.
- The National Liberation Front (NLF) – communist in orientation, with their own trained guerilla force, the Vietcong and who opposed Ngo Dinh Diem was formed. This plunged the country into a **civil war**.
- The Vietcong were backed by the **Chinese and the Soviets**.
- The USA's involvement in the Vietnam War, essentially a conflict between the North and South, became a battle against the global spread of communism. It was a proxy war fought during the **Cold War** as a part of the USA's policy of containment.

##### The purpose of the North Vietnamese and the Viet Cong:

- The Viet Cong were united/patriotic/nationalists in the defence of their country **against the USA**.
- The Viet Cong were supported by the Viet Minh the liberation army of North Vietnam.
- The Viet Cong and The Viet Minh wanted to establish a united, communist Vietnam.



- The Viet Cong received military training by the Viet Minh.
- The Viet Cong made effective use of guerrilla warfare against the USA by means of booby traps, underground tunnels, sabotage and hit and run tactics.
- Strong **leadership in the Vietcong under Giap**, led to defensive attacks on the USA.
- **The Tet Offensive (1968)** was launched by Viet Minh and Viet Cong against urban centres and USA bases throughout Vietnam.
- **The local Vietnamese population supported the Viet Cong** to liberate their country.
- **The Ho Chi Minh trail** was used by the Viet Minh (north) to support the Vietcong in the south.
- The Viet Cong increased its support base because of the tactics used against USA soldiers.
- The Viet Cong also received more support from the locals since the USA were seen as foreigners and the locals did not understand why they were forcibly removed to safe havens.
- Moreover, the Viet Cong infiltrated the villages, which made USA detection challenging. Therefore, the USA responded by searching through villages and using violence to do so. These actions led to further mistrust of the USA in Vietnam.

#### **USA's interference:**

- Between 1960 and 1963 President Kennedy introduced the "save a village / hamlet" system. It failed since most of the Viet Cong were peasants that worked from within the villages – took over about 40% of the rural areas.
- USA sent 3 500 Marines and ground troops to Vietnam on 8 March 1965.
- **Gulf of Tonkin** – Gulf of Tonkin Resolution
- President Johnson increased the USA's involvement – by 1967 there were approximately 500 000 American troops in Vietnam.
- \*The escalation of USA involvement highlighted Vietnam as a Proxy War within the Cold War.
- Several operations were introduced by the USA to curb the advances of the Viet Cong.
- Operation Rolling Thunder (April 1965) aimed to cut off the Viet Cong from their support in the North by destroying ports, army bases and supply lines but this could not weaken the Viet Cong's will to fight or stop the flow of men and supplies along the Ho Chi Minh trail.
- **Chemical warfare:** Agent Orange and napalm made USA unpopular and many countries condemned the USA – caused most damage to the environment.
- **The Tet Offensive (1968)** – the Viet Cong launched a massive attack on about a hundred towns and cities including Saigon as well as twelve USA air bases. **Viet Cong were able to capture 80% of all towns and villages.**
- Although the Viet Cong suffered heavy casualties and failed to deliver a knockout blow it showed that it had the capacity to strike the center of USA-held territory. It indicated to the USA public that they could not win the war.
- USA sent young and **inexperienced soldiers** to Vietnam.
- USA used Search and Destroy Policy (missions) to destroy villages supporting the Vietcong – confused by guerrilla tactics.

- Photographs of the My Lai massacre were used by the media to make American citizens aware of the atrocities committed by the USA, Americans questioned USA involvement since the USA was depicted as the oppressors.
- Moreover, Search and Destroy missions resulted in large numbers of civilian deaths leading to more support for the Viet Cong by the local Vietnamese villagers.
- Due to the effective guerrilla tactics used by the Viet Cong and the inadequate experience of the USA soldiers, the number of USA soldiers killed increased – this led to anti-war demonstrations in the USA.
- Television news reports (media war / first war that was brought into the “living room”), newspapers and magazines carried footage of incidents where Vietnamese civilians were massacred by American troops (napalm photo of Kim Puck) and as a result **anti-war movements** developed (Kent State Massacre / Anti-Vietnam War campaign).
- President Nixon had a policy of “Vietnamisation” – training the South Vietnamese soldiers to defend themselves and gradually withdrawing the USA troops.
- The USA bombed North Vietnam heavily in 1970 – but could not stop the Viet Cong nor destroy the Ho Chi Minh trail.
- In 1973 there was a ceasefire, and the last USA troops were withdrawn.
- In 1975, President Ford evacuated all USA personnel under Operation Frequent Wind.
- In 1975 the communist Viet Cong was victorious; 1976 Vietnam was united under communist rule. The USA failed to stop the spread of communism.

## CONCLUSION

- Candidates should tie up their argument with a relevant conclusion.

[50]

## QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

Mobutu Sese Seko's policies brought prosperity and stability in the Congo after attaining independence in the 1965.

Evaluate the above statement with examples of what happened in the Congo under Mobutu's rule.

### SYNOPSIS

Critically discuss the impact of Mobutu Sese Seko's political, economic, social and political policies on the Congo and its people after its independence the 1965.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

### INTRODUCTION

Candidates should determine if these policies did bring prosperity and stability to the Congo.

### ELABORATION

#### Political policy - Sese Seko's leadership:

- Sese Seko stated that he was in favour of a democracy, but he ruled as a dictator.
- **Personality cult** – Zairians were forced to listen to speeches.
- He got rid of all political parties except his party, the Popular Movement of the Revolution (MPR) (one-party state). This paved the way for him to win the election in 1970, where he secured a seven-year term.
- There were many **human rights violations**, and he cruelly suppressed his enemies for example public executions.
- He aimed at promoting a sense of **national unity** and pride in Zairean identity and culture. He changed the name of the Congo to the Republic of Zaire. This was the first step to try and lessen European influence on the nation.
- Zaire became involved in Angola's Civil War by supporting the losing faction. Zaire needed access to the Benguela railway line. This did not benefit the Zaireans, since it drained much needed funds from the country.
- The lives of ordinary Zaireans did not improve during Sese Seko's rule. His rule came to be associated with mismanagement of funds and **corruption**.
- Sese Seko, who changed his name to mean "all-conquering warrior who goes from triumph to triumph", developed a cult of his own personality (Mobutism).
- Under Sese Seko, Zaire also became to be referred to as a **kleptocracy** (rule by thieves).
- Sese Seko constantly changed his ministers and senior officials, or rearranged the positions they held, so that none of them could come close to seizing power from him. He also had a habit of firing his senior officials and throwing them into jail without warning.
- Sese Seko undertook an extreme method of Africanising the Congo – **authenticité**. He ordered every citizen to change his or her Christian name to African names.

**Economic policies:**

- Sese Seko used the Congo's rich natural resources to bring in much-needed income. He welcomed foreign buyers and gave them generous prices for the Congo's copper, cobalt, diamonds, and other minerals.
- Sese Seko used the profits from the copper exports to begin a ten-year industrialisation programme across the Congo. The **Inga dam**, completed in 1972, was the world's largest hydroelectric dam.
- Sese Seko also ordered the building of a **steel mill in Kinshasa** and commissioned a power line that was 1 786 km long and stretched across from the west of the country to the province of Katanga in the south-east.
- After a visit to China in 1973, Sese Seko stated that Zaire needed greater economic independence from the West and began a huge process of nationalisation. He ordered the government to **seize 2 000 foreign-owned** companies.
- Plantations, farms, factories, and firms which held the economy together were handed over to his family and friends with himself nearly owning half of the companies. Businesses went **bankrupt** or were ruined by mismanagement.
- Civil servants went unpaid for months – they turned to corruption / extension of kleptocracy.
- Zairianisation and the “radicalisation of the revolution” that included the nationalisation of trade extended chaos to all spheres of the economy; corruption devastated infrastructure, led to the **lowest living standard** in the world.
- Emergence of the new elite led to class differentiation.
- The sudden drop in the international demand for copper in the 1970s drastically destabilised the Congolese economy.
- It became clear that the economic **policy failed**, he had to invite foreign investors back, the World Bank borrowed Zaire \$3 billion. (Became dependent on foreign aid.)

**Social and Cultural Policies:**

- The independence boosted the spread of African culture – Kanda Bongo became an international musician – famous for his kwassa kwassa music. Independence inspired Congolese authors: Lisembe Elebe produced plays.
- **Western clothing was banned** – no suits, no ties, inspired by Mao's clothing.
- Education: New schools have been established after independence, but the shortage of money and small number of educators has negatively impacted on education.
- By the 1990s, church run schools were mainly responsible for the education of most young Congolese.
- During the 1970s the annual inflation rate reached 100%. The government planned to reduce the inflation rate by cutting down on health services, educational programs, and social-welfare benefits. These measures affected the lives of the poor.
- Any other relevant answer

**CONCLUSION**

- Candidates should tie up their argument with a relevant conclusion.

**[50]**

## QUESTION 6: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: THE BLACK POWER MOVEMENT

The Black Panther Party (BPP) was not solely responsible for the emergence of Black Power Movement in the USA - in the 1960s.

Do you agree with the above statement? Use relevant examples to support your line of argument.

### SYNOPSIS

In writing this essay the learners must explain the role of the Black Panther Party (among others) played in the emergence of (Black Power) in the USA in the 1960s. Candidates should indicate that the Black Panther Party (BPP) was not solely responsible for the emergence of “Black Power” in the USA - in the 1960s.

### MAIN ASPECTS

Focus on the principle that, the Black Panther was not alone responsible for the emergence of Black Power. The concept of Black Power consisted of a variety of African American views and leaders who promoted the slogan. Black Power was especially supported by African American youth in the northern American states.

### ELABORATION

#### Background:

- The Civil Rights Movement had successfully ended racial segregation in the South but had not addressed racial discrimination in the North.
- Prejudice did not disappear with new legislation (Civil Rights Act and the Voting Act) and African Americans still faced racial discrimination.
- African American wages were lower than their white counterparts and they faced higher crime rates in their neighbourhoods. Many African Americans rejected Martin Luther King’s philosophy of non-violence. They believed that a more militant approach to white racism was necessary and adopted the slogan “**Black Power**”.

#### The emergence of Black Panther Party:

- **The Black Panther Party (BPP) was founded by Bobby Seale and Huey Newton in 1966.**
- **BPP were involved in the initiation and support of Black Power programs i.e community-based programs and feeding schemes (anti-poverty centres);** embarked on programmes that were responsible for the defence of African Americans against police brutality; focused on socio-economic conditions of African Americans and also operated several community survival programs.
- **The Ten Points served as the Black Panther’s manifesto that covered its social, political and economic goals and objectives**
- The emergence of Black Power **as a parallel force** alongside the mainstream Civil Rights Movement occurred during the March Against Fear, a voting rights march in Mississippi in June 1966 / one-man-march by James Meredith.

### The role of Malcolm X:

- **Malcolm X** was an eloquent advocate for Black Power – he said that they must fight for **equal rights** even if it meant using violence. Young urban African Americans were drawn to his ideas.
- He advocated for self-respect and self-discipline.
- He called for assertiveness and aggressiveness in their revolution against oppression e.g. race riots at Watts, Detroit.
- He warned African Americans to stand up against white authoritarianism in pursuit of freedom, justice and equality by whatever means necessary.
- He promoted the use of violence as a means of self-defence against white attacks.
- The Black Panthers were inspired by Malcolm X's belief of unity among international working class.
- Malcolm X also inspired civil rights leaders such as Stokely Carmichael.

### The role of Carmichael:

- **Carmichael** defined Black Power as a call for black / African American people in his country to **unite**, to recognise their **heritage**, to build a sense of **community**. Black people must define their own goals and lead their own organisations.
- The Black Power Movement encouraged African Americans to take pride in their African heritage by wearing **Afro hairstyles** and embracing **African music and culture as well as learn about African history**.
- He did not invent “Black Power” but popularised it.
- “Black is Beautiful” and “Black Power” slogans were popularised by Carmichael.
- He advocated for the exclusion of white liberals from the struggle.
- He was elected honorary prime minister of the BPP.

### The emergence of the Black Panther Party:

- Many in mainstream white society viewed the Black Panthers and other Black Power groups negatively, dismissing them as violent, anti-white and anti-law enforcement.
- The BPP was involved in police shoot-outs in New York, Chicago. The FBI saw them as a threat for national security.
- In 1967 Huey Newton was arrested and the BPP launched a “Free Huey” campaign.
- Similarly, Angela Davis was an outspoken BPP activist who was also arrested. Similar “Free Angela” campaigns were held.
- The BPP also launched the “**Free Breakfast for Children**” programme which fed poor children every day, clinics where adults and children could get free medical care and a scheme to help black learners in schools.
- The BPP drew up a **10-point programme** that included demands for employment, decent housing, better education, and an end to police brutality.
- The BPP indulged in a range of criminal activities in order to raise funds. They were involved in violent confrontation with the police, in which 50 people died.

- The Black Power Movement contributed to the race riots in Watts, Los Angeles, Newark, New Jersey and Detroit. Such riots left scores dead and hundreds injured, as well as causing extensive damage and vandalism to property.
- It did not end all discrimination. It had a positive effect on **African American self-confidence and self-esteem.**
- It led to the growth of the “**Black is Beautiful**” movements and the development of black art and culture.
- The Black Panther Party was not the sole role player in the Black Power Movement.
- However, some historians argue that the Black Panther’s violent retaliation did amplify the need for change and forced the hand of Johnson to change legislation in favour of the Civil Rights Movement. The American government was more willing to work with the peaceful Civil Rights activists than the para-militaristic Black Panther
- Any relevant answer

**CONCLUSION**

- Candidates should tie up their argument with a relevant argument. **[50]**

**GRAND TOTAL: [150]**