



**GAUTENG PROVINCE**  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

# **PREPARATORY EXAMINATION**

## **2014**

### **MEMORANDUM**

<b>SUBJECT:</b>	<b>HISTORY P1 (10791)</b>
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**GAUTENG DEPARTMENT OF EDUCATION  
PREPARATORY EXAMINATION**

**HISTORY  
(First Paper)**

**MEMORANDUM**

**Formal assessment should cater for a range of cognitive levels as shown below.**

**The following table indicates how to assess source-based questions.**

- 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.

## 2. ESSAYS

### 2.1 The essay questions focus on one of the following levels:

<b>LEVELS OF QUESTIONS</b>
<p><b><u>Level 1</u></b></p> <ul style="list-style-type: none"> <li>• Discuss or describe according to a given line of argument set out in the essay question.</li> <li>• Plan and construct an argument based on evidence, using the evidence to reach a conclusion.</li> </ul>
<p><b><u>Level 2</u></b></p> <ul style="list-style-type: none"> <li>• Synthesise information to construct an original argument using evidence to support the argument.</li> <li>• Sustain and defend a coherent and balanced argument with evidence.</li> <li>• Write clearly and coherently in constructing the argument.</li> </ul>

### **Global assessment of essays**




The essay will be assessed holistically (globally). This approach requires the educator to score the overall product as a whole, 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" in order to achieve a high mark. This approach discourages learners from preparing "model" answers and reproducing them without taking into account 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 and
- The learner's interpretation of the question

**Assessment procedures of essay**

- 1. Keep the synopsis in mind when assessing essay.
- 2. During the first reading of the extended essay ticks need to be awarded for a relevant introduction (indicated by a bullet in 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 marking guideline/ memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

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**✓
- Inter pretation **I**✓

4. The matrix

**4.1 Use of analytical matrix in the marking of extended writing (refer to page 3)**

In the marking of essay with reference to page 6 the given criteria shown in the matrix should be used. In assessing the essay note should be taken of 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.

4.1.1 The first reading of 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	



4.1.2 The second reading of essay will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 5	

Allocate an overall mark with the use of the matrix.

C	LEVEL 4	30–33
P	LEVEL 5	

## RUBRIC TO BE USED WHEN MARKING ESSAYS( SECTION B)

<p>PRESENTATION</p>  <p>CONTENT</p> 	<p>LEVEL7 Well-planned and structured essay. Good synthesis of information. Developed an original, well-balanced and independent line of argument with the use of evidence. Sustained and defended the argument throughout.</p>	<p>LEVEL6 Well planned and structured essay. Relevant line of argument Evidence used to defend argument.</p>	<p>LEVEL5 Well-planned and structured essay. Developed a clear argument. Conclusion drawn from evidence. Independent conclusion. Evidence used to support the conclusion</p>	<p>LEVEL4 Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence.</p>	<p>LEVEL3 Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusion not clearly supported by evidence.</p>	<p>LEVEL2 Attempts to structure an answer. Largely descriptive, or some attempt at developing an argument.</p>	<p>LEVEL1 Little or no attempt to structure an essay.</p>
<p>LEVEL7 Question has been fully answered. Content selection relevant to line of argument</p>	47–50	43–46					
<p>LEVEL6 Question has been answered. Content selection relevant to the line of argument</p>	43–46	40–42	38–39				
<p>LEVEL5 Question answered to a great extent. Content adequately covered and relevant</p>	38–39	36–37	34–35				
<p>LEVEL4 Question is recognisable in answer. Some omissions or irrelevant selection</p>			30–33	28–29	26–27		
<p>LEVEL3 Content selection does relate to question, but does not answer it or does not always relate to the question. Omission in coverage</p>				26–27	24–25	20–23	
<p>LEVEL2 Question inadequately addressed ,sparse content</p>					20–23	18–19	15–17
<p>LEVEL1 Question inadequately addressed or not at all. Inadequate or irrelevant content</p>						14–17	0–13

**QUESTION 1: WHAT STRATEGIES DID THE SOVIET UNION AND THE UNITED STATES OF AMERICA (USA) USE TO PROTECT AND PROMOTE THEIR IDEOLOGIES IN EUROPE AFTER 1945?**

1.1

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

- Truman Doctrine
- Marshall Plan (2 x 1) (2)

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

- Greece
- Turkey (2 x 1) (2)

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

- Free people – Non-Communist countries.
- Democratic countries (any 1 x 2) (2)

1.1.4 [*Interpretation of information from Source 1A L–2*]

- The countries that are helped would not resort to communism.
- The countries that are helped would depend on USA.
- The countries that were helped would belong to USA camp. (any 1 x 2) (2)

1.2

1.2.1 [*Interpretation of information from Source 1B – L–2*]

- Communist /East camp
- Capitalist /West camp (2 x 1) (2)

1.2.2 [*Engage and analyse a source to ascertain justification of information from the source 1B L–3*]

**JUSTIFIED**

- USA was indeed interfering in the internal affairs of others.
- As a member in the UN, he was bringing to attention the violation by the US (of the UN principle).

**OR**

**NOT JUSTIFIED**

- He realised that communism will be blocked.
- USSR herself did not respect internal affairs of other countries
- Any other relevant response (2 x 2) (4)

1.3

1.3.1 [*Explanation of historical concept from Source 1C – L2*]

- (a) Marshall Plan is the system of USSR to help rebuild the Eastern European states aligned to her.
- (b) • Satellite states are countries in Eastern Europe who were aligned to USSR.  
 • Countries where communist governments were established.) (2 x 2) (4)

1.3.2 [*Analyse information from Source 1C – L2*]

- It gave aid to spread the sphere of influence.
- It gave financial aid to create dependency on the USSR.
- It prevented the spread of capitalism.
- Any other relevant response (any 2 x 2) (4)

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

- The Marshall plan will weaken the USSR in the satellite states.
- It will make the countries depend on the USA. (2 x 1) (2)

1.3.4 [*Analyse evidence from Source 1C – L2*]

- The plan gave aid but at the same time Axis Power countries still paid reparations to the USSR.
- It made countries that got aid depend on the USSR
- Any other relevant response (any 2 x 2) (4)

1.3.5 [*Evaluation of the usefulness of the Source 1C – L3*]

- The source is useful because it explains that the Molotov Plan was in response to the Marshall Plan.
- Soviet Union wanted to keep satellites under its total control
- Any other relevant response (2 x 2) (4)

1.4 [*Explain the contradictions of information from Sources 1B and 1C – L3*]

- Feared that the Eastern European countries would be attracted to the Marshall Plan. (Yugoslavia had already accepted it.)
- To tighten control over the Eastern European countries.
- Any other relevant response. (any 2 x 2) (4)

## 1.5.

1.5.1 [*Interpret data from Source 1D – L2*]

- They wanted to block aid given to West Berlin by the USA and allies.
- To stop the implementation of the Marshall plan in Berlin
- Any other relevant response (1 x 2) (2)

1.5.2 [*Determine the reliability of Source 1D – L3*]

- Illington was from Britain and might be siding with the USA and allies.
- He might exaggerate events as a British journalist.
- The cartoon may ridicule the USSR since it was created by a Briton whose allegiance was with the West.
- Any other relevant response (any 2 x 2) (4)

## 1.6 [Interpretation, analysis and evaluation of information from Sources 1B, 1C and 1D – L3]

Candidates may use the following points to answer the question.

- Greek anti-communists USA gave 4 million dollars to
- Used Marshall Plan to help the war torn countries to rebuild the cities and infra-structure.
- The Soviet Union rejected the Marshall aid in USSR and the satellites
- The Soviet Union introduced the USSR's Molotov Plan to rebuild Eastern European countries aligned to the Soviet Union
- The Soviet Union rejected the application of the USA's plan in West Berlin by blockading all routes to the area.

Use the rubric below to allocate a mark.

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner OR evidence not used at all, e.g. <b>shows little OR no understanding of the strategies that were implemented by the Soviet Union and the United States of America to protect and promote their ideologies.</b></li> <li>• Uses evidence partially to report on topic or cannot report on 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 understanding of the strategies that were implemented by the Soviet Union and the United States of America to protect and promote their ideologies.</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	<b>Marks 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Excellent understanding of the question</li> <li>• <b>Demonstrates a thorough understanding of the strategies that were implemented by the Soviet Union and the United States of America to protect and promote their ideologies.</b></li> </ul>	<b>Marks 6–8</b>

(8)  
[50]



**QUESTION 2: HOW DID THE INVOLVEMENT OF THE UNITED STATES OF AMERICA AND THE SOVIET UNION INTENSIFY COLD WAR TENSIONS IN ANGOLA AFTER THE 1970s?**

2.1

2.1.1 *[Extract of evidence from the source 2A – L1]*

- The struggle against Portuguese colonial rule (1 x 2) (2)

2.1.2. *[Definition of historical concepts – L1]*

- Civil War – War inside one country between rival groups
- Colonialism – The occupation and control of one nation by another.
- Any other relevant response (any 2 x 2) (4)

2.1.3 *[Explanation on the role of Superpowers in Angola – L3]*

- The United States supplied the FNLA and UNITA with weapons to support them
- Cuban troops supported the MPLA by supplying them with Soviet arms
- Any other relevant response (any 2 x 2) (4)

2.1.4 *[Asserting the usefulness of Source 2A – L2]*

- It explains how the USA got involved
- It explains how the USSR got involved in the Angolan Civil War
- It provide the reasons for the civil war (any 2 x 2) (4)

2.2

2.2.1 *[Interpret information from Source 2A – L2]*

- UNITA is persistent
- UNITA is empowered and refused to budge
- UNITA is ready to continue the civil war
- UNITA is confident with the help from the USA.
- Any other relevant response (any 1 x 2) (2)

### 2.2.2 *[Ascertain the accuracy of evidence from Source 2B– L2]*

Candidates can indicate either JUSTIFIED or NOT JUSTIFIED and support their answers with relevant evidence.

#### **JUSTIFIED**

- USA stayed true to their policy of containment
- Protecting the capitalist world
- Spreading its spheres of interest
- Any other relevant response

#### **NOT JUSTIFIED**

- Contributing to the violence within Angola
- Manipulating the Civil War and used it to benefit its ideology
- Any other relevant response (any 2 x 2) (4)

### 2.2.3 *[Interpretation of evidence from Source 2B – L1]*

- UNITA was in need of military support
- UNITA did not want to back off or stop this civil war
- Any other relevant response (any1 x 2) (2)

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

- That UNITA is not willing to surrender
- UNITA will continue with the Civil War
- It showed UNITA's resistance to communism
- Any other relevant response (any 1 x 2) (2)

## 2.3

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

- Set the date for Angolan independence as 11 November 1975
- It provided a transitional government, consisting of the MPLA, FNLA and UNITA
- Agostinho Neto was declared President and was tasked to lead Angola (any 2 x 1) (2)

2.3.2 *[Interpretation of evidence from Source 2C – L2]*

## (a) CUBA

- To support the MPLA who was a Marxist group
- To spread communist beliefs on behalf of the Soviet Union

## (b) SOUTH AFRICA

- Feared the spread of communism
- Supported USA policy on containment of communism
- Any other relevant response (any 2 x 2) (4)

2.3.3 *[Interpretation of evidence from Source 2C – L2]*

- Reignited the conflict
- Congo came to the support of MPLA
- Cuba and USSR became directly involved supporting MPLA
- Any other relevant response (any 2 x 2) (4)

## 2.4

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

- African countries are happy about it (little guy dancing)
- Superpowers compete to spread influence in independent Africa
- Superpowers provide goods to poor independent states
- Any other relevant response (any 1 x 2) (2)

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

- Superpowers did not only bring weapons but provided food
- African states seemed to be happy
- Any other relevant response (any 1 x 2) (2)

2.5. *[Comparing interpretations within Sources 2B and 2D – L3]*

- In Source 2B both superpowers are involved with the help of other foreign countries but Source 2D only refers to the TWO superpowers.
- In Source 2B the superpowers provided weapons and Source 2D states that the superpowers provided food and goods
- In Source 2B the African states are at war (unhappy), in source 2D the African states seem to be happy (dancing)
- Any other relevant response (any 2 x 2) (4)

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

- Increased the race for expansion of the expansion of sphere of influence
- Cuba became involved, increasing tensions between USA and USSR
- Cuba's involvement also increased tensions between Cuba and USA
- Created panic about the expansion of Communism.
- USA and South Africa as an ally to destabilise Angola.
- 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 little or no understanding in <b>explaining how the involvement of the Soviet Union and the United States of America in Angola during the 1970s intensified Cold War tensions.</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	Marks 0–2
<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. shows an understanding of), <b>how the involvement of the Soviet Union and the United States of America in Angola during the 1970s intensified Cold War tensions.</b></li> <li>• Uses evidence in a very basic manner</li> </ul>	Marks 3–5
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. demonstrates a thorough understanding of <b>how the involvement of the Soviet Union and the United States of America in Angola during the 1970s intensified Cold War tensions.</b></li> <li>• Evidence relates well to the topic</li> <li>• Uses evidence very effectively in an organized paragraph that shows an understanding of the topic</li> </ul>	Marks 6–8

(8)  
[50]

**QUESTION 3: WHAT WERE THE CHALLENGES FACED BY CENTRAL HIGH SCHOOL IN LITTLE ROCK, ARKANSAS, REGARDING DESEGREGATION IN 1957?**

3.1

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

- Separation of people on the basis of race, colour, religion, etc.
- African–Americans were segregated in terms of schooling, jobs, housing, etc.
- Any other relevant response (any 1 x 2) (2)

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

- They were being threatened by Southerners who supported segregation.
- Whites in Arkansas were not willing to adhere to the Supreme Court ruling.
- Any relevant response (any 1 x 2) (2)

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

- Reporters and photographers from across the country travelled to Little Rock.
- Media recorded the scene as 15 years old Elizabeth being waved off the school grounds by Arkansas National Guardsmen. (2 x 1) (2)

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

- Prevent bloodshed (1 x 2) (2)

3.1.5 [*Interpretation and evaluation of evidence from Source 3A – L2*]

- Very bad/dangerous
- Could have turned into a racial fight
- Any relevant response (2 x 2) (4)

3.1.6 [*Interpretation and evaluation of evidence from Source 3A – L3*]

- Written source refers to armed Arkansas National Guardsmen with rifles waving Elizabeth Eckford off the school grounds
- Visual source shows African–Americans being prevented from getting into the school by Arkansas National Guardsmen
- Visual Source shows Little Rock Nine being surrounded by whites and Arkansas National Guardsmen
- Any relevant response (any 2 x 2) (4)

## 3.2

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

- Terrorised
  - Stoned
  - Threatened
- (3 x 1) (3)

3.2.2 [*Interpretation and evaluation of evidence from Source 3B – L2*]

- Should not retaliate.
  - Keep to the Civil Rights stance of non–violence.
  - Keep to Christian values.
  - Any relevant response.
- (any 2 x 2) (4)

3.2.3 [*Explanation of concepts L1*]

- Rights of human beings to be treated fairly.
  - Rights to participate in civil society without discrimination.
  - Any relevant response.
- (any 1 x 2) (2)

3.2.4 [*Interpretation and evaluation of evidence from Source 3B – L2*]

- Promote school integration
  - Help in attracting attention to Little Arkansas failure to adhere to the American Constitution
  - Provide moral support to the African–Americans in Little Rock
  - Any relevant response.
- (any 2 x 2) (4)

3.2.5 [*Evaluation of the usefulness of Source 3B – L3*]

- Shows Civil Rights Movements' involvement
  - Martin Luther King Jr support to the African Americans in Little Rock Arkansas
  - Continuation of Civil Rights non–violent approach
  - Any relevant response
- (any 2 x 2) (4)

## 3.3

3.3.1 [*Interpretation and evaluation of evidence from Source 3C – L2*]

- Supreme Court had ruled in favour of integrated schools
- Supreme Court had ruled that separate facilities for blacks and whites were unconstitutional
- USA constitution referred to equality
- Any relevant response. (any 1 x 2) (2)

3.3.2 [*Extraction of evidence from Source 3C – L1*]

- Federal government had no authority to tell a state government how to operate schools
- Federal government had no authority to tell a state government for what purpose it may, levy taxes, or how tax money may be spent
- Federal courts had said that an agency of the state cannot maintain segregated schools.(3 x 1) (3)

3.3.3 [*Comparing evidence from Source 3B and 3C – L3*]

- Martin Luther King supported integration
- Martin Luther King was the leader of the Civil Rights Movement
- Governor Faubus was a racist white Southerner
- Faubus was against integration
- Any relevant response (any 2 x 2) 4)

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

Candidates must focus on the following aspects:

- Little Rock whites did not want to accept Supreme Court ruling
- Little Rock Nine were prevented from getting into the school
- Arkansas National Guard did not protect the Little Rock Nine/ were also anti integration
- Governor Faubus instructed the National Guards to stop the Little Rock Nine from getting into Central High School
- School board was anti– integration
- African Americans were terrorised/threatened by racists whites
- Little Rock Nine were harassed at school
- Faubus fuelled racial tension/closed schools
- Faubus advised racists whites to vote against integration
- Any relevant response

Use the following rubric to allocate a mark:

<p><b>LEVEL 1</b></p>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows little or no understanding of challenges that students faced at Central High School in 1957.</b></li> <li>• Uses evidence partially to report on topic or cannot report on 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 a great extent to the topic e.g. <b>shows some understanding of challenges that students faced at Central High School in 1957.</b></li> <li>• Uses evidence in a very basic manner</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>that shows a thorough understanding of challenges students faced at Central High School in 1957.</b></li> <li>• Evidence relates well to the topic</li> <li>• Uses evidence very effectively in an organized paragraph that shows an understanding of the topic</li> </ul>	<p><b>MARKS 6–8</b></p>

(8)  
[50]



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

*[Plan and construct an argumentative essay based on evidence using analytical and interpretative skills]*

##### SYNOPSIS:

Candidates should indicate whether they agree that the nature of the struggle between North Vietnam and USA from 1965 to 1969 can be regarded as more of a 'hot war' than a Cold War.

##### MAIN ASPECTS

Candidates should include the following aspects in their response:

##### Introduction:

The candidate should indicate their standpoint with regards to the extent of the struggle between North Vietnam and USA from 1965 to 1969 being more of a 'hot war' than a Cold War.

##### ELABORATION

- President Johnson got approval from cabinet to use combat forces in Vietnam after the attack at Tonkin
- USA began major military build-up in Vietnam War
- In 1965 23 000 US troops were in Vietnam
- By 1968 550 0000 US troops were in Vietnam
- In 1965, massive bombing missions by the U.S. in North Vietnam, known as Operation Rolling Thunder, quickly escalated the conflict.
- USA's military commitment and control gave direction to the War.
- Russia gave aid to North Vietnam.
- North Vietnam sent soldiers to help the Vietcong
- North Vietnam decided to use a protracted War strategy to force the US to pull-out.
- North Vietnam used the Tet offensive strategy.
- It was not a success.
- Booby traps used by Vietnam
- Underground tunnels used against USA
- Napalm bombs, poison gas and defoliants used by USA.
- The killing at My Lai enraged USA citizens and the world.
- Any other relevant response

Conclusion: Candidates should tie up their essays with a relevant conclusion.

**[50]**

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

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

### SYNOPSIS

Candidates should discuss the comparative study of the political and economical successes of the Congo and Tanzania after they received independence.

### MAIN ASPECTS:

Learners should include the following in their response.

#### Introduction

Candidates should focus on the challenges face by independent African states.

### ELABORATION

#### CONGO

##### Political

- Kind of state that emerged – began as a multi-party state
- Type of leader Lumumba – was a reformer and wanted a united Congo
- After independence, a mutiny occurred in the army
- Congo faced a civil war (Katanga and Kasai declared their independence)
- Mobutu Sese Seko declared himself leader of Congo after Lumumba's desposal
- In 1964, Congolese army rebelled against the government
- Political instability was fuelled by involvement of superpowers
- Ethnicity gave rise

##### Economic

- Congo had substantial mineral sources.
- It was a Third-world-Country
- Bad management of companies
- Congo was one of the largest producer of industrial diamonds
- During Mobutu's regime the economy deteriorated
- Industries and farms were nationalized
- Mismanagement of companies
- Prices of copper fell and Congo could not pay foreign debts
- Poor roads and railway services impacted seriously on trade
- During the 1970's inflation rate reached 100%.

## TANZANIA

### Political

- Julius Nyerere became the first president after independence
- Nyerere's aim was to transform Tanzania into a self-reliant country
- Nyerere banned tribalism
- He created a one-party state
- Introduced a Leadership Code
- The 1964 mutiny led to the disbanding of the army
- Nyerere stepped down and a new leader was elected

### Economy

- Nyerere's policy of African socialism led to the drawing up of the Arusha declaration
- Private banks and other companies were nationalized
- Ujamaa policy was embedded in the Arusha Declaration
- Ujamaa centered on collective agriculture
- Tanzanians refused to move to these villages
- Ujamaa failed and caused a drop in food production
- Economy collapsed
- Despite emphasis on self-reliance Tanzania had to borrow money from the IMF

### Conclusion:

Candidates should tie up the comparison with a relevant conclusion.

[50]

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

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

### SYNOPSIS:

Candidates should evaluate the validity of the statement by referring to roles of Malcolm X, Stokely Carmichael and the Black Panther Party

### MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Should include reasons for the formation of the Black Power Movement.

### ELABORATION

- Brief background on inequalities faced by African–Americans
- Dissatisfaction with the Civil Rights Movement’s moderate methods

#### Malcolm X

- Opposed Civil Rights multi–racial approach
- Awakened Black consciousness
- Promoted racial separation
- Encouraged African–Americans to fight for equal rights even if it meant using violence
- Young urban blacks drawn to his ideas

#### Stokely Carmichael

- Coined the Black Power term
- Against non–violence
- Encouraged black self–determination and black identity (African dress, hair styles, recognition of their heritage etc.)
- Opposed multi–racialism

#### Black Panther Party for Self Defence

- Began as a group intent on protecting African–American neighbourhoods from police brutality and racism
- Wanted to advance black people economically, socially and politically
- Established neighbourhood patrols to protect communities from white police harassment
- Operated survival programmes (services to the poor, free medical clinics, free breakfast for children, economic and political classes)

Black Panther achievements

Short term gains:

- 1965–1967 riots led to the appointment of a commission
- President Johnson set up a programme of reform: housing improvement, promotion of education, training of poor African–Americans

Long term gains

- Developed greater pride and self– confidence amongst blacks.
- Mobilised blacks to vote for black politicians
- Led to introduction of black studies at universities
- Any relevant response

Conclusion:

Candidates to tie up their argument

**TOTAL:**           **[50]**  
                              **150**